

**Title of Session:** Keynote: Creating Emotionally Safe Schools

**Moderator:** Barbara Muller Ackerman

**Guest Speaker:** Jane Bluestein

**Title of File:** 20080723janebluestein

**Date:** July 23, 2008

Room: After School Online

**BJB2:** Welcome to the opening event for Tapped In Festival 2008!

**BJB2:** We usually start all Tapped In events with introductions so the discussion leader is aware of the audience

**BJB2:** please state your location and what you teach or hope to teach

**RaymondS:** Portland Oregon, PE

**SusanSi:** I teach 4th grade math and science at a rural school in NE Texas

**ScottieH:** Beaverton, OR. Physical Education

**EmaA:** Concordia Portland ART

**LeoT:** Portland, Oregon Math, middle school

**MichaelSot:** Portland, Oregon, Biology

**GregoryB:** Portland, OR - High School Mathematics

**RodB:** I'm in Portland and I hope to teach English

**MichaelCT:** Portland, Or Social studies

**StephanH:** Stephan - Portland, OR, Drama and Language Arts High School

**BenZ:** Portland, OR Social Studies/ maybe science

**NaylaG:** Pharr, texas bilingual elementary

**SusieBu:** Washington, DC- I teach 5-7 Math and Science

**MichaelDB:** Portland, science

**JasonK:** Biology, Stump-town

**MichaelSot:** Portland, or HS biology/Chemistry

**JeffW:** Portland -High School Art

**JudyAA:** Portland, Oregon- I hope to teach language arts

**SeanBK:** Vancouver, WA, Concordia Student, Drama/Language Arts HS

**JenniferBB:** mathematics (10-12), Lincoln, AL

**BJB2:** then Barbara will introduce our keynote speaker, Jane Bluestein

**BarbaraMu:** My name is Barbara Muller-Ackerman and I am the moderator for Tapped In's monthly school counselor chats. My experience has been on the elementary level. I am from NJ

**BarbaraMu:** I am thrilled that the school counseling community has the opportunity to host the keynote for this year's Tapped In Festival. The topic for the festival is one dear to our hearts and we couldn't have asked for a more dynamic and wonderful keynote speaker.

**BarbaraMu:** Dr. Jane Bluestein has worked with thousands of educators, counselors, healthcare professionals, parents, childcare workers and other community members world-wide.

**BarbaraMu:** She has appeared internationally as a speaker and talk-show guest, including several appearances as a guest expert on CNN, National Public Radio and The Oprah Winfrey Show.

**BJB2** cheers for Jane and listens with great expectations!

**BarbaraMu:** Dr. Bluestein specializes in programs and resources geared to provide practical and meaningful information, training and hope in areas related to relationship building, effective instruction and guidance, and personal development.

**BarbaraMu:** Jane is an award-winning author whose books include Creating Emotionally Safe Schools;

**BarbaraMu:** 21st Century Discipline; Being a Successful Teacher; Parents, Teens, & Boundaries;

**BarbaraMu:** Mentors, Masters, and Mrs. McGregor: Stories of Teachers Making a Difference, and Daily Riches: A Journal of Gratitude and Awareness

**BarbaraMu:** Dr. Bluestein's latest book is entitled The Win-Win Classroom.

**BarbaraMu:** Formerly a classroom teacher (in inner-city Pittsburgh, PA), crisis-intervention counselor, teacher training program coordinator, and volunteer with high-risk teens,

**BarbaraMu:** Dr. Bluestein currently heads Instructional Support Services, Inc., a consulting and resource firm in Albuquerque, New Mexico.

**BarbaraMu:** Her words will touch your heart; her ideas will change your life. It is with much gratitude that I introduce you to Dr. Jane Bluestein.

**JanebluGst8:** Thanks, Barb!

**GregRH:** Portland, OR - HS math science...sorry a little late.

**JanebluGst8:** Do we have a question or a specific issue you would like me to address?

**BJB2:** how about how you create emotionally safe schools?

**JanebluGst8:** OK, as long as it's an EASY question...

**BJB2:** and why do you want to do that?

**BJB2:** . o O ( not easy, but important! )

**JanebluGst8:** I started work on the "safe schools" book thinking I'd be done in about 6 months and 100 pages.

**JanebluGst8:** It was 2 years and 500 pages before I was finished.

**BJB2:** wow! So it's not a simple topic!

**JanebluGst8:** What happened in the process was realizing that the idea of safe schools went way beyond things like violence and bullying.

**JeffW:** awesome!

**JanebluGst8:** I had to look at things teacher behaviors and institutional policies that affected the emotional climate of schools

**JanebluGst8:** for teachers AND kids

**JeffW:** the AND is crucial.

**JanebluGst8:** The focus of my work (in 35 years in education) has been on dealing with difficult kids

**JanebluGst8:** (Yes it is crucial!)

**JanebluGst8:** We get so focused on test scores and achievement

**JanebluGst8:** that we forget that we're dealing with people and the issues and experiences they bring to an educational environment

**JanebluGst8:** I had to look at things like discipline policies and win-lose power dynamics

**JanebluGst8:** Instructional issues and diversity of learning styles

**JanebluGst8:** Not to mention social and emotional issues

**JanebluGst8:** So stopping at 500 pages was, in itself, a challenge!

**JanebluGst8:** (I couldn't even fit the entire bibliography in the book. I had to put it on my Web site!!)

**JanebluGst8:** So why do we want schools to be emotionally safe?

**JeffW:** it is essential for growth

**BJB2:** reduces stress

**JanebluGst8:** Big time!

**BJB2:** allows learning to take place

**RodB:** are you asking or is it a rhetorical ?

**StephanH:** creates a better environment for learning

**EmaA:** so the kids can focus on learning

**RaymondS:** allows for more learning

**ShayneTr:** gives students freedom to explore and learn

**MichaelSot:** Safe haven

**BenZ:** makes them feel accepted

**JanebluGst8:** Also is an important ingredient of achievement and behavior

**SeanBK:** There are a lot of kids in a school. It's best that the vibes be good ones.

**ScottieH:** welcoming environment for everyone

**JanebluGst8:** Yeah. Not exactly rhetorical. More of a lead-in and response to a previous question

**JanebluGst8:** A lot of the teachers I work with around the country (and the world, actually)

**JanebluGst8:** don't feel particularly safe.

**JanebluGst8:** There's a tremendous amount of pressure to get through curriculum

**JanebluGst8:** regardless of where kids are

**JanebluGst8:** and to ignore a lot of the social and emotional cues we get every day.

**JanebluGst8:** I think this communicates a really weird set of priorities to kids and their parents

**JanebluGst8:** By the way, when I present on this topic, I usually have up to a full day. This is a REALLY big issue

**JanebluGst8:** and getting my head around the big picture

**JanebluGst8:** including the dysfunctional patterns in schools

**JanebluGst8:** and the ultimate goals most of us who go into education say we have

**JanebluGst8:** has been a huge challenge.

**JanebluGst8:** The overall negativity, for example.

**JanebluGst8:** (Do you know that elementary kids hear, from all the research I could uncover, 3 negative comments for every positive. By middle school

**JanebluGst8:** the ratio is 9 to 1. You can almost double that for hs kids.

**BJB2** nods sadly

**MichaelSot:** Crazy

**JanebluGst8:** And that doesn't mean that EVERY kid even hears a positive comment- from kids or adults.

**JanebluGst8:** Crazy... I agree

**SeanBK** shakes head

**EmaA**: sad

**JanebluGst8**: And there are a lot of ways we can be a lot more positive (without blowing smoke, by the way.)

**JanebluGst8**: This isn't a lot of feel-good mushy stuff.

**NaylaG**: sad but true

**JanebluGst8**: I'm talking about authentically appreciating the kids we have.

**JeffW**: but that's how we become aware!

**BJB2**: and truly believing that EVERY child can learn

**JanebluGst8**: Being able to look past the attitudes and the performance and appearance

**JanebluGst8**: Exactly!

**SeanBK** nods emphatically

**JanebluGst8**: It also comes down to simple stuff like what we acknowledge or note when we grade a paper

**JanebluGst8**: Or how we respond to a kid's answers

**JanebluGst8**: Or weird behaviors

**JanebluGst8**: OK, I've got a tangent here

**BenZ**: meet the students at their level

**JanebluGst8**: It's related

**JanebluGst8**: YES, Ben! Start with where they are!

**JanebluGst8**: You know how we always talk about "consequences"

**JanebluGst8**: when we're talking about student behavior?

**RodB**: yes

**SeanBK** nods

**StephanH:** sure

**BenZ:** yeah

**KatyD:** sure

**ElizabetBl:** ok

**JanebluGst8:** We tend to focus on the bad things that happen when the student messes up or doesn't do what we've asked.

**NaylaG:** yes

**MichaelCT:** yup

**RaymondS:** ok

**JanebluGst8:** So here's a little twist

**EmaA:** right

**JeffW:** unfortunately

**JanebluGst8:** What if "consequences" focus on the GOOD STUFF, positive outcomes.

**JanebluGst8:** Simple example:

**JanebluGst8:** Instead of saying, "If you don't bring back your library book, you can't take another one home..."

**MichaelSot:** Positive learning?

**ElizabetBl:** isn't this behavior modification from a positive reinforcement?

**JanebluGst8:** (Which is logical and reasonable by any account.)

**JanebluGst8:** Hang on, guys...

**GregoryB:** simple, but effective

**JanebluGst8:** What if we switch to a positive emphasis:

**JanebluGst8:** "When you bring your book back you can take another one home."

**JanebluGst8:** This does a few things.

**JanebluGst8:** For one, it reduces stress in the relationship.

**JanebluGst8:** For another, it's less likely to engage resistance or opposition

**JanebluGst8:** or a power struggle.

**JanebluGst8:** But the best part...

**JanebluGst8:** It puts all the responsibility on the kid!

**JanebluGst8:** So that's usually one of the first shifts I ask teachers and parents to consider

**RaymondS:** never thought bout it that way

**JanebluGst8:** Stating contingencies as promises rather than threats

**StephanH:** without them feeling like it's a punishment.

**NaylaG:** very interesting

**JanebluGst8:** None of us did, Raymond.

**JanebluGst8:** Look at our models!!

**SeanBK** grins

**JanebluGst8:** It's so much easier on the soul though, and holds kids

**JanebluGst8:** remarkably accountable for their actions

**JeffW:** I think it makes complete sense

**JanebluGst8:** PLUS we can continue LIKING the kid regardless

**JanebluGst8:** We just withhold the "good stuff" until he or she finishes the task

**GregoryB** smiles

**BenZ** laughs

**JanebluGst8:** or does what we ask.

**SeanBK:** It's amazing how rhetoric can change perceived meaning...

**MichaelSot:** "love covers a multitude of sins"

**VirgilS:** It's just using tactical semantics

**JanebluGst8:** No kidding!

**JeffW:** separate the child from the behavior

**JanebluGst8:** Yes, Virgil, and it works!

**JanebluGst8:** It's a choice I get to make any time I need to set contingencies and I'm always going to try to go for the positive, for all the reasons I mentioned

**JanebluGst8:** So, by the way, we've only looked at ONE aspect of the dysfunction... negativity.

**JanebluGst8:** There are others like reactivity, scarcity thinking,

**SusanSi:** It's so hard dealing with bad attitudes, even if you are a positive teacher!

**JanebluGst8:** a focus on product over process

**JanebluGst8:** I agree, Susan.

**JanebluGst8:** I also tried to look at where a lot of those attitudes come from.

**ElizabethBl:** what do you do if nothing is working?

**JanebluGst8:** Elizabeth... it always comes back to the relationship

**SeanBK** nods

**JanebluGst8:** Even younger kids I had greeted me on the first day with crap like "I don't do reading..."

**JanebluGst8:** Where did that come from? ME?

**JanebluGst8:** No way!

**ScottCa:** very interesting ideas

**JanebluGst8:** These were kids who had had years of negative school experiences-

**JeffW:** look for reasons behind the behavior

**KatyD:** what about the other dysfunctions

**JanebluGst8:** failure, criticism, people yelling at them for not learning the way we teach...

**JanebluGst8:** so of course they had attitudes

**JasonHo:** That was my thought, too.

**JanebluGst8:** It was up to me to create an environment where they wouldn't NEED those attitudes

**JanebluGst8:** And the longer they'd been in school, the longer it might take me to engage them

**JeffW:** It seems the school is working against education!

**JanebluGst8:** Katy, I'll get back to you on the other dysfunctions, or give you a link to a page on my site from that book that has a lot of details

**JasonHo:** I agree with what Scott said.

**KatyD:** ideas how pls.

**KatyD:** ok thanks

**JanebluGst8:** Sorry guys. This is going a little faster than my brain.

**JanebluGst8:** I will tell you that in the years I've been doing

**SeanBK** smiles comfortingly

**JanebluGst8:** teacher inservices

**JanebluGst8:** the biggest challenges for me in dealing with adults

**JanebluGst8:** has been to get them focused on something beside "hitting them with a bigger hammer"

**JanebluGst8:** as it were...

**RaymondS:** with yrs of what they think should happen

**JanebluGst8:** Getting them to focus on motivating with positive

**JanebluGst8:** outcomes rather than fear and threats.

**JanebluGst8:** partly because a lot of kids just don't care

**JanebluGst8:** about the "hammers" we have at our disposal

**JanebluGst8:** and partly because it's exhausting to constantly be fighting for control.

**JeffW:** parents aren't involved, just as much as the schools are not involved. This needs to change

**JeffCoo:** Mark Twain said "Don't let school get in the way of your education." Unfortunately, most of us (teachers/students/etc.) have been programmed to thinking that school is a pattern of fulfilling requirements... mandates, standards etc., rather than actually \*enjoying learning\*. I just got my son to start on a few essays before school starts, so that he can go in, hand them to his teachers, and then get started on his own IEP. If students don't take charge of their own education, or feel empowered, they'll almost always resist... and more important... be \*bored\* in school... which is the worst thing.

**JanebluGst8:** I agree

**VirgilS:** My sentiments too Jeff

**JanebluGst8:** If we look at student behavior as a way to create

**JanebluGst8:** safety and power (remember Maslow?)

**BarbaraMu:** think that the "gotcha" mentality is present in a lot of teacher's classrooms rather than finding out in creative ways if they get the content vs having to output only in the way the teacher wants...lots of special needs kids with awesome insights and not a lot of flexibility even at the earliest grades for appreciating the differences in how they think and process stuff

**VirgilS:** If I can ask a question when you're ready.

**JanebluGst8:** I have a very small window on my laptop and am having a hard time seeing more than 4 lines of text at a time.

**JanebluGst8:** I've lost track of some of the comments. Sorry. Go ahead Virgil

**StephanH:** can we please just give Jane the floor for a while? The idle chatter about personal stuff needs to go into private chat. Thanks for your consideration

**JanebluGst8:** Thanks, Stephan

**VirgilS:** So what to do about the SDC or SPED students with ADHD who become fuel for chaos?

**JanebluGst8:** Good question.

**JanebluGst8:** First of all, a lot of the ADHD behavior we are seeing is, imho

**SeanBK:** IMHO?

**RodB:** imho ?

**JanebluGst8:** in my humble opinion (sorry)

**SeanBK** laughs and nods

**RaymondS:** lol

**JanebluGst8:** results from trying to sit still for way longer than bodies were ever designed to sit still

**KatyD** smiles

**SeanBK:** hear, hear...

**BenZ** agrees

**JanebluGst8:** and being taught in a way that makes no sense to people's nervous systems (in many cases)

**JasonK:** amen

**JanebluGst8:** I am a high visual kinesthetic

**JanebluGst8:** I need to SEE things and move

**JanebluGst8:** whether I'm taking notes or knitting makes no difference

**SusanSi:** brain gym helps-are you familiar with it?

**JanebluGst8:** That's the only way I can get auditory information into my brain

**JanebluGst8:** I LOVE brain gym

**JanebluGst8:** in my seminars

**JanebluGst8:** I usually have teachers sit for about an hour and ask how they feel

**JanebluGst8:** They're nuts to move by then.

**JanebluGst8:** No teacher I know sits that long in a day!

**ElizabethBl:** like we are doing now

**JanebluGst8:** So we get up and do various brain gym exercises

**JanebluGst8:** Yes, Elizabeth. I'm awake cause I'm typing like crazy

**KatyD:** not even in a teacher's seminar

**NaylaG** SMILES

**JanebluGst8:** And we also drink water, which is banned in a lot of schools

**KatyD** smiles

**EmaA:** really?

**JanebluGst8:** even though all the research shows hydration to be critical

**JanebluGst8:** to learning, attending, focus, and achievement

**JasonK:** banned??

**RaymondS:** why?

**KatyD:** great to know!

**BJB2** . o O ( problem with drinking water is that then you have to use the restroom..not always a feasible option )

**JanebluGst8:** I've sold some superintendents (yes, banned) on allowing water bottles where possible

**JanebluGst8:** by sharing research on how hydration is positively correlated with higher test scores

**JanebluGst8:** Dumb reason, but whatever sells.

**JanebluGst8:** (I have worked in some environments

**JanebluGst8:** where we had to supply water for the kids

**JanebluGst8:** because they were bringing vodka in

**JanebluGst8:** in their bottles)

**JanebluGst8:** You know your kids.

**SeanBK:** Sadly, not surprising.

**RaymondS:** lol ok I can c that

**KatyD:** wow

**SusanSi:** we need more water fountains instead of plastic bottles

**JanebluGst8:** Water fountains or sinks in rooms would be great.

**JeffW:** yes!

**NaylaG** shocked

**JanebluGst8:** That's just one aspect.

**JasonHo:** Is it too much to ask that children learn to regulate their bladders?

**JanebluGst8:** Good point Jason

**JanebluGst8:** You know, though, I'm convinced

**JanebluGst8:** that a lot of the potty needs I've seen (at all grades)

**JanebluGst8:** had a lot more to do with the need to MOVE

**JanebluGst8:** than the need to potty!

**VirgilS:** So what do you suggest at the 8th grade level where hormones are connected with ADHD? There is a large percentage of students with ADHD who get into fights.

**EmaA:** most def

**JanebluGst8:** I'd love to see us quit labeling so many kids as ADHD, for starters

**JanebluGst8:** I know nobody likes that

**JasonK:** thank you!

**SeanBK:** Hear, Hear

**StephanH:** AMEN!!!

**EmaA:** YES!!!]

**JanebluGst8:** I have a page on my site listing about 30

**JanebluGst8:** different conditions or symptoms that are often misdiagnosed as ADHD

**RaymondS:** yes

**JanebluGst8:** It's under "Handouts". Please help yourself

**SeanBK:** My brother was misdiagnosed as ADHD and he was bipolar. Dig that.

**JanebluGst8:** (to that or anything else on the site.)

**JanebluGst8:** Sean, treating bipolar kids with ADHD meds

**KatyD:** don't forget to give the page pls.

**ShayneTr:** Although often ADHD is concurrent with other conditions

**JanebluGst8:** can be really problematic

**SeanBK:** And it was. Unfortunately.

**JanebluGst8:** I still think it's really way over-diagnosed

**JasonHo:** Can anyone tell me why autism is increasing?

**JanebluGst8:** I'm just asking us to rule out a lot of these other symptoms or conditions

**VirgilS:** I agree, but what to do with the legit cases?

**JanebluGst8:** before we automatically jump to an ADHD

**MichaelSot:** It's not increasing, there is simply more awareness.

**JanebluGst8:** (or autism) diagnosis

**JanebluGst8:** I had a hs kid when I worked in day treatment

**JanebluGst8:** who did fine as long as he had some kind of fidget toy in his hands

**JanebluGst8:** It really helped him focus.

**JasonHo:** So how did society function in the past when autism was un-recognized?

**JanebluGst8:** I've had other supposedly ADHD kids who were very focused and not hyperactive when I gave them a piece of gum

**JanebluGst8:** If we can do that, and get the results we want

**JanebluGst8:** we're looking at much less invasive interventions

**JanebluGst8:** Or punitive.

**JonLS:** I believe a lot of these "ADHD" kids Are simply Kinesthetic learners.

**BenZ:** as simple as a piece of gum, that's crazy

**JanebluGst8:** Jon, you are absolutely right

**JeffW:** yes!

**EmaA:** I agree!

**KatyD:** do you consider the indigo ones too? I'm asking because I'm from Argentina and we also have them

**JanebluGst8:** Carla Hannaford suggests about 85%

**JanebluGst8:** Indigos are in there as well.

**JanebluGst8:** Let's just look at different options for teaching different kids

**JanebluGst8:** and quit trying to force them all into the same molds.

**ElizabetBl:** Tanya, we don't know what Indigo is

**RodB:** what's an indigo

**VirgilS:** My older brother has Aspergers. He did well in class, but socially didn't mingle very much. Luckily he was a big guy, so no one messed with him. However I think some autistic students get treated badly by bullies.

**BenZ:** you have to be flexible with your teaching styles

**JanebluGst8:** And teach different kids in different ways

**SusanSi:** One Mind at a Time- a great book along these lines

**JanebluGst8:** Let's back up a bit

**JanebluGst8:** Think of the whole point of having schools

**JanebluGst8:** Back 60 years ago or more,

**JanebluGst8:** it made sense to run schools like the factories

**JanebluGst8:** into which many kids would be working

**JanebluGst8:** If you look at what businesses (and the economy in general) wants and needs

**JanebluGst8:** in terms of skills

**JanebluGst8:** I keep hearing from CEOs and business leaders that they need kids with good people skills, good communication skills

**JanebluGst8:** kids who can think outside the box

**KatyD:** but what about the other aspects, fulfillment, happiness?

**JanebluGst8:** My favorite came from a guy who said he looks to hire kids with "vision and attitude."

**JanebluGst8:** Great... but what happens to kids with vision and attitude?

**JanebluGst8:** Happiness and fulfillment are critical to mentally healthy adults

**JanebluGst8:** But I'm not likely to find that if schools don't offer me

**JanebluGst8:** opportunities to pursue avenues in which I can

**ElizabetBI:** Tanya, they still need to perform and have knowledge

**JanebluGst8:** excel and be fulfilled.

**JasonHo:** I'll bet that guy believes he 'knows in his gut' when a decision is right (scary thought)

**JanebluGst8:** True, they need knowledge.

**JanebluGst8:** Do we all need the same knowledge?

**JanebluGst8:** Check out Daniel Pink's book, Jason. (I forget the title... something about A Right kind of Mind... sorry)

**BenZ:** same basic skills, maybe not same knowledge

**SusanSi:** just for those lovely tests

**SeanBK:** Not necessarily, but skills are a different kind of thing (ie communication)

**ElizabetBl:** To be proficient you need knowledge

**JanebluGst8:** He talks about the need to encourage things like creativity and intuition.

**KatyD:** how do we create a school that can offer avenues to excel

**JanebluGst8:** What a thought for standards-based schools!!

**StephanH:** we all have different knowledge, each brain is unique, each learner is unique.

**KatyD:** ideas pls

**VirgilS:** It's also important to apply knowledge to the real world

**ShayneTr . o O** ( differentiated education )

**JanebluGst8:** Yes, and MY real world may be different from yours!

**JanebluGst8:** Another thought we don't consider.

**BJB2 . o O** (Daniel Pink: A whole new mind )

**JanebluGst8:** Thanks BJ

**VirgilS:** very true

**JanebluGst8:** So here's my question...

**RaymondS:** so do you think that as a whole we will ever get there

**JanebluGst8:** Yeah. Maybe... Sort of... Or I can't wake up and keep doing this

**SeanBK** smiles

**JanebluGst8:** So here's my question...

**JanebluGst8:** What can I do as an educator,

**JanebluGst8:** to help THIS child RIGHT now

**JanebluGst8:** feel valued and welcome and safe in my class?

**JanebluGst8:** What can I do to challenge him

**JanebluGst8:** in a place, academically,

**JanebluGst8:** where he can be successful?

**StephanH:** get to know them, their hopes, their fears, their dreams,

**GregoryB:** start by building a solid relationship with them

**MichaelSot:** Say "I believe in you"

**JeffW:** listen to them

**BenZ:** create a relationship, find out what they like or are in to

**MichaelCT:** listen

**JanebluGst8:** What can I do to teach him in a way that makes sense to his nervous system?

**NaylaG:** learn about his background

**JanebluGst8:** Yes to all of the above.

**JasonHo:** Do an assessment.

**BJB2:** learn their names and greet them by name as you welcome them to the classroom

**ElizabetBl:** work hard to find out what works for them

**RaymondS:** they must first trust you before you can move to help him and that takes time

**JanebluGst8:** You got it!

**NaylaG:** yes definitely

**VirgilS:** Be consistent in your advice

**JanebluGst8:** I've had some that were so damaged

**JeffW:** observe their interests and styles

**LydiaB:** Expect academic excellence from all students and create an environment where kids are free to reach that excellence w/o fear of ridicule. Create a safe culture that values education.

**JanebluGst8:** that it took a whole year

**RaymondS:** to teach him you must get to know them and that just takes questions

**JanebluGst8:** if I managed to reach them at all

**JanebluGst8:** So another question:

**JanebluGst8:** How are we going to do this in a data-driven,

**JanebluGst8:** standards-based environment

**JanebluGst8:** in which teachers are held accountable

**JanebluGst8:** for all kinds of stuff they don't control?

**RaymondS:** this does no good if the teacher after you sucks or doesn't share the same views, they will go back to where they were

**KatyD:** so I'm in the right way so I have to keep on

**GregoryB:** start over

**JanebluGst8:** Oh Raymond, yes it does!

**ElizabetBl:** what about the teacher before you?

**MichaelSot:** Education should not be valued so much, but the development of the student as an individual contributor.

**StephanH:** create a new paradigm in your community, in your schools, in your family environment

**JanebluGst8:** In fact if the next teacher is not brain friends, or sucks, as you say

**BenZ:** we have to be willing to try new styles or explore other options

**GregoryB:** be holistic in our approach

**JeffW:** teachers need to be accountable for providing movement, activities related to their learning style

**JanebluGst8:** it's even MORE important that you be the one place in the child's life to

**JanebluGst8:** really connect in a meaningful way.

**JanebluGst8:** I know that's different from how we've been taught

**JanebluGst8:** or raised

**StephanH:** be consistently available

**JeffW:** be consistent

**JanebluGst8:** but I see this over and over and over

**JanebluGst8:** Be the one person that matters

**JanebluGst8:** and it will matter much less who comes after you

**JanebluGst8:** in this child's life.

**GregoryB:** be available even after they've left your class

**LeoT:** !

**StephanH:** how we affect them now will affect them forever.

**ElizabetBl:** we need to be willing to invest ourselves with our students-to take the risk.

**JanebluGst8:** Keep going. I'll be right back...

**SeanBK:** Plant the seed that may eventually grow into the foundation of an awesome individual

**RaymondS:** yeah but is there really enough time to accomplish all that we want to

**VirgilS:** Be able to allocate enough time to the standards or communicate the topic, then check for understanding. Probably will have to meet some students one on one.

**LydiaB:** Help them discover of love of learning. No one else can take that away.

**ShayneTr:** and to learn to self-advocate

**GregoryB:** Will there ever be enough time?

**StephanH:** Help them discover their style of learning

**JeffW:** life is a process

**StephanH:** we make enough time.

**SeanBK:** There's never enough time, Greg.

**MichaelSot:** Education can be overrated; it is the development of the student.

**VirgilS:** Probably never enough time,

**GregoryB:** Exactly!

**StephanH:** we are teachers every hour of every day in some way

**SeanBK:** But we do as much as we can with what we have :)

**SusanSi:** where are the handouts? the website?

**JeffW:** give them QUALITY time

**JanebluGst8:** Ah.. that's just what I was getting to

**JanebluGst8:** I have over 500 page of free information on my site

**JanebluGst8:** [www.janebluestein.com](http://www.janebluestein.com)

**JanebluGst8:** Please help yourself. Make copies. Use it

**EmaA:** wonderful

**SeanBK:** Thanks!

**JanebluGst8:** in any way it will help you.

**RaymondS:** thanks

**JanebluGst8:** It does nobody any good sitting in cyberspace.

**MichaelSot:** thanks

**MichaelCT:** thanks

**JanebluGst8:** My email: [jane@janebluestein.com](mailto:jane@janebluestein.com)

**JanebluGst8:** You're very welcome.

**StephanH:** thank you, Jane.

**JanebluGst8:** I need to run in about 10 minutes

**RodB:** thank you

**BJB2** hugs Jane warmly....thanks for your generous sharing of your time and resources!

**BenZ:** thank you

**GregoryB:** Thank you Jane!

**SeanBK:** Thank you, Jane!

**JanebluGst8:** Any last minute things?

**ScottCa:** thx jane

**JeffW:** thanks

**MichaelSot:** Thank you Jane

**ScottieH:** Thank You

**JudyAA:** thank you, that was helpful

**JanebluGst8:** Really, really welcome

**KatyD:** thanks

**JanebluGst8:** Anything else?

**LydiaB:** Thank you for your time and patience.

**SeanBK:** It's good to hear another individual speak so passionately about developing relationships with our kids...

**StephanH:** I do have one final question

**MichaelCT:** awesome

**VirgilS:** Were you going to speak on anything else? There's still time.

**SeanBK:** It's been my soapbox for the last few weeks, and It's incredibly inspirational to hear someone who lives it!

**JanebluGst8:** Virgil, I could sit here for days and talk about this.

**JanebluGst8:** Is there anything else you want from me?

**StephanH:** Jane, can I ask a final question

**JanebluGst8:** Please

**VirgilS:** No, I was just ready to learn and contribute :)

**JanebluGst8:** Terrific!

**StephanH:** What are some ways to deal with emotional threat in the classroom? We hear about physical threat, but not much about emotional.

**BarbaraMu:** Jane- back to the practical in your last 10 minutes, as teachers go back to their classrooms in Aug and Sept, what would you suggest they implement in those first few days...

**BarbaraMu:** which I think may go back to Stephan's question about environment of safety

**LydiaB:** Great question Barbara.

**JanebluGst8:** we can affect the emotional climate of the classroom

**JanebluGst8:** and school

**JanebluGst8:** by the way we connect with kids

**JanebluGst8:** By not tolerating meanness

**JanebluGst8:** (and not by punishing it)

**JanebluGst8:** Simply saying "We don't say/do that here..." is often enough

**NaylaG:** a lot of praising

**JanebluGst8:** By the way we structure power dynamics

**JanebluGst8:** Recognition of positive behavior, for sure

**StephanH:** Thank you, that helps.

**LydiaB:** Transparency is important...this is why we don't do that here

**JanebluGst8:** A trick to that: Describe the behavior and then tell the kid how it pays off for her!

**StephanH:** thanks Lydia, good point.

**StephanH:** Thanks for your insight Jane. Very informative and interesting.

**LydiaB:** Yes, good point Jane, back to positive language

**JanebluGst8:** So instead of "I like the way..." how about "Hey, you brought your book back. Now you can have another one."

**VirgilS:** What types of incentives can you implement?

**JanebluGst8:** Activities are best

**JanebluGst8:** Free time to do the enrichment activity of their choice, the choice about where to sit, choice of problems (say 10 out of 15...)