

## **AFFECTIVE STRATEGIES FOR EVERYDAY CLASSROOM USE**

### **1. General classroom practices and climate** (development and maintenance of skills)

- Retain, rather than remove, underachieving students from gifted programming
- Provide an emotionally and physically safe, caring classroom climate
- Maintain proactive classroom management (expectation that students can and will assume responsibility as self-managers; maximizing student involvement)
- Value and encourage student choice and input
- Do not permit "I should have" statements; Focus on future possibilities instead of dwelling on past mistakes
- Do not permit "I can't" statements; replace with "I find it difficult" or "I am having some trouble with this," so students learn to persevere through a challenge
- Provide quiet periods of time for student self-reflection
- Use humor in interactions with students
- Allow for self-evaluation of student products, and value them to same extent as product
- Recognize persistence of effort
- Use public praise for good social behavior
- Use corrective feedback for poor social behavior

### **2. Instructional techniques**

- Careful Socratic questioning to evoke feelings evoked by materials
- Open-ended activities (to counter perfectionism)
- Provide scenarios with concrete examples of behavioral incidents to analyze
- Cross-age or cross grade tutoring
- Storytelling
- Photo analysis
- Journal writing
- Role-playing of difficult situations
- Creative dramatics (e.g., simulations, puppetry)
- Cooperative learning exercises / collaborative inquiry

### **3. Curriculum integration, enhancement, or modification**

- Include creative productivity/artistic expression into coursework
- Make appropriate educational adjustments (individualized plans; independent study; enrichment; acceleration)
- Integrate social and emotional lessons with another curriculum area (e.g. in literature instruction, teaching self-awareness through character trait analysis)
- Implement structured literature-based programs (Junior Great Books, Philosophy for Children)
- Develop and/or implement affective units on topics such as: understanding others, tolerance, coping with being gifted, sensitivity, positive uses of humor, forming relationships
- Incorporate art, music, and drama into other curriculum areas
- Have students study biographies
- Incorporate play into the classroom routine, even at secondary level (e.g., using games, puzzles, riddles as warm-up exercises)

#### **4. Explicit instruction / training**

- Help students learn to evaluate assets and risk factors to encourage resilience (what does student expect, what are the benefits of each expectation)
- Arrange mentor relationships
- Lead biblio or cinema-therapy sessions (discussion and debriefing after material is presented)
- Directly instruct a social skill such as nonverbal behavior interpretation (e.g., how to “read” people’s faces as expressions of their emotions)
- Directly instruct emotional skills such as cognitive relabeling, self-talk, and thought stopping (e.g., how to handle negative or upsetting feelings or impulses)
- Implement assertiveness training
- Develop sense of humor in students
- Model, prompt, cue, and coach the skills so that students apply, practice and transfer the skills

#### **5. Special events; Extra or co-curricular arrangements**

- Invite guest speakers that are good role models
- Hold affective theme days (Cooperation Day)
- Arrange or attend performance sessions, special sessions, symposia
- Provide opportunities to link home and school, building a sense of community (e.g. Welcome back to School potluck supper)

#### **6. Prosocial involvement (in class, school, and community)**

- Preventive programs (anti-violence; anti-bullying)
- Penpals; Internet groups and sites
- Volunteering/ service learning
- Peer leadership opportunities
- Cooperation games
  - Buddy systems (e.g. pairing new students with an experienced “buddy” for orientation/transition period)
- Group problem-solving for classroom problems
- Class meetings, sharing circles, councils

#### **7. Prevention and support**

- Regular group discussion seminars (support groups)
- Peer counseling
- Individual dialogue sessions
- Adult advisors paired with students on a long-term basis
- Relaxation, meditation, and/or creative visualization exercises (to reduce stress, anxiety over anticipated changes, and/or mind chatter)
- Stress prevention techniques
- Peer mediation activities/groups for conflict resolution