NOTICE NEEDS

Originally published as a concept of **hierarchy of needs** in his 1943 paper "A Theory of Human Motivation" and his subsequent book *Motivation and Personality*, humanist psychologist **Abraham Maslow**, stated that our actions are motivated in order achieve certain needs. **This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs.**

In 2011, researchers from the University of Illinois set out to put the Maslow's hierarchy of needs concept to a test in the modern world. What they discovered is that while fulfillment of the needs was strongly correlated with happiness, people from cultures all over the world reported that self-actualization and social needs were important even when many of the most basic needs were unfulfilled.

Study as published in the Atlantic Monthly http://www.theatlantic.com/health/archive/2011/08/maslow-20-a-new-and-improved-recipe-for-happiness/243486/

Two Sets of Needs:

Physiological, security, social, and esteem needs are **deficiency needs** meaning that these needs arise due to deprivation. Satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences.

Maslow termed the highest-level of the pyramid as **growth needs.** Growth needs do not stem from a lack of something, but rather from a desire to grow as a person.

The study of over 60,000 participants did note the lines of the hierarchy are more blurred that originally theorized. "*The needs that are most linked with everyday satisfaction are interpersonal ones, such as love and respect. Our troubles, conversely, relate mostly to lack of esteem, lack of freedom, and lack of nourishment.*"

Three practical steps:
1. Look – look for patterns of need. Observe students who have difficulty staying awake, hungry and wanting food or water frequently. Behavior is the basic form of communication. If the guidance counselor provides a drink of water or pack of crackers when the student is sent out of the classroom, is the behavior to meet the basic need.

2. "Praise in public, Criticize in private" – Vince Lombardi knew that whispering praise about a student or player where they could over hear was motivation. But if he needed to correct a coach or student it was in private. Public embarrassment serves no purpose and is a negative effect on self-esteem, so asking the student if they need food, water, clean clothes, etc. out loud in the classroom or within hearing of other colleagues could re-enforce the belief that they have no or are less valuable than others.

3. Practice Community – spend time during the beginning of every day (Morning Meeting) or "Circle Time" start each day within community. Review the day's events and plans, prepare the path and set the expectations for everyone. When our physical needs and social needs are being satisfied we are in a better state to learn, grow, and succeed.

From time to time, we all need assistance
to reach the pinnacle!

Structure Strategically

The building of a structure takes design, planning, correct materials, mixed with proven processes and routines incorporating communication at all levels of the process resulting in the success of function as well as beauty.

Classroom Structure – Routines & Procedures
Look at different structures in the school and classroom to determine if they contribute to or negate the positive climate and effective culture you are building.

Physical: Look at the entrances to the school – are they welcoming after a long, loud bus ride? Are the entrances bright and uplifting and set a tone or metaphor for the week or the month. Has the same set of posters been in the hallways for the past four years?

Think Flow – Think distractions. Classroom clutter should be reduced. Classroom design should be carefully and strategically considered in traffic flow, learning settings, reduce distractions, etc.

Change it up. Learning involves change. Our brain will add new neurons when you change the seating arrangement or change the posters, anchor charts or other items in the room. Just remember that with inclusion some classroom can become centers for attention hyperactivity and become a distraction.

> *"Authentic learning tasks, along with student-centered routines and procedures, are what generates effective classrooms."*

Structured Student Engagement. Structure your lessons to be engaging of the whole student not just a "sage on the stage."
When we have multiple modals of input and stimulus we will have multiple methods of retrieving the information when we need it.

Plan Sabotage – teach coping. Don't forget routines and procedures by themselves are not as important as the ability to adapt those routines and procedures into real world situations where learning and behavior can come into either conflict or concert. Create an "Oops" lesson. Once students or faculty or staff are expecting something to happen "because that's what we've done forever" our brains will (while complaints are the vocalization of change) develop additional pathways through the emotions and into the cognitive to learn how to adapt.

> Activity – leave out parts of the materials. Remove a piece of the puzzle. Place an "Out of Order" sign on the pencil sharper.

EXERCISE EMPATHY

Where empathy really does matter is in our personal relationships. Empathy is what makes us human; it's what makes us both subjects and objects of moral concern.[1]

Five steps to exercise empathy

1. Avoid Climbing the Ladder of Inference

Accept that you are always going to draw meaning and inferences from what others say and do, **based on your past experience**. It's how people work.

If we did not use past experience to help us interpret the world, we would be absolutely lost. Nobody would be able to 'learn from experience' at all.

The issue, then, is to draw upon experience, but in a way that does not make assumptions about others' behavior, or which allows us to check back on those assumptions.

> Find more at: http://www.skillsyouneed.com/ips/ladder-of-inference.html#ixzz3dFXkat4r

2. Learn to Listen

Listening is not the same as hearing. Take time to listen carefully to what others are saying through both their verbal and non-verbal communication.

> Find more at: http://www.skillsyouneed.com/interpersonal-skills.html#ixzz3dFYcDm1h

3. Clarify

Show an interest in the people you talk to. Ask questions and seek clarification on any points that could be easily misunderstood.

> Find more at: http://www.skillsyouneed.com/interpersonal-skills.html#ixzz3dFYlGnzz

4. Question carefully.

Questions and answers fascinating and entertaining – politicians, reporters, celebrities and entrepreneurs are often successful based on their questioning skills – **asking the right questions at the right time and also answering (or not)** demonstrates empathy.

> Find more at: http://www.skillsyouneed.com/ips/questioning.html#ixzz3dFZOLvE7

5. Speaking with purpose.

The sound of a voice and the content of speech can provide clues to an individual's emotional state and a dialect can indicate their geographic roots. **The voice is unique to the person to whom it belongs.**

> Find more at: http://www.skillsyouneed.com/ips/effective-speaking.html#ixzz3dFZv92uB

WISE WITH WORDS

Words are really two-edged swords - they can destroy us or empower us.

If you could put what you're thinking on a CD, what would you entitle it? Thought patterns will come out sooner or later in your conversations.

Effects of (Negative) Words on Our Health

The words we speak are powerful forces of creation. If we could see the energy behind our words and how they command, are responded to and manifest, we would use them very carefully. Yet we use words as a method of communicating with each other and often unaware that we are also communicating on many other levels each time we speak. Every sound we utter sends out an energy wave that aids in creating our world.

"Sticks and stones may break my bones, but words will never hurt me". Words do have the power to hurt us. Words are a powerful force and the powerful effects of negative words cannot be underestimated. We all know how horrid and degrading it feels to be called insulting names or be told that we are stupid or deficient in some way.

According to psychologists, descriptive statements, such as "you're lazy, you can't be trusted, you'll never be as smart as your sister," you are a failure, I kill you, it kills me, you are a nail to my coffin", etc., make a much deep and often lifelong impressions on a person's life. Sometimes a single derogatory sentence from a parent, partner, close friend or professional can remain stuck in the brain for life, serving, as a toxic seed that grows into a belief that one will never be good enough, smart enough, or beautiful enough. It's much harder to remove these seeds than not to plant them in the first place.

Such words may not leave actual bruises but they certainly leave marks on our psyche, helping to form the picture we hold of ourselves. If you repeatedly hear messages that you are stupid, worthless and ugly and idiotic, your subconscious will begin to believe that it is true. You will hold an image of yourself as worthless, ugly and idiotic and you will begin to see yourself only in a negative way, all because of the words someone uses to describe you. The use of name calling or degradation is to gain power -- power over the other person and thus being a weapon of control or destruction.

The same can be said for the words we use to describe ourselves.

Do you ever berate yourself for mistakes you make, calling yourself stupid or useless? Are you your own worst critic, never giving yourself a break? You are certainly not alone if this is the case, but you should be aware of the pervasive effects of the negative words you use against yourself. Every time you call yourself something derogatory or use negative terms such as "nothing good happens to me" or "I will never be a success", you are helping to feed and water the toxic seeds in yourself.   Because we are constantly giving messages to ourselves, it is more vital than ever to ensure that those words you hear in your mind are as positive as possible.

What is the relationship between beliefs and words?   (Activity)

Each person has beliefs about words. People have positive and negative connotations associated with words layered in many thoughts and feelings. Pick any word. If you cannot think of a word in this moment, some suggestions are hope, sadness, cure, health, healing, death, God, family, friends, and community. Start with only one word to focus on your beliefs for that word alone. What are your thoughts and feelings around that word? Where do your thoughts and feelings for that word come from? Do you like how you relate to the word? If not, what would you prefer to think and feel related to the word?

NAVIGATE EMOTIONS

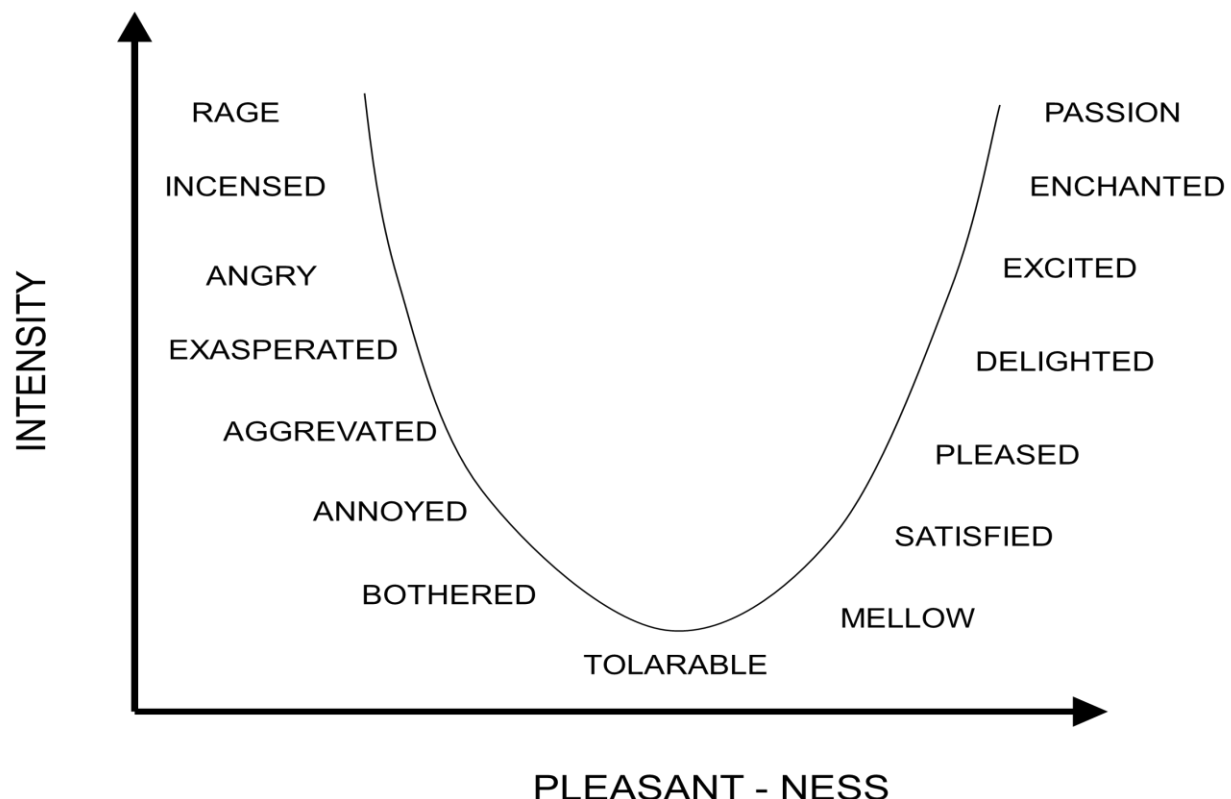> *"Emotions are the gateway to cognitive learning."*
> – Martha Bridge Denckla, M.D.
> Kennedy Krieger Institute, June 2015

Emotionally attuned teaching and learning in PreK-12 schools is essential to successful fostering and development of crucial life skills for students of all backgrounds and abilities. Louis Cozolino is one among a growing number whose research substantiates this claim. As Cozolino (2013) writes in his book, ***The Social Neuroscience of Education:***

"It is always personal." Even when we say, "Don't take this personally…" but we do. That's part of our systems in knowing how to properly respond and react.

This process takes time to master, and it has to be a goal that you want to achieve (based upon your values and beliefs!). But, the process is very worthwhile, and most importantly, in choosing to do this you become more INTENTIONAL in your thoughts, feelings, and actions! Be Intentional and in CONTROL, rather than being directed not by choice, but by purely the emotion in a reactionary state. **Think of it as integrating your emotion with your thinking in order to act with wisdom!**

> *Think of navigating emotions as going down an escaltor!*

INTENSITY

RAGE

INCENSED

ANGRY

EXASPERATED

AGGREVATED

ANNOYED

BOTHERED

TOLARABLE

PASSION

ENCHANTED

EXCITED

DELIGHTED

PLEASED

SATISFIED

MELLOW

PLEASANT - NESS

NURTURE WINNINGLY

" Creating and nurturing partnerships is the cornerstone of achieving success."

- Lisa Poulsen

Nurturing a relationship through collaboration allows you and your colleagues to enhance your own personal knowledge, and helps you achieve success as a team. Nurturing a relationship with students and modeling nurturing teaches others how to growth in personal and interpersonal relationships can become stronger and successful.

What Makes a Family Strong and Successful?

There are at least five "L's" which contribute to strong family relationships. Remember: schools, communities, classrooms and other entities are also called "families."

Learning families are where we learn values, skills, and behavior. Strong families manage and control their learning experiences. They establish a pattern of life. They select appropriate programs which will b beneficial. Inclusive learning is a core value. Strong families teach by example and learn through experience as they explain and execute their values.

Loyalty and devotion to family members creates a bond. Stand by each other during times of trouble. Stand up for each other when attacked by someone outside the family. Loyalty builds through sickness and health, want and good fortune, failure and success, and all the things the family faces. They also learn a sense of give and take in the family, which helps prepare them for the necessary negotiations in other relationships.

Love is at the heart of the family. All humans have the need to love and to be loved; the family is normally the place where love is expressed.. The atmosphere of real love is one of honesty, understanding, patience, and forgiveness. Such love does not happen automatically; it requires constant daily effort by each member. Love takes time, affection, and a positive attitude.

Laughter is good medicine. Humor is an escape valve for tension. Through laughter we learn to see ourselves honestly and objectively. Laughter balances our efforts and gives us a realistic view of things. Laughing together builds up a family. Laughing at each other divides a family. Families that learn to use laughter in a positive way can release tensions, gain a clearer view, and bond relationships.

Leadership is essential. Family members must assume responsibility for leading. Each family needs its own special set of rules and guidelines. These rules are based on the family members' greatest understanding of one another, not forces. Strong families work together to establish their way of life, allowing a voice in decision making and enforcing rules.

Adapted from "Advocates for Youth". AdvocatesForYouth.org

SHARE WILLINGLY

To what degree do school leaders establish, maintain, and support collaborative relationships with and among the entire school staff?

Is it a competition? Who is the villain? To be a hero you have to have a villain – is ignorance the villain and anyone who has a tool, an idea, a strategy or something to share the hero in defeating the villain.

Trust me. I've got your back.

If you share your struggles as well as your wins, will your work be somewhat invalidated for the former and lauded for the latter?

If there is a culture of open sharing through professional learning communities in crafting the learning process, it will be effective in the culture to exercise sharing within the classroom.

Whom do you trust to watch you and give you honest constructive feedback?

Share Values

Are the core values of the school and the classroom written down and posted?

Are they reviewed, shared, and celebrated through the assemblies, in the classroom, with the stakeholders?

Watch out for Isolation

Fragmented school cultures are where teachers are friendly to each other in the halls, eat lunch together, and even work on some projects; however, the ability to share professionally is limited or provided only

lip service since they feel that teaching is a competition – the student will compete as well. It can escalate to the toxic level of "every-man-for-himself".

Toxically, the culture of teachers working in silos or grade levels working in silos, reduce the collaborative or sharing of knowledge and reduction in growth.

When we work in silos we become isolated and insulated from what is happening. Yes, there is less drama, less difficulty, and sometimes meetings are viewed as more rituals than times to share willingly to

assist others who may have great ideas, need encouragement or to navigate toward the success of the shared common purpose.

SHOW ENCOURAGEMENT

"If you are a plumber, you know plumbing,
but that is far from the extent of your knowledge;
your heart knows things and so does your imagination."
- Stephen King from *On Writing: A Memoir of the Craft*

Be creative with ways to encourage one another.

Post-it Notes hidden to be found later.

Notes written while students or faculty were out that are specific and encouraging.

Practice positive "ear-wigging." Talk positive gossip so others can over hear you.

Be real. Even Kindergartener's can smell fake praise.

When we're feeling upbeat and happy, we're more likely to have an inclusive focus than a self-centered outlook, and to perform better on cognitively demanding tasks.

Richard Boyatzis, a psychologist at Case Western Reserve University explained that focusing on what someone needs to do to "fix" themselves will effectively close them down to new possibilities or ideas. Conversely expressing encouragement in what someone has done correctly will spur them toward review and reflection.

> The emotional state of a teacher can rub off on students even when they're not sharing feedback specifically. Just being more upbeat can improve the emotional state of your classroom, as well as helping them to be more efficient and coordinate better.
> -Daniel Goleman
> Social Intelligence.

The accumulation and frequency of positive versus negative moments largely determines our satisfaction and ability to perform; small exchanges—a compliment on work well done, a word of support after a setback—add up to how we feel on the job or in the classroom.

Encouragement rewards the work effort involved. Praise rewards the product. Praise can be overdone and limit us to a reduction in taking risks since we will not get the praise we have become dependent upon for our self-esteem.

The students who need encouragement the most are often the least likely to receive it. The attitudes, language, and strategies necessary for effective encouragement, a key to success for motivating low-achieving or discouraged students, should become second nature in creating a school culture of belonging and involvement.

❧ RESOURCES ❧

W *Wise With Words*:

The Power of Our Words: Teacher Language that Helps Children Learn (Responsive Classroom) Nov 20, 2013 by Paula Denton and Lynn Bechtel

Sticks and Stones Exposed: The Power of Our Words
Dec 1, 2004 by Dave Weber

Words Can Heal is an educational campaign designed to promote the value and practice of ethical speech in order to improve and build mutual respect, honor and integrity.
http://www.wordscanheal.net/

E *Exercise Empathy*

[1]http://www.newyorker.com/magazine/2013/05/20/the-baby-in-the-well by Paul Bloom, May 2013 retrieved May 2015.

Skills You May Need   http://www.skillsyouneed.com/
A free resource site which offers help and sound advice about how you might go about developing key life skills.

N NOTICE NEEDS

Maslow 2.0: A New and Improved Recipe for Happiness
"A study based on a survey of thousands of people from 123 countries reveals the universal needs that make us happy"
By Hans Villarica published in The Atlantic, August17, 2011

http://www.theatlantic.com/health/archive/2011/08/maslow-20-a-new-and-improved-recipe-for-happiness/243486/

Addressing Our Needs: Maslow Comes to Life for Educators and Students
FEBRUARY 6, 2014 by Dr. Lori Desautels
http://www.edutopia.org/blog/addressing-our-needs-maslow-hierarchy-lori-desautels

Antioch University also has a take on Maslow's hierarchy for school change and school needs. It is a resource for teachers and administrators looking toward the process of school climate or cultural change. http://www.antiochne.edu/acsr/schoolchange/

𝕊 STRUCTURE SAFELY

How to Bullyproof Your Classroom
June 2012, Caltha Crowe

"The First Six Weeks of School" by Paula Denton and Roxann Kriete.
https://www.responsiveclassroom.org/article/first-six-weeks-school

Classroom Management with Harry and Rosemary Wong
http://classroommanagement.com/

The First Days of School and THE Classroom Management Book shows in detail how to create a safe and positive environment for student learning and achievement to take place. With contributions from more than 100 teachers, it is the most comprehensive guide for creating an effective classroom.

Smart Classroom Management by Michael Linsin
Michael Linsin offers a website full of strategies and resources useful in creating a classroom where students love being part of and that they're excited to come to every day.
http://www.smartclassroommanagement.com/

ℕ𝔼 Navigate Emotions

Massachusetts Consortium for SEL in Education

http://www.seltedconsortium.com/affective--social-neuroscience--sel-ted.html

"We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education," by Mary Helen Immordino-Yang and Antonio Damasio(2007)

Personal Growth & Development by M. Helstrom
https://mhelstrom.wordpress.com/2010/10/04/navigate-emotions/ Access June 2015

𝕊𝔼 Show Encouragement

**Why positive encouragement works better than criticism
According to science, it's good to be the nice guy.**
By Belle Beth Cooper

http://www.fastcompany.com/3025080/how-to-be-a-success-at-everything/why-positive-encouragement-works-better-than-criticism

SW Share Willingly

5 Ways Twitter Strengthens A School's Learning Community
by Joe Mazza • June 1, 2012 http://connectedprincipals.com/archives/5824

DuFour, Richard. *Revisiting Professional Learning Communities at Work*. Solution Tree,2008.

"Genuis Hour" for teachers and staff
http://www.livebinders.com/play/play?id=829279

The Ten-Minute Inservice: 40 Quick Training Sessions that Build Teacher Effectiveness Paperback – March 11, 2013
by Todd Whitaker (Author), Annette Breaux (Author)

School Culture Rewired: How to Define, Assess, and Transform It Paperback – January 15, 2015
by Steve Gruenert (Author), Todd Whitaker (Author)

NW Nurture Winningly

Five Ways to Strengthen and Cultivate Work Relationships
http://www.businessbee.com/resources/operations/5-ways-strengthen-cultivate-work-relationships/

Parent-Child Communication Basics: An Education Program to Enhance Parent-Child Communication
http://www.advocatesforyouth.org/publications/1229-strengthening-family-relationships

Activities and resources to help students develop their emotional intelligence. By Edutopia

http://www.edutopia.org/take-action-what-teachers-can-do