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### **Teaching Series:**

#### **Psychology and Neuroscience in the Classroom**

Positive Psychology, the study of excellence, teaches us that we flourish as humans when we are completely engaged in challenging activities. Based on neuropsychological and educational research findings, these workshops guide participants in a joyful exploration of small things that make big differences in student learning and engagement.

**1. Relationships Matter** - Teaching is more than the imparting of the knowledge in a discipline; it is the building of a relationship with each student. This initial offering will be an overview of the foundational principles of effective relationship building. At the end of this training participants will be able to:

- Translate the relationship building skills used by clinical psychologists into effective classroom management tools.
- Adopt a “Therapist’s Presence” and learn how to bring optimism, warmth, and enthusiasm into the classroom.
- Incorporate principles of rapport building and bonding into their teaching.
- Utilize active placebo effects to increase student learning.
- Use principles of behavior modification to build structures that support student risk taking.

**2. Brain Friendly Instruction** – Learning to be on friendly terms with your students’ brains will make them more receptive toward learning and remembering what you are seeking to teach.

This training will focus on appropriate strategies based on neuropsychological research. At the end of this training participants will be able to:

- Understand that learning is state dependent and it is affected by the students' emotional state.
- Structure presentations that are compatible with the capacities of working memory.
- Help students engage in critical thinking and other executive functions.
- Utilize the principles of duration, intensity, multimodality, novelty, and personal relevance to engage attention and increase long term memory retention and retrieval.
- Create a multisensory environment and a state of relaxed attentiveness.

**3. Make Learning Active** – Data shows that students remember and understand information more easily when they are not passive recipients of teaching, but are actively engaged in discovering or working with the material. At the end of the training participants will be able to:

- Engage students in cultivating a personal relationship with the material.
- Foster deep processing by making connections between what students are learning and what they already know.
- Promote peer learning in the classroom.
- Utilize cooperative/collaborative learning in the classroom.
- Learn strategies to create movement in students, even in environments that restrict active movement.

**4. Motivation + Volition = Success** -- Motivation is clearly one of the keys to achievement; equally important is volition, which is the ability and willingness to do what is necessary to achieve the goal. Each is necessary, neither alone is sufficient. In this workshop we will identify research-based strategies that help students move from visualizing vague goals to actual plans that they are likely to implement. Participants will engage in role play scenarios to practice using these strategies with students, at the end of this training participants will be able to:

- Address both motivation and volition as they relate to student achievement.
- Employ visualization exercises with students to improve their performance.
- Help students develop realistic plans that anticipate how to overcome obstacles.

**5. Emotional Regulation in the Classroom** – This training will address a fundamental truth of teaching: The only thing we really have control over is ourselves. Yet, this is precisely what increases our influence and persuasiveness. At the end of this training participants will be able to:

- Recognize the physiological signs of emotional reactions in both themselves and their students.

- Utilize strategies to regulate emotions in the cognitive, affective, and behavioral domains.
- Learn to promote positive emotions in themselves and their students, setting the ground for broadening and building upon their existing skills.
- Utilize strategies that promote emotional states that are conducive to learning and social bonding.

**6. Effective Classroom Communication** – The foundation of effective communication is based on trust, empathy, and assertiveness. This training will provide guidelines for implementing these principles in the classroom and our daily interaction with others. At the end of this training participants will be able to:

- Implement strategies for increasing trust in relationships as a starting point for effective communication.
- Identify common blocks to understanding and being understood.
- Learn to accurately understand others.
- Express needs and desires in ways that increase the chances of them being met.
- Utilize active constructive responding.

**7. Challenging Moments in the Classroom** – Problems in the classroom typically stem from mishandling pivotal moments that can best be dealt with by focusing on our own internal processes as well as the students' behavior. This training focuses on application of the essential elements of self-regulation and effective communication in order to prevent difficult moments as well as deal most effectively with them when they occur. At the end of this training participants will be able to:

- Minimize the occurrence of conflict in the classroom.
- Increase their ability to deal with conflict in the classroom.
- Learn strategies to address specific challenging behaviors.

**8. Obtaining Feedback is Important** – Effective instruction incorporates ongoing assessment in both a formal and informal fashion. Classroom assessment is different than giving exams. It assesses not only knowledge gained, but also the level of engagement and comfort in the classroom. This type of inquiry creates a more engaging, active, and cooperative environment that supports the learning we are trying to assess. At the end of this training participants will be able to:

- Utilize a variety of informal assessments with their students.
- Learn how to appropriately incorporate their findings into their lessons.
- Utilize a variety of formal assessments with their students.
- Utilize assessments as a way of building the relationship with their students.