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# I didn't **ROB** the bank

Hardin County Teacher PD Day - October 14, 2019

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Upper Scioto Valley

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...I just held them at  
gun point

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I didn't rob the bank

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...it was the grocery store  
down the street

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I didn't rob the bank

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...it was that person next to  
you

[move away slowly]

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# Kindergarteners...



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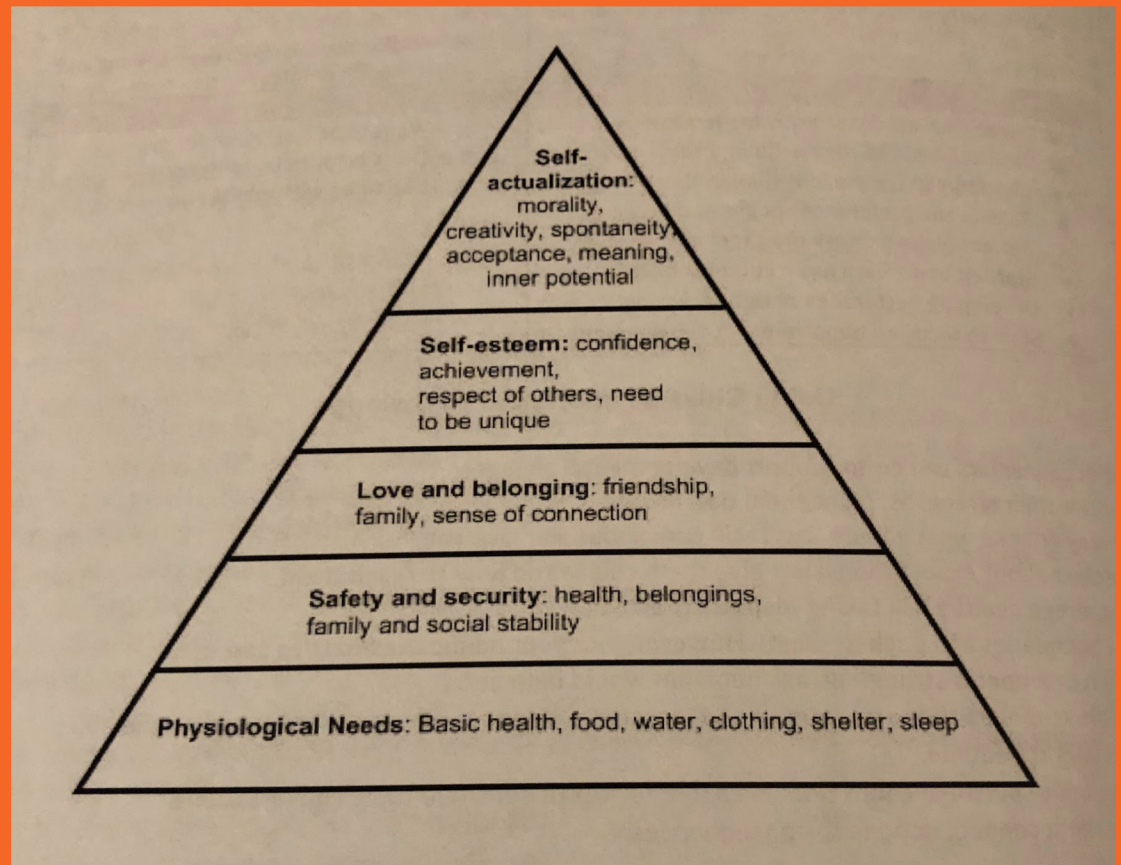
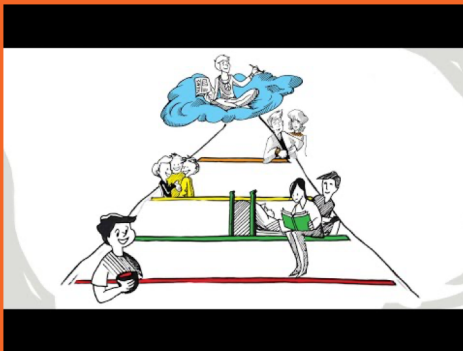
PS: slightly crude language ahead

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How can we expect  
them to demonstrate  
“common” skills, if  
they are not modeled  
or taught elsewhere?

*We can't.*

# Maslow's Hierarchy of Needs





**How can we help them  
continuously move up that  
pyramid?**

Of the many options...

Here is what these 45ish minutes are  
intended to be about.

**Intention and a LOT of patience.**

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# Intention and Patience

- Tone
    - Communication
  - Life Skills
  - Problem Solving
  - Respect
  - Instilling Confidence
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# Think about a time...

- that kid really pushed your buttons
- that one kid asked the question that sent you over the edge because you feel like you have answered it OVER and OVER again in many different ways
- that kid said something that they really shouldn't have
- that same kid said the same thing over again that they really shouldn't have
- that kid that doesn't seem at all engaged in anything in your class despite all efforts

Anyone have any other "that kid" to share?



# Tone

Tone - Emphasis, what it sounds like  
such as...

Volume - How loudly or softly are you speaking

Cadence - The rate at which you are speaking

Often tone, volume, and cadence can really change the meaning of your words without changing the words themselves.

# Communication

- Home versus school
- “I” statements
- Conflict resolution
  - Have you asked them to please not do that because you do not like it?
- Mediation skills
- Appropriate timing
- Modeling when happy, angry, sad, etc.

# Life Skills

- Main motto - Right thing, right place, right time
- Kroger “shoe box”
- Appropriate coping skills - emotional intelligence
- Finding ways to get out of the school building
  - Tipping at Applebee’s, how to order
- *Intentionally* discussing school/world issues
- When appropriate, sharing appropriate experiences
- Asking leading questions - Those W’s are important!!
  - Who? What? When? Where? Why?
    - ESPECIALLY WHY!!!!!!!!!!!!

# Problem Solving

- Playing “devil’s advocate”
- Having students come up with all possible solutions then decide which is best and why
- “I have not failed - I’ve just found 10,000 ways that won’t worked.” - Thomas Edison
  - Safe space to fail, no rapport change
- Questions to ask when unsure of what to do, who to ask, how to ask [#tone]
  - ‘I don’t get it’

**THAT DOESN'T MAKE ANY SENSE**



memes & video



**I DON'T GET IT**



#kimsconvenience  
reactions

# Respect

- “Respect is earned”
  - eh. kinda. entitled?
  - Era of teaching respect
- Modeling consistent respect with everyone - TONE!!!!!!!!!!
  - Yes, even when it is hard.
- Correcting disrespect, respectfully
  - If you allow it to happen, you are saying it is okay.

# Instilling Confidence

- Intentionally teaching these skills will yield this result.
  - Let them fail within guidelines - safely!
  - Let them try to figure out the answer - patiently!
  - Let them attempt to express their thoughts appropriately - calmly!
  - Let them learn how to use resources - intentionally!
- Poop Sandwich feedback
- Roses, Thorns, and Buds
- Stars and Steps

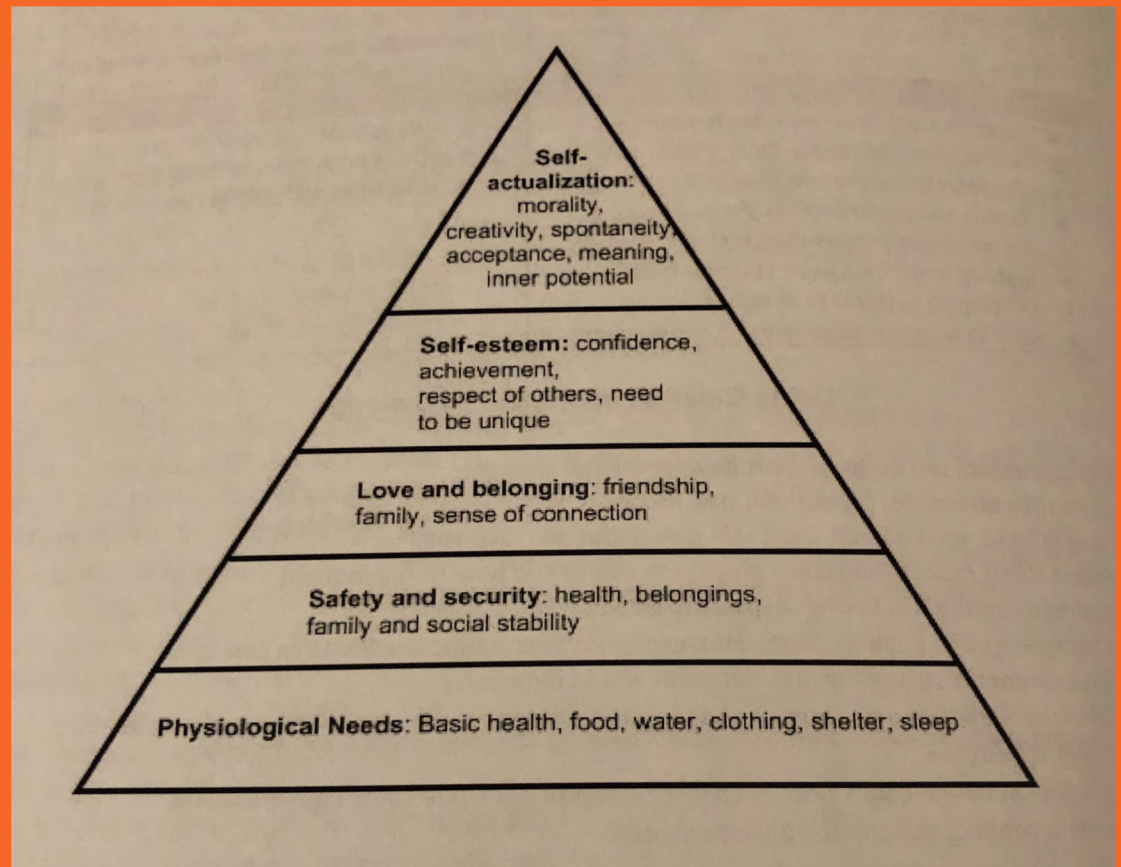
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**Examples from you?**

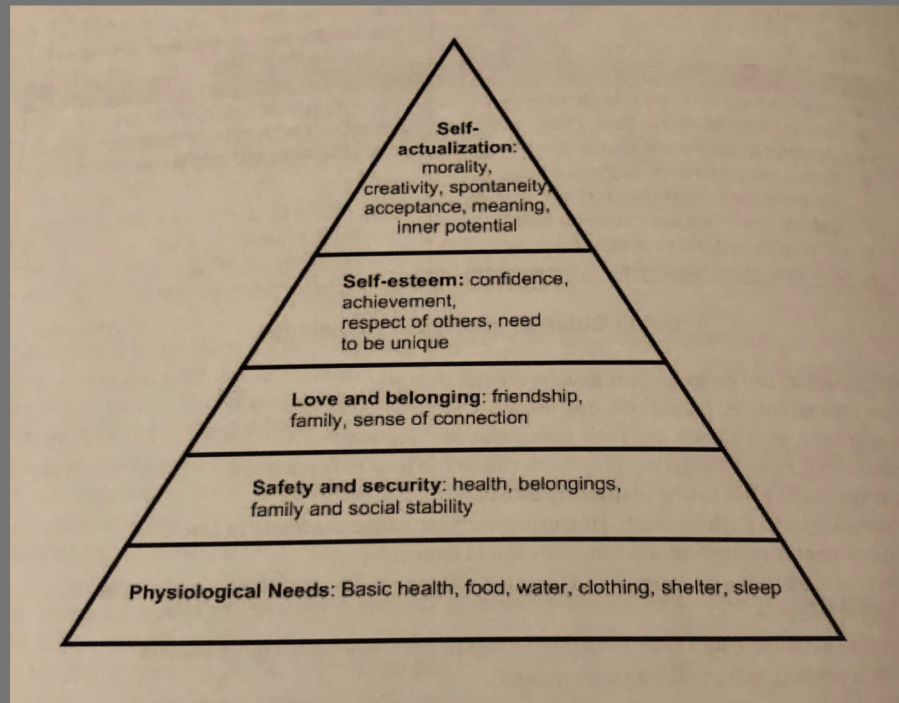
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# Maslow's Hierarchy of Needs



# Intention & Patience



- Tone
  - Communication
- Life Skills
- Problem Solving
- Respect
- Instilling Confidence

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How can we expect them to demonstrate “common” skills, if they are not modeled or taught elsewhere?

*We can't, but we can teach and model them.*

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When students feel as though you care because you are **intentional** and **patient**, they are more likely to succeed within your content.

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