ED 360 021   JC 930 371

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TITLE   Classroom Management for Student Retention.
INSTITUTION   Bronx Community Coll., NY. Dept. of Student
                Development.
PUB DATE   93
NOTE   150p.
PUB TYPE   Guides - Non-Classroom Use (055) -- Tests/Evaluation
                Instruments (160)

EDRS PRICE   MF01/PC06 Plus Postage.
DESCRIPTORS   Behavior Problems; Classroom Environment; *Classroom
                Techniques; Community Colleges; *Discipline;
                Discipline Policy; Discipline Problems; Educational
                Theories; Interpersonal Relationship; *School Holding
                Power; Teacher Effectiveness; *Teacher Student
                Relationship; Teaching Styles; Two Year Colleges; Two
                Year College Students

ABSTRACT
                This guidebook recommends methods for teachers to use
to improve teacher-student interaction in the classroom, as a means
of increasing student retention. Chapter I introduces eight major
systems of classroom management which teachers may use as their
values and the classroom situation dictate: "Behavior Modification,"
"Reality Therapy," "Discipline Without Tears," "Teacher Effectiveness
Training," "Transactional Analysis," "Social Literacy," "Discipline
and Group Management," and "Mastery Learning." In chapter II,
typologies of student behavior are traced to needs for security
(reflected in the behavior of onlookers, untouchables, seekers, and
perfectionists), caring (performers, leaders, developers, and
becomers), and belonging (loyalists and operators). Contracts
suitable to the 10 types of student behavior are included. Chapter
III provides information about interaction patterns and "games" that
students often play to gain attention and social position, to relieve
boredom, to test the system, to combat restrictions, and to express
frustrations. Chapter IV presents a "Survival Kit for Teachers,"
combining a list of behaviors and options for coping with them. A
28-item bibliography, and appendixes containing case studies, an
attitude survey, and a status of discipline scale are included.
(MAB)

CLASSROOM MANAGEMENT
FOR
STUDENT RETENTION

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1993

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Summary

CLASSROOM MANAGEMENT FOR STUDENT RETENTION

The literature supports the importance of the relationship between the teacher and the unsuccessful student. Although there are a variety of special programs for the student at risk, there is no single formula for success. However, at the heart of every effort that appeared to be succeeding was a close relationship between a student and a teacher.

For this relationship to flourish, both teachers and students need to have a safe and orderly learning environment. Students who are at risk tend to be discipline problems. Behavioral and academic success go together. Teachers who are most effective with students at risk have a classroom management plan that clearly delineates behavioral expectations. These teachers also clearly communicate classroom expectations.

Chapter I introduces the teacher to eight major systems of classroom management. We do not want to prejudge a teacher's choice. Here are eight possibilities (we say); now choose whichever one you prefer on the basis of your perceptions, values, and beliefs.

In Chapter II, typologies of student behavior are traced to needs of security, caring and belongingness. SECURITY needs are reflected in four patterns of student behavior: Onlookers, Untouchables, Seekers and Perfectionists. CARING needs are expressed through another four patterns of student behavior: Performers, Leaders, Developers, and Becomers. BELONGINGNESS is associated with two patterns of student behavior: the Loyalists and Operators. Contracts that would "improve" student behavior follow each of the ten types of student behavior.

Interaction patterns that are discussed in Chapter III should not be considered "games" unless they both distract from the lesson and recur. We offer the teachers a variety of typical dysfunctional games and illustrate ways of stopping the games. When a teacher stops a game is not nearly so important as whether he or she stops the game at all. And to stop the games, the teacher applies fundamental principles that control inattention.

Chapter IV contains a combined listing and treatment of problem behavior. The behaviors were gleaned from referral and consultations made by the teaching faculty to this author at Bronx Community College from 1974 to the present. The Descriptions written for the behaviors are vignettes dealing with the psychology of the behavior as found in the classroom setting. The Options immediately following each Description provide specific alternatives for coping with the behaviors. The Options will be the most helpful to the teachers if used as stimuli or as reminders of techniques perhaps previously used and forgotten. Users may combine several of the Options; they may experiment with one new to them; and they may reject all of those listed in favor of newer and better ones.

CONTENTS

ACKNOWLEDGEMENT

Writing a book is a leap of faith involving many others beyond this author. You are seeing the result of a process that began 14 years ago as I consulted with the teaching faculty over classroom management problems. I listened and, over the years, have heard different voices and a variety of problems. Regular themes soon emerged and I began putting this book together. I look over the sections of the book like separate and different editions of the theories and perspectives that I have espoused over time.

I relied on Prof. Frank P. Donnangelo for the incisive criticism of the manuscript. He, perhaps, more than anyone else, has sensed that this book moves beyond the wall of the college and represents a wider audience. So with the "Search and Replace" function of the computer's Word Processor, the words "college" and "instructor" were changed to "schcol" and "teacher." As a result of his comments and the efforts made to meet his suggestions, I now think of this book as truly deserving of a wider, national readership.

Again I thank Prof. Frank P. Donnangelo. His patience and support were endless and are truly appreciated. It is a joy to have a literate colleague whose standards of excellence are a constant source of edification. His efforts made truly collegial the final stages of a difficult process of completing this book. I look forward to writing more books in collaboration with him.

April 11, 1993   EMILIO SANTA RITA

Easter Sunday   Author

INTRODUCTION

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CHAPTER I

THEORIES OF CLASSROOM MANAGEMENT

Should a teacher adopt just one system of classroom management and use it constantly, or borrow parts of various systems and use them alternately or in combination? No currently known "system" is sufficient to anticipate and provide for all situations of classroom control, but several systems offer valuable insights into the nature and means of control, and their various parts can be immensely useful to teachers. The most notable systems are:

o   "Behavior modification," described by several authors and based on principles of operant conditioning devised by B.F. Skinner.

o   "Reality Therapy," developed and described by William Glasser.

o   "Discipline Without Tears," developed and described by Rudolf Dreikurs and others.

o   "Teacher Effectiveness Training," developed by Thomas Gordon.

o   "Transactional Analysis," developed by Eric Berne and elaborated by Thomas Harris and others.

o   "Social Literacy," developed and described by Alfred Alschuler and Paulo Freire.

o   "Discipline and Group Management," research studies on classroom discipline by Jacob Kounin and others.

o   "Mastery Learning," developed by Benjamin Bloom and others.

o   "Eclectic Discipline," developed by Charles Wolfgang and Carl Glickman.

This list contains two surprises: Kounin's work is not a formal system, but rather a report of research, while Bloom's Mastery Learning has no formal link with classroom discipline. Yet Kounin's work describes effective teaching in considerable detail, and Mastery Learning is in every way an important proposal for classroom management through careful organization of content and instruction and through continuous evaluation of learning.

BEHAVIOR MODIFICATION: SKINNER ET AL.

In 1953, Professor B.F. Skinner of Harvard University published
Science and Human Behavior, the first major statement of operant
conditioning, which occurs when a person's spontaneous behavior is
encouraged - through rewards, praise, or other reinforcement - with the
result that the behavior becomes stronger and more habitual. In other
words, a teacher can influence a student's behavior by skillfully
encouraging or discouraging a particular behavior. Every teacher
behavior, whether overt or covert (that is, external or internal), has a
potential influence on student behavior. In fact, one might define
teaching as the art of applying principles of operant conditioning by
creating conditions that make certain desired student behaviors appear.
Only desired behaviors are encouraged and all others are discouraged or
ignored.

Most people today think of Professor Skinner's influence on education
in terms of behavior modification. Skinner's Programmed Learning applies
behavior modification principles to written teaching materials.

Contingent Reinforcement

Behavior modification urges the teacher to reward acceptable student
behavior and ignore unacceptable behavior. Most studies show contingent
attention, that is, teacher attention contingent upon acceptable behavior,
to be a powerful force in learning. For example, Madsen, Becker, and
Thomas (1968) varied teacher techniques in an experimental study and found
that rules alone affected student behavior very little but that a
combination of selective rewarding-ignoring was "very effective" (p.148)

The technique of reward consists of simply watching those students who
are most often off-task. When one of them behaves appropriately, the
teacher makes comments, such as:

> "I like the way you are..."
> "You're doing a good job on..."
> "You got the first one right..."

Nonverbal praise, such as, nodding, smiling, or patting on the head or
back can be just as effective as verbal praise. The important principle
is to praise what the student does, not the student himself/herself.

"Ignoring" is an important teacher skill because it avoids the
possibility that teacher attention of any kind, positive or negative,
might strengthen the very student behavior the teacher is trying to
diminish or eliminate.

Reinforcers

A teacher can use many different kinds of rewards or "reinforcers," for
example:

1. Primary reinforcer - An item or event that directly satisfies a student's human needs (candy, a drink of water, a cookie).

2. Secondary reinforcer - Tradable or symbolic rewards for purchasing or attracting other rewards (tokens, such as, money, chips, or points can be used to obtain desired goods and services; grades, stars, and awards can attract later praise and approval). Teachers' praise and peer approval are considered secondary reinforcers.

Reinforcers may be positive (the reinforcer itself is desirable) or negative (the student tries to escape an unpleasant reinforcer). For example, a student works harder to avoid getting low grades on quizzes, thereby avoiding a negative reinforcer and gaining a positive one.

Punishment

Punishment imposes consequences on undesirable student behavior after the behavior is over. Most behavior modification authorities do not advocate punishment. There is some evidence, however, that punishment can work if it is quick, severe, but not too severe, and always preceded by a warning so the student can choose to avoid the punishment.

Premack Principle

The Premack Principle is the technique of using high probability behaviors (activities students are likely to engage in because they like them) as rewards for low probability behaviors (activities students don't want to do); in other words, privileges:

> "Ok, you kids can sign yearbooks as soon as you finish your worksheets.

Notice the difference between that statement and this nonreinforcing one:

> "OK, you kids should be working on your worksheets now instead of signing yearbooks.

Schedule of Reinforcement

A key skill in behavior modification is reinforcing early behavior immediately after it occurs - within seconds. Then, after the early behavior is established, the teacher can schedule later reinforcement on the basis of ration (reinforcing every instance, then every other instance, then every third instance, etc.) or interval (reinforcing every 10 seconds, 30 seconds, 60 seconds, etc.).

Reinforcement of Incompatible Behaviors

Incompatible behaviors are those which are difficult for students to perform simultaneously with the undesired behaviors. Here are some examples:

o   Some students are off-task, some are on. The teacher praises the
    students who are on-task.
o   Suzy goofs off 60 percent of her seatwork time; the teacher rewards
    her during the other 40 percent.
o   The student talks off-task during class. The teacher gives him a
    token during the various times he is not talking off-task.

Shaping and Chaining.

This teacher technique employs a sequence of events (Buckley & Walter,
1970, p.9):

1.   The teacher selects the student behavior or skill to be acquired and
     breaks it down into small steps to be learned in sequence. For
     example:

Overall behavior to be acquired: HOW TO WRITE

     Hold pen correctly in hand.
     Hold pen close to paper.
     Touch pen to paper.
     Hold pen at proper angle.
     Make a generally circular shape for letter "O."
     Make circle increasingly circular and increasingly smaller.

2.   The teacher rewards each step as it occurs in the sequence. The
     teacher does not wait until the student has successfully drawn an "O"
     before praising; praise begins immediately.

3.   When the whole task is complex, each small component is taught and
     rewarded separately, then all components are linked together. This is
     chaining. For example, "Push in the clutch and shift gears. Release
     the brake, look both ways and ahead, release the clutch as you press
     easily on the accelerator. Now put them all together as you start the
     car moving forward."

Extinction

Extinction is the withholding of reinforcement that had previously been
given for a certain behavior.

     A teacher can unwittingly extinguish a desired student behavior. If
the teacher had encouraged Pearl to volunteer by calling on her whenever
she raised her hand, the teacher might inadvertently extinguish Pearl's
volunteering by no longer calling on her when she raised her hand.

     But most teachers would want to extinguish Wendy's habit of
interrupting other students. If the teacher found that he had unwittingly
been reinforcing Wendy's interrupting by scolding her - giving her
attention - at each interruption, he might begin to extinguish the
interruptions by ignoring Wendy when she interrupts, and calling on her at
other times when she raised her hand.

Time Out

Time out differs from extinction. For some teachers, it also differs from punishment. Time out refers to removing the student to a neutral and remote space, devoid of interesting objects, for periods usually no longer than ten minutes. During time out, the student does not talk, play, or work on academic assignments; time out is a cooling-off period, a time for reflection.

Reinforcer Satiation

When the teacher uses reinforcement so frequently that it is no longer effective, a new reinforcer is needed.

Simple Stimulus Change

Teachers can easily change most students' behavior - without using any of the foregoing techniques - simply by changing the conditions under which the behavior occurs. For example, when a teacher paces the lesson quickly, most student off-task behaviors automatically correct themselves as students adjust to meet the new conditions.

REALITY THERAPY: GLASSER

Every student needs success, says Glasser. Failure does not help people develop and learn; only success does.

In his classic Schools Without Failure (1969), Glasser insists that a school wastes its time using specialists to work with individual students who are failing in school. Students' problems so often originate in the school system that it is the system that should change the conditions under which students study. Glasser says schools cannot blame the home or other influences for students' failure in school.

At the same time that today's schools breed failure through their values and practices, students are still responsible for their own needs, behavior, and their own bad choices when they get into trouble and fail. They are often not equipped to make better choices unless someone takes an interest in helping them learn to make judgments. That person is most logically their teacher.

People who rely on emotion are more likely to fail; people who succeed rely on reason and logic. So the teacher has to help the failing student to think and succeed. To help a failing student succeed, the teacher must:

1. Ask the student, without reproach or preaching, "What are you doing?" and elicit an honest response.

2. Get the student to make a value judgement about how his actions are contributing to his failure (e.g., "Yeah, I'm really messing myself up doing this, I know.").

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3. Ask the student to select a better course (the teacher can make suggestions, if needed).

4. Require the student to make a plan for changing his behavior. (Glasser uses the term "commitment" in place of "plan.")

5. Hold the student responsible for following through on the plan, and accept no excuses.

6. Let natural consequences follow misbehavior, even when those consequences are painful, but do not punish; that is, do not add extra pain. Punishment only creates another failure.

7. If necessary, isolate the student who continually violates his or her plans, but do not punish him or her.

8. Stay with the student as long as he or she needs help. Insist that he or she make and fulfill a new plan every time he or she fails.

Glasser is a great advocate of class meetings. Like Dreikurs, Gordon, and Alschuler, Glasser sees class meetings as an arena for students and teacher to talk with one another, as persons in equal standing, posing and answering questions and posing and solving problems for the purpose of producing consensus rather than unilateral pronouncements about how people should behave in the classroom.

DISCIPLINE WITHOUT TEARS: DREIKURS AND ASSOCIATES

Rudolph Dreikurs considers teachers and students equal in the sense that they are all human beings with human needs who should not be cruel to each other in any way but, rather, should try to understand and support each other as members of the class group (1972).

Students misbehave because they are human, hence social, hence eager to find their rightful places in the class group. Every action a student takes, whether appropriate or inappropriate, is an effort to belong, to be recognized as a group member. When a student does not receive recognition, he or she becomes discouraged and uses destructive behavior to gain recognition. "We should realize," says Dreikurs, "that a misbehaving child is only a discouraged child trying to find his place; he is acting on the faulty logic that his misbehavior will give him the social acceptance which he desires" (1972, p.32).

The misbehaving child may be pursuing any one or more of four goals of student misbehavior:

1. Getting attention. This is the most common initial goal of student misbehavior.

2. Getting power. To achieve this goal, the student uses all kinds of power-seeking techniques. He or she may be stubborn, argumentative, deceitful, and may throw tantrums - all techniques for establishing a recognized place for himself or herself in the group.

3. Getting revenge. When a student feels beaten down in his or her struggle for power, he or she may retaliate, seeking revenge for the hurt he or she feels others have done to him or her. The student may be sullen, defiant, or violent.

4. Displaying inadequacy. The student who has failed to get attention may become so discouraged that he or she expects only failure and defeat - or so he or she may pretend.

These four goals of misbehavior are actually "mistaken goals." The erring student may pursue them without even being aware he or she is doing so.

Teacher Action To Correct Misbehavior

Dreikurs' first step is, without criticism or anger, to confront the student with the several possible goals of his misbehavior in order for the student to better understand his own intentions. The conversation might go like this:

    TEACHER: Do you know why you did...?
    STUDENT: No. (And he may be quite right.)
    TEACHER: Would you like to know? I have some ideas... Would you be willing to listen?
    STUDENT: OK. (Students will usually say yes.)
    TEACHER: (In a nonjudgemental or unemotional way, the teacher poses four questions, testing the student's response to one at a time.)

            Could it be that you want special attention?
            Could it be that you want your own say and hope to be boss?
            Could it be that you want to hurt others because you feel hurt by them?
            Could it be that you want to be left alone?

The teacher must ask all four questions because the student may be pursuing more than one goal at a time. The teacher attends to nonverbal as well as verbal cues when trying to diagnose the student's underlying problem.

The next step is to take appropriate action, depending upon the student's inappropriate goals:

1. Getting attention:

    Ignore the misbehaving student.
    Be firm, not annoyed.
    Give lots of attention at other times.

2. Getting power:

   Admit that the student has power. ("Of course I can't make you do this.")
   Ask for the student's aid. ("I really need your help in this. I hope you <u>will</u> <u>help</u>.")
   Make an agreement.

3. Getting revenge:

   Apply natural consequences. ("You might manage to annoy the teacher but the teacher could get back at you.")
   Do the unexpected.
   Try to convince the student that he or she is liked.

4. Displaying inadequacy:

   Encourage the student when he or she tries.
   Avoid supporting the student's feelings of inferiority.
   Offer constructive approaches.

In general, Dreikurs strongly urges supportive measures to control student misbehavior. He advocates the use of class meetings or discussion periods during which students may raise problems and propose solutions, to promote cooperative problem solving rather than conflict and power struggles.

Every student needs encouragement, not praise, to help motivate his or her efforts. Encouragement acknowledges what the student does, while praise merely rewards the person and directs his or her attention to himself or herself rather than to what he or she is doing.

Dreikurs urges natural consequences rather than rewards and punishment. Rewards, he argues, are actually bribes that ultimately discourage student self-reliance and responsibility, while punishment invites retaliation. Natural consequences, on the other hand, occur in the natural course of events and, therefore, are the most legitimate instructive forces for learning to live in society.

TEACHER EFFECTIVENESS TRAINING: GORDON

When a student has a problem, the teacher's principal technique in Thomas Gordon's T.E.T. (1974) system is "active listening" or "feedback," by which Gordon means paraphrasing and reflecting skills. Other listening skills, such as, "passive listening," "acknowledgement," and "door openers" also help communicate the teacher's acceptance of the student which is the goal of all T.E.T. techniques.

Active Listening: "You're feeling that he's picking on you?"

Passive Listening: Silence with eye contact.

Acknowledgement: Nodding, leaning forward, "I see what you mean. And, "Uh-huh."

Door Opener: "I see you guys are fighting a lot lately. Want to talk about it?"

Gordon's prime concern is that teachers and students talk with one another, person to person, rather than exert power over each other. A teacher should not take responsibility for problems that belong to a student (e.g., the student is not doing his/her homework or is having trouble concentrating in class), but should help the student solve his/her own problem. Gordon's active listening/feedback can be used with students who resist the teacher's requests or depend on the teacher to solve their problems. Feedback can be effective with students who are troubled - angry, resentful, fearful, or offended. The goal is to help a student be able to say, verbally or nonverbally, "I really feel better now that I've talked to you; I think I understand now."

    TEACHER: ...and you think they are cutting you out of the action?
    STUDENT: Yeah, they're mad at me.
    TEACHER: They're mad?
    STUDENT: Well, I kicked the ball over the fence.
    TEACHER: You think they're mad at you because you stopped the game.
    STUDENT: Yeah.
    TEACHER: And you think they're going to stay mad at you.
    STUDENT: Maybe I could tell them I'm sorry.

If the teacher "owns the problem," he or she may experience feelings of annoyance, frustration, anger, resentment, or physical sensations of tension, headache, or jumpiness. The principal technique employed is the "I-message," a simple and honest report of the teacher's condition without intimations of blame or accusations: "When paper is left on the floor, I feel mad, because I live here, and I don't like people littering up the place where I live, and I resent having to go around picking up other people's messes, and I don't think it's fair." The successful I-message has three parts:

1. The specific behaviors that occur which trouble the teacher (e.g., "When paper is left on the floor");

2. The tangible or concrete effects of the behavior (e.g., "I have to go around picking up...");

3. The teacher's own feelings in the matter ("I feel mad," "I don't like," "I resent.").

After the teacher sends an I-message, the student has a problem. Consequently, the teacher must immediately shift back into the active listening mode.

    Gordon is a strong proponent of modifying the classroom environment by re-arranging, systematizing, enriching, simplifying, etc., to remove functions that cause problems for teachers and students.

He is also a leading proponent of the Win-Win method of resolving conflicts between teachers and students in which teachers resist their natural impulses to use power-authority (which usually forces students to rebel, resist, defy, retaliate, lie, sneak, tattle, cheat, bully, summon allies, submit out of fear, apple polish insincerely, avoid taking risks, withdraw and drop out, fantasize, and regress) and instead use the I-message active-listening procedure in a six-step problem-solving process. At the end of this process, everyone "wins"; no one loses:

1. Define the problem according to the perceptions of both sides. Then agree on exactly what it is that both parties want solved.

2. Generate possible solutions through a brainstorming process in which no possibilities are eliminated, but instead, all are kept "on the table" for later examination.

3. Evaluate the solutions by crossing out any solution that is objectionable to either party. Use active listening and I-messages to make sure each party's position is made known throughout the process. Emerge with several solutions tolerable to both parties.

4. Make the decision by choosing the best solution through consensus, but do not vote.

5. Decide who will implement the decision by assigning clear responsibilities.

6. Assess the success of the solution by asking such questions as, "Was this a good decision?" and, "Has our problem been resolved?" and, "Are you happy with what we did?"

Gordon urges teachers to use class meetings to establish rules that all will follow as opposed to making up rules and dictating them to students.

TRANSACTIONAL ANALYSIS: BERNE ET AL.

Eric Berne, a California psychiatrist, wanted to translate the basic principles of Freudian psychology into practical terms the lay public could understand and use. His work has spurred the writing of many publications, some of which are oriented specifically to classroom teaching.

The first purpose of Transactional Analysis (TA) is to help the teacher understand that each person, teacher, or student is actually a composite of at least three different people, three different states of being that control one's behavior and one's style of interacting with others. The three states that exist simultaneously are parent, child, and adult.

Parent The parent state in each of us is the vast collection of memories we have of all the external authority figures in our lives - parents, teachers, and other "big people" - whose behaviors we internalize and automatically tend to accept as right, correct, and proper. The parent

part of us records all the admonitions, rules, laws, and "how to's" of authority, including nonverbal expressions and tones of voice, as well as the nurturing behaviors, including warm reassurances and supportive, loving and caring behaviors, both verbal and nonverbal.

<u>Adult</u> Our "adult" state is the capacity to reason and think, to gather and store objective data, and process that data in a way not automatically determined by our "parent," on the basis of unquestioned authority, or by our "child," on the basis of unexamined feelings or impulse.

<u>Child</u> Our "child" state is the vast collection of all the <u>internal</u> experiences - feelings, impulses, and responses - of our early years. One part of our child records all the negative feelings of guilt, rage, fear, and unhappiness that make us conclude "I'm not OK"; the other part of the child contains and records the vast store of our positive feelings, including delight and joy, creativity and curiosity, and the good feelings of response to nurturing and love.

Anyone of the three states, parent, child, or adult, can produce either a functional or dysfunctional response to instructional situations. Imagine, for example, that the teacher is giving a homework assignment. Functional student responses might sound like these:

PARENT: The way I see it, if your teacher tells you to do this homework, then you should do it.
ADULT: I think I can do this homework in about half an hour if I hurry.
CHILD: This is going to be interesting - I like decimals.

Dysfunctional student responses, on the other hand, might resemble these:

PARENT: Even though we didn't do any homework the last two nights, this is going to take two hours, and the school policy is one hour of homework per night.
ADULT: This homework won't count on my grade, so why should I do it?
CHILD: Blah - I hate decimals!

The teacher can use his or her knowledge of TA to help students respond functionally rather than dysfunctionally. When the teacher speaks from his or her own critical "parent," for example, he or she is more likely to elicit a Not-OK Child response from the student.

PARENT: I told you before, Jenny, I want you to quit fooling around. Now why can't you pay attention?
STUDENT: Oh, all right. Hmph.

If the teacher wants the student to be a self-motivated and self-controlled worker on lesson activities, the teacher's strategy should be to target some part of the student other than his Not-OK child.

TEACHER: I know this is not fun for you right now, but when you learn
how to do it, it <u>will</u> be fun - and you can do it. OK, now
try . . .

Here, the teacher's pep talk is, according to TA terminology, "stroking"
the "Not-OK Child," that is, soothing or reassuring or comforting the
Not-OK feelings to make it easier for the student to shift from his
"Not-OK Child" state into his "Adult" state, where he or she can think and
reason and learn.

The teacher can also use TA to control student game playing. The
purpose of most student games is to get "strokes" from the teacher, in the
form of attention or recognition. If the student cannot get positive
strokes (praise, encouragement, rewards), he or she will go after negative
strokes (reprimands, punishment), for both positive and negative strokes
represent teacher time and attention. Ken Ernst's <u>Games</u> <u>Students</u> <u>Play</u>
(1972) lists many such games, as does Herbert Foster's excellent book on
inner-city black student culture, <u>Ribbin'</u>, <u>Jivin'</u>, <u>and</u> <u>Playin'</u> <u>the</u> <u>Dozens</u>
(1974).

SOCIAL LITERACY: ALSCHULER/FREIRE

Alfred Alschuler (1980) bases his control model on the work of Paulo
Freire, an educational innovator who developed a method for teaching
literacy in just thirty hours to Brazilian adults. To use Alschuler's
system, the teacher must develop a different approach - "an alternative
mind set" - from two common approaches which Alschuler calls
<u>magical-conforming</u> and <u>naive-reforming</u>.

In the magical-conforming approach, people either fail to recognize a
problem, or resign themselves to it. This attitude reveals itself in
phrases such as, "Just one of those things, you know?"; "That's the way
these kids are" and, "Why bother? You'll accomplish nothing and just end
up hurting yourself." The problem is "magical" because it seems to arise
for no apparent reason, and one meets the problem by adjusting to it, or
by ignoring it.

In the naive-reforming approach, people ascribe a problem to
individuals and assume that solving the problem requires changing the
individuals. This attitude appears in phrases such as, "If the dean of
this school were on the ball, everything would be better," or "If I could
just kick that kid out, all my worries would be over."

Alschuler recommends a <u>critical-transforming</u> approach to change the
system rather than the individuals who function within it:

The goals of Social Literacy training are to change
oppressive roles, not the role inhabitants; oppressive
goals, not those who advocate them; oppressive rules, not
the rule enforcers; oppressive practices, not the
practitioners; oppressive policies, not the policy makers;
oppressive norms, not the normal people who act them out
(Alschuler, 1980, p. 38).   20

Alschuler offers "socially literate methods" for redirecting blame from individuals to the system.

First, resolve discipline conflicts through dialogue. "Dialogue" refers to a real exchange of views between teacher and student, not a one-way teacher monologue. The teacher must hear what the student says as well as speak clearly to the student. Second, speak true words about conflict. "True words," are those that focus on the problem, without blaming or attacking people, and that show one's willingness to work cooperatively to resolve the conflict. Third, raise consciousness. After identifying the problem, or the aspect of the system that is oppressive, those who have been responsible for perpetuating the system must change their behavior. Alschuler and Freire apparently assume that almost anyone can accomplish this goal once the basic conflict is revealed. Fourth, use the nuclear problem-solving process. This group-discussion process (two or more persons) consists of four simple steps:

Step 1. The problem poser describes, for the group, without interruption, a conflict incident.

Step 2. The group takes five minutes to list as many patterns (repeated events or repeated behaviors) as possible that the reported incident illustrates or samples.

Step 3. Group members brainstorm ways to change the rules or roles that cause people to behave in the problem pattern(s).

Step 4. Group members agree upon a first step in resolving the conflict pattern, anticipating the obstacles, and planning how to overcome them.

Alschuler's book gives detailed instructions for using the process in classrooms, and provides considerable evidence of the success his methods have enjoyed in Springfield, Massachusetts, Hartford, Connecticut, and elsewhere in the United States where school systems have been transformed in highly positive ways by adopting social literacy methods.

DISCIPLINE GROUP MANAGEMENT: KOUNIN

Jacob Kounin does not actually propose a "system" of classroom control; he simply reports the results of investigations his colleagues and he conducted (Kounin, 1970) to discover the difference between teachers with successful classroom control and teachers with major and continuing behavior and attention problems among their students.

In his initial research, Kounin asked whether successful teachers react to and treat student disruptions differently than less successful teachers. In the study, they did not - both groups used "desist" techniques that generally had insignificant and even counterproductive effects on student behavior.

Kounin's later research turned to other characteristics of successful and less successful classrooms. A number of distinct differences emerged.

With-it-ness. This terms refers to the practice among successful teachers of continually monitoring and being aware of what is going on in their classrooms, then taking prompt action to solve problems before they grow to larger proportions. In other words, successful teachers control larger problems by preventing them; they control disruptions while they are still minor. Successful teachers do not make mistakes about where misbehavior originates or wait too long to correct it.

Less successful teachers tend to focus attention on one part of the room, an individual, or a single group of students, seemingly unaware of what goes on elsewhere.

Overlapping. Overlapping refers to the ability of successful teachers to attend to more than one matter at a time without becoming frustrated, confused, or ineffective. The successful teacher tends to student problems more quickly than does the less successful teacher who can only concentrate on one matter at a time.

Smooth Transitions. Successful teachers in Kounin's study trained their students to follow routines efficiently and automatically, without distracting others in the class. Transitions were quick and quiet.

Less successful teachers seemed unprepared for transitions, as did their students. Interruptions, distractions, and delays were obvious in these classrooms.

Momentum. Successful teachers paced their instruction quickly and effectively, without distraction, interruptions, and delays.

Group Alerting. Successful teachers used a variety of techniques to keep students attentive and active; less successful teachers lacked these techniques.

Accountability. Successful teachers in Kounin's study used a wide variety of techniques to keep themselves informed of student learning and attention; recitations, student comments, showing of answers, and volunteering to participate. Successful teachers also used many techniques to activate and monitor student performance.

Ripple Effects. One of the most important observations Kounin reported is the ripple effect, the effect on the audience of teacher "desist" actions directed toward a particular student. Kounin found that "task-focused" desists ("You can't learn if you play with paper clips") produced more favorable ripple effects than approval-focused techniques ("I don't like children who play with paper clips") (1980, p. 142). In other words, the teacher's actions toward one student not only affect other students but affect them differently, depending upon the task-orientation of the actions.

When we consider Kounin's work in its entirety, we begin to see a coherent picture emerge of careful teacher planning and alert teacher execution plans. As much as any other writer in this field, Kounin is describing a "system" of effective teaching.

MASTERY LEARNING: BLOOM

It may be surprising to find Mastery Learning considered as a system of classroom control since mastery learning has almost nothing to do with conventional notions of classroom discipline. Yet Bloom's principles of content design and instructional methodology are a superb example of an effective classroom control system at work.

Benjamin Bloom (1968) proposes that schools expect up to 90 percent of their students to master all aspects of the curriculum; the schools should provide every student with enough time and assistance to attain mastery. Bloom's system is derived from a model of instruction proposed by John Carroll (1963); Carroll says the degree of learning for any student is a function of the time allowed for learning, the student's motivation to learn, the time the student needs to learn, the quality of instruction, and the student's ability to understand instruction. If the quality of instruction is poor or if the student's ability is low, the student will need more time to master the curriculum.

Mastery Learning allows each student to demonstrate mastery at any time; hence, every student moves at his own pace through the curriculum. We might suspect that students would become impossibly spread apart in mastery as the faster students shoot ahead, but Bloom insists that exactly the opposite occurs. As formerly "slow" students gain genuine mastery of the material, they begin to move ahead more rapidly, and the range of student abilities begins to narrow. Students become motivated by their successes, their self-concepts improve, and their later learning requires less time than their earlier learning.

Instructional aids for students are widely diverse and highly individualized - tutorial aides, small group instruction, varied texts and teaching approaches (if one approach does not work, try another), workbooks, programmed instruction, instructional drills and games - all are used as appropriate.

Although evaluation studies do not often show that 90 percent of students attains mastery, mastery learning classrooms nevertheless produce impressive results compared with conventional classrooms where teachers move all students through the curriculum whether the students are ready or not. Burns (1979) interprets current research studies on mastery learning as showing that 50 percent of mastery-taught students learn as well or better than the top 20 percent of non-mastery students; that is, mastery-learning techniques have the power to move a typical student from the 50th to the 80th percentile of a nonmastery group (p.112). Ironically, despite the fact that they are sensible and successful, mastery learning procedures are slow to seize the fancy of American educators.

ECLECTIC DISCIPLINE: WOLFGANG AND GLICKMAN

Wolfgang and Glickman's Solving Discipline Problems (1980) has so far been the most comprehensive of all books on conventional classroom control in America. The authors examine the whole spectrum of classroom discipline systems and try to help teachers choose from among the many options.

The Eclectic Discipline System is build on a "Teacher Behavior Continuum" (TBC), representing varying power relationships between teacher and student. At the left end, the student has greatest control over his own behavior; at the right end, the teacher exercises complete power over the student's behavior.

l	1	1	1	1	1	l	cT
Visually looking	Nondirective statements	Questions	Directive statements	Modeling	Reinforcement	Physical Intervention and isolation	

Teacher Behavior Continuum (Wolfgang and Glickman)

Wolfgang and Glickman describe and analyze nine major systems of classroom discipline, placing them appropriately on the TBC and offering suggestions as to how the teacher might choose among the various options (1980, p. 18).

l	1	1	1	1	1	1	cT
Visually looking	Nondirective statements	Questions	Directive statements	Modeling	Reinforcement	Physical Intervention and isolation	

Non-interventions	Interactionists	Interventionists
Thomas Gordon, Teacher Effectiveness Training	Rudolf Dreikurs, Discipline Without Tears	Saul Axelrod, Behavior Modification for the Classroom Teacher
Thomas Harris, I'm OK - You're OK	William Glasser Schools Without Failure	Lloyd Homme, How to Use Contingency Contracting in the Classroom
Ruth, Harmin, and Simon Values and Teaching		Siegfried Englemann, Preventing Failure in Primary Grades James Dobson, Dare to Discipline

TBC and Teacher Options (Wolfgang and Glickman)

The teacher can choose his or her discipline actions according to any of the following criteria.

1. The teacher's own philosophical/psychological beliefs about how children develop (whether from "an inner unfolding of potential" from the impact of external conditions, or from the interaction of inner or outer forces).

2. The teacher's own feelings and subjective preferences (e.g. "I simply do not like treating students as if they were animals to be manipulated").

3. The teacher's own values and beliefs concerning student and teacher power (e.g. "The best way is to give students power immediately, but gradually take it away if they do not use it properly").

4. The teacher's perception of each individual student's social development (e.g. "I think it would be unrealistic to expect three-year old Suzy to explain why she acted that way").

Because of their strong conviction that teachers are professionals, Wolfgang and Glickman adamantly refuse to prejudge a teacher's choice.   In essence, their advice to teachers is: "Here are all the possibilities; now go ahead and choose whichever one you like on the basis of whatever criterion you prefer."

CHAPTER II

STUDENT TYPES

The work of Furtwengler and Konnert (1981) suggests that various combinations for security, caring, and belongingness produce different typologies of student behavior.

SECURITY needs, such as, physical safety, predictability, orderliness, and social acceptance are reflected in the following four patterns of student behavior:

1. <u>Onlookers</u> avoid involvement with other students, teachers, and/or work. They prefer to be unnoticed and appear emotionally flat in class.

2. <u>Untouchables</u> are combative, power-oriented, aggressive, and explosive. They tend to dominate others, to be judgmental and critical, and to lead student cliques.

3. <u>Seekers</u> want to please both teachers and students. They are overcompliant and very responsive to social pressure. They want to be accepted and included socially.

4. <u>Perfectionists</u> are concerned with being competent, with being perfect, with self-improvement, and with beating others in school. They are afraid of failing and try to impress others with their own knowledge and skills.

The primary need for SECURITY may be expressed by a desire to control others and to be accepted by others. The need to control and the need for acceptance may run counter to the overall goal of classroom management and student success in school.

CARING needs, such as, the needs for doing well, being creative, experiencing self-development, sharing supportive relationships, leading others, and feeling satisfaction are reflected in the following patterns of student behavior:

1. <u>Performers</u> set reasonable goals, make plans, and are persistent in attempting to achieve their aims. They are creative and not afraid of failure, independent in their thinking, and interested in completing their projects.

2. <u>Leaders</u> are mature, highly accepting of others and themselves; secure, pleasant, down-to-earth achievers in school.

3. <u>Developers</u> are friendly, relaxed, and good listeners. As peer counselors in a school setting, they help others solve the problems associated with maturing.

4. <u>Becomers</u> are interested in self-analysis and causes and in the process of becoming. They are "being"-oriented. Seldom are they just themselves, because they are busy attempting to find out why they are unique and who they want to become.

The primary need to CARE may be expressed through two secondary needs, the need to care about others and the need to care about a thing (object, cause, or project). These two aspects of the caring need can run counter to the overall goal of classroom management and student success in school.

BELONGINGNESS is the need to feel part of an organization or group. Two behavior patterns are associated with the belongingness need:

1. Loyalists are the cooperative workers in school groups and on school teams. They believe they must contribute independently of others to belong to a group.
2. Operators are action-oriented, carefree, and impulsive excitement seekers in school. They detest drill and repetition but seek new risks with machines and with people to test their own limits.

The strong need to be a part of a group or organization may run counter to the overall goal of classroom management and student success in school.

THE ONLOOKERS

Onlookers are students whose behavior is characterized by avoidance of involvement in class activities or interaction with others. Their behavior seeks to reduce a strong need for security. Their sense of being a worthwhile person depends upon an absence of criticism and failure. Onlookers are afraid of making mistakes and avoid doing anything that might lead to making a mistake. They cannot separate making a mistake from being "the" mistake.

Students whose predominant behaviors form the onlooker pattern hesitate to begin conversations with others, are the last in line to do anything, and do not complete homework. Most of the time they appear moody, frightened, and preoccupied with their own thoughts. They are easily embarrassed. They are past and future oriented and are seldom in touch with the present. Onlookers look dazed much of the time. Change is viewed as a personal threat. When confronted by authority or possible conflict, onlookers either do nothing or find the easiest escape route. They refuse to take responsibility for their actions with people and with work. When onlookers do school work, they either try to do the impossible or as little as possible.

Onlookers are simply unresponsive students. They do not do their work. They do not respond to questions in normal conversations. They frequently appear to be daydreaming. They dawdle and play with instructional materials. They refuse to begin homework and will not complete assignments. They refuse to take responsibility for their behaviors and they avoid involvement with others.

In summary, the onlooker reflects a strong need for security. Specific descriptors of the onlooker behavior pattern include:

1. Emotionally flat.
2. Always a spectator.
3. Desire to be unnoticed.
4. Isolated from others.
5. Hesitates to act.

<u>Improving</u> <u>an</u> <u>Onlooker</u>:   <u>An</u> <u>Example</u>

Juan was an entering freshman who was scared much of the time in
his English 01 class. He was always worried about making a
mistake.   He often found himself embarrassed after he made a
mistake. Other students made decisions for him. The teacher
tried to motivate Juan to do some classwork, but, most of the
time, Juan would simply not do his written compositions. He
typically became paralyzed when asked to write anything on
paper. When the teacher asked him a question in class, he acted
surprised and often said he did not know the answer before he had
really understood the question. After several months of Juan's
refusing to do his work, the teacher talked with Juan, trying to
help him get to the point of being at least able to try to
accomplish something. The teacher was extremely concerned that,
even with the assistance of counseling, Juan's behavior was not
changing.

<u>Change</u> <u>Process</u> <u>through</u> <u>a</u> <u>Contract</u>.

1.   Specific, short-ranged goals to which Juan can commit himself.
      The goals need to be relatively easy but not so easy that when
      the aims are achieved, he will say, "Anyone could do that - it
      was not me; the goal was easy."

2.   Short feedback loops. Juan must know immediately when he has
      slipped or failed to reach one of his short-ranged goals.

3.   A support system that helps Juan try again after having failed to
      reach one of his short-range goals.

1.   In this case, Juan should write two or three sentences every day
      and turn them in before class. The topic of the previous day's
      classwork would help Juan determine what he would write about.

2.   The teacher would not give him a grade on this work but would
      simply accept the paper, praising his positive accomplish-ents.

3.   The teacher and Juan agreed that if, he missed a day, he would
      spend part of his lunch hour making up the work. The teacher
      would consistently support Juan's efforts until Juan's sentences
      became paragraphs. Only then would the teacher give him
      constructive comments as well as positive reinforcements.

UNTOUCHABLES

The behavior of the untouchable is aggressive, combative, and
power-oriented. The behavior of untouchables appears to be prompted by a
great concern for self and little concern for others. These students
believe they are worthwhile people only when they are in control of
others. They are afraid of what others may do to them.

Untouchables always have an answer even if they are wrong. They push other students around. They encourage others to violate the school's regulations or to come as close to violating them as possible without going over the line. Untouchables seek and find ways of "beating the system." They frequently capitalize on the teacher's mistakes by trying to intimidate and weaken the position of authority.

Specific descriptors of the behavior pattern of the untouchable include:

1. Aggressive
2. Combative
3. Puts others down
4. Easily angered
5. Oppositional

Improving an Untouchable: An example

Frank was a wheel among his loyal followers. He tended to dominate his group. He was always unimpressed with the accomplishments of others and enjoyed talking about the less desirable characteristics of other people. He was generally oppositional. Frank would not do what his math teacher wanted done. He was rebelling against the teacher, against "the system," and the school .

Change Process through a Contract

The steps toward change include a contract of:

(1) reasonable aims for a student,

(2) methods of achieving those aims,

(3) a method for evaluating progress. In this instance, the contract should be designed to help Frank find appropriate behavior to reduce his wrong need for control. The elements of the contract to improve his behavior pattern are as follows:

1. Frank must not push other students around to do his own bidding.

2. Frank is given a position where he can exert appropriate control over others. In this way, the need to control is diverted into appropriate behavior, providing appropriate rewards until such time as the need to control is reduced.

3. Frank should see the counselor to learn how to deal with feelings about himself and with closeness to others.

PERFECTIONISTS

The perfectionist's sense of worth is regulated by the degree to which they are able to attain perfection and to be perceived as better than others. They are afraid of not being the best at everything, and they try to impress people with their knowledge and skills. Their self-image is one of personal inadequacy.

Students whose predominant behavior is perfectionist are concerned with becoming competent, seeking self-improvement, and beating others in school. They are extremely hard on themselves, expecting perfection as they must be perceived as competent. Improving at whatever they do is essential; they value increased competence in chosen areas. Recreational time is spent attempting to improve with real vigor. Beating others in competition is not enough unless performing with excellence is the source of victory. Perfectionists have a high degree of self-doubt; they believe they never do well enough. Sometimes they lack decisiveness because they fear failure.

Perfectionists attempt to impress people with their terse, compact, logical, and profound knowledge. They prefer the exacting and complicated subjects found in the sciences. Perfectionists view all living as work through which improvement and achieving competence are possible. Work is the opportunity to express one's knowledge, skills, and activities.

Perfectionists, while trying to determine or analyze what is happening with people around them, are unable to live in the present. They reflect little concern for the feelings of others. Perfectionists project themselves above others to hide their own sense of inadequacy for not being perfect.

Perfectionists do not cooperate in group activities where an individual's effort is diluted in the group. In a group, they try to surpass others and take credit for the group's accomplishments. It is simply not enough for them to beat others; they usually have to make sure that others know that they won. Perfectionists appear not to be genuine as they try to be seen as perfect in front of others. They slam around in classrooms and use strong language in response to a less-than-adequate performance in a competitive situation. Perfectionist students create games that will help them beat the system. They appear to be particularly boastful after a victory and concerned about themselves rather than class activities. They set impossible goals for themselves in their attempts to be viewed as perfect or better than others.

Specific descriptors of the perfectionist pattern of behavior are:

1. Wants to do it alone.
2. Concern with competency.
3. Must prove himself or herself.
4. Must be best at everything.
5. "Goes one better" than others.

Improving a Perfectionist: A Case Example

Jim was the most competitive student in his science class. He was not brilliant but, by working hard, he could keep up with many of the other students in the class. He typically tried to beat others, and, when he did better than others, everyone knew about it. He always tried to appear totally competent and to do the impossible. No matter what the situation, Jim always viewed it as a win-lose situation. When others did better than he did on tests, he went into a mood of self-blame, saying that he should have studied more, that he should have studied different things, and so on. In some instance, it would be several days before Jim would again get involved in class activities after someone had outperformed him.

Change Process through a Contract:

To improve the pattern of behavior of the perfectionist, the contract in the change process should include:

1. A reasonable goal that encourages a student to compete against himself or herself rather than others all the time.

2. Short-range goals with feedback to the student at brief intervals. A part of the feedback should be recognition for appropriate behavior.

3. Medium-risk behaviors that are helpful to student and to others and that allow some mistakes.

The teacher, observing Jim's high self-blame and competitiveness, which were hindering his learning and social relationships, decided that he might be focusing too much on perfection and on comparing his performance to that of other students. She met with Jim and worked out a contract:

1. Before a test, Jim would estimate a reasonable level for his performance. They agreed on the probable number of mistakes Jim might make.

2. For class projects, Jim would submit an outline for each project he planned to do. When Jim sought unreasonable aims or standards of performance, the teacher would help modify his goals to reflect Jim's interest and ability. She was to give him some verbal or written feedback on the reasonableness of his plans. They planned to check Jim's performance to determine his direction of growth.

3. After Jim took a test or completed a project, the two of them would compare Jim's estimates with his actual results. He must learn that he does not have to excel in every venture: perfection may be sought in a selected group of activities rather than in every task.

THE SEEKERS

The seeker's behavior is prompted by a strong need for acceptance by others. Students with this predominant pattern believe they are "okay" only if others indicate approval of their behavior. Their personal sense of worth is determined by the approval or disapproval of others. They fear being rejected.

Students whose predominant behavior fits the seeker pattern basically are easily led by other people. Seekers want to please others, teachers and students alike. They are responsive to social pressure because they want to be accepted and included socially. Seekers are overly concerned with what others expect them to do and can be observed being controlled by others who grant them approval. These students seek out students and teachers who will not reject or disapprove of them in any way. They react to others as if everything others do is a personal attack or criticism of their behavior or person. Relationships with others are almost always one-way relationships; that is, the seekers are always dominated in social relationships. Seekers seldom initiate action unless they have received some indication that it will increase their acceptance. Their actions are always followed by a search for acknowledgment or approval by others. The behavior of such students is marked by a seeming lack of consistency, because a variety of expectations are guiding their behavior. Their behavior is self-seeking, designed to help the student know that he or she is liked or accepted.

Seekers are easily controlled by other students. Seeker often lower their initiative to receive peer approval, seldom make their own decisions, are inconsistent, and usually lack any real sense of direction. Usually, these students are excessive talkers and cannot stand silence. Seekers are unable to think for themselves and incapable of judging their own level of performance. Their self-esteem is tied to the approval or rejection of other persons.

In summary, students who are seekers need approval from others. Specific descriptors of the behavior pattern of the seeker include:

1. Conformity
2. Overcompliance
3. Very responsive to social pressure
4. Seeks approval from others.
5. Easily led.

Improving Seekers: An Example

Broderick was a person few students really liked. He was new to school . He wanted to be everyone's friend. He adopted the values of one group of students. When he behaved as they did it paid off for him in short-term goals. Other students soon began to use him by getting him to do things that were inappropriate, but which also provided some acceptance and approval from

from students. Broderick was in conflict with the science teacher's expectations. In that class, he repeatedly used the lab equipment for fun and games rather than for experiments. The science teacher was concerned because Broderick did not gain the respect of his peers and other teachers. Broderick's science teacher conferred with the school counselor and Broderick on occasion. Finally, a major blow-up precipitated a lengthy conference with the biology teacher.

Change Process through a Contract:

A continuous focus on getting approval from others is a major problem for some students who have a dominant acceptance-seeking pattern. Recommendations that might be included in contracts developed in the change process are as follows:

1. The aims in the contract should be established by the student and should be reasonable and achievable.

2. The reasons for the aims in the contract should be defined. The student needs to understand why he or she establishes specific goals.

3. The student should agree to evaluate his or her own behavior. This student needs to become the judge of his or her own progress, behavior, and feelings.

With the Biology teacher, Broderick developed the following contract.

1. Broderick established a plan to do three lab experiments. These three experiments were fairly simple but could be combined and used in a science display. In the contract, he placed a timetable for completion of each experiment.

2. He wanted to do the science display so others could view his work.

3. Broderick will evaluate his own work and will meet with the teacher to discuss the evaluation of his own work.

4. He will evaluate both his behavior while doing the project and the effectiveness of his work.

BECOMERS

Becomers value their uniqueness; that is, they believe they are different from other people. Their behavior is prompted by the need to challenge people about their personal objectives. On occasion, becomers develop an intense commitment to religious causes. The intense caring about the cause often leads to behaviors different from those of most other students. The crusade for causes marks a concern with self-fulfillment and the imposition of their cause on others, rather than a concern for the growth of some thing or person. Becomers are afraid they may not discover what makes them unique and what they will become. The self-image of the becomer is of one who attempts to be different.

The behavior of the becomer is "being"-oriented and process-oriented. Becomers are interested in the process of becoming. They search for the purpose of their life. When they act, they want feedback from others who may help them review their experience. Every experience is considered personally significant to them. Comments from others help Becomers find out who they are trying to become. Becomers contemplate making a decision for a long time. They are attracted to material and people that help them analyze their own behavior. They tend to make many false starts at doing things because what they do must fit them. Becomers build ideal relationships with a few people who can help them discover their unique role in school.

Such students may become committed to causes that appear to be significant in school or the world. If the cause loses its significance, so that it does not appear "to move mountains," Becomers may search for a different cause with a larger significance or greater application to the students in the school. They are attracted to groups who are interested in transmitting ideas and attitudes. Becomers have a high acceptance level of what others determine to be significant. They know how it feels to have a vital commitment. These students may be the writers, poets, and missionaries of the school.

Becomers act differently from other students in the classroom. They simply do not conform to normal standards and their behavior is oppositional. They are unaware of time. Important assignments do not get accomplished because they do not feel that time is a boundary. Becomers frequently are involved in dreams of greatness for themselves. Without apparent reason, they may shift their direction to a different dream. Many of the projects they start for a class do not get finished. They seem to become emotional at the drop of a hat. Their emotional level, at times, keeps them from reaching closure on anything.

In summary, Becomers reflect a weak need to care. Specific descriptors of the behavior pattern of the becomer are as follows:

1. Centered on self.
2. Seeks self-fulfillment.
3. Attracted to causes and people.
4. Sees good in everything.
5. "Being" oriented.

Improving a Becomer: An Example

Joni had been a "flower child" even in junior high. She was always in the process of learning. She dressed differently from the rest of her peers and was conscious to hear others tell her about her uniqueness. She worked hard at building relationships with a few close friends who seemed to understand her search for herself. She constantly acted out her role and sought feedback from others on how they regarded her. On at least two occasions, she became intensively committed to two religious groups that had formed among the students. When these causes didn't take hold, she looked for a higher commitment. Joni frequently was late for meetings and classes because of her dedication to a cause. In school ,teachers were concerned about her lack of clear objectives for herself and about her tendency to ignore time limitations. They were afraid that she might be so "process-oriented" that she would never graduate from school .

Change Process through a Contract:

Students such as Joni have a great concern with uniqueness. There are a variety of ways for attempting to improve the behavior of the becomer. The contract for becomers might include the following elements:

1. Specific goals to help a student assess interests, strengths, and weaknesses. The student must begin to become aware of self and long-range interests beyond a major "cause."

2. Specific short-range goals that require closure. The student's behavior needs to become more time-specific and the student needs to experience success with implementing a concrete plan.

1, Joni agreed in a contract with her teachers to arrive at classes on time.

2. Perhaps the most significant element of the agreement was Joni's willingness to work with her counselor in taking a series of interest inventories and personality tests.

3. Through feedback on herself from friends and the inventories, Joni began to discover her strengths and weaknesses. She would begin to believe she knew herself and where she might be going with her life.

PERFORMERS

Performers set reasonable goals and plans and are persistent in their attempts to achieve their aims. The performer behavior pattern reflects a strong need for caring about the growth of a project. Performers attempt to achieve growth by accomplishing a task. Their sense of worth is derived from contributing to the growth of a project. Performers are afraid of not being able to complete tasks. The self-image of the performer is of one who has success accomplishing tasks. They believe that they are capable of controlling and manipulating the environment.

Students whose behavior reflects the performer pattern tend to set goals in which they accept responsibility for their actions. They evaluate work carefully and select aims that include risk, but not too much. Performers seek immediate feedback on their performance and adjust their actions or goals based upon information on their performance. Rather than share their work, performers try to do it all themselves. They look for opportunities to achieve self-set aims using their own efforts.

Students of this type aim to improve their own records of performance without a major concern for "beating" other students. Defeats are viewed by performers as opportunities to improve. These students accept their past performance as history that is impossible to change. Performers discuss their preferences in a direct and open manner and work as team members when specific goals are established.

These students want to do their own thing most of the time. Performers set their own goals and do not accept the assignments and activities the teacher defines. Performers act independently of others in groups, are uncooperative at times in working with teams, and are self-seeking. They are reluctant to take on tasks if the teacher defines them.

In summary, performers are task-oriented students concerned with orderly planning and project work. Descriptors for the behavior pattern of the performer include:

1. Sets reasonable goals.
2. Plans ahead.
3. Creative.
4. Perseveres.
5. Project-oriented.

Improving Performers: An Example

Jane was a task-oriented student and very effective at completing the work she laid out for herself. She was a determined person, knowing what she wanted to do most of the time. She had the ability to set reasonably challenging goals for herself and to evaluate the extent to which tasks appeared to be relevant for her own growth. She planned far in advance on her own and usually created plans with alternatives. Her major problem revolved around a class in physical education and her lack of involvement with other people. She was always told what to do in physical education class, and she refused to do some of the assigned exercises that involved others. The teacher became concerned about her uncooperative attitude toward working with other students.

Change Process through a Contract:

In using the change process with performers, one must be mindful that such students prefer setting their own goals with little concern for sharing responsibilities with others. Thus, the following should be observed:

1. The contract must include goals about sharing responsibilities with others.

2. The contract must include a procedure for involving other students in working toward some goal.

3. The contract should include time to be spent by the student just conversing with others.

4. The student might contract just once to do what other students want done, thus helping others achieve their goals.

The Physical education teacher met with Jane and they formulated a contract.

1. Jane would be paired off with another student. Together, they would determine their desired level of team performance in gym class for one month. A month later, Jane would work with a group of three students.

2. Once a week, Jane would work with several students in physical education class. Jane and the teacher would plan the classes together to provide individual attention to the younger students.

3. Jane and the teacher agreed to talk once a week for a few minutes to review the progress she was making.

LEADERS

Leaders are emotionally secure, pleasant, and down-to-earth achievers. The behavior pattern of the leader reflects a balance between a strong need to care about the growth of a project and a strong need to care about the growth of people who may be involved or affected by the project. Leaders believe they are worthwhile people when they can get things accomplished through and with other people. They fear very little. The self-image of the leader is positive and grounded in the belief that he or she can be successful with social interactions and in project-related tasks.

Students whose predominant behavior is the leader pattern are cooperative, mature, accepting of others, and task-oriented. Leaders are not likely to be threatened by the unknown, and at times, they are attracted to it. They are uncomfortable with confusion. These students are seldom shaken by an unfortunate turn of events. They have the ability to accept their feelings and seldom suffer from extreme guilt or shame. Leaders rely on their own judgment and inner feelings to make decisions. They are open to suggestions, capable of weighing alternatives, and willing to accept the responsibility that accompanies decision making. These students accept others as they are, not as they wish others to be. Because they accept others, they establish selected caring relationships with others while working toward the achievement of their long-term tasks.

Leaders are spontaneous, focus on things outside themselves, and usually have well-thought-out, long-range plans for their lives. Short-term setbacks such as a failed test or a lost match are viewed as small incidents in the activities designed to achieve the long-term mission. Being rejected by others does not substantially alter their behavior, and they continue to reach out in a caring manner.

Leaders act too much like adults in the classroom setting. They refuse to follow the teacher's directions and resist going along with the rest of the class for the sake of going along with the group. They simply accept mistakes they have made rather than apologizing for what they have done.

In summary, the leader shows a high need to care for both projects and people. The behavior of the leader reflects a sensitive but stable emotional base. Specific descriptors of the leader behavior pattern are as follows:

1. A good listener.
2. Steady.
3. Accepts self and others.
4. High emotional security.

Improving Leaders: An Example

> Cheryl has always been a step ahead of her friends in both
> physical and mental maturity. She was elected president of her
> class for three of her four years in high school. As a senior,
> she was ready to enter the adult world. Cheryl was having
> difficulty with her teacher in sociology. The class was studying
> typical problems faced by communities. The teacher had brought
> in speakers from the local community to present community
> problems. Cheryl believed that the class was ready to
> participate in a series of problem-solving simulations built
> around these community problems. She had suggested that the
> class be divided into teams for attacking ten critical community
> problems. Other students picked up on her suggestion. The
> teacher found himself in conflict with the students. He felt
> that Cheryl did not know enough about sociology to make such
> decisions. This was not the first time he and Cheryl had
> disagreed. She was simply too outspoken and opinionated to meet
> his expectations of what a student was supposed to be.

Change Process through a Contract

It is difficult to create a recommendation for improving Cheryl's
behavior because it may be the behavior of the teacher that needs to be
altered. However, some educators do view the leader pattern as
inappropriate for students. Therefore, a contract for improving the
behavior of the leader might rest on the following:

1.   The contract should include an agreement for the student to be
      concerned about his or her individual performance rather than
      that of other students.

2.   The contract should include provisions for the student to make
      suggestions to the teacher on a one-to-one basis rather than
      during class.

3.   The contract should encourage the student to help the teacher
      perform instructional roles only when asked to do so.

A contract designed to help Cheryl meet the expectations of the sociology
was developed:

1.   Cheryl would work on a problem-solving project, but it would not
      include other members of the class. Because Cheryl had her own
      judgments about how she and others learned, she would meet with
      the teacher on a one-to-one basis and write out suggestions she
      had for the class as a whole.

2.   One day a month, Cheryl would have an opportunity to make
      presentations to the class or to involve them in an activity that
      she and the teacher and she had designed.

3.   Get her suggestions through the contract.

DEVELOPERS

The behavior of developers reflects a strong need to care about others. Developers are concerned about the status and growth of other people. They assist others in solving problems associated with maturing. The developers' behavior pattern is a reaction to the need to contribute to the lives of others. His or her self-worth is attached to actions that help others achieve the things they want. They are afraid of having to spend too much time on their own work. The self-image of the developer is that of a person who likes himself or herself and who has the capacity to help others achieve the goals they establish for themselves.

Students with the predominant pattern of the developer appear to enjoy relationships that help others grow in the ability to make decisions. Developers like the support of others and the warmth that is returned to them from others. They avoid working alone and setting unilateral goals, since satisfaction is derived from the process of sharing with others. They like to participate in both group and team situations. They enjoy self-development as it contributes to the team effort. Developers have empathy and seem to have unlimited time to help others. In their view, time is an endless commodity, and they often engage in long conversations. They are friendly, relaxed, and popular listeners. Establishing wholesome relationships with others is the developer's primary aim. Impersonal tasks are not attractive to the developer.

Developers spend time listening to their friends and other students. They seem to serve as crutches to students who should be thinking for themselves. The long conversations developers share with other students take them away from their academic work. They are people-oriented rather than task-oriented. Developers are simply concerned about the growth of others rather than, for example, creating a work of art or mastering scientific concepts.

Specific descriptors of the behavior pattern of the developer are as follows:

1. Friendly
2. Close relationships.
3. Popular with others.
4. Does not make quick decisions.

Improving Developers: An Example

John was a student who enjoyed being with other people. He was concerned about the welfare of his friends, listened to them, and was popular as a student. His interest in people was intense and appeared to be the source of a problem with his math teacher who was subject matter-oriented and less concerned with human relationships. John constantly engaged in long but helpful conversations with other students. He expressed a genuine warmth toward his classmates. His problem, as the teacher viewed it, was that he talked too much and was far too interested

in being popular, although he really did not disturb the other
students. He did his own work and tried to be of assistance to
others. At times, students in the class would seek his
assistance rather than that of the teacher. The math teacher
thought that John was simply not doing as well as he should in
handling detail and time even though John was in the top
one-fourth of his math class. She expected John "to put his hand
to the task" more often and to get all of his work in on time.
She encouraged John to go deeper into the material rather than
talk to others so much. John resisted this and the situation
became a struggle.

Change Process through a Contract

Considerations for a contract to apply the change process to the
inappropriate behavior of the developer are as follows:

1. As part of the contract, the student should include specific
    task-related aims that do not involved relationships with others.

2. Specific methods of receiving feedback should be included in the
    contract to help monitor the student's progress toward the aims
    specified.

3. The contract should include specific deadlines for accomplishing
    some tasks.

The math teacher and John developed a contract:

1. Each day for a three-week period, John was to identify several
    aims beyond classroom assignments. These might involve working
    with others on math-related projects after class, but not during
    class. He would be responsible for submitting the final product
    on time as mutually predetermined. This extra work would take
    the place of his talk time in class.

2. John would pay particular attention to detail in his work. After
    each extra assignment was turned in, John would receive feedback
    on his work and on whether he had met the planned deadlines.

3. John would extend help to other students in class only after he
    had permission from the math teacher to do so.

LOYALISTS

Loyalists are the cooperative workers in the formal and informal organizations of a school. Loyalists reflect a strong primary need to belong to an organized group. They may have a need to be accepted, a need to care about others, or a combination of both. They believe they must contribute through work to belong to a group and that group status is earned through a person's efforts. Loyalists believe they are worthwhile people when they are in place in an organization. Loyalists are afraid of not being a part of one. The self-image of the loyalist is that of a follower in an organization.

Loyalists value belonging to a group or unit. They value accomplishments that they may achieve by cooperation with the group and membership that is earned through cooperatively serving independently of others. Loyalists look for what they are supposed to do, believing if they do "the oughts" they will find and maintain a place in the organization. The loyalists, although followers, are interested in positions of status, and they express concern for establishing and maintaining groups. The loyalist follows the norms established in the group for purposes of attaining rank in the organization. Loyalists enjoy responsibilities associated with rank. They are oriented toward duty, authority, and obligation. Their time orientation is the past, and that is reflected in their occasional moodiness. The immediate or spontaneous has little appeal for loyalists.

Loyalists are joiners. They devote themselves to work designed to attain status in a group. When it comes to a choice between doing their school work and doing work for their group, they choose the latter. They neglect their academic work for the sake of the group. They satisfy the expectations of group members rather than their own concern. Loyalists are concerned with the title they get in their group.

Specific descriptors of the behavior pattern of the loyalist are as follows:

1. Rule-oriented.
2. Concerned about status.
3. Believes in fundamentals.
4. Reliable and dependable.
5. Nice, cooperative person.

Improving Loyalists: An Example

Jenny liked the security of belonging to a variety of school organizations She believed that hard work leads to success and membership in clubs. She worked on tasks that contributed to the goals of the organizations to which she belonged. She always did what the group thought she should do. She was obedient and abided by all group rules to the letter. The result was that Jenny frequently did not do the things that would lead to success in many of her classes. But Jenny had not been elected to a position of status in any

organization to which she belonged. Several teachers were concerned about her overwhelming need to belong to organizations and the strong authority the members in the groups had over her.

Change Process through a Contract

When contracts are written with loyalists as a means of changing their behavior, the contract should include the following elements:

1. Self-development aims should be included that may or may not contribute to the organizations to which a student belongs.

2. Specific times should be scheduled for non-organization-related work.

3. A chart for recording the balance between time devoted to organizations and self-development should be arranged. It may be possible, in the contract, to encourage student contributions to the organizations in a way that the student can develop personal skills, knowledge, and maturity at the same time.

Jenny and her biology teacher worked together on the development of a contract:

1. Jenny agreed to work on her classwork rather than on other projects during instructional time . She would not ask to leave class early to work in activities associated with her organizations as she had done in the past.

2. At the end of each week, Jenny would submit a sheet showing the amount of time she had devoted to her class work and to her organizations.

3. Jenny met with faculty advisors and presidents of organizations and worked out an arrangement to do a specific, limited amount of work for each club. She was assured that this reduction in work would not jeopardize her standing in the school organizations.

OPERATORS

Operators' behavior is a response to a strong need to be impulsive. This primary need may reflect a secondary need to control others or to care about impersonal entities. Action-oriented operators need to test their own limits as part of the need to be impulsive. They constantly seek new risks with equipment, such as, cars and with people as a test of their own limits. Operators' sense of worth is tied to the extent to which they can control themselves and equipment in high-risk situations. They are afraid of being denied the opportunity to be involved in the action. Their self-image is that of a spontaneous gambler who believes he or she can bring anything in the environment under his or her control.

Operators are action-oriented, carefree, and impulsive excitement seekers. They detest drill and repetition. Operators would rather not practice, even though they can get caught up in action that is so rewarding that they stay with it for a time. Operators want to do as they wish, when they wish. They prefer randomness and an opportunity to do a variety of things. They are impulsive, yielding to sudden urges to do things. These students really like to test the limits, take the risk. They are able to respond effectively in crisis situations and may create a crisis if things are too quiet. They create an atmosphere of excitement in a group.

Operators prefer action, but not for the purpose of achieving an end product. Their enjoyment comes from the process. Operators frequently complete their work without reading the assignments, as they strive to be independent and free. Success is measured by the extent to which they obtain satisfaction through an adventure in which they elected to participate. Life is seen as play, not work.

Operators are freewheeling, thoughtless daredevils who take unnecessary chances with their own lives and the lives of others. They drive too fast, and enjoy seeking thrills. They are unable to, or will not, follow a routine with their work and do not achieve excellence through practice. Frequently, their work is not done unless it is something new and exciting to them. In groups, operators stir up the rest of the students to create a crisis.

Operators are responding to a need to be carefree. Attempts to change operators through contracts may be difficult, as the next case will demonstrate. Specific descriptors of the behavior of an operator are:

1. Carefree.
2. Does not consider alternatives.
3. Always a participant.
4. Action-oriented.
5. Lacks empathy.

Improving Operators: An Example

Ken does what he wishes when he wishes. He believes that each
day is to be enjoyed and that life is too brief to let it pass
him by. His spice of life is variety. He likes to test limits.
His work is seldom done, particular if it involves repeating the
same task. He creates crisis in the classroom in order to do
something daring.

Change Process through a Contract

The components tc be included in a contract designed to improve the
behavior of an operator are as follows:

1.   Short-term classroom tasks of a significant nature should be
     defined as aims to which the student is committed.

2.   The precise quality and level of expected performance of the work
     should be identified.

3.   Several appropriate risk-taking activities should be identified
     and integrated into other less exciting tasks. However,
     participation in the risk-taking activities should depend on
     successful completion of regular classroom tasks.

The contract with Ken included the following:

1.   Ken agreed to complete a written work for each day in one week.

2.   This included the provision for on-the-spot review of Ken's work
     by his chemistry teacher for purposes of determining the extent
     to which quality and quantity were being met.

3.   At least once a week, Ken would help students with their lab
     experiments.

CHAPTER III

CLASSROOM GAMES

Why do students play transactional games? One reason is the natural and inevitable conflict between the teacher's self-fulfillment and the student's growth. The teacher is fulfilled by providing a sheltering, supportive environment to which the student responds positively and, to some degree, dependently: the student pays attention to the teacher and follows the teacher's instructions. However, as the student grows in this supportive environment, he wants to become more and more independent of that environment. He wants to ask probing, even critical questions to know the rationale of every activity and policy, to raise alternative suggestions at every turn, and to pursue his/her own interests rather than the teacher's planned program of instruction. So the teacher's needs conflict with students' needs. Students sense this conflict and play with it. Other specific reasons for student game-playing include the need for attention, for social position, to relieve boredom, to test the system, to combat restrictions, to express frustrations, and the need to survive.

It is always impressive to see a teacher respond to an apparently threatening challenge with a smile and a casual comment, "Oh, I know that old game." This response takes away the emotion of the challenge. Second, it signals a halt to the challenge; simply knowing the game is often enough to end it. Finally, the teacher suggests that both parties must behave reasonably; unreasonableness, like games, has already been discredited and discarded.

Interaction patterns that are discussed in this section should not be considered games unless they both distract from the lesson and recur. The teacher who challenges a student while he is engaged in classroom routine can generate considerable confusion and bad feeling; overreaction may appear as foolish to students as the teacher who is unaware that students are playing games. So recognize games and counter them when you see them, but don't be paranoid. Wait until games become quite obvious. When a teacher stops a game, is not nearly so important as whether he/she stops the game at all. To stop the games, the teacher applies fundamental principles that control inattention.

Game 1:   Shocking Behavior

KEY WORDS
Expletives, belches, etc.
"This class stinks!"
"I hate this class!"

Functional Routine: Students test the limits. If the teacher passes the test, it builds trust and respect.

Dysfunctional Game. Foul or aggressive language and body gestures are techniques students use to shock, intimidate, and overpower the teacher. The problem with "shocking behavior" in the classroom is that teachers are not prepared for it.

HOW TO STOP THE GAME

You can use several relatively low profile techniques to recognize that the behavior occurred and to demonstrate that you are not shocked.

(1) "Well, Andy, I hope you're all finished with that for now - no other surprises for us? I'd like to turn to chapter..."

(2) "I'm flattered that you think I am worthy of your efforts to shock me, but really now - how old do you think I am? Ok, now I think it's time to get back to..."

These are examples of statements of the "I don't play that game" variety.

Game 2:   Helpless

KEY WORDS
"I cant."
"I don't know how."
"I'm too dumb."

Functional Routine. The teacher must show students how to seek help actively rather than passively. "I can't" is often a legitimate learning behavior.

In a functional transaction, the student's complaint is legitimate and the teacher responds with assistance. A new teacher sometimes rushes in with a solution or question before fully understanding the problem; for example:

        STUDENT: I can't do this.
        TEACHER: Well, try again.
        STUDENT: But I can't do it!
        TEACHER: Why can't you do it?
        STUDENT: I don't know. I just can't.

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STUDENT:  I can't do this.
TEACHER:  Well, what about it can't you do?  What don't you
          understand?
STUDENT:  I don't know.  That's why I called you to help.
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These teacher's responses waste time by asking the student to do precisely what the student says he cannot do! Nevertheless, we must consider these teacher-student interaction patterns routine because they contain no deception or ruse.

In contrast, the skilled teacher often asks diagnostic questions that clarify the difficulty and sometimes solve the problem at the same time:

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STUDENT:  I can't do this.
TEACHER:  Well, let's go  back a step or two.  Do you
          remember...and can you...So now can you do it?
STUDENT:   OK.  I see it now.
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The key words "I'm too dumb," when legitimate, reflect either a temporary or a persistent feeling. In either case, several teacher options make the transaction functional rather than wasteful:

"I know how you feel. I sometimes feel dumb too when I can't do something the first time. So give yourself a chance, try it again."

"This is not easy, it's true, but you'll feel good when you know how. Look at it another way."

"Are you saying this because you want to give up? I don't think you should because you'll be catching on very shortly. I can tell. Here, try it again this way.

"I don't think you are dumb, but I do think you're tired, and tired smart people can feel dumb sometimes. Let's work on this later."

Dysfunctional Game. "I can't" is often a cop-out, a use of lazy lower-level thinking in place of higher-level thinking. For example:

Low-level thinking: "I can't do this."
High-level thinking: "I can't understand this part. I see how these two things go together, but I can't see what to do next."

The teacher falls into the student's lazy game by responding with a well meaning suggestion such as, "Why don't you...?" which invites the lazy rejoinder, "Yes, but..." or "I still can't."

"I can't" is also a game of diversion. The student plays a helpless and defeated dummy who couldn't do the task even if he/she wanted to. The teacher plays a helpful omniscient who tries to persuade the student he/she really is not dumb at all. For example, Helpless complains: "This book is torn," "It's too hot in here," "I'm hungry." Helper responds helpfully to each complaint whether legitimate or not. When Helper gives up, Helpless wins the game.

HOW TO STOP THE GAME

When the key words are "I can't" the teacher has several options:

(1)   Treat the student question as if it were routine and legitimate. Respond not with a suggested remedy but rather with incisive diagnostic questions.

(2)   Respond with a knowing smile that silently says, "I know that old game" while saying aloud, "I really think I've helped enough. It's time for you to do your part."

(3)   Follow up difficult cases, again with a smile: "I think you're playing a 'helpless' game with me, right? I don't want to play any more. Let's see you do it now."

The last two options signal that the teacher is aware of the con. Exposing the con takes the fun away and ends the game.

Sometimes, the student desperately needs personal attention from the teacher. The con may or may not be conscious and deliberate. To stop the game, the teacher must somehow meet the student's need – time, energy, and propriety permitting. Here is one example: "Know what I'd like to do? I'd like to spend some time with you (at noon) (after school) (after class), just to talk, just you and I; right now I'd like to see how well you can do this all by yourself."

When the key words are, "I'm too dumb," the teacher has several options:

1)   Treat the complaint as if it were legitimate and respond with diagnostic questions.

(2)   Respond with a smile, "OK. I think you've played dumb enough for now" and follow immediately with a content oriented question or directions.

(3)   Follow up with a conference. If the game is recurring and persistent, find out why the student needs so desperately to play the game that he does so even when the teacher is aware of it. There are almost certainly deeper problems working that should be brought out in the open. The student will probably appreciate the teacher's concern, even if the behavior does not change.

Game 3: __Why__ __Do__ __We__ __Have__ __To__?

KEY WORDS
    "Why are we doing this?"
    "What good is this to me?"
    "Is this really relevant?"
    "Do we __have__ to do this?"

__Functional__ __Routine__.   These words usually communicate the message that the
student doesn't know what he is supposed to do, or why he is supposed to
do it.   If he or she were more sophisticated, he or she might say instead:

    "I really don't see any coherent logic in what we're doing."
    "I really don't see any relationship between what we're doing and
    anything else significant in my life."
    "I'd really rather be doing something else right now."

    In other words, the questions simply ask the teacher's purpose and
objectives and why the objectives were established for this class. If the
question is usually legitimate, why don't all teachers simply answer the
question honestly? If the teacher did so, the interaction would be
beneficial to learning. Unfortunately, some teachers haven't thought much
about an answer ahead of time. Also, many teachers do not recognize the
question as legitimate because students don't ask the question in a
reasonable way; for one thing, they whine. A third reason, infrequent but
nevertheless significant, is that students are objecting to busywork, and
the teacher does not want to admit it to himself/herself or to his/her
students.

    "Why" questions are limitless, but a few can be anticipated at least
once a year:

    "Why can't we hold class outside today?"
    "Why do we have to write this - why can't we just say it?"
    "Why do we have to do this dumb stuff?"
    "Why did you give me a B instead of an A?"
    "Why did he get a higher grade than I got?"
    "Do we have to answer all the questions?"

__Dysfunctional__ __game__.   Of all the questions students ask, "Why do we have
to" is the one most likely to irritate.   By treating the question as the
opening move in a game, teachers indicate that they consider the question
a rude challenge to their dignity, expertise, worth, and authority.
Consequently, the most common teacher reply is, "Because I say so!" - the
most defensive of all authoritarian answers and the classic move in the
"why" game. Here is another example:

    STUDENT: Why do we have to use pens? Can't I use my little pencil
               right here?
    TEACHER: I've told you why! Now you just get busy there and quit
               asking such questions.
    STUDENT: (Smiles).   51

HOW TO STOP THE GAME

The teacher who tries hard to give a thoughtful answer to "Why do we have to" need not worry about students playing the why game very often; other students will silence the joker fast because they don't want to hear the teacher's long-winded answer again!

When a student does not respond to honest answers, however, and clearly tries to con the teacher, the teacher can handle the game directly.

1. Smile, ignore the question, and continue the lecture.

2. (Privately) "Billy, you seem to wonder a lot lately what we are doing. But your questions sound to me less like questions and more like complaints. Want to talk about it?"

3. "Billy, I answered that a little earlier; perhaps you didn't hear. I'll be glad to tell you later; In the meantime, I'd like to think about..."

4. "Let me talk with you about your question after (the test, class), Billy. In the meantime..."

5. "I guess that's enough, Billy.

Try never to turn off a legitimate "why" question with a curt reply, because the teacher who does so loses stature. Always give a thoughtful answer whenever there is the slightest doubt as to the legitimacy of the question.

The danger in the other direction is even more terrifying to any teacher who has been led astray by a skillful class. Whole lessons have been subverted, assignments aborted, and examinations delayed while teachers tried to explain the reasons for a scheduled activity. It pays to have thought about the reasons beforehand and to provide time for them as part of the activity.

Game 4: Why Don't We Ever Have Any Fun?

KEY WORDS

"Why can't we do something for fun?"
"Why does the other class get to...and we don't?"
"This is a dumb way to do it."

Functional Routine. While the "why do we have to" pattern is routinely a legitimate question about classroom purposes, this "why don't we ever" pattern is usually a legitimate question about teaching methods. Assuming that there are two ways to present a lesson - boringly or interestingly - the question asks why the boring method was chosen rather than the interesting one.

Perhaps teachers are so often irritated by the question because students don't know how to ask it properly; they whine, insult the teacher, and act spoiled. Still, the teacher can avoid playing games by using the question to gain information about students' feelings and to gain their trust and confidence - and even to train the students to ask questions more skillfully. Consider these teacher responses:

> "Well, what did you have in mind?'
> "Are you saying that you would like to...?"
> "Do you mean that what we have been doing has not been fun, or do you mean that we have been doing it too long?"
> "How else could you ask that same question without making me feel insulted? I don't feel insulted, but I could."

Dysfunctional Game. "Why don't we ever have any fun" can be a superb game. Its purpose is usually diversionary, to postpone or delay the business at hand. A teacher plays the game with the best of intentions, to accommodate students and appear concerned about their feelings and wishes. Unfortunately, if the question is calculated to interfere rather than inform, the game easily degenerates into, "It's your fault" with lots of "yes buts" and even snickering.

HOW TO STOP THE GAME

There are several ways to stop the game. The teacher can say:

1. "Good question. Let's discuss it after we finish talking about..."

2. "Ok, let's say that you are the teacher, and you are supposed to teach A, B, and C. Your students tell you to make it fun. What would you do?" Listen for good suggestions and recognize them when they come. Keep A, B, and C at the forefront of the conversation, for that is your lesson content, which you are teaching all during the discussion if you are clever and professional about it.

An example might sound like this:

> TEACHER: OK, let's say that you are the teacher, and you are told to teach quadratic equations or lose your job. What would you do? Jamie, did you have a suggestion?
> STUDENT: Go outside and teach the class out there.
> TEACHER: OK, go outside. Once you were there, Jamie - or anybody else - how would you teach quadratic equations? That's a pretty hard one, isn'it? How would you make it fun for the students outside?

Game 5:   It's Your Fault

KEY WORDS

"You didn't tell us."
"You didn't explain...."
"When did you say that?"
"See what you made mè do."
"It's your fault."

Functional Routine. Sometimes good teachers make bad assignments.
Sometimes they give directions that are not clear. Sometimes they think
they have said something with great emphasis when they actually haven't
said it at all. And often teachers say something to the class but fail to
ensure that all students are paying proper attention.

When students inform an teacher of the error, and the teacher responds
reasonably, the transaction sounds like this:

STUDENT: You didn't tell us.
TEACHER: Oh, I didn't? That's odd. I thought I had, but perhaps
          you're right. So let me say it now. Ready?

When the student is clearly trying to blame his/her own mistake on the
teacher, the teacher can still make the exchange functional; for example:

STUDENT: It's your fault.
TEACHER: I know you feel that way, but I honestly don't think I'm to
          blame. The real question is, what can you do now?

Dysfunctional Game. In order for "It's your fault" to qualify as a game,
the teacher must spend time openly debating the responsibility a student
has cannily transferred to the teacher. Entering into an argument is
playing the game with the student, and tacitly permitting him/her to win.

HOW TO STOP THE GAME

How should an teacher handle a game player's outburst of "It's your
fault" in the middle of class with everyone watching and listening? The
game player is dangerous, because even if he/she begins the transaction as
a put-on, he/she soon becomes enthralled with the battle and begins to
believe his/her own fabrications, as does his/her audience. So the basic
principle is to turn off the game player fast while letting him/her save
face:

1.   Treat the charge as legitimate, and respond reasonably.

2.   Defer action and let the subject die, "I hear you, and I am willing to
     discuss your views with you after class. In the meantime..." (Back to
     the subject matter, especially with a diagnostic question).

If the student continues to press, the teacher must treat the behavior as a disruption. After trying a sequence of control techniques, the teacher may inform the student that he/she will have to leave if he/she continues.

Game 6: <u>Teach</u> <u>Me</u> <u>If</u> <u>You</u> <u>Can</u>

KEY WORDS

"I don't wanna."
"I don't know.
Nonverbal: (Heavy shrug of shoulder, look away)
Nonverbal: (Slouch down in seat, head down, look at teacher
              teacher from under eyebrows)

<u>Dysfunctional</u> <u>Game</u>. "Teach me if you can" is a dysfunctional game because it can be assumed that every student is potentially an eager learner at any moment. If he or she is not eager to learn at any given moment, the teacher has not been able to capture his or her attention.

A student who hates the course content has three options: to run away, to sit passively, or to actively fight and disrupt the class. The student who elects to sit passively presents a covert challenge to the teacher, who plays the game by making one of two moves: Ignoring the student, or accepting the challenge and playing into it. Accepting the challenge sounds like this:

TEACHER: Ann, we haven't heard from you at all. What do you think
          about...?
STUDENT: I don't know.
TEACHER: What do you mean, you don't know.
STUDENT: I don't know!
TEACHER: Look alive!
STUDENT: (Almost sits up.)
TEACHER: Now, I want an answer from you.
STUDENT; What answer?
TEACHER: To my question!
STUDENT: I don't know.
TEACHER: You're impossible! Dave, let's hear from you.

Sometimes uncooperative withdrawal behavior is a deeply motivated attempt to avoid pain. The student may be attempting to avoid the pain of failing a specific task - a question, an assignment, a course. Or, he/she may be avoiding the teacher simply because other teachers have caused him/her pain in the past, or because this teacher has caused him/her pain before or reminds him/her unpleasantly of someone else.

Occasionally a student plays "Teach me if you can" to gain dominance over an teacher who needs and seeks positive responses from students. Students often play the game with substitute teachers, usually to amuse their peers.

The student takes the position that he/she doesn't care about the class, the subject, or the teacher. He/she is not going to exert any effort, and he/she doesn't care what happens as a result. He/she may challenge the teacher with loud sighs and frowns of boredom; most likely he/she will simply volunteer nothing, not respond to teacher invitations and requests, and fail to cooperate in minor tasks.

The teacher either takes the position that the student is not motivated and, therefore, not worth the time and effort, or that he/she cares enough about the student to shake him/her out of his/her lethargy. The student wins the game if the teacher shows frustration or anger.

HOW TO STOP THE GAME

Four principles apply: the first is to avoid confrontation. A student who is pressed or pestered may readily escalate his/her behavior into "You can't make me," a more difficult transaction for the teacher to handle.

The second principle is to conduct business as usual, but without noticeable deference to the student. For example, avoid the student's direct requests but include him/her in a group: "You, you, and you, I would appreciate you discussing this case, please."

If only two move, ignore the third or ask:

TEACHERR: Sandy, aren't you going to help with the case?
STUDENT: I don't wanna.
TEACHER: Then let's let Liz and Marcia do it. (Move on quickly, giving no more attention to the student's reluctance).

The third principle is to follow up with individual attention. Private conferences to explore the problem communicate concern and caring, even if they do not change the student's behavior.

The fourth principle is the remedy for almost all nonproductive student resistance. If the teacher can find a way to seize the student's attention and keep focused on a learning activity, the "Teach me if you can" transaction will not occur. Use low profile techniques to gain any student's attention.

Game 7: "You Can't Make Me"

KEY WORDS

"You can't make me!"
"Who do you think you are?"
"You ain't got no right to...!"
"I don't know and I don't care!"
"I won't."

<u>Dysfunctional</u> <u>Game</u>. "You can't make me" is a game in the sense that almost every student wants the teacher to succeed, if only because the student then has a better chance of success. Students seldom delight in defeating a weak teacher, but rather develop a distaste and disgust for him/her.

Still, for a variety of reasons, a student may challenge the teacher with "You can't make me." The student who initiates this transaction might be spoiled and indulged, or perhaps feels, rightly or wrongly, that his/her back is against the wall and there is nothing left to do but strike out at the oppressor. Perhaps the student knows better, but has momentarily lost control, or is deliberately testing the teacher with the ultimate challenge to authority:

     STUDENT: You can't make me.
     TEACHER: Yes I can.
     STUDENT: No you can't.

HOW TO STOP THE GAME

The best teacher control in this situation, as in almost all others, is low profile. The teacher does not resort to open displays of strength or authority unless absolutely necessary (after a proper sequence of actions), and does not embarrass the student. Consider these sample transactions:

"My goodness, something must really be bugging you today. Want to talk about it?" (Move to private conversation.)

"I guess I'd rather not even try to make you do it. I'll come back to you when you're ready."

Game 8: <u>I</u> <u>Have</u> <u>an</u> <u>Excuse</u>

KEY WORDS

"I forgot to bring a pencil."
"I'm sick."
"I do not yet have the money to buy the book."
"He was talking too."

For this discussion, we must distinguish between reasons and excuses. Reasons are causal events; excuses are pseudoreasons. Students don't play games with reasons, but with excuses. While reasons are a natural part of education, excuses are nonproductive and expendable.

<u>Functional</u> <u>Routine</u>. Reasons are an integral part of teaching and learning. The functional routine consists of a student's expression of fact, sometimes accompanied by genuine frustration, and a teacher's accommodating and artful response to the student. For example:

```
STUDENT:   I forgot to bring a pencil.
TEACHER:   That's too bad.  Perhaps Mary can help you for the
           moment. [Or] That's too bad.  We'll get one for you in
           a moment. [Back to the lecture.]

STUDENT:   I left my book home.
TEACHER:   I see.  Get somebody to share and please read paragraph
           one on page. . .

STUDENT:   He was talking too!
TEACHER:   Well obviously you both have a problem; let's have the
           three of us think together about that problem at break
           time.  Right now think about this:  What would you do -
           anybody - if. . .?  [Back to the lesson]
```

The teacher must be accommodating, for when a teacher who is supposed to be helpful gives an unfeeling response to a student who has had a momentary lapse of memory or control, the student is justified in being miffed and resentful. Yet, the teacher must also be professionally artful so as not to provide too easy a rescue for a young person who is supposed to be learning to take care of himself/herself, and not to allow the lesson to be further disrupted. So the responses in the examples strive to accommodate or recognize the immediate problem while signaling that future action will be taken as well. In private conference with chronic excusers, losers, and leavers, the teacher may eventually wish to refer them for counseling, to help them think through problems, see all options and consequences, and make choices based on real consequences and personal values. In short, the teacher patiently trains the student to break a habit and solve problems.

Dysfunctional Game. There are countless versions of the "I Have an Excuse" in which an excuse substitutes for a legitimate reason. The student offers an excuse, and the teacher treats it as a reason, thus entering into the game.

```
STUDENT:   I lost my pencil.
TEACHER:   Why haven't you got one?
STUDENT:   I left it home.
TEACHER:   Well, bring it to class next time.
STUDENT:   I always forget.
TEACHER:   Who can remind you, next time?
STUDENT:   Pat.
TEACHER:   Why don't you ask Pat to remind you?
STUDENT:   We don't see each other that often.
TEACHER:   Well, call her up.
STUDENT:   She hasn't got a phone.
```

And so on. The game for the student is to get the teacher to accept each excuse as a bona fide reason. The game recurs daily and can drive a teacher to distraction. The student wins when the teacher continues being helpful or folds his/her arms, stamps his/her foot, or otherwise shows irritation because the student has successfully foisted some

responsibility off on the teacher. Now the teacher must solve the student's phony problem.

HOW TO STOP THE GAME

1. The game ends most easily when the teacher ignores it - perhaps by talking over the student's words as if they had not been spoken and by directing student attention to lesson content.

2. The teacher says, "Well, that's quite a problem," and continues the activity.

3. The teacher says, "I'll be interested to see how you solve that problem, Bill" or, "I'll talk with you about that problem later, Bill," and continues the lesson as before.

Game 9: _Irrelevant_

KEY WORDS

> "It sure is hot in here."
> "Wonder what's for lunch today."
> "Hey, did you hear about. . ./"

Irrelevant comments are natural in any conversation, yet they never cease to surprise us in school.

Functional _Routine_. Some student comments that seem irrelevant are actually a reasonable leap beyond a current topic to the next logical consideration. Furthermore, some student comments are faulty interpretations of a current topic, and even though faulty, are, nevertheless, high attention behaviors. If the teacher really listens, he/she can detect the student's thinking process immediately and respond appropriately:

> "That's good, Bill. That's where we're going. We're just not there yet. Where we are now is. . ."
> "I think I see why you say that - it's like what we're talking about in that it. . . .Am I right?"

When the student comment seems irrelevant but the teacher has a faint suspicion or hope that it might relate, he/she can say:

> "I don't understand how that relates to the topic of. . . Can you explain it? Can you help me?"
> "I just don't understand what you're saying, and I want to. Try again."

Sometimes a student comment is so far off the topic that the teacher cannot relate it without intellectual gymnastics. In this case:

> TEACHER: So now we know this shape is called a triangle.
> ANGIE: My aunt has given birth to a boy.!

```
TEACHER:   You're happy about that right, Angie?
ANGIE:     Yeah, and. . . .
TEACHER:   Angie, if this shape is called a triangle, what is...?
```

Some student comments have nothing to do with the current topic, but show instead how the student feels at the moment.   Again:

```
TEACHER:   When you think about why the South wanted to secede,
           the first thing you think about is what?  Anybody?
           Darryl, did you have your hand up?
DARRYL:    Yeah, when's this period over?
TEACHER:   We've been at this a long time, eh?
DARRYL:    Well, yeah.
TEACHER:   Darryl, what's the first thing that comes to your mind
           when somebody asks, Why did the South fight the North?
```

When it is clear the student is having trouble concentrating, the teacher's task is twofold: first, to recognize the student's feeling; second, to refocus the student's attention on the lesson:

```
"Does anybody else feel that way?  Let's fix it...OK, good.  Now
think with me a moment about [lesson topic]...."
"You're having trouble thinking about this, aren't you Bill?
Tell me, Bill, if you were [pose a hypothetical problem from the
lesson]...what choice would you make?
```

So, the principles of dealing with functional irrelevancies are first, to protect the student; do not embarrass him/her or call attention to his/her blunder, thereby running the risk of further distracting his/her attention from the lesson.   Second, to protect the lesson by returning to the topic without delay, thus protecting the rest of the class from the distraction of the single student.

A bright and inventive teacher can occasionally turn an irrelevant distraction into a teaching point of the lesson itself.   Consider the following English class on Macbeth:

```
STUDENT:   What's for lunch today?
TEACHER:   You're hungry, aren't you?  Well, it won't be long now,
           but you just can't wait, can you?  Neither could
           Macbeth.  What was he hungry for?  (Power)

STUDENT:   The top of this desk is dirty.
TEACHER:   I see, Jan.  Bothers you, does it? [To the class:]  How
           is Jan's preoccupation with the dirt on her desk like
           Lady Macbeth's?  Can anyone think of an analogy?
           ("Out, out damned spot....")
```

Dysfunctional <u>Game</u>. Students work diligently to get the teacher off the subject at hand. The teacher strives to get back to the topic but is led off again, and the game goes on. The students con the teacher, who tries to accommodate what he/she thinks are legitimate interests. Students want control, and the teacher doesn't want to offend or alienate anyone.

HOW TO STOP THE GAME

First, treat the student comment as if it were a reasonable and functional routine. If all efforts fail, you are clearly locked into a game. Try voicing what everyone in the room already knows:

> "Your attention seems to be wandering, Bill; we are talking about...
> [the class is completely distracted from the lesson:] "You are interrupting the lesson, Bill, and I'd like you to stop."
> "I'd like to see you after class, Bill."
> "I don't dig the game you're playing, Bill. Please stop."

The final step is to remove the student who continues to willfully disrupt the class.

Game 10: <u>I</u> <u>Gotta</u> <u>Go</u>

KEY WORDS

> "Can I go to the bathroom?"
> "Can I get a drink of water?"
> "I gotta go see the nurse."

<u>Functional</u> <u>Routine</u>. Legitimate requests deserve reasonable and caring responses. People get thirsty, restless, and forget things. Occasionally, a need becomes severe, as in the case of the bladder disorder.

Sometimes, needs are not what they are stated to be; real needs are present but hidden, and this is when the games begin.

<u>Dysfunctional</u> <u>game</u>. Actually, the student's need is real and serious. He/she may need to leave the room, or to get a drink. He invents escape games when the teacher does not honor his real reasons for leaving. The teacher plays the game by responding to the fake reason as if the real reason did not exist. The teacher has two possible moves; part of the student's fun is predicting which one the teacher will make:

1. Agree to the student's request. Many teachers habitually make a preliminary move even before they agree: It adds an extra measure of fun for the student because it is a cat-and-mouse game the student always wins, a signal of ultimate success. The teacher cross-examines the student:

```
        TEACHER:  Are you sure you have to go?
        STUDENT:  Yes.
        TEACHER:  Well, OK, but just this once.
```

Of course the student's answer is always yes, but the teacher asks the question anyway, wasting time in the process. The request is granted as a foregone conclusion. The student often grins at a fellow student as he/she exits.

2. Deny the request. In playing this game, the teacher makes the denial curt, thus giving the student a reason to pout or sulk or complain. To play the game further, the teacher responds to the student's complaint:

```
        STUDENT:  Can I....?
        TEACHER : No, sit down.
        STUDENT:  Awww, why...?
        TEACHER:  Because I said so.
        STUDENT:  (Long, slow return to his/her seat, where he/she may
                  break immediately into animated conversation with a
                  fellow student.)
```

The danger in this game, as every teacher knows, is that regardless of which move the teacher makes, the first student is only one of several who will make the same or similar requests so they can play the game, too.

HOW TO STOP THE GAME

Like most dysfunctional games, it is best to stop this one before it begins. If the teacher establishes reasonable rules and procedures, preferably with student input and participation, to govern movement around the room and building, most need for game playing disappears.

When the game does occur, however, it should be handled in a way that avoids confrontation and distracting other students' attention. The teacher makes two moves at the same time: acknowledging the student's unspoken need and focusing the student on the task:

"I can appreciate your discomfort, but I'd also appreciate your waiting until [10:00] [the end of the hour] [after this part of the chapter is over]. How far are you into the chapter?

"You seem to be feeling desperate to get out of the room. Before you do so, I want you to bring your workbook here so I can review with you...."

"I'm concerned about your continually asking....You interfere with your learning and my teaching when you do this. Let's find out what the problem is."

To control this game, as in most others, notice the importance of turning the student's attention back to specific content, not simply back to the task of studying.

Game 11: <u>Isn't it time yet</u>?

KEY WORDS

"Is it time to go yet?"
"Who's gonna tell it's time?"
Does your watch tell time correctly?"

<u>Functional</u> <u>routine</u>. Any organization that runs by the clock must serve and heed the clock. Instructors and students plan and manage their time by the clock, and talk about time all the time: "Hurry up, there's not much time left," and "I didn't have enough time." The end of a class hour can be a legitimate topic of conversation.

A functional teacher-student interaction can occur even when a student complains about time. A student who is bored with a lesson asks innocently, "When is this class over?" The teacher's functional reply would be, "You're getting tired, aren't you? Let's finish this up and then stop." In other words, the teacher uses the student's question as a cue to the student's learning.

<u>Dysfunctional</u> <u>Game</u>. Students also use "Is it time to go yet?" as a device to disrupt the lesson, to bug the teacher, and to call attention to themselves. The teacher joins the game with replies like these:

"You know as well as I when time is up."
"It's time to go when it's time to go."
"Shut up."

HOW TO STOP THE GAME

The teacher stops the game in two stages: first, at the student's interruption; second, in private conversation (follow up). In class, the teacher says, "At ten o'clock, Phyllis." As follow up, the teacher says, "Phyllis, you may not have realized that your questions about when the class is over distract other people in the class and interfere with the timing of my lesson. I wish you'd stop."

CHAPTER IV.

SURVIVAL KIT FOR TEACHERS

Chapter contains a combined listing and treatment of behaviors. The behaviors or concerns were gleaned from referral and consultations made by the teaching faculty to this counselor at Bronx Community College from 1974 to the present.

The <u>Descriptions</u> written for the behaviors are vignettes dealing with the psychology of the behavior as found in the classroom setting. The <u>Options</u> immediately following each <u>Description</u> provide specific alternatives for coping with the behaviors. Each <u>Option</u> is introduced by a transitive verb and is alphabetized by the verb; there is <u>no</u> <u>priority value</u> attached to the order or sequence of the <u>Options</u>; nor are they finalities, even though they are specific. They will be the most helpful to the practitioner if used as stimulants or as reminders of techniques perhaps previously used and forgotten. Users may combine several of the Options; they may experiment with one new to them; or they may reject all of those listed in favor of newer and better ones.

In addition to its usefulness to the classroom instructor, Chapter IV can provide solid discussion material for teacher meetings and workshops. Another suggestions is to share the <u>Descriptions</u> and <u>Options</u> with the student whose behavior is upsetting and let him/her choose an <u>Option</u> as a resolution to his/her difficulty.

DESCRIPTION: Absenteeism and truancy are not synonymous. Truancy connotes idleness and conscious, willful absence of a sporting nature, while absenteeism is simply excessive absence for any number of reasons, ranging from class phobia to parents' demands that the student stay home to help with a family crisis. Often, the problem is related to sickness and finances. Most schools, for liability reasons, have established procedures for recording and reporting absences, so it is easy to survey and analyze each student's pattern of attendance. The chronic absentee soon distinguishes himself/herself among faculty and students. If illness is not the cause, a high number of absences probably indicates a potential dropout. One thing is sure, the student needs some help because the consequences of long periods of absence are major, even for the most able.

OPTIONS: 1 Confer with the absentee and interpret for him/her the real reasons he/she chooses to stay away from class. ("Bill, it's pretty clear that staying home is more pleasant than coming to school because your mom is gone and you can watch TV all day. Did it ever occur to you that the headaches you have every morning help you achieve your goal?")

2 Contact the student's family and work closely with them to alleviate, if not eliminate, the problem.

3 Discuss the absentee with colleagues. The pooled information may be used to construct a behavior change program for him/her.

4 Individualize and personalize his/her instruction so that long periods out of school take less of a toll.

5 Institute a reward system to decrease absenteeism. ("Under our present token system, every day you are in class you will earn a credit for ten tokens toward attendance at a concert.") Note: The reward event must be meaningful, possible to attain, and announced well in advance.

6 Refer the student to the school counselor, nurse, or psychologist.

DESCRIPTION: Acting out is aggressive, overt behavior precipitated by covert feelings. Consider the behavior as a symptom of something that needs attention, and accept it temporarily while you consider the following questions: Is the student being rejected by his/her peers, and, for this reason, acting out? Is the acting out telling something about the class, as well as about the particular student? Is this "just a phase" that the student is passing through? How much does the student's behavior really interfere with his/her and others' performance? Are you being consistent and self-disciplined? (Vacillating behavior on your part can actually prompt acting out!)

OPTIONS: 1.   Agree with the student upon a silent signal that can serve as a deterrent. (O.K., Jenny, after this, when you start to act out I won't say anything to you in words, but I'll quietly place an eraser on its end at the end of the blackboard tray." A nod or a smile can do as well.)

2   Agree with the student upon certain times when his/her kind of acting-out behavior may be acceptable.

3   Allow the student sufficient opportunities to release tension. ("Max, would you help me distribute the catalogs?")

4   Anticipate and divert acting-out behavior with a question, a chore, a command. ("Jake, were you about to make a comment?")

5   Ask the student to "occupy this space." There is something ominous about one's body filling a designated space! Better than, "Sit down and shut up!"

6   Avoid definitive statements like, "Martha, you're always acting out." Instead, try, "Martha, I've been noticing how helpful you are to me lately."

7   Avoid responding with anger or sarcasm, which only reinforces the notion that the method works. Rather, react with, "Judy, you made me feel very upset when you did that."

8   Capitalize on an opportunity to change an undesirable behavior into a new train of thought. ("Joe, you just gave me an idea when you were singing just now! We can record your voice and see if the school choir will take you in.")

9   Combine punishment and reward. ("Jim, you know we don't permit shouting in class, so please calm down. After class, will you please collect the assignments?")

10   Confer with such important people as parents, teachers, the
      school nurse, psychologists, counselors.

11   Confer with the student in a private environment, conveying
      the idea that it is the <u>behavior</u>, not <u>him</u>/<u>her</u>, that is
      unsatisfactory. It is highly important for the teacher to
      be clear about the goals to be sought. At the close of the
      conference, the teacher should be able to recap what has
      been arrived at and to state what the next step should be.
      A minimal plan of action should be clear to both, and a
      specific plan for assessment should be set up. The
      conference should help the student realize <u>he</u>/<u>she</u> <u>is</u>
      <u>responsible</u> <u>for</u> <u>his</u>/<u>her</u> <u>own</u> <u>behavior</u>.

12   Offer alternatives, then be aware of opportunities to
      reinforce improved behavior. Make sure that the student is
      <u>not</u> denied the very activity he needs most, such as, "O.K.,
      since you've been acting out, you may not join the varsity
      baseball team!"

13   Control the student's environment with established limits
      that offer security but that give him/her some latitude for
      being himself/herself. ("Jim, I know you're very upset, but
      dropping the books and throwing the chalk won't do here, so
      take these erasers outside and clean them by knocking them
      against the post. Thank you.")

14   Enlist the cooperation and support of the class when a
      student acts out, but avoid a self-pitying posture.
      ("Class, right now I am faced with trying to get Jim to
      stop_____; perhaps you can help me.")

15   Establish, with the class, guideline penalties for
      acting-out behavior. <u>Caution</u>: Fixed penalties are sometimes
      dangerous and are not in keeping with the philosophy that
      purports to accept each student on an individual basis.

16   Examine the seating arrangement. Try seating the student in
      a rear corner or by your desk as your assistant.

17   Have the student tell you <u>what</u> he/she is doing, not <u>why</u>.
      Later, ask him/her to write a letter to his/her parents,
      telling them what he/she did.

18   Interpret for the student what he/she has done. ("Joan, you
      are asking for the attention of the class and me, but we
      must get on with our work, so please wait in my office until
      I come to you.")

19   Note, and remember for future reference, the things that seem to trigger acting out. Is the student worse when classmates talk about their successes? When a test is announced? When a term paper is assigned?

20   Praise the student about something that carries the inference he/she's <u>competent</u>, not just behaving well. ("You have a lot of courage; a lot of students would have delayed taking their placement exams.")

21   Recognize the student when he/she is "good," not "bad." For example, call on the student when he/she is <u>not</u> acting out.

22   Reflect the feelings of the student. ("You're feeling pretty upset with the class for booing your answer.")

23   Remind the student, firmly and in a friendly manner, that what may be acceptable elsewhere is <u>not</u> acceptable here.

24   Show a filmstrip that depicts acting out.

25   Resort to temporary suspension. This means the student is allowed to stay in class as long as he/she behaves, but when he/she oversteps certain bounds, he/she is sent out of the room. The student thereby virtually writes his/her own ticket of admission.

ALIBIING

DESCRIPTION: Alibis are pleas of negligence intended to convince the teacher of the student's good intentions. Some students become such clever purveyors of plausible poppycock that it's difficult not to believe them, even when you know better! It's easy to become impatient with the student who has an excuse for everything. One wonders what, indeed, his/her major goal is. Is he/she begging for attention, pleading helplessness, asking for sympathy, trying to get even with someone outside school, or getting even with you? The student is a victim of a well-set pattern, so experiment with ways to rescue him/her.

OPTIONS: 1.   Counsel the student, with emphasis on collecting clues to his/her problems. Do his/her alibis usually involve certain people (mother, sister, aunt)? Do they proliferate at special times (before tests, during bad weather, before vacations)?

         2.   Discuss chronic alibiers in a brief class discussion. "Today, you have chosen to discuss a fictitious classmate, Alibi Ike."

3. Give clear assignments with deadline dates and well-defined penalties for defaulting. Class agreement on suitable penalties will give this tactic some weight.

4. Have the student submit all his/her alibis in writing, and use them for a credit in a course. ("Ben, I haven't time to listen to your excuses every day, but I'll be glad to read them as part of your English composition.")

5. Help the student identify the causes of his/her habit. ("Think of three things that delay you in the morning and one solution that you could try tomorrow.") Listing the ideas on a note pad and giving it to the students adds dignity to the private session. A simple agreement might be a natural result of the conference.

6. Include another student in the solution process. ("Elmer, Jack and I have agreed we'd like to help him break his habit of alibiing. When he has an excuse for something, he'd like to try it out on you, and if you think it's a good one he'll pass it on to me.")

7. Tell the student, "Next time, I may have to call your mother about how she interferes with your study." This could bring about an instant cure!

8. Tell the student that your patience has run out. ("For a month now I've accepted excuses for your late work. I am tired of it. Beginning tomorrow I shall turn a deaf ear to you, so let's hear your final excuse right now.")

ANGER

DESCRIPTION: Anger is a strong emotion which everybody knows quite well. It can be useful, as well as destructive. The challenge is not one of eliminating anger altogether, but of conquering it so that it won't destroy us.

Recognize the symptoms of anger: flushed face, taut throat, and tears, for example. Be aware that anger usually occurs as a result of failure to accomplish a goal, of feelings of inferiority, of feelings of abuse, of guilt, or of having had something taken. It may represent legitimate rebelliousness toward unfair, intolerable conditions.

When a student is angry he/she needs a cool-headed listener. Adding your anger to the scene won't help. From what he/she says, make a mental note as to whether it was one person or a group that made him/her angry. Deal with the anger in private, if possible. Allow the student sufficient time to sulk, cry, or retreat before expecting him/her to return to class.

OPTIONS: 1   Develop, with the student, a mentally rehearsed plan of action to put to use if a similar incident recurs. ("When he makes me angry again, I'll. . .")

2   Help the student recognize anger as a part of his/her personality that can be useful when controlled. "Let's begin with listing things that make most people angry. Now list specific things that make you angry. Now let's talk about ways to cope with anger."

3   Encourage the student to practice stating his/her anger using a first person pronoun, rather than second or third person pronoun. ("I am so mad," instead of "You [he,she] made me do this!")

4   Have the student list ten things that made him/her angry during the past week. Have the student identify persons he/she thinks contributed to his/her anger. An analysis of such a list might help the student see that he/she must be responsible for his/her own behavior.

5   Role play, shortly after the fact, an incident involving anger.

6   Tell the student how you cope with your anger. ("I have two pet ways of coping with my anger. Shall I tell you or do you want to see if you can figure them out as the semester goes along?")

7   Use a positive reinforcement technique to decrease angry outbursts: "Tom, last week you were credited with ten angry outbursts that made you and a lot of others feel terrible. This week, I'm going to keep track of your flareups, but for a special reason. This token is worth 300 points, or a prize worth $3.00 in the school store. Every time you lose your temper, you will forfeit 50 points. If, at the end of the week, you have lost no points you may collect a prize worth $3.00. If you lose 100 points you may still collect a $2.00 prize." Note: There are as many versions of reward systems as there are people, so invent your own! Keep it simple.

ARGUMENTATIVENESS

DESCRIPTION: Healthy argumentation livens up a class, but, unfortunately, it is often a threat to teachers and parents. Perhaps this is tied to a long-held notion that there must be a winner and a loser in every intellectual skirmish. It takes skill to minimize this competitive spirit and to encourage openness to bizarre and unsettling ideas as well as to vapid and familiar ones.

Arguers usually come on strong. They may have learned the control power of arguing. Some arguers are intellectually motivated; others are cantankerous. All are talkers who enjoy disputes and debate more than most. They may be amusing, cocky, overconfident, overbearing, threatening, but they are not evil! The student in your class who always wants to argue could be the key to a memorable semester - with your judicious guidance.

OPTIONS: 1 Allocate certain times in your class schedule for argumentation. This way the students can anticipate that time and other tasks will not be jeopardized.

2 Ask the student, on occasion, to write his/her arguments, instead of speaking them. Have a student he/she respects react to them.

3 Focus the student's attention on improving his/her logic and judgment and away from always winning an argument. ("Next time the umpire calls a foul, Ted, try to imagine yourself in his place.")

4 Require the student to preface some of his/her statements with, "I agree with you on...." He may need experience in seeing that others also have sound ideas.

5 Speak candidly about the arguer's penchant for overwhelming the other students with his/her argumentativeness. Suggest that he/she might enjoy his/her mental gymnastics even more with the added participation of others. Constantly listening to one's own ideas can become quite dull!

ATTENTION SEEKING

DESCRIPTION: Every student needs attention, seeks it, and gets some. It's the glutton that we dread! Once out of bounds, heaven and earth seem incapable of quelling the whistler, the hummer, the giggler, the wisecracker, the whisperer, the swearer, the gossip, the clown, the crier, the dawdler, or the chronic telephoner, all of whom are saying, "Look at me!" "Listen to me!" "Pay attention to me!" Passive, seemingly innocuous behavior, is also a form of attention seeking, though many fail to recognize it as such. Try to help the student who calls so much attention to him/herself to understand how he/she is trying to control those around him/her. You may be amazed at his/her insight. What he/she is doing may be quite all right - in small doses. Good humor and skill in recycling the student's energy make him/her less demanding and you more calm.

OPTIONS: 1 Ask the entire class to engage in the attention seeker's gimmick and then call a halt to the activity. For example, if a student groans when a quiz is announced, say, "Let's all do a harmonic groan together before we start the quiz. Take a deep breath...frown..sigh...groan! Great! Jim (the student who started it), please pass out the papers. Thank you."

2 Do a flip-flop. That is, turn an attention-getting device into a learning experience. For example, if a student is passing notes, say, "Ross, I've always wanted to learn how to fold paper notes. Would you teach all of us now, and then we will continue with our lesson?"

3 Ignore whatever the student is doing.

4 Praise the student for something that has <u>nothing whatsoever</u> to do with his/her bid for attention.

5 Talk to the student privately about his or her ways of asking for attention. It may not have occurred to the student that that was what he/she was doing. Between the two of you, devise a check plan that will help him/her realize the extent of the attention-getting behavior. ("Sue, I'll bet you don't realize that you ask to borrow a pencil everytime we have a class quiz, and I've come to believe it's your way of getting my attention because your exams show that your memory isn't that bad. Let's tabulate, for a week, the number of times you ask to borrow things." Note that Sue's memory was praised at the same time that a corrective measure was suggested.)

6 Use the student's name kindly and often. This gives him/her a modicum of attention, so he/she may not seek much more.

BAITING THE TEACHER

DESCRIPTION: Students sometimes enjoy the game of "Baiting the Instructor." Usually, the student's attitude and facial expressions belie his/her intent. However, the clever student can lay a subtle trap for the unwary. Good humor and honesty in conducting your class are better antidotes to baiting than playing a continuous game of one-upmanship. Actually, the art of questioning is the soundest and most profitable form of preparedness.

OPTIONS: 1 Confront and surprise the baiter. ("Jim, you're baiting me. We're all quite aware that you already know my stand on the subject of _____. However, in the past month, I've modified my views somewhat. Can you guess how?") This approach openly settles the matter of baiting, without rancor. At the same time, it engages the student in a guessing game that few can resist.

          2 Ignore the baiting and thereby extinguish the student's ploy through lack of reinforcement.

          3 Respond to a question with a question. (Student: "Mr. B., why do you question the right of _____ to _____?" Instructor: "Why shouldn't I?")

          4 Submit to the student, in private, the possibility that he/she uses baiting more to impress his/her classmates than to befuddle the teacher If the student concedes the correctness of this analysis, he/she will have interpreted his/her own conduct and the behavior will undoubtedly diminish.

          5 Tell the student, privately, that he/she is making only partial use of one of the best tools for becoming a success - astute question asking. Suggest that he/she may be spoiling his/her mode of inquiry with insincerity and preoccupation with trapping someone. If you are sincere, the student will record your advice for future, if not present, use.

BLUFFING

DESCRIPTION: The bluffer knows he's/she's not going to succeed forever. He's/she's the great pretender, the staller for time, the fantasizer. In the classroom, he/she pretends to know the answer when he/she doesn't, to have more information that he/she, in fact, has, and to have skills that he/she doesn't. "Insecure" describes him./her. He/she has a poor self-image. He/she is more brash and outspoken than the habitual liar with whom he/she differs in that he's/she's pretty sure that if he/she can delude someone (teacher, parent), just this once, he/she can correct his/her deficiency and no one will be the wiser. A characteristic comment is, "I bluffed my way through that class, but now I'm really going to study. He/she needs help in sound ways of learning and retaining information so that he/she won't feel compelled to bluff.

OPTIONS: 1 Allow the student to save face, but also let him/her know that you know he's/she's bluffing. ("You are skimming the surface of a good point, Pat, but how well have you really thought of the problem?")

2   Call his/her bluff. ("Ed, you and I both know that you are not prepared to perform the bio experiment, so why don't you stop bluffing?")

3   Tell the student, in a private conversation, that you've noticed that he/she pretends to have read and studied so much more than he/she obviously has. Let him/her know that you can help him/her cope successfully with his/her assignments so that he/she won't have to bluff anymore.

BODY ODORS

DESCRIPTION: It has frequently been said that of all our senses smell is the most easily fatigued. Most people cannot tolerate fecal, urinary, and ordinary body odor. Offensive body perspiration odors generate withdrawal from the source. The most considerate classmate finds it difficult to refrain from grimacing, talking through his/her nose, feigning a nasal drip, or taking refuge near a window. Even though applied psychologists have made our society so B.O. and cologne conscious that "the sweat of our brow" is in jeopardy of extinction, body odor problems persist.

Our responses to smells are not only deeply imbedded in our culture, but are also quite resistant to change. Depending upon the circumstances, one may be lucky or unlucky to have a keen sense of smell - lucky when his/her senses pick up the smell of smoke, gas fumes, burning cookies or roses; not so lucky when his/her senses pick up the reek of an unbathed body in unwashed clothing or of excessive excretion of overactive glands clad in fresh clothing on a daily bathed body. The person who smells because he/she hasn't bathed or washed his/her clothes has a simple problem to solve, but the individual whose body chemistry works against him/her can rightfully despair. The maladorous one in the classroom will be one or the other. In either case, they ought to be dealt with delicately until you have decided how to approach this problem. Be frank. Try to avoid embarrassing the student. And need we inject how important it is that you provide a good example of cleanliness yourself?

OPTIONS: 1   Ask a Health and Physical Education colleague for help on how to assist the student.

2   Capitalize on a time to comment somewhat facetiously on how some people "have brought in the reeking essence of B.O.!" Then, open the class windows. This proclamation and gesture might generate a healthy discussion about ways for students to get rid of B.O.

3   Consult a trustworthy friend of the student with body odor or halitosis. ("John, I have a problem. Several students are complaining about Roger. Can you suggest a tactful solution?")

4   Consult the Health and Physical Education department teachers They will find tactful ways to approach the immediate problem, as well as the underlying cause.

5   Emphasize awareness of the body - its beauty, its capacity for change, and its care. ("Tony just got a new car and I see him polishing it and taking very good care of it. Would you say you take as good care of your body as you do your car, Tony?")

6   Present a hypothetical case for students to react to. ("I once had a boss who had such strong body odor I could scarcely be in the same office with him. What would you have done?")

7   Remind students that the skunk is the last to know that he is not "heaven scent." (In private: "Jenny, I'm about to tell you something that I think you aren't aware of. We all have our unique body odor, but yours seems to be stronger recently. Are you aware of it?")

8   Show films on proper body care.

9   Talk directly, honestly, and privately with the student. ("Jim, everybody has problems and I'm taking the liberty today of talking to you about one of yours. The other students and I are often aware of your bad breath. Do you have a clue as to what's causing it?")

BOREDOM

DESCRIPTION: Boredom has become a highbrow excuse for not performing a given task. The statement, "I'm bored" is potent because it has accusational and intimidating overtones. To be a party to boredom means one is not stimulating, motivating, or exciting. Who, besides a pewter pot, wants to be dull? If your students speak of boredom or reflect boredom in their attitudes, consider the following questions: Are the assignments nearly always the same? Are you overdoing programmed materials? Do you require an excessive amount of memory work? Are you rehashing old stuff on a too-easy level? Are you talking too much? Have you included the students in the planning at all? Are you concerned too much with fixed, pat answers that have no emotional quality, and not enough with imaginative, contemplative thinking that excites and disturbs? When was the last time your class witnessed you being excited about an idea? If you have to think hard to answer these questions, you may have your number-one clue to your student's boredom.

OPTIONS: 1   Allow the class to feel that it has some control over the
                 situation.   ("This class can be conducted in a number of
                 ways: Lecture/exam; individual assignments;
                 group-study/project approach.")   After briefly describing
                 each possibility, conduct buzz sessions.

            2   Capitalize on the interests and talents of the students when
                 teaching basic concepts.   ("We've observed that the
                 different amounts of water in the glasses produce different
                 tones.   Jenny [the bored, musically talented one], will you
                 reproduce the vocal tone of each glass as you strike it?")

            3   Provide audio tapes and video tapes that are available at a
                 Library or Learning Center.

            4   Reflect the student's feelings.   ("History bores you.")
                 Decipher the response and pursue clues.   If the student
                 charges the course with irrelevance, seek out a way to make
                 it relevant, using the student's suggestions - even if they
                 hold little fascination for you.

            5   Surprise the students with an unexpected activity.   ("I
                 promised you a quiz on Hamlet today, but instead, we're
                 going over to summer theatre this evening and hear Kevin
                 Kline talk about his role in Hamlet. Or: "Instead of using
                 our workbooks today, as we usually do, let's take a walk
                 over to the computer center and see the new software on
                 careers.")

                                                                    CHEATING

DESCRIPTION: Cheating is a product of pressure.   It is not enough to say,
                "Everybody does it - so what?"   The fact is that not
                everybody does it, though cheating does occur to an alarming
                degree throughout our schools and universities.   Students
                cheat for many reasons - some to compensate for a physical
                disability, some to compensate for failure to study, and
                some to compensate for a poor memory, but all because they
                are afraid.   There are things you can do to minimize the
                practice of cheating.   Begin by examining your expectations
                of the students in light of their backgrounds and potential
                by teaching them some valid study skills and by discussing
                the psychology of fear and how it manifests itself in times
                of stress.   Alert them to the fact that you are aware of the
                pressures that sometimes compel people to corrupt behavior.
                Sometimes, the old query, "How would you like the doctor who
                cheated his way through medical school to do open heart
                surgery on you?" gives students pause.

Convey the attitude that you expect your student <u>not</u> to cheat. If you transmit the message that they're a bunch of cheating slobs, you have blown the whistle for an exciting race - one in which they're primarily interested in seeing how many can avoid getting caught this time! Here are some specific things you can do to reduce students' temptations to cheat and to restore positive attitudes toward any kind of evaluation.

OPTIONS: 1   Ask the students to contribute the questions for the exam. ("Next week's exam will be composed of questions formulated by you. Work in pairs, and submit two recall (memory) questions, two hypothetical problems, and two multiple-choice questions.")

2   Consult others, such as a counselor, who can help you work with the student who needs his/her self-confidence bolstered.

3   Control the testing environment by moving the furniture and separating students who "help" each other.

4   Discuss the problem with the cheater privately. Ask the student how you can help free him/her from the need to cheat. Then experiment with some of the ideas the two of you discussed. ("Pat, you say written exams scare you to death and that your mom insists that you get good grades, so you feel forced to cheat - even though you know it's dishonest. As a result of our conference, we've agreed to administer two kinds of tests for a while - the regular written one and an oral one, with the higher grade going on your record.")

5   Discuss the subject of cheating. Agree upon ways to deal with the problem. Later, if the problem occurs, you will have some guidelines that were developed jointly. ("Jim, according to our agreement, your paper is disqualified and you will be tested tomorrow during lunch break.")

6   Engage the students in sharing and in trying many ways to cheat on an exam. ("Yesterday we talked about cheating and nobody really thought it was <u>right</u>, but everyone admitted he'd either cheated or thought about it. Today, I'm going to give you a different assignment. You are to prepare for the science test for next Friday with the idea of cheating <u>without</u> <u>getting</u> <u>caught</u>. See how many ingenious ways you can conceive.") <u>Note</u>: This may be your most creative lesson of the year; don't be put off by calls or inquiries from those who think you are immoral or nuts!

7   Give credit, where applicable, for the <u>process</u> as well as for the final answer.

8   Give open-book or group-participation exams. The former emphasizes skills other than rote memory, and the latter emphasizes a cooperative approach to problem solving.

9   Give some oral exams, where cheating is more difficult.

10   Move inconspicuously to the student to curtail the effort to cheat. For example, if Sally is reading the notes written on her palm, whisper to her, "Sally, why don't you wipe those answers off with a tissue now and later I'll give you some help with those problems. Go on and do the easy ones now."

11   Show a film on cheating and discuss it without preaching.

12   Use alternative versions of a test so that students sitting next to one another have different sets.

CLOWNING

DESCRIPTION: The class clown might very well be your most misunderstood student. He says, by his/her conduct, " I want attention; I know how to get it, but I'm also worried about what others think of me, and I'd like to be taken seriously." All of this is hard to believe when the rascal has sabotaged a perfectly good plan and temporarily stripped the teacher of control.

For a starter, ascertain, if you can, who the clown's model is. Then consider his/her strengths that could be affirmed with a natural diminution of the clowning. Instead of the easy put-down, try for some shrewd understanding of why the student needs to clown so much. It's a fact that clowns usually live up to the expectations of their teachers, so first moves by you might include silent recognition of his/her funniness - perhaps only a fleeting smile. If you opt for sarcastic warnings, expect to herald encores. The battle is on.

Examine objectively such management details as seating arrangement, your mode of handling routines (roll call, class discussion, and so on), and the class schedule. Above all, scrutinize the pace of your teaching approach. One can actually promote horseplay by being disorganized or insensitive to the flow of activities. It's much simpler to revamp classroom routines than to "declown" a student. Finally, you will have to decide whether the student is a clown or a real troublemaker, in which case you may need outside help.

OPTIONS: 1   Build into your schedule (whether a period or a full-day) release times when it's O.K. to be the class clown without censure.

2   Draw up a plan with the clown, designing it to meet his/her comic needs yet showing him/her how he/she can control them. The plan might begin with a study of famous comics' lives and culminate with the student's one-person show.

3   Give the clown responsibility that demands concentration. Find an isolated place for him/her to work. The task should make him/her feel important as well as convince him/her that you take him/her seriously. ("Fred, these papers are all mixed up and they need to be sorted before noon. A few are missing, so please place the numbers of the lost ones on the board. Thank you.")

4   Interpret the clown's goals for him/her. ("You crave attention and you believe clowning is the best way to get it.")

5   Laugh with the clown but refrain from overdoing your appreciation; the latter makes the other students impatient with your overindulgence and doesn't help the clown. It's better to be direct and make the limitations clear. ("That moment of levity should brace us for the seriousness of the next few minutes. Get ready for your quiz.")

6   Praise the student about something that carries the inference that he/she is sensitive, not just a clown. ("Dick, your clowning around is fun for all of us in moderate doses. I'm glad to see you establish your own limits.")

7   Preempt and redirect the student's disposition to clown. ("Lance, you act as though you have a good idea brewing. Tell us about it.")

8   Reverse roles with the clown. ("Jeff, your imitations of the animals in the zoo are amusing. We'd like to join your menagerie. You be the professor, I'll be Jeff, and we'll all have a turn.")

9   Show a film that focuses on the class clown. Discuss it objectively.

10   Use a questionnaire to learn more about the student. Revealing questions might include: Who are your favorite TV characters? Who is your favorite relative? What's the funniest thing that ever happened to you? If you could have three wishes, what would they be?

11   Use dramatics in some form. Resist the temptation to always cast the clown in a comedy role. State your faith in his/her competence to handle a straight role. ("Ted, because you seem a natural for the role of the comic, the casting committee has recommended that you take the part of the minister, where your acting ability can really be demonstrated.")

12   Use puppetry as a mode of expression. The clown may perceive that he/she doesn't have to be "out front" in order to entertain.

COMPLAINING

DESCRIPTION: The chronic complainer is an unhappy first cousin of the tattler. Things rarely go right for him/her because if they did, he/she'd be stripped of his/her attention-getting device. Chances are he/she's unconsciously imitating someone in the home.

OPTIONS: 1   Ask the complainer to refrain from voicing his/her unhappiness but to submit his/her complaint in writing.

2   Have a classroom suggestion box for students so they can register complaints freely. Deal with the complaints in a democratic manner.

3   Help the student become aware of his or her complaining attitude by requesting that he/she state something positive with each complaint. ("Eve, you may not be aware of the fact that you are falling into the complaining habit, but the rest of us are. Suppose you allow yourself the luxury of your complaints but always include a plus with your minus - like 'The cafeteria food is lousy, but the silverware is clean!'")

4   Rephrase the student's complaint in a declarative sentence. ("Mr. J. is the worst chemistry teacher in this school; he never gives a fair grade.")

5   Tabulate the student's complaints and present them to him/her. ("Tom, today I recorded the things you complained about. Here they are - twelve of them.") The list could be the basis for a private conference.

DESCRIPTION: A spark of recognition kindles the spirit of the discouraged student. In addition to recognition, the discouraged student needs help in distinguishing between short and long-range goals. It's quite possible that the long-range goals set forth by the adults in his/her life are so far-reaching and frightening that he/she can't even do anything about the immediate goals. Student involvement in establishing objectives diminishes this kind of stress; it also makes teaching easier and more fun.

The discouraged student must be helped to conquer the fears that dominate his/her behavior. He/she may cower in a cloak of average or respectable performance rather than endeavor to excel because he/she is afraid of failing, afraid of appearing silly or stupid, afraid of being made fun of by people who rate high with him/her, afraid of calling attention to himself/herself - afraid, afraid, afraid. The renowned bacteriologist, August von Wasserman, we are told, failed over 600 times before he succeeded in producing the serum that bears his name. What a pity if he had stopped just one try short of success! Instructors must become experts at helping students accept errors as parts of problem-solving instead of as stigmatic seals of disapproval. When errors become stepping stones instead of ledges on which to perch unhappily, they may be more effective than a series of rapid-fire successes.

The discouraged student also needs to be shown how an idea can transform inactivity into power. Witness the transformation that takes place when an otherwise slow moving housewife receives a call from an old acquaintance who will be there for lunch in half an hour. The adrenalin flows at such a rate that a full day's work is accomplished in that half-hour! Never underestimate the power of an idea; it is potency personified. Its place is in the classroom.

Discouraged students become hopeful through (1) recognition of their honest efforts, (2) a vision of attainable goals, (3) elimination of fear of failure, and (4) a promise of experiencing something that has special significance or value to them. You may add ideas of your own to the following which may be used with the discouraged student.

OPTIONS: 1   Acknowledge the student's contributions without put-downs, sarcasm, or half-hearted acceptance. ("That's an idea!")

2   Ask a discouraged student to teach other students how to do something. ("Eric, Shawn would like you to teach him how to do those complicated equations," or "Gloria, you are the only one in the class who knows anything about "pinnata"; could you tell the class what the word means?")

3   Display samples of the student's work that will call others' attention to his/her capabilities. Peer motivation is potent.

4   Enlist the discouraged student's help in tutoring other students, and hold him/her responsible for recommending techniques that will work. Some of the discouraged student's ideas may then be turned into useful ways of working with him or her.

5   Ask the discouraged student questions, such as: "What subject holds your interest the longest and why?" "If money were no object, what would you like to do for a living?"

6   Talk to the student, in an informal setting outside the classroom, about his/her hopes and aspirations. Restate some of them so that he/she knows that you understand and can help him/her clarify his/her thinking. ("You like playing your sax and drums more than anything else in the world. Making a living playing in a rock band is your big dream.")

7   Use a listing technique to identify concerns. ("List twenty things you resist, resent, or fear." When the student has done this, ask him/her to label each item with an S, H, or C, indicating whether the concern is generally localized in School, Home, or Community.) Listing is a nonthreatening way to get students to look at a problem analytically.

DRINKING

DESCRIPTION: It is virtually impossible to know the extent of alcohol consumption on school premises. Drugs and drinking are not strange bedfellows. Acquaint yourself with the vocabulary and symptoms of a drinker. Remember to keep your cool and acknowledge that you recognize a problem that ought to be approached rationally and from an educator's standpoint, not a preacher's. Booting a drinker out of class when you are angry may backfire and help no one, so be sure you are the best person to do anything before acting. Try to emphasize health more than school rules.

OPTIONS: 1   Comment matter-of-factly to the student with liquor on his/her breath, "Jim, please don't drink before coming to class."

...

2   Confront the student privately and point out that alcohol
     has no place in the school setting. Then <u>listen</u> to him/her
     for clues that will tell you something of the degree of the
     problem. Does he/she bring a flask to class? Where does
     he/she get the money for it? Does liquor flow freely in
     his/her family? Is the family fanatically anti-booze? Is
     he/she having academic, personal, or financial problems?
     Find out whether the drinking incident is a one-shot deal,
     or whether drinking is a problem at all. If in doubt, go
     easy and be sure to let him/her know you are there to help.

3   Demonstrate and uphold the idea that every act carries its
     own consequences. ("Jim, you know that alcohol has no place
     in our basketball program, and our code of conduct demands,
     pretty clearly, that you are now out of this weekend's
     game. We need your speed and accuracy against Clinton, but
     that's the way it is, and I doubt that it will happen
     again.")

4   Encourage students to make their own studies of problems
     stemming from drinking through data available from local
     agencies, news media, and professional people. Give them
     the privilege of choosing and inviting speakers to the
     class.

5   Make available the viewing of films and filmstrips in a club
     setting, free of a "tight and teachy" atmosphere. Also, the
     library and audio-visual learning center provide excellent
     places for students to privately view films or listen to
     tapes.

6   Debar students from class for a limited time and reinstate
     when there is proof that they are in control. Debarment
     does not treat the cause of the behavior, only the symptom.
     However, debarment does compel the student to reflect on the
     problem. This fact can almost assuredly bring latent and
     some not-so-latent emotions to the fore and calls for
     experienced and skillful counseling.

7   Take (or create) opportunities to convey, through your
     teaching, the idea that drinking is a common way of
     attempting to solve problems. ("Some literary and political
     figures severely curtailed their careers, and, in some
     cases, wrecked their lives by attempting to solve their
     problems with liquor. Who comes to mind?") As you discuss
     the reasons these people turned to alcohol, the students may
     internalize, empathize, and consider a personal response if
     or when confronted with alcohol.

8   Consult the counseling staff and recommend a meeting.

DESCRIPTION: There are multiple reasons for students dropping out. The
teacher would do well to soberly remind himself/herself that
at this very moment he/she may inadvertently be preparing a
future dropout, since analyses of dropouts reflect the
beginnings of failure in the classroom. Dropouts are
usually lonely, disillusioned students. Ask yourself
whether your smiles and nods of acceptance have contributed
to their hanging in there as long as they have or whether
your scowls and judgmental attitude have pushed them out!
If you're dead serious about helping a potential dropout,
you won't expect an overnight change, but you'll be able to
note change and make the most of it.

OPTIONS: 1   Arouse the student's ambition to realize an attainable
goal. Capitalize on a talent he/she has and enable him/her
to use this skill in meeting a specific assignment in
class. ("Today, during bio lab, Phil will demonstrate how
to dissect a frog.")

2   Ascertain the student's present and potential level of
achievement through tests or retests, either formal or
informal, as the situation dictates. ("Jim, you are ready
to drop out because of your grades. What do you say we
review your transcript of grades and then discuss your
grades in light of what you can do?") This will enable you
to accent his/her strengths and encourage him/her to build
on them.

3   Consider a flexible work-study schedule for the student.

4   Emphasize the strengths of the individual. ("You're the
only one in class who can explain "factoring.")

5   Recognize the student's goals as he/she talks to you, and
restate them for him/her. ("You seem to be saying that none
of your course work will ever help you be what you want to
be. Let's consider some alternatives for you.")

6   Hold a meeting of colleagues teaching the student in
different courses to garner all possible pertinent
information and consult a counselor.

DRUG USE

DESCRIPTION: Drug addiction is the product of unresolved conflict. The
use of drugs is highest among failing students and those who
see little or no relation between their studies and life in
general. This fact alone should motivate educators and
parents to reexamine their goals. Furthermore, drug
addiction is a family affair. To the user, the drug scene
is exciting and tantalizing because of its dramatic mode of

registering hostility. It is commonly felt, among those who study drug problems, that loneliness is the single strongest reason anyone goes on a trip and that drugs cause youth to experience a false freedom. Warnings that he/she may be adversely affecting future generations usually go unheeded by the student. Teachers and parents are frightened by the prospect of being among those touched by drug abuse. The entire scene is a threat to them because of their inability to pinpoint anything until it is very late. Three things parents and teachers can do are: (1) acquaint themselves with the vocabulary or slang terms used in the drug culture; (2) observe the friendships developing - rarely will a user trust a nonuser enough to associate with him/her; (3) be aware of dramatic changes in attitude, attendance, coursework, personality, dress, friends, best friend, and class participation. Remember that your chief role is that of an educator, not a surrogate parent. Also remember that it's better to emphasize health than rules. The following suggestions may be helpful, either as prevention or cure.

OPTIONS: 1   Arrange a continuous drug education program throughout the academic year.

2   Consult the school nurse, the psychologist, the social worker regarding the wisest move and work as a team in taking action. One professional person dealing with the parent or student is quite enough.

3   Encourage students to make, within the context of the regular class, simple, scientific research studies on the subject of drugs.

4   Engage the services of ex-users if possible. (They are usually more influential than others.)

5   Get to know the student on an informal basis. Discern, if possible, reasons for the student's turning to drugs (family, grades, friends, unpopularity, health, fears, and so on.)

6   Have an older student counsel with a younger one who is experimenting. The school counselor can give numerous tips on approaches, but certainly the reflective technique is one of the best. ("You're really curious about a marijuana high," or "You feel left out of the class and you think smoking pot might ease the pain.")

7   Make films, filmstrips, tapes, and records available to students. Turn the media over to a reliable key student and trust his/her judgment as to the use of the material. The important thing is that the students get together and use the equipment without someone always checking. ("Stan, you've been rather free in sharing your past experiences

with marijuana and speed, and the students like and respect
you. Would you consider taking charge of the audio-visual
aids on drugs and figure out a way to get them used?")

8   Provide a "hot line." Students' problems in school may
     diminish if pressures are released through this means.

9   Provide meaningful outlets that carry responsibility, and
     might supplant the need for drugs, for example, theatre,
     sports, and art.

10   Recognize the stoned student. Clues are the following:
     redness and watery eyes (glue); red, raw nostrils (cocaine);
     profuse perspiration and body odor, constant licking of lips
     to keep them moist, and tremor of hands (amphetamines);
     runny nose (heroin, morphine, codeine); long-sleeved
     garments to hide needle tracks (heroin, Methedrine);
     sunglasses worn at inappropriate times to hide dilated
     pupils (LSD); staggering and disorientation (barbiturates).
     Remember that many of these symptoms also identify other
     ailments.

11   Refer an identified drug user to a counselor or to the
     school psychologist with the utmost discretion. The path to
     follow will be different in each case, and only you have the
     wisdom to discern which route is best.

12   Have students bring in outside data on drugs and, through
     free discussion, discover ways of coping. The greatest
     dividend comes from the increased peer communication.

                                                        FIGHTING

DESCRIPTION: Slugging it out spells bravado for many students. For the
               teacher the watchword should be prevention. Prevent fights
               by establishing some ground rules. Review with students the
               school guidelines regarding warnings and the consequence of
               fights. When a fight occurs, call the security personnel.
               Avoid taking sides or demanding apologies when such action
               is clearly forced. Consider each student's involvement on
               an individual basis. For future reference, note and
               remember what it was that triggered the fight. (Did Jim
               call Bill a thief? A cry baby? His mother a whore?).
               Avoid treating the matter with anger. This only reinforces
               the notion that anger works. Once the fight is over,
               remember to allow for its natural aftermath - give the
               participants time to cool off and maybe to sulk a bit.

OPTIONS: 1   Consult a physical education teacher regarding opportunities
               for students to use gloves, punching bags, or other aids for
               acceptable fighting.

2   Have each fighter write his/her side of the story. If he/she can't write, have him/her draw a picture, dictate, or tape his/her side for you. Upon reading or listening to his/her own words he/she may reevaluate the situation.

3   Isolate the fighters in a private room and hope for a joint private resolution to their differences. Provide them with a tape recorder and an acceptable noisemaker, such as, a drum for dramatic sound effects. Don't insist upon a report unless they want to share the experience with you.

4   Use appropriate films and filmstrips to promote objective thinking about fighting.

5   Use brainstorming to elicit creative ways to handle the urge to fight. ("In the next ten minutes let's share all the ways of fighting we can think of.").

6   Use the incident as a springboard for discussion in a class meeting at a future time, when the incident has cooled and the fighters are more objective.

7   Use the listing technique to help the student to identify his/her feelings. ("List ten things that make you lose your temper," or "List ten things that used to make you very mad.")

FORGETFULNESS

DESCRIPTION: One who forgets may be saying many things: "I get attention by asking to borrow," "I'm stingy so I'll use others' materials," "I'm irresponsible." It's amazing how well people can remember to forget, especially if the consequences are gratifying. Establish in your classes sound habits of preparedness and reinforce the behavior of those who are trying to remember.

OPTIONS: 1   Demonstrate that we must suffer the consequences of our behavior. ("I'm sorry you forgot to bring a pencil, but that means you will take the quiz later.") <u>Caution:</u> Be aware that there are those who purposely forget so that they won't have to do an assignment they fear or dislike. This calls for individual counseling and eventual facing up to such strategies.

2   Have a supply of stubby, eraseless pencils for the ones who are always forgetting a pencil, and collect them at the end of the class.

3   Construct a hierarchy of steps leading to completion of an oft-forgotten assignment. (Scott often forgets bringing his textbook to class on Wednesdays. "Monday, bring your textbook with you. Tuesday, open the book and start reading the outline of the assigned chapter. Wednesday, before class, read the assigned chapter and bring the book to class.")

4   Thank the class for remembering. ("Thank you for remembering to bring back the questionnaires.")

5   Use tangible reminders: a string around the wrist, a pinned-on note, a note on a telegram blank. Or, why not take something that belongs to the student and hold it in your "hockshop" until he/she remembers whatever he/she forgot.

GRADES

DESCRIPTION: Students with good self-concepts can handle the grading system, but those who are still developing a belief in themselves feel that they must find ways to "beat the system," so they cheat, worry, quarrel with their parents, try to make deals ("I'll not be able to play in the baseball team if I get a D"), play truant, hate school, turn to drugs, develop ulcers, and worst of all, see themselves in a very negative light.

If a letter grade succeeds in convincing a student that he/she is not yet competent enough in a given area, its validity will not be challenged, but it is often interpreted as an assessment of the student's value as an individual, and therein lies its clout. If you have students who are showing strains of "grade-itis" perhaps you can help them.

OPTION: 1   Agree to mark the student after he/she has marked himself/herself and you and he/she have discussed his/her work. Being able to discuss his/her performance will help both of you assess his/her real knowledge of the subject, and he/she will be more accepting of the result, whatever it is.

2   Encourage the student to seek counseling. It is possible that he/she may not be aware of the messages his/her family has conveyed to him/her regarding school performance.

3   Individualize the lessons. The fact that a student begins with a unit that eliminates failure by immediately guaranteeing at least a D is an incentive to the chronic failer.

4   Use informal self-evaluating devices to help the student get to know himself/herself better and to know what he/she can reasonably expect from himself/herself. The school counselor can assist you in selecting effective questionnaires, check lists, rating scales, and interest and values inventories.

HOMEWORK

DESCRIPTION: What is homework and how can it be dealt with satisfactorily? We believe homework should be purposeful activity, not busywork, and that it should accomplish one of two things: It should provide needed _practice_ in developing a skill well taught by the teacher, or it should allow the student time to _finish_ work begun in the classroom. Homework assignments that confuse and that offer little or no success because the teacher has neglected to lay a proper foundation are doomed to not being done.

OPTIONS: 1   Students should have a well-identified envelope in which to keep loose papers.

      2   The student should choose when he/she will do the homework: before or after dinner.

      3   Have each student maintain an assignment book.

      4   Have the student begin his/her assignment during the end of the regular class period. This makes the continuation at home less arduous and allows for clarification of questions before class ends.

IMPULSIVENESS

DESCRIPTION: The impulsive student is usually energetic and giver. to solving his/her problems without benefit of analytic or reflective attitudes. Because he/she is prone to premature judgement, he/she needs to be confronted with activities that will slow him/her down. Generally, he/she doesn't value academic goals highly. He/she takes chances and thinks little about the consequences of his/her behavior. People who ponder their moves bore him/her. He/she much prefers to jump to conclusions.

The impulsive student in your class quickly identifies himself/herself by his/her unpremeditated comments and his/her penchants for acting on the spur of the moment. It's common to hear him/her say, "I just didn't think!" He's/she's quick to volunteer, to threaten, or to voice an opinion but short on the follow-through. Propelled by an action, he/she spurts through school, spending too much time trying to undo predicaments he/she gets himself/herself into. Tests are not his/her cup of tea; he/she often

hurries through them just to be the first one out the door. He/she needs a governor built into his/her locomotive. Perhaps some of the following ideas will suggest things you can do to restrain him/her.

OPTIONS: 1   Anticipate and check the student at a time when you are sure he/she is going to act impulsively. ("Ray, you are ready to jump to a conclusion, now hold it a moment.")

2   Commend the student at a time that you know he/she has constrained himself/herself.

3   Go through an assignment or a test with him/her, step by step, immediately after he/she has reacted impulsively to a task. The different end results should be impressive.

4   Help him/her develop a plan that reinforces skills at the same time that it deals with a subject of interest to him/her.

INDECISIVENESS

DESCRIPTION: The indecisive student is afraid. His/her irresolute pattern may have been set by an inordinate number of mistakes, large and small, counting against him/her. Shouts of "Well, make up your mind!" throw him/her into a tizzy. Your role, as a teacher, is to give him/her useful practice in making up his/her mind and in living with the consequences of his/her decisions.

OPTIONS: 1   Brainstorm with the student x number of ways to attack a problem and help him/her choose one to try.

2   Give a step-by-step practice in previewing possible procedures. Follow with rational, not impulsive, decision making. Evaluate what happened as a result of the decision that was made.

3   Suggest specific ways he/she can accomplish his/her goal, and urge him/her to make a choice from those you have mentioned. ("While you're getting ready to come up with some ideas, may I suggest some?")

INSUBORDINATION

DESCRIPTION: An insubordinate student is unwilling to submit to authority. He/she deliberately behaves disruptively because he/she hates the power structure and the people who wield power. It is important to discern what his/her needs are (Does he/she wants to control me? Does he/she merely want attention?) rather than to challenge him/her directly. The insubordinate student may not gain the approval of his/her classmates, but he/she knows that he/she can at least get their attention by his/her blatant indiscretions.

Insubordinate students often enjoy "testing" a teacher to see if they can get a "rise" out of him/her. For this reason, it is wise to agree upon reasonable classroom expectations so that remarks like, "Now's a fine time to tell me that!" don't create a climate of dissension. Examine your conduct as a teacher. Has it been too buddy-buddy? Has it been inconsistent? Actually, insubordinate students often prefer stricter, more serious handling. The last thing you want to do is get into a power struggle with them.

OPTIONS: 1   Announce to insubordinate students that, instead of engaging in a confrontation now, you are requesting that the class discuss insubordination at the next class meeting. Hearing one's peers discuss a behavior is quite different from hearing a teacher hold forth.

2   Have the student meet with a counselor on a regular basis (every week). He/she should comment on his/her conduct and how it is different from the last time he/she met with the counselor.

3   Ignore the student's behavior for the time being.

4   Interpret for the student what his/her goals seem to be. ("Ben, by your remark, 'Make me do it' you are trying to force me into a contest with you that wouldn't help either of us. We need to find a way to work together.")

5   Isolate the student until you have time to deal with him/her.

6   Leave the room if several students are insubordinate. ("I'm going to leave the room for five minutes. When I return, we'll continue with Betty's report.") Extracting yourself from the scene holds an element of mystery. (Is he/she going to the Principal/Dean? Is he/she so furious he/she can't stand us any longer?) When you return, continue as if nothing unpleasant had happened.

7   Perform a surprise act of kindness. The insubordinate student is often callous to rebukes; he/she may flip over a friendly gesture!

8   Praise something he/she does well, ignoring, for the time being, his/her rebelliousness.

9   Use a face-saver for the first offense. ("What you just did came across as terribly disrespectful, but I'm sure you didn't mean it quite that way.")

10   Use a three-step procedure for dealing with an insubordinate student. (First offense: confer with him/her; Second offense: warning; Third offense: remove from class.)

IRRESPONSIBILITY

DESCRIPTION: Life goes better when one is working with a responsible student. He/she not only brings to the task at hand an interest, a willingness to tackle the job, and a sense of caring but also an understanding of what the assignment entails and a realistic self-concept of his/her unique ability to meet the demands of the job. It follows, then, that while rules and guidelines are still important for him/her, they are less important because of his/her sense of commitment, the most distinguishing characteristic of a responsible person.

The irresponsible person is, then, the antithesis. Unlike the person who is occasionally careless, the irresponsible one may have said of him/her, "He/she comes on strong at first, gives an air of confidence, even sincerity, but he/she never finishes a job; he/she doesn't seem to know how to follow through."

OPTIONS: 1   Confront the irresponsible student directly, without rancor, telling him/her that word is getting around that he/she is irresponsible. ("Bill, on three occasions within the past two months, you have volunteered to lead a group discussion and in each case you fell short of the mark. Your credibility is being questioned. I think I know some ways that you can regain the confidence of your classmates and bolster your self-esteem a bit. Drop by my office someday this week, and we'll talk about it.")

2   Construct, with the student, a "ladder of do's" that will enable him/her to experience the satisfactions of responsible behavior.

3   Convey to the student the message that a responsible person is independent, that an irresponsible one remains dependent, a sign of immaturity. Immature is the <u>last</u> thing a student wants to be!

4   Give bite-size lessons or tasks and expect acceptable completion of them before allowing the student to progress to the next phase.

5   Reward the student with honest, verbal praise when he/she
    demonstrates responsibility. Emphasize some specific
    competence, not just competence in general ("Rusty, your
    learning contract is so clear that it is easy to visualize
    what you are going to do," rather than, "You've got a great
    report here; I'm sure you'll do a great job!") Clinch the
    feeling of responsibility by having the student tell you why
    he/she thinks he/she succeeded.)

6   Use an extrinsic reward to motivate the student. Also try
    the self-management record noting that the items listed
    relate to responsibility. In using this approach the
    student readily learns that he/she reaps the consequences of
    his/her behavior and that any group of people can be sorted
    into two subgroups: the responsible and the irresponsible.

NOISINESS

DESCRIPTION: The goal of the noisy student is to make himself/herself
heard. He/she likes the clatter of pencils, the thump of
feet, the banging of doors, and especially the sound of
his/her voice. Assure him/her that he/she does not have to
be noisy to get your attention - that he/she is a very
arresting person without any fanfare.

OPTIONS: 1 Allow for the student's noisy conduct, without censure,
during certain times of the class. Expect no noise at other
times.

2   Enlist the help of the entire class in designing a classroom
    arrangement that will keep the noise at a desirable level.
    Involvement in such a plan may tone down the noisy person or
    make him/her aware of others' need for less noise.

3   Experiment with the best location in the room for the noisy
    student. If placed by a quiet student, he/she may imitate
    or contaminate, so sometimes it's better to put all the busy
    tongues together.

4   Isolate the student until he/she is willing to work less
    noisily.

5   Signal the noisy student with a silent cue: blink the
    lights; write a message on the board; raise your hand; touch
    your lips; or hold your ears.

6   Speak in a near-whisper to the class. ("May I have your
    attention?") Repeat yourself until the message has gotten
    around to the noisy student.

7   Stand at the door as the students enter the classroom.
    There you can casually remind the noisy student to "turn
    his/her volume down."

8   State simply what the situation is. ("It's very difficult
     for the group to concentrate when you're making so much
     noise, Kathy.")

NONTALKERS

DESCRIPTION: It's not uncommon to find students who will not talk for
                long periods of time, sometimes for as long as a semester.
                It is tempting to conclude that something is drastically
                wrong since most students talk. However, the silent student
                may actually be adjusting to a new situation in a manner
                very satisfying to himself/herself - the attention gleaned
                from solicitous classmates and teachers may, itself, be a
                reward, and the need to perform is often reduced to nil
                since the student has already been labeled "shy" or
                "frightened." What may have begun as fear of a new
                situation could easily have evolved into a most gratifying
                role. Telling the student that you know his/her game and
                that you don't like it is unlikely to bring a change.
                Likewise, the urge to "shake a student into talking" can be
                great, but the prognosis for success is questionable. It is
                better to resist punitive action and to exercise patience
                and fortitude with a consistent approach.

OPTIONS: 1   Be explicit and expectant when asking a student to do
                something. Resist the temptation to plead, beg, or
                question. Rather, say, "Billy, tell us by drawing a picture
                how you feel when called upon to read."

            2   Clue in the class as to the reasons you work with the
                nontalker as you do. When the nontalker is absent, ask the
                students to refrain from speaking for the student or
                explaining his/her behavior with comments like "He's shy,"
                or "She can't talk." Try to explain that, as long as they
                do that, the nontalker won't talk, because he/she doesn't
                want to make liars out of them.

            3   Consult a school psychologist or counselor. You can learn
                from them whether the silence means organic or psychological
                problems.

            4   Consult a speech therapist.

            5   Exhibit, without comment, the good work of the student.

            6   Give the student many opportunities to draw or paint.
                He/she will use the pencil or ballpen even if he/she won't
                talk.

            7   Offer a reward to the nontalker. Use a reward that is
                prized by the student: "Kay, if you volunteer to read a
                passage from the text, you will get a extra points in your
                assignment for next week."

8   Surprise the student with a small gift: "Donna, I'd like you
    to have this bookmark from Barnes & Noble." Don't expect a
    verbal thank you, but don't collapse if you get one.

PLAYING DUMB

DESCRIPTION: This role pays off or the student wouldn't use it.
               Ostensibly the student is miserable, while actually he/she
               may be gratified because others are kowtowing to him/her and
               relieving him/her of responsibility. Recognize this role as
               one often employed by students to wield power or to gain
               sympathy and attention, as in the case of the student who
               has an exceptionally bright sibling.

OPTIONS: 1   Challenge the student by interpreting his/her strategy: "You
               know, Marty, I believe you're determined to prove to us that
               you can't do the work, but of course we're not willing to
               accept that."

           2   Confer privately with the student and be direct in your
               inquiry: "Bill, why do you demand so much attention by
               playing dumb?"

           3   Encourage independence by designing with the student a
               personalized plan that can denote progress to him/her.
               ("O.K. Terry, now we've decided that every time you feel
               tempted to play dumb and shirk responsibility but play smart
               instead, you may view a tape instead of attending a workshop
               on the same topic: "Underachieving Students.")

           4   Enlist the help of a peer to interest the problem student in
               designing a program that will phase out or extinguish the
               dumb role. (Monday - Sara will follow all lessons and
               remain her usual dumb self; Tuesday - Sara will ask a friend
               to help her when necessary; Wednesday - Sara will ask the
               teacher for help. Thursday - Sara will speak up in class.)

           5   Enlist the help of the class in coping with this problem.
               ("Students, I have a problem and maybe you can help me. A
               hypothetical student, Ms. "X," has shown that she can do
               many things outside of school. She can _____, _____,
               and _____. But she insists upon playing dumb in class.
               Can you help me figure out why?") The students may help Ms.
               "X" see that she is engaged in a power struggle with adults.

           6   Exhibit, without comment the good work of the student.

           7   Give the student a monitor role, preferably one that keeps
               him/her on the move (distributing test papers, assignments,
               etc.).

8   Ignore obviously foolish questions and respond to acceptable behavior. Refrain from saying, "I'm not paying any attention to your questions when you play dumb, just <u>do it</u>!" The student will eventually figure out what brings dignified, patient response.

9   Set up a program that carries a reward that the student values. Keep the tasks and time durations commensurate with the student's ability to cope.

PROCRASTINATION

DESCRIPTION: The ultimate in polite procrastination is the case of the twins who were never born because each kept demurring, "After you," "No, after you." Whether in the guise of politeness or malingering, the procrastinator is difficult to deal with because there is always the off chance that he/she <u>will</u> do it later. Of course, everybody sometimes puts off doing things that are dull or unpleasant, are too difficult, or are overshadowed by more interesting things to do. Show us someone who never procrastinates, and we'll show you a mechanical man!

The habitual procrastinator can be very annoying. Very often, he/she has a poor concept of time and, as long as nothing cataclysmic happens, he/she floats along quite comfortably. When something that really matters occurs, his/her respect for time and energy spurts noticeably. With students, homework is the object of delay and the source of frantic (and usually futile) efforts on the part of the teacher.

OPTIONS: 1   Help the procrastinating student regularize his/her jobs so that he/she takes care of things on a schedule instead of trying to do them all at once. (What is best done right after school? Before dinner? On Mondays? On Sunday afternoon?)

2   The student must pay the price of procrastinating. You take away points and treat the matter casually and without sarcasm. Be sure the student realizes that the deducted points are the result of waiting too long.

3   Refrain from bailing the student out of situations that arise due to procrastination. If you do, you are enslaving yourself to a problem that holds little promise of going away by itself.

4   State clearly what is expected by you. "You may do_____ after you have finished_____."

DESCRIPTION: Prejudice comes in two flavors - abnormal and normal. The abnormally prejudiced person is looking for a scapegoat onto which to project his/her feelings of frustration and inadequacy. It is much easier for this person to blame "the whites," "the Japs," "the Arabs," or "the blacks" than to solve his/her own problems. The normally prejudiced person assimilates a fair share of good attitudes along with the bad ones, and thus has a better chance of conquering his/her prejudices. Each of us has a storehouse of biases that get more comfortable to live with as the years go by unless we periodically dust them off and reexamine them.

There are some favorable straws in the wind: First, psychologists are finding the subject of prejudice a fascinating one to study and to cast light upon. Second, in recent years, a number of commercial games have been introduced in the classroom to at least alert students and teachers to their prejudices. Finally, there appears to be increased stress on the sameness of people, rather than on their differences.

Of course, instances of vicious, prejudicial attack are upsetting, and the immediate reaction may be to "set the culprit straight." Remember, though, that chances are the attacker is a product of authoritarianism and that his/her attitudes are fairly entrenched. Depending on the individual, a private conference may deter him/her in the future, but a sounder approach is to work with a group to which the offender belongs.

In the classroom, you can do much to diminish prejudice by your demeanor. In addition, you have the responsibility of appraising, or "psyching out," the true level of bias among your students. A clever student can mouth acceptable, unprejudiced statements and feel quite the opposite. Go slowly, though, for ignorance and naivete are handmaidens of prejudice. Don't be too quick to punish the student who ridicules another group. He/she may be totally ignorant of the other's culture. He/she may have spoken unthinkingly, or he/she may have acted out of embarrassment. Stamping out prejudice takes time, patience, and insight with emphasis first on our attitude toward ourselves. This means that it is a fascinating, never-ending venture to be dealt with at all age levels. The following suggestions for coping with prejudice may elicit even better ideas of your own.

OPTIONS: 1 Conduct a class discussion when problems arise. ("Yesterday we had a fight because Carl called Tony a "dirty Dago" and Tony called Carlos "a dumb Spic." This sounds as though all Italians are dirty and all Hispanics are dumb. How correct does that sound to you?")

2   Emphasize the positive contributions of particular ethnic groups, and inject an unexpected note. For example, invite a female Filipino doctor to discuss aerospace medicine. (Wouldn't they normally expect a white male European doctor to do that?)

3   Incorporate into regular class assignments some opportunities for students to document evidence of discrimination in their immediate society.

4   Role play. After playing the role of a person of another race, ethnic group, or country, a student may want to do an in-depth study of that group.

5   Show, or go to see films that depict racial stereotypes (the Irish maid, the black butler, the warring Indian), then discuss the movies.

6   Tap community resources for information and personal contacts. Some examples: invite speakers, make resource files, feature library displays, take field trips, and tape-record interviews with ethnic-community members.

7   Use commercial games that deal with the theme of prejudice.

READING PROBLEMS

DESCRIPTION: Poor reading may be a major symptom of a more basic problem. Very often, the symptom is persistently dealt with, but the problem goes unrecognized. Research indicates a great need for teachers of poor readers and of nonreaders to understand the relationship between the student's reading development and his/her psychological development. The wise teacher will enlist the skills of the special education department in appraising the status of the student. At the same time that the teacher is seeking professional help, he/she must resist the temptation of delimiting the student by proclaiming him/her retarded, stupid, or impossible. Remember that attitudinal change must precede the remedial exercises and that the teacher, more often than not, holds the key to that change. Avoid the extremes of either coddling or neglecting the nonreader. He/she needs to be treated like the rest of the class. Brisk, varied routines, peppered with smiles and encouraging comments, will help. The opposite could keep him/her a nonreader for life.

OPTIONS: 1   Capitalize on one of the student's interests and encourage curiosity, the strongest motivator. ("Why does the chameleon change its colors? Why doesn't it hurt when your hair is cut? Why isn't my skin the color of yours?") Having stirred the student's interest, be sure that pertinent reading materials are within reach.

2   Check, by means of any available valid measuring tool,
     whether the student <u>can't</u> or <u>won't</u> read. If the
     student is willing to try, use an informal reading
     inventory. <u>Don't</u> subject him/her to the usual
     standardized test routine if he/she can't read. If
     he/she won't speak, use a nonverbal test. Consult a
     reading specialist who can help with the selection and
     administration of evaluative instruments.

3   Check the student's work habits and <u>systematically</u>
     <u>retrain</u> him/her. If, for example, he/she hasn't
     learned to read for study, teach him/her the SQ3R
     formula for study.

4   Design a plan that will assure the student success and
     justified reward for accomplishment.

5   Encourage the student to participate in regular singing
     groups. Reading lyrics provides repetition, rhythm,
     and obscurity in a nonthreatening setting.

6   Engage the student in making posters, signs, or
     bulletin boards on which reinforcement of symbols is
     inevitable. Be matter-of-fact and refrain from
     "teaching" as you are working.

7   Give him/her some responsibility, even if it has
     nothing to do with the lesson. ("Jeff, I'd like you to
     help with one of two classroom responsibilities. At
     the end of this period, either clean the blackboard or
     write the assignment for next week on the board.")

8   Give the student a part in an operetta or play where a
     script becomes a prop and a tool. Discreetly help the
     student become familiar with the script. The need to
     memorize his/her role will force him/her to read
     correctly.

9   Have the student tell you something that interests
     him/her. Tape, or record in shorthand, his/her story.
     Print it for his/her benefit for the next lesson.
     Reading his/her own vocabulary makes reading less
     threatening.

10   Maintain a secure routine, but avoid monotony. ("What
     shall we do first today - the questionnaires, the
     exercises, the learning contracts?")

11   Try appropriate commercial programmed-instructional
     materials. Use computers that enable you to
     automatically or manually control the speed. Students
     enjoy computers.

12   Use comics or anything else the student chooses.
      Resist the temptation to evaluate the material.
      Remember that your objective is to help the nonreader
      learn to read. Content taste is his/her business.

13   Use materials that are related to the student's life.
      Appropriate materials would include school application
      forms, scholarship application forms, and job
      application forms,

14   Use peer tutors. Make sure that procedures are clearly
      understood.

15   Use a reinforcement system involving tokens to be
      traded for prizes. ("James, when you learn five new
      words, you will receive a yellow token. When you can
      read five phrases you will receive a blue token. When
      you can read five sentences you may receive a red
      token. When you can read all ten sentences [the entire
      story] you may exchange your two red tokens for a
      notebook in the bookstore.") Note: Develop your own
      token system, keeping the increments realistic and
      consistent.

REJECTED STUDENTS

DESCRIPTION: The rejected student feels unpopular, unwanted, and
              unloved. Intense rejection affects one's mental health and
              one's ability to cope with the demands of schoolwork. For
              this reason, it is in the student's interest that teachers
              become aware of the rejected student, not only for the sake
              of the individual, but also for the sake of the class.
              Research indicates that the presence of a severely rejected
              member does, indeed, make the class suffer.

              Students are often rejected by parents who, not having grown
              up themselves, don't want to be bothered with the rigors of
              child rearing. Consequently, they fail to take time to
              properly care for and educate their children. The student
              thus dealt with feels that he/she is a burden and a nuisance
              to the adults around him/her. In addition to the weight of
              his/her school courseload, he/she carries unnecessary
              emotional burdens.

              Some students are so threatened with the possibility of
              being abandoned that they are consumed with worry and,
              therefore, cannot function in school. Others are plagued
              with a need to be popular, and when rejected by a peer
              group, they feel that their whole world has collapsed. To
              them, being rebuffed by their peers in school is more
              devastating

that parental disownership. The rejected student needs assurance of security.

OPTIONS:
1. Ask the rejected student to do something important for you. Help him/her to overcome his/her feelings of rejection by showing him/her that he/she is needed. ("Jo, could you stop by the office and pick up some chalk for me?")

2. Assign a mentor to the rejected student. Identifying with someone older can often give the student feelings of security and status.

3. Assure the student, through your consistent friendly conduct, that you do not reject him/her - that you respect him/her for special reasons. ("Tom, you're the one person I can always count on for ....")

4. Become aware, through active listening, of the possible reasons why the student feels rejected. Does he/she feel that you, the teacher, really accept him/her? Do his/her peers have a good reason for rejecting him/her?

5. Invite a counselor to spend time in your class to observe the student.

6. Permit the student to occasionally play the role of the teacher.

7. Set up friendly, small-group situations that have maximum chances of success. In planning a class party, for example, the rejected one can be responsible for contributing something that will be appreciated and enjoyed by the entire group and will warrant recognition. ("Thank you, Sandy, for furnishing the pretty centerpiece; it added a lot to our party.")

8. Take the student on a one or two hour excursion - just the two of you. (Have a coke, wash your car, go to the museum.) Out-of-school relationships reveal new sides to personalities.

SCHOOL PHOBIA

DESCRIPTION: A phobia is an abnormally intense fear related to a specific situation. The person who experiences excessive fears may be quite aware that it is unreasonable, even foolish, to do so, but he/she is unable to change his/her feelings. Many psychologists believe phobias are born of early childhood experiences associated with shame or embarrassment. School phobia is the result of conditioning that has made the home more comfortable than school. The initial objective, then, should be to wean the student from the preferred environment. Be subtle in your management of seating,

pairing of students, and tempo of instruction - all of which can be upsetting to a phobic student. However, don't let the tail wag the dog. A happy, normal setting provides the best therapy. The school counselor can be of inestimable value in planning the approach to be used.

OPTIONS: 1 Be nondirective when you and the student discuss fear of coming to class. ("You sometimes feel as though you'd rather play sick and stay home than come to class.") Abstain from censoring the responses.

2 Develop a hierarchy of fear-ridden steps and lead the student toward being comfortable with his/her concern. This is sometimes called desensitization and may involved from five to twenty steps, depending upon the case. An effective method of desensitization is to help the student prepare a list of steps he/she can take to overcome his/her fear. One such list might start like this:

1 Get books ready to take to school tomorrow.
2 Get clothes ready for tomorrow.
3 [Next morning] Get dressed for school.
4 Walk with sister to school bus.
5 Get on bus and ride to school.

The list would continue in a similar fashion until the student makes it to the classroom.

3 Discuss with the class fears of various kinds. ("It's normal for all of us to have fears. I once knew a student who was afraid to go to school...")_

4 Hold a team meeting of key people, including parents, to gather information and plan appropriate strategy. With a phobic student, consistency is of the utmost importance.

5 Show a film that deals with a student who resists going to school. Follow the showing with appropriate discussion.

6 Use a plan to personalize the student'~ education and to gradually induct him/her into his/her academic pursuits so that he/she sees purpose and joy in these activities.

7 Use extrinsic rewards to encourage the student to attend school.

SELF-CONCEPT

DESCRIPTION: Simply stated, a person's self-concept is his/her deep-down, personal view of himself/herself. It is a privately viewed self-portrait - a measure of self-esteem.

Idealistic parents and educators want the student to begin with, and continue through school with, a view of himself/herself that, like fine wine, improves with age. Too often, this dream is dashed - for clear, but indefensible, reasons.

The student's portrait of himself/herself is not painted by him/her. It is the product of innumerable persons who, in one way or another, brush his/her life and tell him/her what he/she's worth. Adding the pluses and minuses, the student comes up with something called a self-concept, good or bad.

Discussions of the student's view of himself/herself remain purely speculative and nonthreatening until it becomes abundantly clear that one's view of another seems to be contingent upon his/her own high or low regard for himself/herself! Whether we like it or not, adults must share the responsibility for the student's view of himself/herself. Reckless, and defensive judging, evaluating, and criticizing take from the student his/her right to evaluate himself/herself.

It is a pity that many responses that contribute to a poor self-concept are proferred in ignorance. The "good-bad" dichotomy is a classic example. Students who are constantly told they are "good" would like to know what for, and students who are told they are "bad" would also like explicitness. Throwing out empty adjectives and using concrete evidence of competence can highlight a student's self-portrait. Following are some other suggestions for the student with a poor self-concept.

OPTIONS: 1 Converse often, and informally, with the student away from the classroom setting. Note his/her expressions of anxiety, defensiveness, and hope. Don't forget to let him/her know that you feel he/she is worthwhile and important.

2 Engage your entire class in strengthening each member's self-concept. ("I'm giving each of you a mimeographed class roll. Next to each name, write a complimentary adjective that describes the student. Forget the uncomplimentary ones for the moment! Oh, yes! Write one for yourself too!") The results can provide bases for many kinds of discussion.

3 Help the student identify what he'd/she'd like to be able to accomplish. Then give him/her step-by-step assistance in attaining his/her goal.

4 Permit the student to do something special for an individual or for a class other than his or her own. ("Tina, would you read your English composition to us?")

5   Permit the student to show his/her good work to someone
     he/she admires (nurse, counselor, grandparent).

6   Praise the student's classwork with specifics, not
     generalities. ("Your poem is both moving and melodic. The
     meter is perfect in all but the two last lines - or did you
     purposely decide to end it that way?" Compare such a
     statement with, "Great poem!" or, "I didn't think you could
     write so well.")

7   Refer to the counselor for a review of the student's grades
     and test scores. The counselor can point out marked
     strengths and weaknesses and make recommendations.

8   Role play. A student's self-concept is readily revealed in
     role-playing situations. Insights related to the self can
     be more freely discussed after a make-believe situation than
     in a more formal setting.

9   Sit the student before a mirror and ask him/her to tell you
     what he/she thinks of himself/herself.

10   Use a questionnaire for clues to the student's attitudes
     toward himself/herself. Caution: Be aware that students
     often record what they feel you want them to say rather than
     what they really feel.

11   Use a sociogram to learn the people preferences in the
     class. Use the findings judiciously.

12   Use sentence completion to evoke expressions of self-worth
     from the student.

SLOW LEARNERS

DESCRIPTION: In education circles, "slow learner" is ordinarily used to
               describe one in the seventy to seventy-five IQ bracket.
               Beware, however, of labeling a student "slow," particularly
               on the basis of only samples of behavior. It can be assumed
               that a high percentage of students classified as "slow" have
               poor self-concepts. It is here, then, that the teacher's
               first responsibility lies: Try to determine whether the
               student is playing a role (helplessness, for instance, or
               dependency) that serves him/her better than trying would.
               Also, be aware of your personality tempo in working with the
               slow learner. If you are a racehorse and you have a class
               of pluggers, you better slow down. The slow learner needs
               an atmosphere of security, but this doesn't mean he/she
               needs monotony.

OPTIONS: 1 Discover the talents of the slow learner and build his/her
               ego by going as a class or a small group to see him/her
               perform. ("Sally is participating in acting try-outs next
               week. We could arrange to go and root for her.")

2   Enable the student to feel that he/she has some control over
    the learning situation. ("What shall we do first today the
    events, the past, or the problems underlying the events?")

3   Encourage the student's excellence in something beyond the
    classroom such as riding a bike faster (or slower) than
    anyone else, putting a basketball through the hoop more
    often than others, playing a good game of checkers, jumping
    rope well, and so on. Incorporate references to these skills
    when dealing with math and reading skills so that the student
    feels proud for a real reason. ("Janet, if you beat Susan
    playing checkers every day but Friday during the week,
    what percentage of the days do you win?")

4   Establish a program that has bite-sized lessons and carries
    the lure of an appropriate reward for completion.

5   Get into the habit of calling attention to the student's
    work that is well done instead of to his/her mistakes.
    Throw your red pencil away!

6   Give the student opportunities to tutor new students or to
    accompany them as guides on a field trip.

7   Praise the student within earshot of his/her classmates.
    Like anybody else, he/she likes others to hear good things said
    about him/her.

8   Seat the slow learner by students who like him/her and who don't
    intimidate, coddle, or do his/her work for him/her.

SPEECH PROBLEMS

DESCRIPTION: Speech problems are usually the result of either physical
               impairment or poor speech models. In the case of
               impairment, specialists will be able to check causes
               and cures; in the case of poor models, retraining is
               necessary, and here the teacher must provide a good
               model. Parents are often excellent behavior therapists
               and with proper instruction are economical and effective
               agents. It is important to know that unacceptable
               overt or covert behavior may be a student's effort to
               compensate for a speech problem. Inadvertently, the
               symptomatic behavior might be dealt with, leaving the basic
               speech problem unattended. Early identification of
               speech problems can be the "ounce of prevention."
               In addition to using the skilled services of trained
               professionals, these practices may be helpful.

OPTIONS: 1   Avoid making mention of the speech problem before a large
               group. Ask the student when he/she would like some
               drill help and arrange to assist him/her privately.

2   Engage the help of students to cue the soft-speaking
     student when he/she can't be heard. ("Jenny, some classmates are
     telling you by touching their earlobes that they can't hear
     you.")   Note: If you and the class had decided during your
     planning early in the semester that you would cue soft speakers
     by placing your fingers on your left ear, the statement couldn't
     be necessary. Cues may be similarly used for the mumbler, the
     loud speaker, and others.

3   Surprise the student with a compliment about his/her
     improved speech. You might, for example, write him/her a note
     (which he/she can secretly savor) telling him/her how you
     noticed that he/she didn't - - - this morning when he/she
     read the text.

4   Use commercial programmed materials to handle increasingly
     complex speech and language patterns.

5   Use extrinsic rewards to reinforce a correct speech
     pattern that is gradually increased. In treating a
     lisper for example, you might begin by saying, "Jane,
     repeat after me: "This is Susan."   Next, increase to
     "This is Susan's sister."   Finally, increase it to,
     "These sisters are Susan's sister's." After each statement,
     reward the student.   Make no comment after an incorrect
     version. Caution: Be alert to the temptation to overwork
     a drill. Stop when the student feels successful and is not yet
     tired.

                                                        STEALING

DESCRIPTION: Stealing is exciting. The student who steals may never be
                able to fully understand the psychologist's assertion
                that he/she has a poor self-image, is asking for love,
                is seeking attention, or is trying to get even with
                someone. To assert is easy; to effect change is not
                so easy. The adults who are faced with helping the
                student who steals must examine myriad questions
                before taking action, including: Is this already a pattern
                of behavior or is it the first time the student has
                stolen?   Is stealing condoned in this student's
                family?   Is he/she stealing to gain status with
                his/her peers?   Is he/she stealing to gratify an
                immediate need (drugs, for example), not having lived long
                enough to internalize the meaning of property rights?

                Use common sense in reducing the temptation to steal.
                Above all, resist the temptation to preach or to scold
                students publicly. Rather, concentrate on providing
                opportunities for the offending student to comprehend that
                every act brings its own consequences. Once restitution is
                made, assure the student, through actions and words, that
                his/her mistake is forgotten. The long road to elimination
                of stealing begins with two words, "trust" and "attitude."

OPTIONS: 1   Clarify the meaning of "ownership" and implant cultural attitudes through classroom activities. ("This book is from the rare collections in the library. It is a very special volume - a first edition. We appreciate being able to look at it, and I know I can count on all of you to treat it with respect.")

2   Combine admission and reward (in private). ("Terry, you've admitted that you swiped the notebooks that Susan bought, and it takes a pretty big person to do that. Because this is a sign of maturity on your part, how would you like to reward yourself with - - -?")

3   Elicit suggestions from the offender and then establish a fair payment for the offense, giving preference to work and time over money.

4   Expect common classroom supplies (scissors, pencils, chalk) to be returned to their proper places and let your conduct reflect only the highest form of behavior. It would be more effective to use statements, such as, "Thank you for putting the scissors in the box, Dan. You might make a count of them, so we know how many we have," rather than, "O.K., I know you guys are swiping the scissors! If I catch you, it won't be very funny."

5   Give recognition to students' honesty in the classroom. ("It feels good to live in a community of mutual trust. In some classrooms, I would be very foolish or careless to leave my bag unattended.")

6   Give the unknown culprit the opportunity to return the stolen article to a certain unpoliced place, between certain hours, and with no questions asked. The article could even be mailed to a designated place. Generally, it is more important to reclaim the article than to identify the thief.

7   Reduce stealing through preventive efforts, such as, emphasizing self-concept building techniques.

8   Role play incidents that demonstrate that, in our culture, stealing has strong consequences. For example, take a current story from the news media to dramatize the point - every issue of the newspaper has ample material!

9   Try bibliotherapy using stories about Honest Abe or other, less pointed, material.

10   Use class discussions to explore reasons people steal. Identify constructive ways to meet people's needs. The discussions could conceivably lead to a unique plan to decrease thievery in your class.

DESCRIPTION: Stubbornness is sometimes called the debatable virtue. Take, for example, the mother who confers with a teacher. During their discussion, the mother refers to the student's stubbornness as being tinted with independence, resolution, and stalwartness, and may even coyly volunteer that she "was a bit like that" herself. Later on, the father of the student confers with the teacher and refers to the mulish stubbornness of the student, tainted by "the other side of the family." Tinted or tainted, the behavior exists.

One thing is certain. It is foolish to set out to "show the student who is the boss." This would only worsen the situation since the student has already shown you that he/she is the boss. Stubborn people are often highly intelligent and extremely competent in certain areas. When they are uncompromising within their particular realm of excellence, they receive support for behaving on a "matter of principle." When they habitually control others through stubbornness, they are not only difficult but also very unfair to others. Consider the stubborn student a challenge. Chances are that under the cloak of obstinacy resides someone who very much wants sincere friendship, which you ought not to stubbornly withhold.

OPTIONS: 1 Acknowledge obvious efforts to be less stubborn. ("Sue, you're to be commended for changing your mind and coming to the meeting. Your suggestions at the end really saved the day.")

2 Appeal to the stubborn student's classmates to help you deal with him/her. ("Class, Jess is refusing to - - -. I'm going to be in my room for the next ten minutes. I'll ask the class to discuss Jess's dilemma."). Peer-group discussion and the teacher's withdrawal from the scene may lead to a resolution of the student's stubborn conduct.

3 Ask the student to put into writing the reasons he/she believes that he/she must stubbornly resist_____.

4 Avoid calling undue attention to a stubborn student for awhile. His/her stubborn conduct may soon pass. If too much is made of it, however, it may become his/her badge of distinctiveness.

5 Be willing to wait for the student who stubbornly refuses to act. Waiting and silent periods are not devoid of thought. When the student does make a statement, empathize and reflect. ("I think I know what you mean when you say you won't play the game their way because _____.")

6   Challenge the student by interpreting his/her strategy. ("Pat, it looks to me as though you're trying to drag me into battle with your stubbornness, but I refuse to acquiesce." Keep your word.)

7   Be aware of opportunities to reinforce student's cooperative behavior.

8   Help the student see the difference between being stubborn and "standing up for his/her rights." ("Pat, as soon as you mention "rights," you are implying that others have them, too, and that means that you're traveling a two-way street. Let's focus on the issue and consider it a problem to be solved rather than a battle to be won.")

9   Present a hypothetical case of extreme stubbornness and discuss it with the class.

10   Role play an incident of obtuse stubbornness, such as, a student refusing to move from a seat. Follow this activity with a class discussion.

11   Show films dealing with stubbornness and follow them with discussion.

12   Transfer the stubborn student to another class section. Sometimes such a move brings about an unexplainable change in attitude and conduct.

13   Reinforce, at fixed intervals, the student who stubbornly refuses to finish his/her work.

14   Use listing to focus on things or ideas that stimulate strong feelings. ("List ten things that make you feel very stubborn." "List ten people from whom you resist taking suggestions." "List ten things about which you wouldn't change your mind." "List ten things about which you couldn't care less.")

DESCRIPTION: Some students seem to intuitively develop good study habits
                 and skills. Some stumble upon them. But the vast majority
                 never fully master the art of studying. Teachers and
                 parents can assume some of the blame for this because of
                 their nagging pleas to "try harder" or "study more," without
                 first undergirding the child with concrete, supportive help
                 - physical and psychological.

                 A good student, like any craftsman, knows the skills of
                 his/her trade. A carpenter knows how to use his/her tools;
                 and so does a serious student. A carpenter knows he/she
                 must begin with the foundation; and so does the student.
                 The carpenter will complete his/her house if he/she needs it
                 as his/her home or if someone else wants it and will pay
                 him/her for it. He/she is not building it aimlessly; he/she
                 has a purpose. The student, too, must have a purpose in
                 studying what he/she does. Without a goal, he/she is likely
                 to flounder with those who never master the art of
                 studying. Teachers have the awesome responsibility of
                 helping to make the student's studies and life goals
                 relevant.

                 Librarians can be of enormous assistance in showing students
                 how to achieve maximum use of libraries. With the advent of
                 learning (or resource) centers and the like, teachers as
                 well as students must be constantly brought up to date on
                 facilities and materials that are available to enhance
                 learning. It is hardly necessary to state that staff
                 members in charge of libraries and learning centers must,
                 themselves, be curious, vital people committed to learning
                 than to silence and order.

                 In addition to acquainting your students with study skills,
                 you may want to try to make studying more attractive to them
                 by using some of the following suggestions:

OPTIONS: 1   Develop student listening skills through regular, brief
                 daily exercises. ("Beginning tomorrow, we'll have a
                 three-minute listening test at the beginning of the period.
                 Today, I'll show you how to record your scores on graph
                 paper.").

            2   Discuss study skills in class. Have your students share
                 clever ways they have devised to learn and retain their
                 lessons. Allow them to teach the skill to their
                 classmates. They might prepare a booklet called, "Tips on
                 How to Study."

3   Encourage the student to build a reward system into his/her
     study schedule. ("After I've memorized ten words on my
     vocabulary list, I'll treat myself to a ten-minute telephone
     conversation with Susie, then resume study.")

4   Have students record on 3 x 5 cards (which they can slip
     into their pockets) important formulas, words, dates, names,
     quotations, and so forth to be memorized. These cards will
     enable them to study while riding the bus, waiting for a
     train, and so on.

5   Offer to teach a small group (three or four) specific skills
     that they obviously need. Have each of them then teach the
     skills to another student who needs help. In teaching
     another, they will reinforce their own learning.

6   Teach a specific skill in connection with a given assignment
     ("Today, I'll introduce you to legal-type note taking.
     We'll use our history assignment for practice.") Remember,
     though, that one-shot lessons are worthless. The skill must
     be honed through regular use.

TALKING, Incessant

DESCRIPTION: The nonstop talker behaves as he/she does because he/she
               doesn't know what else to do. As long as he's/she's filling
               the air with verbosity, he/she is staving off
               counterattacks. There's always the off chance that his/her
               syllabic marathon may spawn an idea others will actually
               heed. He's/she's a menace to everyone in the classroom.
               He/she differs from the student who blurts out or talks at
               inappropriate times because his/her behavior is diarrhetic.

OPTIONS: 1   Hold a team meeting with the student and all his/her
               teachers and counselor present.

           2   If necessary,, after a warning, isolate the student.

           3   Recognize (with a smile or a nod, for instance) the
               student's obvious attempts, if not actual success, to break
               his/her own habit.

           4   Role play with one student acting as the talkative student.
               Ask the other students to comment and make suggestions on
               how to deal with a talkative student.

           5   Tape-record or videotape a regular class period for review
               and discussion. The results can be eye-opening for the most
               myopic!

           6   Use background music to mute, if not eradicate, the talking.

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7   Use peer pressure. Class-determined consequences are more conducive to change than teacher limits ("Class, we have a problem to resolve. Eric likes to talk more than our time together will allow. Should we exercise some controls? How?") Better still, take time at the beginning of the academic year to collectively determine what the consequences of divergent behavior will be. Such action will reduce needless confrontation.

TALKING OUT

DESCRIPTION: Talking out differs from blurting out only in degree - the blurting being more like an explosion. Assume that the problem is solvable. Consider the possibility of a hearing problem. Sometimes hard-of-hearing people speak compulsively to fill the void. Consider the balance and pace of the class structure: Are there ample periods of quiet? Of movement? Of group activity? Of discussions? We all need variety and spice in our lives. Perhaps the student decided to take it upon himself/herself to provide the spice because you had somehow overlooked it. Consider what he/she is trying to tell you by talking out. ("I'm overstimulated by my neighbor." "I want to be liked." "I want attention," "I want to control you.") Consider also whether he/she could function better in another class. Such a move should be made through the proper channels, with the student participating in the plan. Be decisive. The student will readily understand that interference with class routine has to be dealt with because you have goals and needs that have to be met, just as he/she has.

OPTIONS: 1   Anticipate when a student is going to talk out. Say, "Jim, you had something to contribute."

2   Ascertain which other student the offender has selected as a model to emulate. Ask the model to be a member of your team to diminish the problem.

3   Ask another teacher to observe your class. He/she may note something that has escaped your attention in dealing with the student.

4   Ask the right questions. Well-phrased thought questions instead of fact questions may help to eliminate talking out.

5   Assure the student that his/her talking out has nothing to do with his/her academic standing beyond the fact that the talking out keeps him/her from accomplishing more academically. Conquer the temptation to lower his/her academic grade because of his/her conduct.

6   Avoid statements like, "Jim, you're always talking out." He already knows that. Instead, try, "Jim, I've noticed several John Steinbeck books in your hands lately. Is this a new interest?"

7   Enlist the student's help in programming a hierarchy of goals to help him/her break the habit, then go along with it even though it may not be your way. A typical program might be: "Monday: five talk-outs allowed; Tuesday: four talk-outs allowed; Wednesday: three talk-outs allowed. . ." Find some way to build an intrinsic reward element (a smile, a nod) at a time when you recognize he/she is deliberately holding his/her tongue.

8   Establish an easy-to-make record of how much the student actually does disturb proceedings by talking out. This technique can help you chart the student's pattern of talking out.

9   Examine the class seating arrangement. Is the offending student perhaps sitting by a subtle contributor to the problem?

10   Ignore the student's attempts to get attention. Ask yourself, "Does this really interfere with the class's performance?"

11   Interpret for the talker what he/she has done. ("Jim, do you realize that by talking out just now you deprived Monica of a chance to tell us what she thinks?")

12   Introduce competition and reward. Peer-group pressure may prove an effective deterrent. ("The team that talks the least during the next thirty minutes may be excused five minutes early for lunch.")

13   Keep a tally, on the board, of the talker's behavior from 8:00 to 9:00 on Monday, 9:00 to 10:00 on Tuesday, 10:00 to 11:00 on Wednesday, and so forth, in order to determine what his/her "high" times are.

14   Provide the student with opportunities for talking within an acceptable framework.

15   Set aside ten minutes each day for absolutely no talking.

16   Speak frankly and unnaggingly to the entire class about your
      concern, and enlist their cooperation. ("Class, quite
      frankly I'm up against a problem that I find difficult to
      solve: Jim talks out a lot and I'd like to find a way to
      work with him so that he can still talk - since he enjoys
      talking and we enjoy him - but still provide a climate that
      will allow the class to work undisturbed.") Solicit ideas
      from the class. Formulate a plan of action, paying
      reasonable attention to the person's offense and the
      consequences thereof.

17   Try an approach that does not flatly deny the privilege of
      talking but that limits it. ("Jim, try to omit your talking
      out to supportive and unsarcastic comments for the next
      half-hour.")

18   Try role playing. It is not difficult for the offender to
      gain some behavioral insights when his/her role is taken by
      another. Caution: A vindictive instructor can ruin the
      effectiveness of this technique, but a wise one can use it
      to everyone's advantage.

19   Use buzz sessions, or class discussions, to uncover why
      there is so much talking out.

20   Work on a plan specifically designed for the offending
      student. Talk to him/her privately and ask him/her if
      he/she is aware of speaking out indiscriminately. Listen to
      him/her. Try to work out a reasonable plan to help him/her
      control talking out. ("I'm aware that we don't break old
      habits instantly, but we can try to make some changes a
      little at a time. Suppose I agree to ignore the first two
      times you talk out, but, on the third time, simply write
      your name on the board. Would that help?") Better still,
      encourage the student to suggest his/her own plan of
      control.

TARDINESS

DESCRIPTION: The chronic latecomer is saying something through his/her
             behavior, and the message can easily be misread. He/she
             might be seeking attention or revenge; he/she might be
             frightened of the day ahead because of his/her failure to
             complete his/her assignments; he/she might have been
             temporarily wooed away from school by a persuasive friend;
             or he/she might be delaying exposure to aversive behavior on
             your part. There's a reason for tardiness, as there is for
             everything else, so scrutinize your clues and carry on.

OPTIONS: 1 Allow pre-decided consequences to effect changes in the
              tardy student's behavior. For example, class members

could create a plan for earning special privileges. Punctuality would earn x number of points.

2   Arouse the student's ambition to realize an attainable goal. ("Bonnie, you've been tardy six times in three weeks. Are you interested in setting up a goal for yourself? Let's begin by recalling why you weren't tardy on those other days.").

3   Assure the student that you recognize his/her tardiness as a symptom of something but that you're not sure what it is. Maybe he/she can tell you!

4   Consider a flexible schedule which may expunge, or at least make less conspicuous, the student's habit of tardiness.

5   Enlist help from the student's peer group. ("As we all know, some of us have a hard time getting to class on time. Let's list some things that make us late." Probe the validity of the excuses.)

6   Explore the possibility of using the student's habit of coming late as a topic for written assignments in regular courses. Under proper guidance, such an effort might yield insight to the writer, as well as credit in a course. In an English class, for example, you might say, "Develop this topic sentence: "I'm a nocturnal person, and reporting to classroom on time interferes with my dreams."

7   Show films dealing with tardiness.

8   Show your pleasure when the student is punctual, but don't overdo it, and never be sarcastic. One foolish remark like, "So you decided to join us on time since we're having a party," means only that you're a loser.

9   Study the student's past performance and attendance records for clues. Don't fall into the trap of those who don't want to clutter their minds with any negative information from the student's past! If you're that easily persuaded, you had better try a new profession. Little clues can be big helps.

10   Use an occasional surprise reward for punctuality. ("Jack, since you have been on time for five days in a row, I'm going to let you go to lunch five minutes early today.")

11   Use the student in needed extra capacities that will draw him/her to school on time: assistant cameraman, audio-visual assistant, timekeeper, and so on.

TEST PHOBIA

DESCRIPTION: Fear of taking tests is common among students considered very normal. When it becomes highly acute, however, it can be labeled a phobia. No amount of ridicule or pooh-poohing will eradicate the problem. It must be dealt with straightforwardly, sympathetically, and systematically if it is to be conquered. The wise teacher will, of course, try to become well acquainted with the student's pattern of test performances in different subject areas and various potential sources of the phobia.

OPTIONS:

1. Administer nonverbal tests to the phobic student in order to get a more accurate measurement of intelligence.

2. Administer power (untimed) tests in order to eliminate timing frustration.

3. Allow the student to feel he/she has some control over the situation and solicit suggestions from him/her for conquering his/her problem.

4. Check the student's reading ability.

5. Consider the use of appropriate background music during testing.

6. Consult a physician regarding the advisability of medication to calm the student during tests.

7. Contact the student's parents for further information and cooperation.

8. Help the student work through an objective test, just for practice.

9. Remember to reinforce good performance on essay tests with written comments or verbal praise.

10. Show films on how to take tests.

11. Talk to the student privately. Discuss the fear of testing, reflecting his/her feelings. ("Taking tests really frightens the daylights out of you.") As a result of your discussion, design a plan to attack the problem. It may involve steps in which the intensity gradually increases so that success is built into the program: (1) Take oral tests until you are able to handle the written tests. (2) Stay in the room, merely observing classmates taking a test. (3) Take bite-sized tests, then work up to more substantial areas.

12   Teach the student how to keep an assignment book.

13   Teach note taking to help the student be better prepared for tests.

TRUANCY

DESCRIPTION: By his/her conduct, the truant student has already stated that he/she prefers something else over school. So the sensible approach is to seek out the reasons he/she cuts out. Some of the reasons are obvious: learning problems, fear of someone, irrelevancy of schoolwork, a penchant for drugs. But others are more difficult to pinpoint. Preaching to the student is useless, as is retribution. About the only things one can be sure of are that there is a reason for the truancy and that, unless there is an attitude of discovery without blame and intimidation, no real change will take place. There are several courses of action one should avoid in dealing with the truant. Avoid taking refuge in "The school regulations say. . ." unless, of course, the student has had a part in the shaping of the applicable rules. Instead, appeal to the student's sense of right and wrong, which is usually quite dependable. Avoid sarcastic, aversive behavior. A comment, like "So you decided to come to school today!" only reassures the student that you don't expect his/her best, so why should he/she bother? More than anything else, the student wants to feel welcomed in school. Depending on your philosophy, the kind of school in which you teach, and your understanding of the total problem, you may wish to try your version of some of the following suggestions.

OPTIONS: 1   Counsel truants in a group setting, stressing values. Elicit from the students ways of decreasing truancy. Respect and try their suggestions, even if they sound crazy to you.

2   Demonstrate to the student that you are glad he's/she's in school without saying so. Possible methods include asking him/her to take a message to an important person, displaying his/her work without fanfare, using his/her name frequently, and being courteous when you address him/her.

3   Discuss truancy freely in class. Be alert to expressions of fears that cause students to play hooky.

4   Empathize with the student and, at the same time, remind
    him/her of his/her responsibility to others, ("I appreciate
    the urge to skip school on a spring day like yesterday, but
    your absence curtailed the activities of Joan and Sid, who
    depended upon you for their panel presentation. Please talk
    to them and reschedule your panel discussion." Caution:
    Refrain from a put-down, crybaby attitude; be
    matter-of-fact.

5   Engage peer counselors to work with truants as individuals
    or in a group. Peer counselors working with students their
    age can be very effective. Encourage them to devise their
    own motivating techniques.

7   Establish a new kind of relationship with the truant.
    Extend a personal invitation to your office, to projects
    outside class. Resistance breaks down when teachers are
    observed in a nonclass setting.

8   Establish a short-term reward system. ("Jim, your records
    shows that you're truant between six and eight days a
    month. Could you cut your truancy 50 percent if there were
    a privilege or a reward for you at the end of the month?").

9   Evaluate, with the student, his/her academic work. Point
    out that his/her truancy had nothing to do with the grades,
    but mention that the grades might have been higher had
    he/she been in class.

10 Examine the pattern of the truant's absences and use it as a
    topic for discussion with him/her. If, for example, the
    absences are always on exam days, try, "Tom, I've observed
    that your last three absences were on days Mr. Hill had a
    chemistry test scheduled. Does that mean anything, or is it
    just a coincidence?"

11 Explain the school regulations that are absolutely firm. At
    the same time, tell the student the areas in which he/she
    can establish rules and how to go about doing it (such as
    through the student council, petitions, or lobbies).

12 Hold a team meeting with the truant present. The adult who
    has the best relationship with him/her might chair the
    meeting. Open discussion should precede formulation of a
    reasonable plan of action.

13 Individualize the truant's instruction. Individualization
    might not diminish the truancy, but it can make it less
    crucial. Personalizing the lessons is one way to keep the
    schoolwork relevant to the student's life.

14   Make available to the truant responsible jobs that will demand his/her presence in school (handling audio-visual or stage equipment, for example).

15   Make the subject of truancy a matter of research and a bona fide part of a course.

16   Refer to a ladder of offenses and their corresponding results. (First offense: student is warned; second offense: parent is notified by telephone in the presence of the student - (a letter is sent if there is no phone); third offense: the student, the parents, and the teachers confer and agree upon a plan of action.) Such ladders can be constructed by a representative committee, can be circulated among students, and can be referred to when a course of action needs to be taken.

17   Require the student to be responsible for work missed during his/her absences. Some teachers gripe about having to give extra time to a truant outside of class, while others welcome this opportunity to get some insight into the student's problems. Administrators can help their faculties by seeing that make-up work guidelines are carefully thought out and circulated.

18   Threaten the student with consequences of further truancy. Caution: It's risky, but sometimes inevitable and effective. People who threaten usually overuse the technique. Occasionally, however, a threat, with follow-through, is quite correct.

19   Devise a demerit system. Include students on the planning committee. Students are more inclined to accept the consequence of an offense if they were involved in naming the price.

20   Use a student court. Caution: Students often tend to be too severe. However, this procedure can be highly effective.

UNDERACHIEVERS

DESCRIPTION: Underachieving describes most of us. In school jargon, the term is used to describe a discrepancy between the mental age (as reflected in an IQ score) and the educational age (as reflected in standardized achievement-test scores). For instance, a student with an IQ of 120 whose achievement test scores are in the 30th percentile is grossly underachieving.

Chances are, his/her underachievement is related to socioeconomic factors, family factors, unrealistic goals, or a poor self-image. The reasons could also be physical, in which case, referral to the school nurse or family physician is appropriate. In American culture, men outnumber women as underachievers until they enter advanced training institutions. Cultural taboos, such as, labeling fields of study more appropriate for one sex or another still prevail. Fortunately, they are gradually being lifted thanks to liberation movements.

Research does not discount the fact that teachers' and parents' attitudes and expectations affect the performance of the student. Sometimes, the underachiever is fulfilling the expectations of those around him/her as in the case of the man who constantly hears that he couldn't possibly perform as well as his brother who was in that room last year. After checking the difficulty level of the subject matter and the pace that you adhere to in your classroom, you might help the underachiever by (1) focusing on activities that help him/her establish attainable goals, (2) reinforcing what is already admirable in his performance, and (3) undergirding his self-image with pride. Being a motivator instead of a manipulator is one of your first responsibilities. The following ideas can be cut to size for all ages and gender.

OPTIONS:

1 Assign the underachieving student to another teacher for a segment of a week so that different ideas and stimuli can be generated regarding his/her problem. A student limited to a single environment may have little encouragement to upgrade his/her achievement.

2 Become aware of any exaggerated fears the student may have related to schoolwork and lead him/her gradually through a process that conquers the fears.

3 Check the student's ability to read by administering, or asking the reading specialist to administer, an informal reading inventory that will indicate his/her instructional and independent reading levels.

4 Confer with the students' parents and urge them to converse with their underachieving about school. Caution them to avoid asking questions like, "What did you learn in school today?" He/she is sure to say, "Nothing." Instead, suggest something like, "You children worked hard in that after-class project." This kind of statement opens the spigot, instead of turning it off.

5 Consider offering options in the student's main course of study. ("Instead of insisting that you take a foreign language, here are some options.")

6   Encourage the underachiever to commit himself/herself: "I agree to check all of my math before handing in my assignments. I further agree to meet Mr. Smith, my math teacher, for a conference every Thursday at 2:00 p.m. for the next three weeks." Caution: It is easy for a student to be extravagant when drawing up a contract, so encourage realistic goals or he/she may perpetuate his/her underachievement.

7   Have the student maintain an assignment contract. The teacher initials this contract each time the student has entered and completed an assignment correctly.

8   Have an underachiever tutor another student. Don't be fooled by the idea that because he/she is not performing up to par he/she would be a poor tutor!

9   Have the underachiever write his/her autobiography. It may give you clues to his/her pattern of underachievement.

10   Hold a case conference to discuss the best strategy to be used with the student. Be sure the student is accountable to the person who can work best with him/her.

11   Learn, through the use of values exercises, how the underachiever feels about his/her pattern of underachievement. Ask him/her to list five reasons why he/she feels he/she is underachieving and five things that could be done to change the situation. Based on this information, help him/her outline a plan to improve his/her achievement. Note: This option is recommended for both individual and group activity.

12   Note the underachiever's outside-of-school interests and relate his/her academic work to them. Construct a plan based on the student's areas of interest. This plan enables the student to see the total assignment and adjust his/her work schedule accordingly.

13   Refer the underachiever to a counselor.

14   Reflect the student's feelings about his/her underachievement. ("You don't feel satisfied with your work in English, but you're at a loss as to how to improve.") If the student indicates that at last he's/she's found someone who knows how he/she feels, you may have your first opportunity to give him/her specific assistance.

15   Reinforce the underachiever's bite-sized lessons with
        honest, substantive praise. ("Ted, in only ten minutes, you
        have finished three out of four problems. Get yourself a
        drink, and let's see what you can accomplish in the next ten
        minutes.")

16   Teach the student some study skills.

17   Use an extrinsic reward to motivate the underachiever.
        ("Every time you improve your performance in [name the
        subject or skill] you will receive a token. When you
        accumulate twenty tokens, you may exchange them for [a prize
        or privilege agreed upon by student and teacher]_____.")

18   Use a student self-rating technique. Once a week, for
        example, the student evaluates his/her progress with a
        mentor. Encourage the student to devise his/her own
        self-rating tool, such as, a chart or graph that registers
        change in achievement.

19   Use buzz sessions or brainstorming to collect the students'
        ideas regarding effective class-as-a-whole motivation. ("In
        the next seven minutes, each buzz group will list as many
        ideas as possible that could be used to motivate learning in
        this class.") Next, share, thrash out, and agree upon some
        viable steps for implementing the best ideas. Follow this
        with evaluation.

WITHDRAWN STUDENTS

DESCRIPTION: To withdraw to a safe place when threatened by anything is
                normal defensive behavior. To spend most of one's time in
                this manner is not normal. In a secure nook of withdrawal,
                a person can dream and fantasize, perhaps for long periods
                of time without detection. It can happen in the classroom,
                and it does. Take note of the student who is described as
                "so good," "never gives anyone a minute's trouble," or "very
                shy and sweet." That student could, in fact, be very well
                adjusted. On the other hand, excessively passive behavior
                could be an expression of such feelings, such as, "I want to
                be liked," "I'm afraid of being hurt," "I feel inferior to
                others," "I can't do the work," "The work is dull," "My
                courses have no relevance to my life," "I don't understand
                the teacher's speech pattern," or "I'm sick." There is
                always the possibility that withdrawn behavior has a
                physical basis; explore that possibility. By comparison,
                the student who acts out is much healthier than the
                withdrawn one who may be stockpiling emotions for an
                eventual explosion that even those closest to him/her might
                find incomprehensible.

Don't diminish your effectiveness with the withdrawn student by feeling sorry for him/her. Remember that, since this student dwells in a fantasy world, much of his/her activity will be covert. He/she may indeed by very destructive. Such a student usually functions best in a classroom environment that is uncluttered. Swift movements and sharp declarations on your part are upsetting to him/her. Neither mollycoddling nor caustic treatment will help/her come out of his/her shell. The behavior pattern, so well learned, will now have to be unlearned, and gradual movement out into the arena he/she fears is essential.

If you are serious about helping the withdrawn student, you will learn as much as you can from the usual sources: records, parents, teachers, counselors, observations, and so on. You will carefully assess the difficulty and amount of work for the student, remembering that work that is too easy or too difficult encourages withdrawal into less threatening realms. You will check into his/her dietary habits, since research indicates that many tuned-out students overindulged in carbohydrates and sweets. You will find ways to show the student that you believe in the need to dream and fantasize but that you are convinced of the need for a healthy balance between dreaming and doing. Finally, you will be alert to classmates' tendencies to overprotect the withdrawn student or the opposite inclinations to ignore their apathetic peer.

OPTIONS:

1. Arrange to involve the withdrawn student in some kind of an observer role, as a viewer of a story about a character who is tuned-out, dreamy, passive, and so forth.

2. Ask the student to tutor a younger student and help him/her with the proper procedures. ("Eric, I've been asked by math teacher to find tutors for several students. May I submit your name to her?")

3. Capitalize on the student's chief interest, allowing him/her to pursue it in seclusion; seize the right time to help him/her move into a small-group activity.

4. Design a plan with the student. This approach enables him/her to emerge gradually.

5. Enlist peer judgment in the presence of the student. ("Susie has a hard time continuing her work. I wonder if we can help her?")

6   Exercise skill in preparing the student for shifts in lesson emphasis since abrupt changes frighten him/her. ("Those who have finished reading the science directions may go for a drink and then join Joan's group to do the experiment.")

7   Find ways for the student to make a genuine contribution. ("Tom attended the Knicks' games last month. I see a picture of the Knicks captain on his T-shirt. Can you tell us about his shooting percentages, Tom?")

8   Get him/her started by physically placing him/her in position with paper, book, pencil, and his/her posterior squarely on the chair.

9   Give the student a task that both teaches and requires physical movement (Putting away workbooks in numerical order, for instance).

10   Give the student many opportunities to develop self and critical judgement by selecting his/her own best work (Best page, best picture, best letter, best anything.)
     Variation: Help the student compare this month's record with last month's.

11   Give the student some responsibility, even if it has nothing to do with the lesson (Collecting things, distributing things, counting things).

12   Have a fellow student work with the withdrawn student and reward the helper when the tuned-out one tunes in.

13   Have a designated student check on the dreamer. ("Time's up for Terry.") This will alert the student to the fact that other students, as well as the teacher, are trying to involve him/her.

14   Help the student dramatize or talk about his/her daydreams by having the entire class share fantasies. ("Sometimes, I have a daydream that takes place in a gymnasium. I'm watching a thrilling basketball game. Three of our best players fouled out and the coach calls me out of the bleachers to substitute - and I save the game!")

15   Hold out a simple reward. ("Tina, as soon as you finish this you may_____.")

16   Question the student after successful participation in a task with, "How does that make you feel?" This may prompt a feeling that withdrawing is not his/her only means of coping.

17   Show films that depict students enjoying each other's company. Let the medium be the message.

18   Suggest something positive. ("Rick, tell me how far you've gotten in your math," instead of, "Rick, stop daydreaming!")

19   Talk to the student privately about his/her tendency to daydream. Restate his/her ideas nonjudgmentally. ("You like to dream about a world without schools.")

20   Use a reward system that encourages participation. ("Each time you work with another student you will receive _____ "or, "Each time you participate in class, you will be credited with _____") <u>Note</u>: Every plan must be tailor made for the student and tempered with common sense.

21   Use a timer to keep the student's interest focused on a task. A simple egg-timer can be used to count out for five- or ten-minute periods. <u>Variations</u>: Establish time limits in odd minutes. ("Greg, see how much you can finish in seven minutes.")

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APPENDIX A

REVIEW: <u>Case</u> <u>Studies</u>

1. A student who is unwilling to share materials, wait his turn, etc. refuses to give someone else a turn on the lab microscope. The teacher :

_____ a. Explains why students have to share and allow others to have their turn.

_____ b. Punishes the student by having him lose his next turn.

_____ c. Makes sure he doesn't get to the microscope first so that others do not have to wait for him to give it up.

_____ d. Purposely makes him wait extra long when he wants things so he experiences how the other students feel when he makes them wait and then discusses his feelings with him.

_____ e. Offers the student an alternative project or activity and explains that he must share.

_____ f. Requires the student to give up the microscope or reprimands him.

_____ g. Informs the student he will lose his next turn if he doesn't allow the other students a turn immediately.

_____ h. Asks the student how he would feel if someone made him wait.

_____ i. Punishes the student by assigning him something else during the next lab activity.

_____ j. Has the whole class discuss the importance of sharing and taking turns.

_____ k. Praises the other students when they model appropriate behavior and calls the student's attention to the desired behavior.

_____ l. Sets a timer so the student knows when his time is up.

2. A teacher is about to read a paragraph to her class. She wanted the students to pay attention to her while she reads. One of this students cannot keep still and cannot attend to the reading for as long as her peers.

_____ a. Sits the student up front so he can keep an eye on her and catch her attention if it wanders.

_____ b. Places the student on the periphery of the group so that if her attention wanders she won't distract the other students easily.

_____ c. Takes her aside before having the students change their seats and tells her she will get a reward if she listens to the whole reading.

_____ d. Allows her to choose between listening to the reading and other activities in another part of the room.

_____ e. Allows her to pick the story she wants to hear from a group of acceptable alternatives so she will be motivated to attend when the teacher reads it.

_____ f. Asks her to read from the book.

_____ g. Reads two short passages instead of one long one and allows the student to move to a quiet area after the first one.

_____ h. Rewards her for attending for increasingly long periods of time.

_____ i. Has the student sit next to her.

_____ j. Explains that she must sit quietly during the reading or she will distract other students and informs her of the negative consequences that will follow if she does not.

3. A student starts teasing a classmate whom he delights in teasing almost any chance he gets. The teacher:

_____ a. Tells him to stop.

_____ b. Tells him to stop and describes the negative consequences he will experience if he does it again.

_____ c. Switches him to another section.

_____ d. Tells him to stop and explains whey he should not tease other students.

_____ e. Tells him he will be rewarded if he doesn't tease anyone for a certain period of time.

_____ f. Ignores him when he teases her and praises him when he interacts with her positively.

_____ g. Observes the interaction between the two to determine why he teases her.

_____ h. Asks the student whey he teases her.

_____ i. Asks the student how would feel if he were the one being teased or asks the student how he feels when he is teased.

_____ j. Tells him to stop and informs him that he will be moved to another section if he teases her again.

_____ k. Switches the girl to another group.

_____ l. Requires the student to apologize to the girl.

_____ m. Teaches the girl how to ignore the boy so he won't receive any reinforcement from teasing her.

4. While a class is working in small groups, a student comes up to the teacher and complains that another student is teasing her. The student has complained about the same classmate before. The teacher:

_____ a. Listens to what the student has to say and then asks her to return to the group and continue to work.

_____ b. Listens to what she has to say then suggests that she join a different group.

_____ c. Listens to the student then asks if she has any idea why he teased her.

_____ d. Listens to the student then tells her that the other children will continue to tease her until she ignores them.

_____ e. Tells the boy not to tease her and explains why.

_____ f. Listens to her then leads her into a discussion of things she might do to stop others from teasing her.

_____ g. Listens to her, then at another convenient time, involves the class in discussion about why students should not tease each other.

_____ h. Listens to her, then meets with the two students and tries to help them resolve their differences.

_____ i. Listens to her, then promises to do the best to solve the problem.

_____ j. Listens to her, then advises the student to tell the other students how she feels when they tease her.

_____ k. Listens to her, then later helps her practice ignoring others when they tease her.

_____ l. Listens to her, then later teaches her how to tease back.

5. While she is taking a math test, a student stretches forward to read what the student in front of her has written. The teacher:

_____ a. Stands next to her for a minute or two to indicate that she is being observed.

_____ b. Confiscates her paper and gives her a zero.

_____ c. Confiscates her paper and gives her a different test at another time.

_____ d. Changes her seat so she cannot copy.

_____ e. Calls her up to the desk and tells her to do her own work.

_____ f. Calls her up to the desk and explains why students should do their own work on tests.

_____ g. Calls her up to the desk and asks why she is reading someone else's test.

_____ h. Calls her up to the desk and tells her she believes she was looking at someone else's test.

_____ i. Makes sure (by observation) that she is cheating and then asks her to stop.

_____ j. Send her to the dean's office.

_____ k. Talks to her privately about having more confidence in her own work.

_____ l. Does nothing until after class; then she discusses her behavior with her, asks her why she copied and explains why it is wrong to copy.

_____ m. Explains why she should not copy on test and reinforces her in the future for completing tests without copying.

_____ n. Does nothing and then later determines whether the student cheats often and in many situations or only under stress.

_____ o. Does nothing until the teacher determines why the student copies.

_____ p. Confiscates her paper publicly both to punish her and to teach the class the consequences of cheating.

_____ q. Explains that there are better ways of improving her grades if she doesn't know the work besides copying other people's answers.

6. A student does everything including classwork so slowly that she is seldom able to complete a test within the time allotted. The teacher:

_____ a. Talks to her about the importance of working faster.

_____ b. Offers her a reward if she finishes her work on time.

_____ c. Takes off credit for incomplete items.

_____ d. Allows her to start ahead of the others so she can finish on time.

_____ e. Allows her to finish her tests at home, after school, or during recess, or at lunch if she wants to.

_____ f. Accepts what she can do during the time allotted without taking off credit.

_____ g. Reminds her periodically to work faster.

_____ h. Teaches her how to work faster.

_____ i. Does nothing until determining why the student works so slowly.

_____ j. Requires her to complete the classwork which she can do during recess or during lunch or at another convenient time.

_____ k. Asks another student to work with her as a peer tutor.

_____ l. Sets up a schedule for rewarding her for completing increasing amounts of work during class time allotted for the classwork.

_____ m. Refers the student to the school psychologist for evaluation.

7. A student who has been a good student until a few days before, drags himself into class looking like he has no energy, sits down, puts his head on his desk, and appears to be tuning out everything around him. His teacher:

____ a. Calls on him to bring his attention to the work at hand.

____ b. Allows him to withdraw because he is obviously upset about something or sick.

____ c. Walks up to him, taps him on the back, and tells him he has to pay attention even if he is upset or go to his office

____ d. Asks him in private if he would like to visit the counselor or the nurse.

____ e. Allows the student to withdraw and asks him at the end of class if something is the matter.

____ f. Asks him as quietly as possible if he is upset, sick or worried about something.

____ g. Allows him to withdraw for a few minutes while waiting to see if he gets involved in work, then asks him if he has a problem.

____ h. Allows him to withdraw for awhile, then tells him he has to pay attention.

8. A student who has only been in the country for two years says she wasn't able to do her homework because she had to interpret during a meeting her parents had with a community agency. She has made similar statements four or five times in the months she has been in the class. The teacher:

_____ a. Tells her that her excuse isn't acceptable and gives her a zero for the assignment.

_____ b. Gives her extra time to complete the assignment, but takes off credit for lateness.

_____ c. Gives her extra time without any penalty.

_____ d. Tells he that school work should come before obligations and suggests she should explain that to her parents.

_____ e. Asks someone on the staff who speaks the student's native language to call her parents and discuss the problem with them.

_____ f. Tells her that incomplete or late assignments can only be excused if she brings a note from her parents.

_____ g. Contacts a bilingual counselor to try to arrange for someone else to interpret for the student's parents.

9. A student glares at another student and threatens to punch him if he does not shut up. The teacher who is in the middle of a classroom presentation.

_____ a. Sends them to the office or school counselor.

_____ b. Tells them to cool it and describes the consequences if they don't.

_____ c. Tells them there are better ways of dealing with disagreements and asks them to stay after class for a few minutes to discuss the problem.

_____ d. Changes their seats in order to separate them.

_____ e. Sends the student who threatened the other student to a cooling off or time out area for a few minutes, then allows him to rejoin the class.

_____ f. Assigns the student who threatened the other student an essay on the importance of self-control.

_____ g. Stops the presentation, takes the students off to a less public area and discusses the problem with them.

_____ h. Tells the boys they are old enough to settle their problems without fighting.

10. A student resists doing almost anything he is asked to do in class. The teacher:

_____ a. Tells him he can earn a reward by doing what he is asked to do.

_____ b. Asks him why he often does not do what is asked of him.

_____ c. Allows him not to do what he resists doing without making an issue of it.

_____ d. Describes the negative consequences that will occur if he does not do what he is told to do.

_____ e. Explains why it is necessary to follow teachers' directions.

_____ f. Sends the student to the office each time he refuses to follow directions.

_____ g. Explains why it is necessary to follow teachers' directions and sets up a system of positive and negative consequences.

_____ h. Explains how much better off he will be if he does what he is asked to do.

_____ i. Keeps a record of the directions the student does and doesn't comply with to determine whether he responds better to some directions or in some situations than others.

_____ j. Changes the way directions are given and requests are made to see if that will modify the student's responses.

Compare your choices with the following:

1.	k	6.	l
2.	f	7.	d
3.	m	8.	e
4.	h	9.	c
5.	a	10.	i

APPENDIX B

ATTITUDE SURVEY

Circle the answer that most closely resembles how you would react in that situation. Please be honest -- this is anonymous.

1. A.   Generally, I assign students to specific areas or seats in the classroom.
   B.   Generally, I feel seating assignments should be left to the students to decide.

2. A.   I insist that there be no talking during class.
   B.   I have no problem with students talking quietly to one another.

3. When the noise level in the classroom bothers me, I will more likely:
   A.   Yell and/or threaten
   B.   Discuss my discomfort with the students and attempt to compromise with the students.
   C.   Allow the noise to continue as long as it is not disturbing others.

4. If two students get into an argument, I will most likely:
   A.   Ignore them, letting them work out their own problem.
   B.   Interject, attempting to solve it for them.
   C.   Let them know I can help if needed.

5. If students unanimously agree that a classroom rule is unjust, but I (the teacher), disagree, I will most likely:
   A.   Tell them I'm the boss, and that is that!
   B.   Remove the rule, and replace it by another rule of mine.
   C.   Ask the students to help me make up another.

6. During the first weeks of class, I will more likely:
   A.   Announce the classroom rules to the class, and inform them how they will be enforced.
   B.   Let the students develop classroom rules.

7. When a more conscientious student does not complete an assignment on time, I would most likely:
   A.   I would tell the student that I cannot believe this, and would deduct several points from the assignment.
   B.   I would tell the student that I assume he/she has a legitimate reason and will turn it in soon.

8. If a student interrupts my lesson by talking to a neighbor, I would most likely:
    A.   Stop the lesson, and admonish the student in front of the class.
    B.   Quietly move over toward the student, and use nonverbal cues.
    C.   Ignore the behavior, and continue the lesson.
    D.   Stop the lesson, and have a dialogue with the class on how it feels to be disrupted.

9. A.   A good teacher reinforces the rules consistently, always taking disciplinary action regardless of the specific circumstances.
    B.   A good teacher uses disciplinary action flexibly, depending on the student and circumstances.

10. A.   Students need a strong teacher to make decisions for them.
    B.   Students are capable of making class decisions.

APPENDIX C

THE STATUS OF DISCIPLINE SCALE

SCALE I.   GOAL CLARITY AND CONFLICT

Things about Discipline Procedures.

Read each statement and circle the response which best represents the situation in your school.

Statement I - I often wonder what is the basic procedure for school discipline here. There are people in the school (maybe even myself) who spend a lot of time and energy doing things that are not consistent with what I think our many objectives for discipline ought to be. They downplay or overlook important parts of our total objective or their time is directed at things I think aren't very important.

Statement II - The school's basic overall objectives to Discipline Procedures are very clear to me. All of mine and everyone else's efforts seem directly related to accomplishing these key goals. 'whenever a question arises over what things need to be done, we are able to set priorities by referring to our basic objectives.

Circle one: a.   Statement I
                               b.   More Statement I than II
                               c.   Between Statement I and II
                               d.   More Statement II than I
                               e.   Statement II

Examples: In the space below describe one or more examples of situations in the school that illustrate your response on Scale I.

SCALE II: ROLE AMBIGUITY

Things about How My job
Is Affected by Discipline

<u>Statement I</u>:   Often situations arise on the job when I am not
certain what I am supposed to do. Frequently, I am not even sure
if a discipline situation is my responsibility or someone
else's. We never get together to discuss what each individual
thinks he or she and the others on the job can or should do to
work together to do the best job.

<u>Statement II</u>:   In almost every discipline situation I am very
sure about what responsibilities I have and about what others in
the school are supposed to be doing. These discipline
responsibilities are often discussed by relevant members of the
school, particularly when someone has a question about what he or
someone else should be doing.

(circle one)   a.   Statement I
                       b.   More Statement I than II
                       c.   Between Statement I and II
                       d.   More Statement II than I
                       e.   Statement II

<u>Examples</u>:

SCALE III.   ROLE CONFLICT

Clarity of Expectations

Statement I - Different people on the job expect different things from me in regard to working with students who misbehave. Often these get in the way of each other or there just isn't enough time to meet everyone's demand. My job makes me feel like a "juggler with too many balls."

Statement II - I have no trouble in doing the different things that the job and other people in school expect of me. I understand why I'm supposed to do things I do and it all seems to fit together. If I feel as though the demands people in the school make of me are getting too heavy or don't make sense, we resolve the problem with a discussion.

(circle one)
      a. Statement I
      b. More Statement I than II
      c.⌐ Between Statement I and II
      d. More Statement II than I
      e. Statement II

Examples:

SCALE IV: PARTICIPATION INFLUENCE

How Staff Is Involved in Decision Making

Statement I - When some people try to participate in a discussion of discipline methods, they often get cut off or their suggestions seem to die. People only seem to pay attention to some people and not others. Some people seem to do most of the talking while others don't participate very much.

Statement II - Everyone gets a chance to express themselves and to influence the group in discussions about discipline. We listen to every person's contributions and try to discuss the strong points in each. No one is ignored. Everyone is drawn into the discussion.

(circle one)   a.   Statement I
                     b.   More Statement I than II
                     c.   Between Statement I and II
                     d.   More Statement II than I
                     e.   Statement II

Examples:

SCALE V. COMMITMENT/UNDERSTANDING

How Discipline Decisions Get Made Around Here

Directions: This scale is different from the previous ones. In this scale, read all the statements and circle the letter next to the one statement that most clearly describes the general situation in your school.

When a disagreement arises among the faculty about a schoolwide discipline issue:

a.   We assume it's probably best not to let it get personal, so we let pass hoping it will cool down and eventually be forgotten. If it does start to ruffle feelings, we try to smooth the feelings and make the least of the disagreement (e.g., "Well, there is really no point in fighting about it, so let's forget it" or "We're all grown-ups; we shouldn't argue").

b.   Often we end the disagreement when someone takes charge ar' makes a decision, or decides not to discuss it any further.

c.   We try to come to an agreement somewhere between the two disagreeing positions. In other words, we compromise. That way everyone gets a little and everyone gives a little and the disagreement is taken care of.

d.   We get the disagreeing parties together and have them talk to each other about their points of view and each party can see some logic in the other's ideas. Then we try to come to an agreement that makes sense to everyone.

Example(s):

SCALE VI. CONFLICT MANAGEMENT

How Discipline Affects What It's like to Work Around Here

Statement I - I often get the feeling that some people in the
school don't think that some other people in the school have much
of a contribution to make. Some faculty don't pay much attention
to the problems or suggestions of others. People are often taken
for granted, and many prefer to neither see nor hear discipline
problems.

Statement II - Everyone recognizes that the job could not be done
without the cooperation and contribution of everyone else. Each
person, including myself, is treated as an important part of the
school. When you bring up an idea on a problem, people sit up
and take notice. It makes you feel that you and your job are
important. People are receptive to unpleasant feelings
associated with discipline problems, and are eager to help each
other.

(circle one)   · a.   Statement I
                         b.   More Statement I than II
                         c.   Between Statement I and II
                         d.   More Statement II than I
                         e.   Statement II

Example(s):

/

SCALE VII.   RECOGNITION/INVOLVEMENT

Style of Discipline

Statement I - My style of discipline really gets me down. People do not seem concerned with helping each other get the job done. Everyone is pulling in opposite directions; everyone is out for himself/herself. If you try to do something different, you get jumped on by people for being out of line, or if you make a mistake, you never hear the end of it.

Statement II - I really like my style of discipline, and I like working in this school. The school encourages you to take responsibility You feel really appreciated by other staff members when you do a great job. 'When things aren't going well, people really make an effort to help each other. We really pull together in this school.

(circle one)   a.   Statement I
                        b.   More Statement I than II
                        c.   Between Statement I and II
                        d.   More Statement II than I
                        e.   Statement II

Example(s):

SCALE VIII.   SUPPORT/COHESIVENESS

<u>Clarity</u> <u>of</u> <u>Consequences</u>

<u>Statement</u> <u>I</u> - When students break school rules, they can never be sure of what will happen to them. The absence of consistently applied consequences for student misbehavior creates a chaotic school climate.

<u>Statement</u> <u>II</u> - Consequences of misbehavior are clearly understood by all students. When rules are broken, students know exactly what will happen to them. The school's discipline policy creates an orderly, organized school climate.

(circle one)   a.   Statement I
                        b.   More Statement I than II
                        c.   Between Statement I and II
                        d.   More Statement II than I
                        e.   Statement II

<u>Example</u>(s):

SCALE IX. CONSISTENCY/INCONSISTENCY

What the Methods of Discipline
Are Around Here

Statement I - I often get locked into power struggles with unruly students. I find myself saying and doing things that I know are ineffective or inappropriate, but I just haven't found any more effective alternatives.

Statement II - Discipline isn't really a problem for me, because my style and methods are usually effective in preventing and stopping student misbehavior. I believe that at least some of my methods could help other teachers who have greater problems in working with unruly students.

(circle one)   a. Statement I
                    b. More Statement I than II
                    c. Between Statement I and II
                    d. More Statement II than I
                    e. Statement II

Example(s):

INDIVIDUAL DATA SUMMARY

Scales

1. Goal Clarity and Conflict   I_____II
                                  a   b   c   d   e

2. Role Ambiguity   I_____II
                                  a   b   c   d   e

3. Role Conflict   I_____II
                                  a   b   c   d   e

4. Participation/Influence   I_____II
                                  a   b   c   d   e

5. Commitment/Understanding   I_____II
                                  a   b   c   d   e

6. Conflict Management   I_____II
                                  a   b   c   d   e

7. Recognition/Involvement   I_____II
                                  a   b   c   d   e

8. Support/Cohesiveness   I_____II
                                  a   b   c   d   e

9. Consistency/Inconsistency   I_____II
                                  a   b   c   d   e