

Building Confidence

Working with fear for success

- Help student see their strengths
- Comment on improvement & effort
- Teach positive self talk
- Recognize small efforts and improvements
- Create situations where success is probable
- Have realistic expectations
- Analyze success and what went right
- Don't make comparisons between students
- Don't overlook misbehavior
- Don't feel sorry or rescue (disrespectful & discouraging)
- Acknowledge the difficulty
- Share positive highlights of the class
- Avoid criticism
- Problem solve and evaluate outcomes as a class
- Give limits and opportunity for choices
- Ask what they learned from mistakes & what they could do differently next time.
- Don't force student into activities
- Provide choices
- Give frequent positive feedback
- Be an encourager

Classroom Strategies

Creating a safe predictable environment

- Class provides evaluations for lessons/projects
- Start new skills building with prior knowledge
- Plan student participation
- Provide instructions orally, visually, and repeat with cues
- Create daily, weekly, or cycle calendar with major due dates and events
- On tests start with easy questions
- Allow water and dry snacks especially during tests
- Provide notes or outlines of skills covered
- Have an organized classroom
- Create a predictable and structured daily routine
- Engage student in the areas of confidence
- Vary how groups are formed for group work
- Have a cool down pass & discrete signal that indicates need for help or wash face and get water
- Assign a class buddy to collect make up work and notes when absent
- Summarize lesson before and after
- Be flexible with extended absences and make up work
- Begin each class with compliments
- Share absences in advance when possible
- Formulaic substitute lessons

Working with Anxiety

Accommodations

Supporting student success

- No timed tests
- Give extra time on assignments
- Change testing location
- Allow class recording or help with not taking
- Assign mentor for time management & study skills
- Allow for breaks to designated & timed location
- Assign a go to person for crisis during panic or anxiety attacks
- Offer alternate assignments for class presentations
- Limit homework
- Give a private campus orientation
- Grade for 1-2 skills not multiple
- Preferential seating in classroom and other locations
- Provide memory triggers when called on
- Break up large projects into smaller assignments
- Alternate testing location
- Ask close ended questions (either/or)
- Assign a buddy for emergency drills

Teacher Reflection

Knowing the difference being made

- Am I inspiring self-evaluation or dependence on other's evaluation?
- Am I respectful or patronizing toward the student?
- Am I seeing the student's point of view or only my own?
- Would I give this response to a friend?
- What opportunities have I taken to encourage the student?
- How do I hope for my student's to describe me?
- How do I think my students would describe me?
- Am I ever defensive with my students?
- How am I responding to student errors?
- In what ways could I be making assumptions about the student & their understanding?
- When do I feel anxiety in the classroom and how do I show it?
- How would someone new understand my classroom structure & organization? Could they figure it out on their own?
- How can I continue to facilitate courage in my classroom?

