



# Whole Brain Teaching for Challenging Kids

*Chris Biffle*

[Download now](#)

[Read Online](#) 

# Whole Brain Teaching for Challenging Kids

*Chris Biffle*

## **Whole Brain Teaching for Challenging Kids** Chris Biffle

Join the teaching revolution that's sweeping the U.S. ... and the world! 80,000 registered members worldwide, 3,000,000 YouTube views, 10,000,000 pages of free ebooks downloaded from WholeBrainTeaching.com, one of the world's largest, free, education websites! If your rambunctious kids are driving you batty, read this book. Guffaw with delight as your class, guided by the Guff Counter, halts back talking students in their tracks! Weep with joy at the power of the Independents that turns rebel cliques against each other. Gasp in awe as you discover Mirror, the simple technique that makes every lesson magnetically engaging. Chortle with merriment as the magical Scoreboard transforms classroom management into a living video game. Whole Brain Teaching, a grass roots, education reform movement, begun in 1999 by three Southern California teachers, has attracted an astonishing following among educators across the U.S. and in 30 foreign countries. Based on cutting edge scientific research, Whole Brain Teaching recognizes that students learn the most when they are engaged in lessons that involve seeing, hearing, doing, speaking and feeling. Join the revolution! Transform your students from passive receivers of information to dynamic creators of high energy lessons. "In my 38 years in education, I have never seen a more successful classroom management system than Whole Brain Teaching. It's simple, effective and powerful. Chris Biffle and his colleagues have developed a strategy that works for all students." Dominic F. Mucci, Superintendent of Schools, Englewood Cliffs, New Jersey

## **Whole Brain Teaching for Challenging Kids Details**

Date : Published March 4th 2013 by Whole Brain Teaching LLC

ISBN : 9780984816712

Author : Chris Biffle

Format : Paperback 292 pages

Genre : Teaching, Education, Nonfiction, Academic, School, Unfinished, Neuroscience, Brain, Psychology

 [Download Whole Brain Teaching for Challenging Kids ...pdf](#)

 [Read Online Whole Brain Teaching for Challenging Kids ...pdf](#)

**Download and Read Free Online Whole Brain Teaching for Challenging Kids Chris Biffle**

---

## **From Reader Review Whole Brain Teaching for Challenging Kids for online ebook**

### **Nicole Shaw says**

I thoroughly enjoyed this book. I haven't been able to actually go to a workshop but this was the next best thing. I highlighted and tagged so many different strategies for my class. I even dreamt of using some of these strategies,.lol!!!

---

### **Nicole Campbell says**

I really enjoyed the clear structure of this method and the fact that it can be implemented immediately. I had an issue with the "keeping the dear teacher happy" language as well as the way the scoreboard points were described. I think this is easily changed to "keeping the class environment happy/efficient/a place to learn" etc. I also feel like for the scoreboard, I would modify. I don't like the arbitrary giving and taking points for no reason other than the teacher feels like it.

Overall, a really helpful read for this veteran teacher and I look forward to implementing.

---

### **Kristin says**

This is very little new under the sun. Essentially it is extreme pair-sharing and chunking. That's it. I just saved you a read.

I'm a middle school English teacher. This book insisted the ideas could be used in all grades, even in college. But the math teacher attempting it in our middle school is fighting against the students who think it is ridiculously elementary. For a book that insists it is a K-12 system, they spent the bulk of their time with elementary examples. Their conflict resolution program is so complicated, I'm not even sure I understood it. I believe it said you would need a hard stick, two markers, the SIX-step resolution board, and two game pieces, and then the bridge agreement. Um...wow.

They also insisted this could work in any school regardless of socio-economic status, but again, their examples were skewed toward schools with majority free lunch students. I teach in a middle to upper-middle class school. A very different environment. Our students have different needs and lives.

I don't know. I found ideas I liked and agreed with. (Mind Soccer review game seemed pretty great.) But overall, it wasn't my cup of tea. Just too young for me. And if a college professor had tried this on me, I would have walked out of class.

---

### **Virussa says**

The book presents an interesting new method to deal with and also to get the best out of problematic students. The points made are interesting but the book is somehow repetitive.

## **Lori says**

Some good ideas, but Fred Jones' Tools for Teaching is less hyperbolic and more informative.

---

## **Jamie Theriault says**

Can honestly say I have very mixed feelings about this. Somethings I love (the aspects that address student engagement, procedures, ect), some things I absolutely hate (the 5 class rules - why, on earth, would one have a rule that says "ask permission to leave your seat" when you can just teach your kids to leave their seat when it is appropriate. As if I need a kid asking permission every time they need a material or to get a tissue...I prefer teaching my kids to self-regulate than inundating them with frivolous rules).

As such, there are things I will be borrowing and making my own to fit in with my classroom vision, and things I will forget.

---

## **Sherry says**

Maybe the worst idea I've ever heard. Gimmicky, unsupported by research, and heavy on behavior modification. It is not a student's job to make the teacher happy. These methods certainly do nothing to develop deep relationships or inspire higher level thinking. I kept envisioning Hitler Youth meetings.

I would have thrown this book across the room except I was reading it on my new iPhone Xs.

Read Lost at School by Ross Greene for effective ways to work with challenging students. Ironically, Greene's book is mentioned, but the author apparently did not understand that working with kids is more than teaching them to chant and become compliant. Frankly, running this type of classroom amounts to child abuse.

---

## **Alicia says**

This book changed my life. I have a degree in special education, inner-city teaching experience, a veteran teacher of a top-rated district, and a noted reputation for making learning fun. Last year was extremely rough for teachers in our district, and I was miserable and burned out. In April, I attended one of the most intense and exhausting workshops, so intense that neither my colleagues nor myself even wanted to breach the subject of the day with our spouses. The next day I showed up to school, and my life began to change because, on the previous day, Chris Biffle told us that we MUST implement SOMETHING from his workshop. My amazing class latched onto this new and exciting way of learning. IN APRIL! God bless you, Chris Biffle!

This is just the introduction to Whole Brain Teaching, and EVERY teacher can take something from this book, even if it's just a Class-Yes. It is very strange to teach with 100% student engagement - it's incredible and my kids love coming to school and actively participating. ANYONE WHO HATES THIS HAS NOT

TRIED ANY OF THESE TECHNIQUES. Or perhaps The Haters have small classes or students with diligently supportive parents? I don't know anyone with a class like this. Who knows what the Next Big Thing in Education will be; in the meantime, I cry tears of joy not only for the positive influence this has had on my students, but also for myself.

---

### **Daniél Minton says**

I am not a teacher, but I did major in elementary education for a while, and have been thinking about going back. I read this because it was available free on my Kindle, and I wanted something to get me in that teaching mindset to help with my decision.

At first I wasn't crazy about the method of classroom management. It seemed too controlling, for lack of a better word. However, Biffle says over and over that you cannot convey your passion for literature, science, the arts, or learning in general if you are constantly having to discipline. When you have a group of kids to work with, you just can't get to the fun stuff until you figure out how to run the ship, keep the gears greased, or whatever metaphor you like.

After reading this book, I'm really not sure teaching IS the thing I want to do. I feel like it gave me a very realistic idea of a day in the life of a teacher, and while I haven't decided for sure, I don't think it is for me. I would like to work with kids to some extent, in some way or another, but I'm not sure an elementary classroom is the way. However, if I do, I plan to implement many of the techniques from this book, and I feel like the book alone is enough to get me going. I can imagine it has saved some lives!

If you are a teacher, or thinking about becoming one, I definitely recommend this book!

---

### **Kathy says**

I would actually prefer to give this book 0 stars.

As a professional who values each student and students developing as individuals, I found this book to be the complete opposite of that. If a teacher has good management practices (Fred Jones, Teach Like a Champion, Eric Jensen, Lisa Delpit are my mentors), then there is no need for the nonsense in this book. The thought of doing things like "Classsss." "Yes!" "Classity, class, class.." And then the idea of all the class points, but never giving them too much or taking away too much seemed like a ton of work with little results. This book appears to have been written for Teach for America, which is an organization that puts people who have little to no experience in the most highly impacted classrooms. And who is Chris Biffle? I always investigate the people with these "ideas" to see what their background is and their experience in education, I could find very little on this person, which makes me question their intentions and why they wrote this. I do not suggest this book - I found it demeaning to students and the experiences they bring to the classroom. Our students are not robots, but Chris Biffle apparently thinks they are. The most "challenging kids," need love, guidance and a teacher who cares - not a teacher who apparently thinks that kids are robots and need to be controlled. Paulo Freire discusses in Pedagogy of the Oppressed how students are not meant for stuffing information into - you can't just open their head, plopp some information in and expect that to work. Chris Biffle apparently thinks kids are robots and that these methods will cultivate obedient beings.

If you want to read books that are helpful for managing a class, then read the following  
-Funds of Knowledge

- Other People's Children
- Teaching with Poverty in Mind
- Engaging with Poverty in Mind
- Teach like a Champion
- Tools of Teaching by Fred Jones
- Anything by bell hooks
- Pedagogy of the Oppressed

---

### **Joy Kirr says**

I abandoned this book at page 68. I think it would be good IF you had a classroom full of misbehaving young kids. However...

I felt that the "exemplar" teacher model was a more of a puppeteer than a facilitator of learning - focused on having CONTROL over the kids. Major management going on here. Some of it seemed like brain washing, and I was not comfortable with it at all. This book was not for me or my demographic of students.

My take-aways: 1) I need to come up with a sound to get students' attention back, not a visual signal. 2) I'd rather have a class where a few students act out than a class of robots who follow my orders.

---

### **Holly Loader says**

Probably one of the most influential books on my teaching practice as a whole!

---

### **Kalysta says**

I found a lot of great gems in this book, but had to weed through a lot of not-gems. I appreciate some concrete strategies to make learning more fun for my students, but could do without all the scoreboard, shame-based, nonsense.

---

### **Kelsey says**

There's definitely some helpful stuff in here. I could see variations on The Scoreboard and The Super Improvers Team working really well as management tools, especially if you involve students in reflecting on their own improvement and setting class goals to work on through their Scoreboard. Some of the choral response/gestures/images are good tricks for helping concepts stick in kids' memory more easily, too.

That said, some of the techniques in this book are dangerously terrible and could create the kind of exclusionary classroom culture where a teacher's vision of compliance trumps all else. The chapters on "The Guff Counter" and "The Independents" are the most glaring examples - Biffle labels his most struggling students "rebel allies," "Bottom Dwellers," and "outlaws," and writes excitedly about how his techniques will

help those students "turn against each other." He says that kids who behave poorly in class are parts of "small societies that run on humiliation, intimidation, and then reprisal" and then basically suggests that his readers make our classrooms into similar environments in which we isolate "bad kids" and (his words) "Sock it to those rebels!"

There are lots of reasons kids don't behave well at school - past or current trauma, boredom, impulse control issues, undiagnosed or documented disabilities, struggles with learning English or learning content, hunger, adolescent brain development, etc. The idea that the way to "fix" bad behavior is to get the rest of the class to gang up on struggling students publicly is nonsense; it doesn't get at any of these underlying causes. Worse, the techniques Biffle describe perpetuate the idea that teachers need to isolate struggling students from the "good kids" in our classes, that we need to keep our classes "safe" from "bad influences." These ideas are at the root of the school to prison pipeline, and they put us teachers at risk of pushing away our students of color, disabled students, ELLs, poor students, and any other kids who struggle with a school's behavioral expectations. There are lots of other teaching books that offer suggestions for how to support these students in positive ways - *Lost at School* (which Biffle takes some suggestions from) and *Teaching/Engaging Students w/ Poverty in Mind* are a few good ones.

TL;DR - read this, take a couple of useful strategies, don't make your classroom into a crazy dystopian dictatorship that preys on marginalized kids.

---

## **Mandy Ellis says**

I promised a book review a month, but my second book was too good not to gobble up and I'm ahead of my resolutions. Just remember this when I may slack in future months on getting my thoughts down?. I just finished reading *Whole Brain Teaching for Challenging Kids* by Chris Biffle. I was initially introduced to the concept by first grade team, Jen Donavan and Courtney Erikson, last year when they provided PD on some of the basic components of whole brain teaching. I have seen how the "Class-Yes" strategy has infiltrated our building from morning announcements (oh DGS) to the teacher's lounge microwave cleaning reminders. You'd be pleasantly surprised to hear playground supervisors and parent volunteers picking up on that and using it as well.

Many of the staff members at DGS use the scoreboard techniques and several have attempted to implement the "mirror" strategy. These are all building blocks of good classroom management and student engagement that are embedded in strong brain and learning research. Just wait until you see what other strategies are found in this book. The website [www.wholebrainteaching.com](http://www.wholebrainteaching.com) has some amazing free resources and there are several examples on youtube once you know what you are looking for.

I shared with you earlier, the article of "That Kid" <http://www.washingtonpost.com/blogs/a...> This book illustrates strategies to help with "that kid," but also whole class strategies to foster a community of learning and self-motivated learners. A favorite of mine was the "Super Improvers" board. This strategy is essentially a data center focused on individual student improvements in areas of need. One child could work on behavior while one works on enrichment activities. This book reinforces the concept of "Universal Design" in education: What strategies that are intended to be good for a small population, reach and are beneficial for ALL students.

As I read the book, I used Twitter to tweet my thoughts, post additional resources, and share my learning. Thus, my reflection will come in the form of a storify this time. I used storify to organize my tweets and add other resources that may be beneficial to you. You can read it at <https://storify.com/mandyeellis/whole...>

