

Cultivating Resilience in Reading

Through
Emotionally
Intelligent Teaching





Welcome!



Danielle Colan and Nicole Lombardo

- ✗ Stevenson High School D125
- ✗ Reading Specialists
- ✗ Enjoy working with students who are not always motivated to learn
- ✗ Advocates of teaching SEL and Wellness

Presentation Objectives

During this presentation we will discuss how to use emotionally intelligent teaching in the following areas:

- Emotional regulation
- Motivating students
- Creating asset-based mindsets
- Building student-teacher relationships




Emotionally Intelligent Teaching (our definition)

The awareness of state of being and wellness for both student and teacher at a given moment and how that affects their interactions in the classroom.



Check in! How are you feeling?

- 
- Look through your feeling wheel and pick one word to share that describes how you are feeling at this moment.
 - Share out your word.
 - Think of how many feelings are in our classroom at one time.

Emotional Regulation

“Heightened emotional arousal can debilitate cognitive tasks necessary for reading.”⁹⁹

(Masons et al., 2018)

Think Time!

What types of common feelings or emotions negatively impact you or your students in the classroom?

Use the feeling
wheel to help.



Common Issues We Encounter in the Classroom

Student

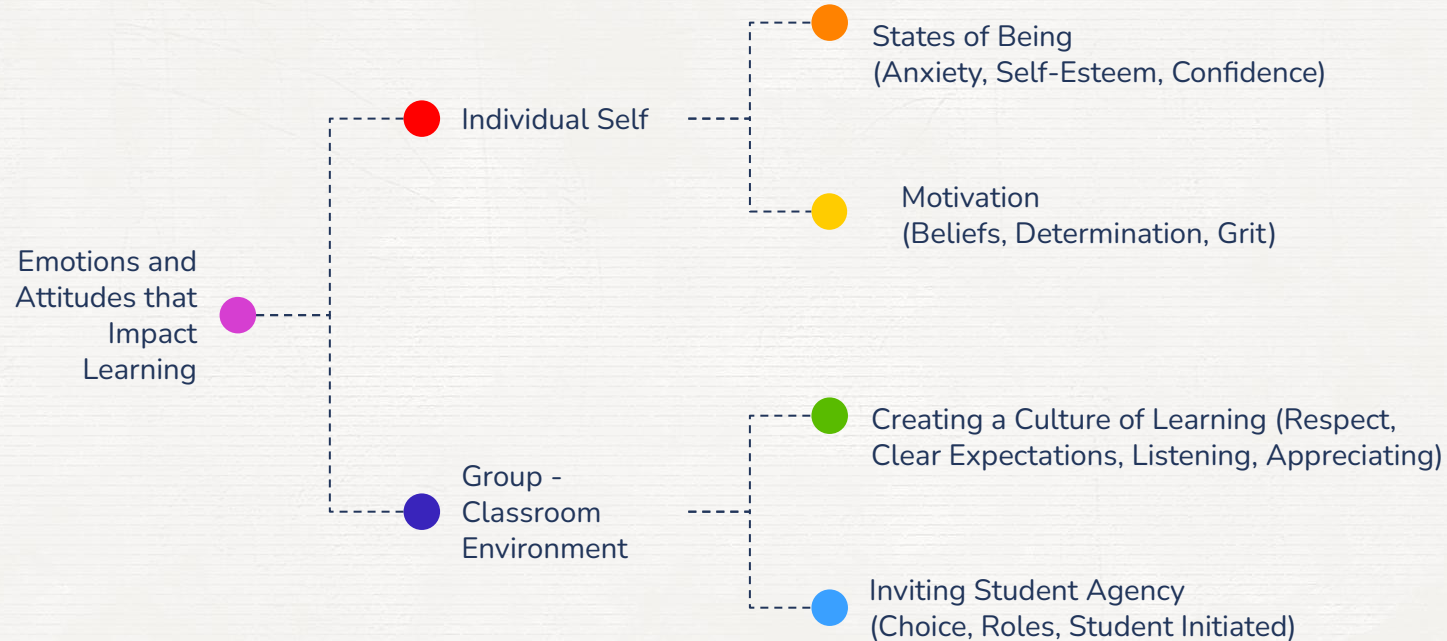
- ✗ Lack of Focus
- ✗ Lack of Engagement
- ✗ Challenges at Home or with friends
- ✗ Challenges with Nutrition or Sleep


Teacher

- ✗ Limited Patience
- ✗ Compassion Fatigue
- ✗ Decision Fatigue



Affective Factors Impact Success



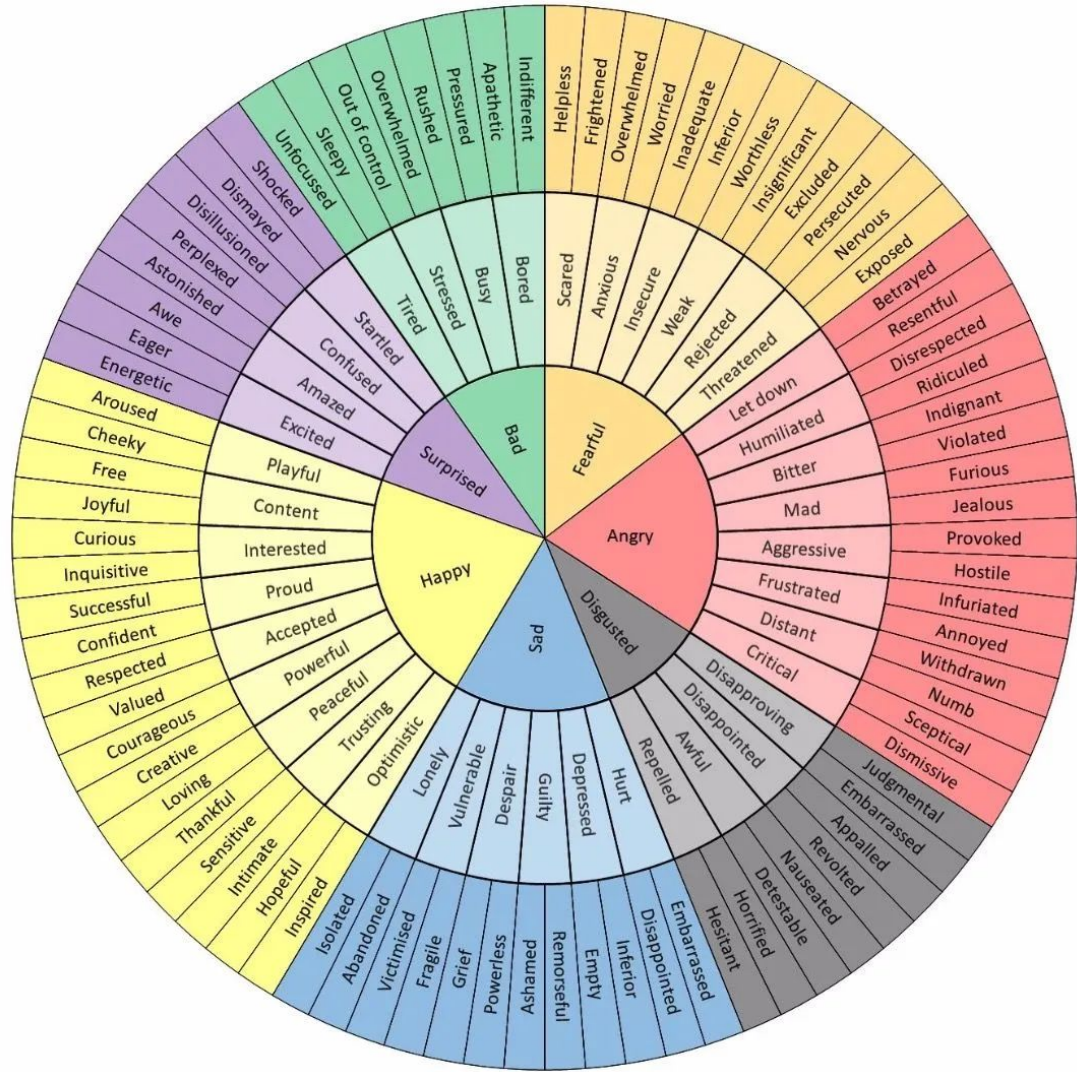
A decorative border of various colored pencils (red, purple, blue, teal, green, yellow, orange) is arranged around the central text, pointing towards the center.

“The more that students are
emotionally aware of their
affective state, the more they
will be able to regulate
themselves.”⁹⁹

(Penza-Clyve & Seman, 2002 qtd. in
VanDonkelaar)

Feeling Wheel

- When a student (or teacher) has heightened emotions
- Builds vocabulary and empathy for others
- Making inferences about characters
- Could use as a reading check



Dealing with Feelings

(efficiently and quickly)

- Empathy (Support and Understanding)
- Normalizing (I or others have felt the same way)
- Showing Care (Body language)
- Problem-Solving
- Coping Strategies

WHEN I AM FEELING...

Angry

I will pause until I am able to think clearly so I can respond rationally instead of reacting.

Overwhelmed

I will write down what I need to get done and focus on one task at a time based on its importance.

Insecure

I will work on appreciating and accepting myself, flaws and all. I am more than I give myself credit for.

Rejected

I will acknowledge that this feeling sucks but I will not let it consume me. Rejection is redirection.

Discouraged

I will be kind to myself and remind myself of the reason why I am trying. I will use that as my strength.

Motivating Students

“Engaged readers are those who are intrinsically motivated to read and who therefore read frequently.”

(Tracey & Morrow, 2017)

Motivational Engagement (tracking growth)

- “On average, the practice of having students track their own progress was associated with a 32 percentile point gain in their achievement” (Marzano, 2009).
- Track a single goal in all assessments.

Name: _____

Book: _____

Best Reading Day: _____

Pages _____

Highest Focus Rating: _____

14



Focus Scale

- 1: Distracted
- 2: Mostly Distracted
- 3: Neutral
- 4: Mostly Focused
- 5: Highly Focused





Week of _____

Pages

Focus Rating

M: _____ to _____

T: _____ to _____

W: _____ to _____

T: _____ to _____

F: _____ to _____

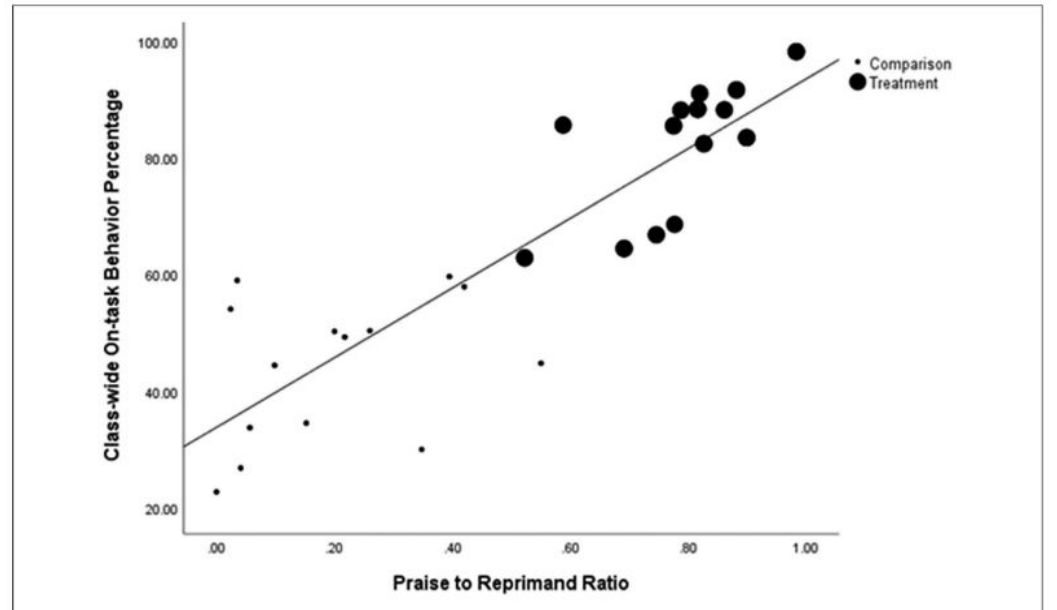
of pages

12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	Mon.	Tues.	Wed.	Thur.	Fri.	Sat. Sun.



Motivation through Praise

- A research study in 28 middle school classrooms found that as praise increased, so did class-wide on-task behavior.
- When we give praise, students are more engaged and able to learn.





Examples

FOUNDATION

CONNECTION SKILLS

Acknowledgment of specific positive student actions.

Specific labeled praise.

- “You are being such a great peer to your classmates by making sure everyone has the materials they need for our next activity!”
- “Josh is sitting quietly and waiting for my next instruction – Thank you Josh!”

Celebration of student achievements

- “Congratulations Mia, on completing this month’s project challenge! That took a lot of dedication!”
- “Jose, how wonderful that you organized a food drive. Thank you for making our school a better place.”



Motivation Through Asset Vs. Deficit Based Learning & Feedback

Classroom Focus

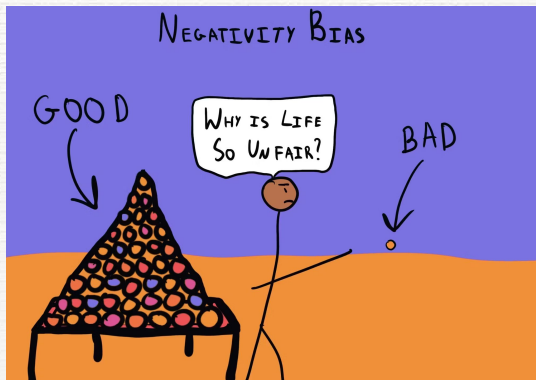
What do you focus on when thinking about students during class?

When grading work?

- On task?
- Weaknesses? (personality and academic)
- Strengths?

Negativity Bias

Our brain notices negativity and areas to improve more than strengths.



Feedback Sandwich

- Compliment
- Improvement
- Compliment

This praise is nice, but works best when the compliment is related to the need.



Changing some of our feedback to asset-based feedback (written or verbal)

Student has strong emotions that get in the way of being present in class →

You are a beautiful writer. Try writing down your thoughts and emotions for five minutes since that comes so naturally to you and then you might feel ready to be part of class.

Student does not read and annotate with the class but speeds ahead →

I know you are a good reader and a fast reader which is awesome, now let's slow that down a bit so we can focus on thinking critically about what we are reading and take some notes so that you are prepared for the essay.

Student does not turn in assignments on time or at all →

When we are just talking or when you are answering a question verbally in class, you are so articulate and thoughtful. You have good ideas and insights, now just take those ideas and put them onto paper.



Think Time

Think of a (struggling) student or two. Write down a possible asset-based comment that you could give them.

- What can the student already do that could help them in their learning? Connect the need to the strength.

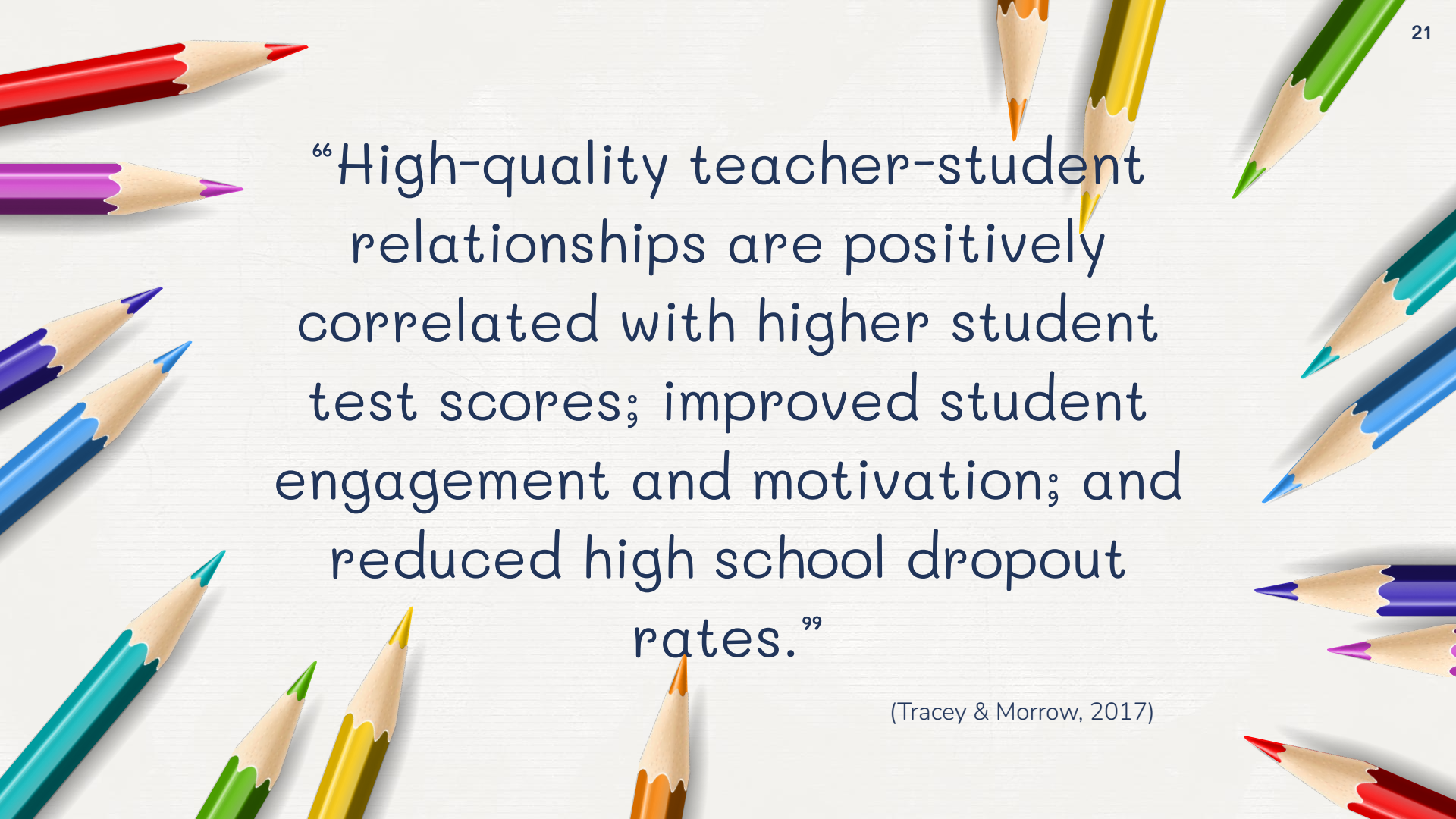
Teacher/Student Relationships



Journal:

Think about a student who you have a strong relationship with or connection to. What makes that relationship strong?

Think of a student or type of student who you are sometimes in conflict with. What is creating that conflict?

The background of the slide is white and features several sharpened colored pencils scattered around the central text. The pencils are in various colors including red, purple, blue, teal, green, yellow, and orange. They are positioned at different angles, some pointing towards the center and others away from it, creating a dynamic and educational feel.

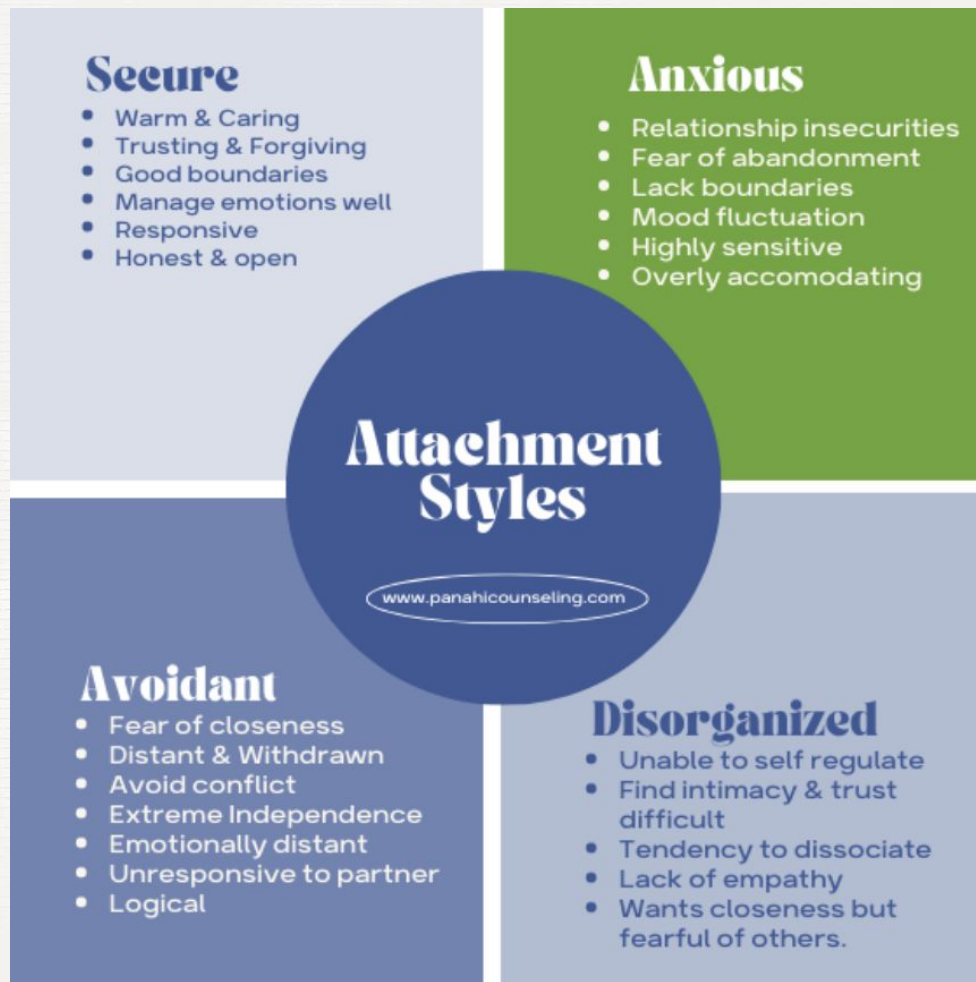
“High-quality teacher-student relationships are positively correlated with higher student test scores; improved student engagement and motivation; and reduced high school dropout rates.”⁹⁹

(Tracey & Morrow, 2017)

Attachment Theory

✕ A psychological framework that explores the connection between a child and their caregiver and how it shapes their later development and relationships

✕ John Bowlby (1907-1990)



Secure Attachment Looks Like...

IN STUDENTS

Caring and kind to others.

Shows good boundaries.

Handles change well.

Is able to manage emotions.

IN TEACHERS

Able to handle all attachment types easily.

Manages emotions well. Does not take out a “bad day” on their students.

Work/life balance.

Warm and friendly and generally likes all students.



Anxious Attachment Looks Like...

IN STUDENTS

“Pesters” a teacher about whether an assignment is graded or why they got a certain grade.

Lacks boundaries with other students or with the teacher. Overshares.

Is highly reactive or sensitive to comments from other students or the teacher.

Worries teacher doesn't like them.

IN TEACHERS

“Pesters” a student about where an assignment is.

Lacks work/life balance boundaries. Feels like they have to get everything done.

Overly accommodating to students. Does not want to say no.

Worries that students won't like them.



Avoidant Attachment Looks Like...

IN STUDENTS

Sits far from other students or from the teacher.

Is afraid to ask questions.

Does not like to work with partners or in groups.

Avoids conflict at all costs.

Does not advocate for themselves.

IN TEACHERS

Does not welcome students as they enter the room.

Teaches because they want to teach the content, not because they want to create relationships with the students.

Does not get to know students and does not share any personal information.

Avoids important conversations with students and/or parents.



Disorganized Attachment Looks Like...

IN STUDENTS

Has trouble self-regulating.

Has difficulty trusting others.

May shut down or dissociate when things don't go their way.

Wants to be included, but fearful of others.

Behavior may be hard to predict.

IN TEACHERS

May be untrusting of students and/or colleagues.

May not show empathy for students.

Wants to be included with colleagues but doesn't know how.

Behavior may be hard to predict.



Be Aware of Teacher Bias

Because of our own relationship needs, teachers may be more accepting of students with one attachment style than students with another one.



Emotional Intelligence Impacts Learning

1

Emotional Awareness and Regulation

- Feeling Wheel
- Journal
- Meditation

2

Asset-based mindset

- Feedback
- Personality
- Culture
- Interests

3

Student-Teacher Relationships

- Understanding and caring about their life outside our classrooms
- Knowing when our attachments styles are not very compatible.
- Feelings affect behaviors





Questions?

Email us!

dcolan@d125.org

nlombardo@d125.org