

CLASSROOM INTERVENTIONS

that **WORK**
SUPERBLY

A photograph of a diverse classroom. A female teacher with dark curly hair, wearing a light-colored patterned shirt, is smiling broadly and looking towards a young boy in a green sweater who is also smiling. Other students in the background are also smiling and engaged. The setting is a classroom with educational posters on the wall.

**Practical Strategies for
Maximizing Student
Achievement**

SELINA JOY JACKSON, MA

Empower Your Classroom with Proven Interventions

In today's rapidly evolving educational landscape, teachers face increasing challenges in managing student behavior, engagement, and emotional well-being. *Classroom Interventions That Work Superbly* and the accompanying video library offer practical, research-based tools to address these issues head-on.

Authored by Selina Jackson, MA—an expert in transformative educational practices—this comprehensive resource equips educators with strategies to inspire student motivation, foster a supportive classroom environment, and handle disruptive behaviors with ease. The content guides you to establish authority compassionately, increase student engagement, and integrate culturally responsive techniques, making every classroom interaction meaningful.

Why Choose TAG's Solutions?

TAG's approach leads with a clear vision, focusing on both prevention and correction of classroom challenges. By understanding diverse learning styles and implementing evidence-based interventions, educators gain powerful insights to create a positive learning atmosphere. If you're ready to reduce stress, enhance student achievement, and foster a collaborative classroom environment, contact us today.

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Classroom Interventions That Work Superbly:

Practical Strategies for
Maximizing Student Achievement

by **Selina Joy Jackson, MA**
The Achievement Group, Inc

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Contents

Acknowledgments.....	ix
Introduction: How Classroom Interventions That Work Superbly Can Help You.....	1
Chapter One: The Secret of Successful Communication.....	3
How Effective is Your Communication?.....	4
Is Your Communication Style Direct or Indirect?.....	6
Mistakes to Avoid.....	7
How Can YOU Feel More Respected and Appreciated by Your Students?.....	8
How to Get Cooperation without Screaming.....	10
What is the Easiest Way to Use Procedure Practice?.....	10
How Does this Brain Compatible Strategy Make Your Job Easier?.....	12
The Power of Questions.....	13
Behavior Changing Questions.....	13
How Can Mirror Neurons Make or Break Your Success?.....	14
How Well Do You Interpret Your Emotional Messages?.....	14
Why is it Important to Create and Maintain a Positive Classroom Environment?.....	17
CSTP Standards Addressed in Chapter One.....	17
Chapter Two: Secrets of Grabbing Attention.....	18
The One Thing EVERYONE Pays Attention To.....	18
Attention Grabbers to Use During Teaching.....	21
How to Easily Train Students to Take Good Notes During Lectures.....	22
Attention Grabbers to Use When Students are Working at Their Seats.....	23
How to Motivate Your Students to Want to Do Their Work.....	24
Samples of Highly Motivating Lessons.....	25
Increasing Student Participation.....	27

CTPS Standards Covered in Chapter Two.....	28
Chapter Three: How to Get Students to Complete Tasks with Certainty and Ease...	29
How the Mind Organizes Tasks.....	30
How to Get Students to Start a Task.....	32
The Easiest Quickest Way of Teaching Students to Process.....	36
Examples of How to Easily Use Step Charts.....	36
Reading Task Analysis.....	38
How to Get Students to Continue a Task.....	38
How to Get Students to Complete a Task.....	39
The Dangle.....	40
What to Do When They're Finished.....	41
A Writing Rubric that Really Works.....	42
High Interest Standards-Based Learning Activities.....	44
CTPS Standards Covered in Chapter Three.....	45
Chapter Four: New Secrets about What Determines Students' Learning Behavior...	46
How Representational Systems Affect Learning.....	46
The Traditional Educational System.....	47
VAK Systems Behavioral Chart.....	48
Connecting Learning Behaviors to Representational Systems.....	49
Auditory Learner.....	49
Kinesthetic Learner.....	50
Visual Learner.....	50
Sensory Specific Language.....	51
Common VAK Words and Phrases.....	53
How Emotions Affect Learning.....	55
The Easiest Way to Change Negative Feelings about Learning.....	55
Feel Good Learning Experiences that Enhance Comprehension and Retention.....	56
Two Very Easy Questions that Put Anyone in a More Productive Mood.....	57
Putting Yourself in a Good Mood.....	59

The Formula for Getting Students to Perform at their Best.....61

PASS Statements for Getting Students’ BEST EFFORT.....62

CTPS Standards Covered in Chapter Four.....63

Chapter Five: How to Get Students to Stop Being Disrespectful and
 Defiant.....64

Ineffective Communication.....65

Get Past Your Students’ Resistance with This Single Strategy.....67

The Power of Expectations.....68

Gain Compliance by Using the Positive Expectation Statement.....69

How Can the Law of Behavior Modification Help?.....73

CTPS Standards Covered in Chapter Five.....75

Chapter Six: How to Get Students to Obey Rules.....76

Why Students Don’t Cooperate with Rules.....77

Enforcing the Rules in a Subconscious Friendly Way.....78

Getting Kids to Go to the Bathroom on Their Time Instead of Yours.....80

Getting Hats and Hoods Off of Heads (and Other Important Requirements).....80

Getting Students to Stop Talking So Loudly in the Classroom.....82

The Easiest Way to Teach Your Students to Adapt Their Behavior.....84

What We Discovered about Voice Level Zero.....85

Making Voice Levels Even More Effective.....86

Turbo Boost Your Positive Results and Make Them Longer Lasting.....88

What Makes This Point System Work When Others Don’t?.....89

CTPS Standards Covered in Chapter Six.....91

Chapter Seven: Easy Ways to Get Students to Develop a Love for Life-Long Learning
92

Providing Their Need for Stimulation.....93

Providing Their Need for Meaning.....94

Samples of Some Very Interesting and Entertaining Lessons that Promote Critical

Thinking.....	97
How to Make Learning Easier.....	99
How to Get Students to Take More and More Responsibility for Their Learning.....	101
Feedback about Successful Teaching and Learning.....	101
How to Help Your Students Feel Good about Themselves and Their Ability to Learn	102
New Proven Ideas about Increasing Self-Esteem and Self-Confidence.....	104
CTPS Standards Covered in Chapter Seven.....	106
Conclusion – Your Powerful Influence REALLY Matters.....	107
Suggested Reading.....	110

Introduction

The information in my book, *Classroom Interventions That Work Superbly*, can transform your teaching experience and give you success and fulfillment in a pleasurable way. Reading it now will bring you an awareness and insight into human nature that will benefit you in other areas of your life besides your profession. Isn't it true that your profession makes an impact on other areas of your life, and other areas of your life impact your profession?

The techniques in *Classroom Interventions That Work Superbly* place powerful strategies in your hands. Have you heard of the saying, "Practice makes perfect"? Let's add to that, "Practice makes permanent." The more you practice, the more comfortable and skilled you become at using the strategies, the more powerful they become. The bonus: You'll be surprised at their simplicity and how much you will enjoy using these strategies.

This book is not compiled from debatable sources. It is based on more than sixty years of brain-based research on the psychology of persuasion and learning.

Robert Cialdini, PhD, who is the most cited social psychologist and expert on influence in the world today, says, "Persuasion is not only an art, it's a science."

Many people are not very good at getting the response they want. Whether you like it or not, everything you do or say elicits a response. You need to observe the response and be able to determine if the response you get is the one you wanted. If it is not, you need to change what you are doing or saying until you get the response you want. A wise man once said, "If you always do what you have always done, you will always get what you have always gotten."

The real bottom line is to communicate in effective ways to get what you want. At a time when many classroom management strategies are failing and teachers who are expecting to find happiness and fulfillment are finding misery, you will be learning tools that will help you get the responses you want from your students. *Classroom Interventions that Work Superbly* can be an awesome contribution to your success, satisfaction, and fulfillment as a teacher.

The Commission on Teacher Credentialing has developed Standards for the Teaching Profession. "The California Standards for the Teaching Profession (CSTP) are intended to provide common language and a vision of the scope and complexity of the profession (Department of Education, State of California)." The CSTP serves as a guide to teachers everywhere as they develop, refine, and extend their practice.

There are six standards of the CSTP. At the end of each chapter in *Classroom Interventions that Work Superbly*, there is a standard matching the CSTP to the content of the chapter.

A new and exciting experience in your teaching profession begins now!

Four

New Secrets About What Determines Students' Learning Behavior

I was coaching in a seventh-grade English classroom. The teacher stood up front and began talking. After about ten minutes, a boy in the front row got up and walked the entire perimeter of the classroom. He went down one side of the room, across the back, up the other side, crossed right in front of the still-talking teacher, and then sat down in his seat.

Later, she explained that this boy seemed to get distracted easily. He moved around a lot. She struggled to get him to stay focused for any length of time. He was sent out of the room several times a week.

I explained that certain learners get into trouble because of their representational system. Behaviors like:

- Calling out
- Leaving seat without permission
- Talking when teacher is talking

These behaviors are often interpreted as rude, distractive, or defiant. Teachers who view the behaviors as an out play of the student's representational system are better able to remain calm and find a solution to the problem.

In this chapter, you will discover:

- How representational systems affect learning
- Easy teaching strategies that appeal to all systems
- How emotions affect learning
- Two very easy questions that put anyone into a more positive, resourceful, or productive mood
- The formula for getting students to perform at their best

How Representational Systems Affect Learning

Back in the 70s, Bandler and Grinder invented NLP (Neurolinguistic Programming).

Originally, they studied the behavior of people achieving excellent results. From that, they developed many concepts about how people perceive and interact with the world. One concept is Representational Systems.

What are representational systems? It is the way we utilize our five senses for processing information and experiences. It's how we use them to represent and interpret the world. Even though we use them all, we tend to have a preference.

Knowing your students' preferred thinking and learning strategies can give you insight into helping them to succeed.

In order to understand how representational systems really affect learning, we need to discuss something you might find surprising about the traditional education system. Read on.

The Traditional Educational System

In my experience, the American educational system tends to be audio-visual.

Typically, teachers talk (auditory), and they use some type of visual strategy like writing on the board. Schools using audio-visual presupposes that ALL students will process information in those two learning styles. This is not the case. Some students process information differently. Unfortunately, this causes two problems:

1. These students have problems grasping and understanding what the teacher says about the subject.
2. This makes students restless, which creates discipline problems for the teacher.

How does this happen? The student needs to understand what the teacher is saying but can't because the teacher is talking and doing things in a system the student doesn't normally process in. Therefore, the student gets confused and bored.

Confusion and Boredom

What do students typically do when they feel confused or bored? They'll talk, pinch someone, start cracking jokes. Teachers misinterpret that behavior as being bad and punish students because they think they are bad. They say things like, "You are distracting the class." However, the student doesn't think they are doing that. They think they are distracting themselves from the bad feeling they get when they don't understand. This also affects classroom management. How can the teacher manage the classroom in the presence of these distractions?

My twenty plus years of experience has taught me that most African Americans and Latinos are kinesthetic, but schools are usually audio-visual. This creates a representational system conflict that results in communication and behavior issues. Study the following chart, and you'll understand why.

VAK Systems Behavioral Chart

	KINESTHETIC	AUDITORY	VISUAL
Learn best by:	doing it, hands-on experiences,	hearing, lectures, discussions	seeing, looking at demonstrations
If inactive or bored:	will move, put their hands on something	will talk aloud to self or to others, drum on table	stares at something; draw or doodle
Recalls best:	what was done	what they hear or say	what they see
Enjoys/needs:	action, movement, wiggling, space	music, debates, likes to talk	movies, reading, staring into space, doodling
Makes it hard for them to focus:	unfinished tasks, movement, having to sit still for long periods	sounds, noise	when things look messy
When feeling stressed or pressured:	finds it hard to be still	finds it hard to be quiet	finds it hard to talk or take action
How they approach problems or tasks:	avoids planning, jumps right in, then thinks about it later	needs to talk it out	likes to plan and organize, check off lists

Notice that when kinesthetics have been doing nothing for too long, they lose focus. Also, pay attention to what actually distracts them. They actually get distracted by movement in the room and having to sit still for long periods.

Also, sometimes kinesthetics do what I heard someone call the “processing dance.” After being given directions, the kinesthetic will find reasons to move. They’ll get up to throw away a piece of paper and go back and sit down, get a drink of water and

sit down, sharpen a pencil and sit down. Find another reason to get up and sit down. What they're actually doing is processing the "directions" of the task.

Did you know that many of these learners get mislabeled as ADD, ADHD, or learning disabled?

Connecting Learning Behaviors to Representational Systems

Read the examples of behavior and check the space under the VAK Style that it most closely matches. Use figure A for hints. (There are four checks for each style. Answers follow.)

Behavior:	Representational System		
	V	A	K
1. Touch is important	_____	_____	_____
2. How they look is important	_____	_____	_____
3. Hums or talks to self	_____	_____	_____
4. Learns by seeing	_____	_____	_____
5. Likes reading aloud	_____	_____	_____
6. Gestures when speaking	_____	_____	_____
7. Remembers what was said/discussed	_____	_____	_____
8. Does the "process dance"	_____	_____	_____
9. Touches the words when reading	_____	_____	_____
10. More quiet than the others	_____	_____	_____
11. Usually more organized	_____	_____	_____
12. Distracted by noise	_____	_____	_____
13.			

Which of these behaviors typically describe you?

(Exercise 1—Answers: 1.K 2.V 3.A 4.V 5.A 6.K 7.A 8.K 9.K 10.V 11.V 12.A)



Now let's apply this to your experience.

In Your Experience

Auditory Learner

- Learns by hearing and discussion