



**OF SUCCESS**  
SUCCESS

CHANGE YOUR THINKING.  
CHANGE YOUR LIFE.

Strategies That Build Rapport,  
Connections and Motivate Students  
To Stay in School.

**LONGEVITY OF SUCCESS**  
PRESENTS  
**CREATING**  
**C.L.I.C.K**  
**IN THE CLASSROOM**

**TIME FLIES WHEN YOU  
ARE HAVING.....LEARNING!!!!!!**

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“Today, we know more about teaching than we ever have before. Research has show us that teachers’ actions in their classrooms have twice the impact on students achievement as do school polices regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003a). We also know that one of the classroom teacher’s most important jobs is managing the classroom effectively.”

“In recent meta-analysis of more than 100 studies (Marzano, 2003b), we found that the quality of teacher-student relationship is the keystone for all other aspects of classroom management. In fact, our meta-analysis indicates that on average, teachers’ who had high quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related problems over a year’s time than did teachers who did not have high-quality relationships with their students.”

“Effective teacher-student relationships have nothing to do with the teachers’ personality or even with whether the students view the teacher as a friend. Rather, the most effective teacher-student relationships are characterized by specific teacher behaviors: exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high-needs students.”

Along with well-designed and clearly communicated rules and procedures, the teachers must acknowledge students’ behavior, reinforcing acceptable behavior and providing negative consequences for unacceptable behaviors. Stage and Quiroz’s research (1997) is instructive. They found that teachers build effective relationships through such strategies as the following:

\*Using a wide variety of verbal and non-verbal reactions to students’ misbehavior, such as moving closer to the offending students and using a non-verbal cue, such as a finger to the lips, to point out inappropriate behavior.

\*Cueing class about expected behavior through prearranged signals.

Marzano, R., Marzano J., (2003). Building Classroom Relationships. Educational Leadership. 61 (1). (pp.6-13). Alexandria, VA: ASCD

In light of the research, this workshop will offer 5 strategies to help create positive classroom management in any class.

# Hooks

*Hooks are non verbal strategies to keep students engaged in a positive learning environment.*

Understanding how to work with hooks can allow you to keep the connection with the student without damaging your relationship. You're able to manage the behavior not the person. When we as teachers understand the difference of influence of power vs. the power to influence, we create an avenue for students to stay connected to school. When we stop teaching from power and start to build relationships based on influence we begin to understand behaviors. Thus allowing students to participate in the learning process. ENVoY is a program based on influence and other strategies that offer support in the classroom.

**1 Point-**  
eyes on floor  
move away from position  
close or change topic)

**2 Point-**  
Relational  
eye to eye contact  
square shoulders  
(offer solutions)

**3 Point-**  
eyes on third item  
90 degrees body position  
hold item away from you  
(conflict or bad news)

**4 Point-**  
eyes up  
(imagine the possibilities)

Most

Important

Twenty

Seconds

# M.I.T.S



## Body tips:

- \*
- \*
- \*

## Eyes:

- \*
- \*

M.I.T.S. is one of seven gems from the ENVoY program. Contact Nancy Blackwell for more information. Would love to support your Longevity of Success.

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## Resources

[www.longevityofsuccess.com](http://www.longevityofsuccess.com)

[www.michaelgrinder.com](http://www.michaelgrinder.com)

Grinder, Michael (1993), *ENVoY, Personal Guide to Classroom Management*. MGA Publisher, Battle Ground, WA

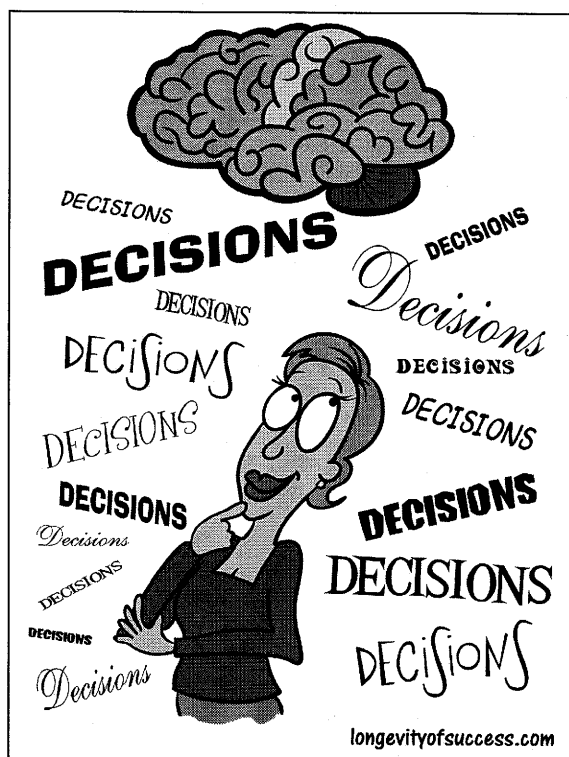
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Sylwester, Robert (1995) *A Celebration Of Neurons*, ASCD

Wolfe, Pat (2001) *Brain Matters: Translating Research into Classroom Practice*, ASCD



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