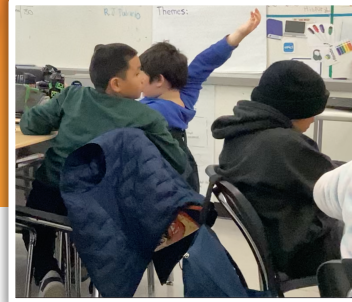


Special Report

Just for Good Teachers



IMPORTANT QUESTION:

Is Your Discipline Style Clashing with Your Students' Brain Function? (And Causing You Needless Worry and Stress?)

Why is it important to understand the factors that regulate your students' brain?

You can create more positive outcomes and avoid the frustration and anger of clashing with your students' brain function. And that means you can feel fulfilled and happier as a teacher.

You can easily make sure your discipline style matches your students' brain function by understanding the factors that regulate their brains.

Factors that Regulate Your Students' Brains

I - Adolescents and young adults have brains that are not "finished" yet. Their frontal lobe won't be fully developed until around 27 or 28.

II - This immaturity in the prefrontal cortex is the main cause of the difficulties associated with adolescence (impulsiveness, poor judgment, erratic mood swings, rudeness, defiance, and rebellion, etc).

III - fMRI studies show children ages 9-17 process instructions, procedures, and emotions in the amygdale (emotional brain).

Being in the emotional brain means -

- They pay attention to the present (May not even be able to perceive the future)
- They are ruled by emotions
- They often drop or can be pushed into the "immature" lowest gear of that brain which doesn't mature past age five (that explains the tantrums, whining, complaining, sucking of the teeth, etc).

IV - When an authority speaks, whatever he or she says goes straight to the child's subconscious mind and affects their behavior.

HOW TO EASILY APPLY IT

A - Therefore, the authority should speak positively as much as possible. For example, if you say to a child, "You're a bad child," the child will behave badly. On the other hand, if you say to a child, "You are a good child," the child will behave well. That means you should always speak what you want rather than what you don't want.

B - Scientific research shows that it takes nineteen positive statements to offset the effects of one negative statement.