

STUDENT BEHAVIOR PROFILES

Professional Development Day

On

Classroom Management

**Kean University
Teaching Performance Center**

A cooperative effort on the part of university supervisors and current classroom teachers in assisting our professional interns to become even more effective in their classrooms.

The Agitator

Demonstrated Behavior

1. Tries to cause trouble-and appears delighted with it.
2. Gets others to do or say what he/she would not do or say.
3. Uproots old controversies, cries "unjust," incites hostilities, and causes as much trouble as he/she can.
4. Tries to appear to be an innocent bystander in any trouble he/she causes.
5. May act upset, stir others to rebelliousness, then walk away from the group when the disturbance is about to take place.
6. Usually gets other students in trouble more often than he/she gets in trouble. More often than not, does not get openly and publicly involved-but operates from the sidelines.
7. He/she hits, pushes, and trips other students when out of sight of teachers-then says the other student "started it" if problems result.
8. Starts rumors to create turmoil.
9. Plays other people against one another, including teacher against teacher, students against classmates.
10. Often provokes physical confrontations between other people.
11. Consistently immature and irresponsible.
12. Tattletale.
13. Seeks the attention of others.
14. Appears to operate without loyalties, even to those regarded as friends.

The Agitator

Impact of Behavior on Learning Environment

1. Others are influenced to do or say what the agitator would not do or say him/herself.
2. Learning experience in the classroom is seriously disrupted by the agitator's activities because students and teacher alike are distracted from the work or discussion at hand.
3. Social experience of students in the halls, cafeteria, etc., becomes negative.
4. At times, others are led to admire the agitator's sly and manipulative behavior. Therefore, he/she is a hero to some.
5. Teacher can easily start to feel threatened and as if he/she were losing control of the class.
6. Classmates can begin to feel as if they might be able to get away with similar behavior.
7. Class may be in a continual or almost continual uproar regarding some issue.
8. Teacher influence and credibility may be reduced.
9. Teacher may lose self-control.
10. Teacher may feel inadequate. As a result, he/she can become tense and transmit this tension to the agitator and other students.

The Agitator

What Action To Be Taken To Modify or Change Student Behavior

Remember that the agitator's biggest fear is exposure; basically he/she is a pretender and cannot accept the full and open responsibility of a leadership position, but needs others to fulfill his/her needs.

1. Identify the agitator through these two behaviors: First, he/she is always present-but appears to be an innocent bystander-in trouble situations. Second, he/she is never personally involved in any dispute, if it can be avoided. Whenever you observe an ever-present innocent bystander, look for his/her position of leadership in group situations.
2. Indicate tactfully and professionally, in a private conference, that the disguise has been revealed. This will curtail his/her activities almost immediately.
3. Be careful not to make a total accusation-for he/she can easily deny involvement.
4. Seriously, but gently, tell the student that you suspect what he/she is doing. You may add that you have the professional obligation to discuss this deceitful behavior with parents, his/her other teachers, and administrators.
5. Regardless of the student's response, fear will be his/her emotion. Treat this fear kindly.
6. Listen carefully, then show concern. When you operate in a professional manner in this regard the agitator will make every effort to improve and to make sure that you know he/she is trying. Therefore, confront ... in a caring way ... always.
7. When you confront, use the "What Is More Important Than Why" technique. Don't ask why the student did something. The student may not even know he/she is agitating. Regardless, "why" is not the immediate issue. You can talk about "why" later. Ask what he/she did, and what he/she is going to do about it. You may even skip asking what the student did-and tell him/her. However, you must ask what he/she is going to do about it.
8. Recognize and acknowledge his/her efforts to improve. Otherwise, the agitating may begin again.
9. Be specific about what kind of behavior you expect. Don't generalize.
10. Be sure the agitator knows that you are not going to forget his/her past actions. Tell the student you want to support positive behavior, and that any time there is even the slightest indication that he/she is beginning to agitate again you will confront him/her about it and stop it immediately.
11. Assign special duties to the agitator-such as passing out papers, erasing boards, etc. This helps to meet the need for attention and power.
12. Use group and peer pressure in sincere and straightforward ways to help motivate this student to change his/her behavior. This is easily done by making the agitator the appointed leader. Remember, he/she wants influence, but not responsibility. Yet, responsibility is what will change the behavior.
13. Set up a contract with the student. Make specific agreements about what should be done, when and where it should be done, and how it should be done.
14. Try to remain objective and emotionally neutral.
15. Remember, the student who resists authority knows where the power is, yet has chosen a course

which he/she knows offers severe consequences. It's almost a form of suicide for the student. Look at such resistance for what it really is a cry for help. It says everything from "I don't understand" to "I don't know what to do but fight."

16. Rather than fearing such occurrences or regarding them as horrendous episodes, look upon them as opportunities to help a student work through a problem that can only cause trouble for a lifetime. Begin by showing a willingness to listen and talk privately.
 17. Fully understand that behind every student rejection is an overwhelming feeling of failure or frustration. That's why teaching rather than forcing is the best course to take. Any other road leads toward a destructive kind of confrontation and puts a teacher on the same level as the distressed student. Hopefully, this is not the road we would choose to take just to prove our power.
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The Agitator

Common misjudgments and errors in managing the agitator which may perpetuate or intensify the problem.

1. Openly and publicly accusing certain students of being agitators.
2. Failing to see the real fear of being discovered that underlies the agitator's behavior.
3. Believing the agitator's actions are directed personally toward us and, therefore, reacting personally toward the agitator and his/her behavior.
4. Getting into an argument, causing division among the class.
5. Issuing punishments to the group, causing strong student reactions.
6. Jumping to the conclusion that the agitator is responsible for a current situation, based on past history.
7. Overreacting to all incidents of criticism and calling them agitation.
8. Making threats to stop the behavior and backing ourselves into a corner.
9. Feeling that "I must have the last word if I am to be the winner."
10. Becoming involved in a power play.
11. Openly confronting the student in class. This action can only cause serious difficulty for all. And our concern about losing respect may readily become a reality.
12. Accusing a student too harshly and/or in the presence of class members.
13. Playing detective, and acting unfairly when we aren't able to pinpoint the culprit.
14. Attacking the followers rather than confronting the agitator.

The Attention Demander

Demonstrated Behavior

1. Usually loud.
2. Responds negatively to authority.
3. Tries to force his/her way into peer groups.
4. Frequently late to class.
5. Late in getting materials ready and assignments turned in.
6. Frequently out of his/her seat.
7. Picks on other students.
8. Usually asks unnecessary questions.
9. Often tries to be nonconformist in order to gain attention.
10. Says the wrong thing at the wrong time.
11. Often wears unusual or attention-getting clothing.
12. May use profanity or crude language.

The Attention Demander

Impact of Behavior on Learning Environment

1. Teacher is forced to give additional time to this student.
2. Concentration of teacher and class is often broken.
3. Teacher is antagonized.
4. Teacher often loses track of what he/she is trying to say in class presentations.
5. Peers may react by excluding the attention demander from student groups.
6. Classmates may begin putting the attention demander down or avoiding him/her at every opportunity.

The Attention Demander

What Action To Be Taken To Modify or Change Student Behavior

This student is doing everything possible to let the teacher, parents, and peers know he/she exists.

1. Create a visibility or leadership role for this student.
2. Give him/her additional responsibilities.
3. Take time for an individual student conference to discover the real problems and insecurities that the student may feel.
4. Bolster the student's confidence at every opportunity-in a quiet way. You must find a constructive way for the attention demander to meet his/her need for attention. Above all, attention cannot be denied, or he/she will go to extremes to get it.
5. Seek help from psychologists and counselors as well as parents to reinforce changes in this behavior, not only at school but at home.
6. Be consistent in the way you handle situations with all attention demanders.
7. Be kind, polite, and firm at all times.
8. Model the behavior you want. Speak softly and quietly.
9. Reinforce appropriate questions when the attention demander asks them. This will help the attention demander and other students to realize which questions are constructive and relevant.
10. Don't cause the student unnecessary embarrassment when he/she asks to go to a counselor, nurse, or the restroom. Asking publicly, "What for?" or "Is it necessary?"-even in a gentle way-can be very embarrassing and even traumatic for some students because their need can be urgent.
11. Watch for improvement. Then, relate how pleased you are with the improvement in behavior.
12. Make weekly checks to ensure you are recognizing all students, even if it's just with "Good morning." Use the class roster and make a check next to the name of each student with whom you have interacted; you may find you go a whole week without talking to some students. Correcting this situation may prevent misbehavior.
13. Be constantly aware of the times you give attention to the attention demander. Be aware of this student's strong need for attention and provide it for positive actions-not just for disruptions.
14. Never exclude this student.
15. Never make the student anxious, or the behavior will become worse.

The Attention Demander

Common misjudgments and errors in managing the attention demander which may perpetuate or intensify the problem.

1. Assuming that the attention demander doesn't have the skills to do the job, when he/she really does.
2. Ignoring the behavior.
3. Failing to listen carefully to what the student is saying.
4. Making hasty and inconsistent judgments about this student.
5. Trying to anticipate the kinds of situations that will cause the student to get what he/she needs by misbehaving.
6. Assuming that you can generalize and understand this student and the real motivations for his/her behavior.
7. Failing to comprehend the importance of his/her message.
8. Trying to keep him/her from getting any attention.

The Authority Pusher

Demonstrated Behavior

1. Dislikes rules.
2. Sees no need to have anyone tell him/her what to do or how to do it.
3. Tests or questions teacher authority.
4. usually tends to make every issue a public one.
5. Will argue openly against any request from the person in authority. Does so in a superior and/or attacking way.
6. Challenges all incidents, big and small, with equal intensity.
7. Causes turmoil in the classroom over the most minor issues.
8. Will base his/her whole case on the teacher's reaction to his/her upset rather than on the issue at hand.
9. May act belligerent but will bend. Keeps "pushing" with any technique that works, but will change the technique-and usually stops when he/she gets into real trouble.
10. Talks a better game than he/she plays-especially if given responsibility. However, with proper teaching, can become an outstanding leader.

The Authority Pusher

Impact of Behavior on Learning Environment

1. Establishing rules and procedures becomes difficult.
2. Decision making is hampered.
3. A great deal of time is required to correct nonproblem situations.
4. Other students, and even the teacher, may be involved in verbal confrontations.
5. Teacher is upset, and classmates are distracted.
6. Teacher may become confused-if not actually angry.
7. Other students may be influenced to demonstrate the same behavior.
8. Teacher may feel inadequate and insecure.
9. Teacher gets tired of the "game playing."

The Authority Pusher

What Action Is To Be Taken To Change or Modify Student Behavior

1. Use the "Caution-Warning" technique. Immediately say, "I know you're upset or you wouldn't have said that-but let's not say that any more." This simple statement can prevent a discipline situation from developing. In addition, this teacher action lets the student know that you are aware of the situation-and gives him/her a second chance to respond in appropriate ways. If the student keeps pushing, which is less likely, he/she is aware of having erred twice-and is doubly responsible for the action. If he/she doesn't realize this double mistake, you can use it as your beginning in a private conference. In the meantime, teacher control and dignity can be maintained.
2. Always handle the student professionally rather than reacting in personal ways to his/her behavior. Reacting personally only worsens an already negative situation.
3. Always hear the student out-privately. Do not provide an audience. Recognize the student's need for attention and recognition. Without attention from you, he/she will seek it from any source.
4. Don't feel compelled to give immediate answers. Rather, promise to give an answer as soon as possible.
5. Tell the student yes or no, and why, and do so in a respectful and considerate way-always. Never make him/her look foolish. Explain why your decision is best for the learning situation in the classroom.
6. Remind the student of his/her choice to do it your way or as he/she wishes. Emphasize that he/she must be prepared to face the consequences of interfering with teaching and learning. Say, "If you're man (or woman) enough to push, be man (or woman) enough to accept any possible consequences of your pushing."
7. Confer with the student privately; this is a must. Conferences keep the issues from taking valuable classroom time and forcing teachers to discuss things publicly that they don't want to.
8. If, after a conference, the authority pusher doesn't follow rules, meet with parents and administrators to reinforce your decision. Remember, others can support any decision if it's in the best interest of the student and the class.
9. Let the student know that you have a responsibility to teach the class and that you intend to fulfill that responsibility.
10. Finally, realize that exclusion will make this child behave worse. For best results, you must find a way to include the student, give him/her responsibility, and hold him/her accountable for that responsibility. Remember, this is the kind of attention he/she is seeking.

The Authority Pusher

Common misjudgments and errors in managing the authority pusher which may perpetuate or intensify the problem.

1. Losing control and turning this student into a serious discipline problem.
2. Getting angry.
3. Trying to pass him/her off.
4. Making threats that can't be enforced.
5. Arguing publicly with this student.
6. Reacting as if dealing with the student were a test of power, and going into an "I win-you lose" situation.
7. Being firm one day, and letting him/her "get away with murder" the next.
8. Acting as if we're "tired of messing with" this student. Remember, in our world, important people do not get ignored. And this child is misbehaving because he/she needs to feel important.
9. Asking administrators to punish him/her severely.

The Class Clown

Demonstrated Behavior

1. Continually disrupts class with wisecracks.
2. Will do or say anything to be in the spotlight.
3. Doesn't know when to stop.
4. Has a smart aleck response for everything that happens.
5. May even enjoy the attention of being reprimanded.
6. Actually quite funny at times. This is a reality a teacher cannot overlook.
7. May be either a very bright or a very poor student.
8. Won't quit until he/she gets attention. Behavior cannot be ignored.
9. May be popular and gregarious.
10. Physically and mentally active.
11. Usually, emotionally immature.
12. Bothers other students-touching, grabbing, etc.
13. Not really a leader; may actually be a loner.
14. Too busy clowning to get work done in class.
15. Very peer conscious.
16. Clowns to cover up for poor performance.
17. May be hyperactive.
18. Tries not to be serious-makes a joke out of everything.
19. Very insecure.
20. Often unprepared; doesn't bring books or supplies to class.

The Class Clown

Impact of Behavior on Learning Environment

1. Attention of teacher and classmates is constantly diverted to the class clown.
2. Teacher is upset by his/her inability to channel this student's energy constructively.
3. Teacher fears other children may begin imitating the class clown.
4. Teacher often becomes upset because this student is not working up to his/her potential.
5. Other students are prevented from concentrating.
6. Class is either entertained or disgusted by the behavior.
7. A real danger can be presented by such behavior in open equipment classes.
8. Often, classmates resent the fact that the teacher is spending so much time with the class clown.
9. Regaining attention is difficult because some kids linger on the class clown's humor.
10. Creating a serious tone in the classroom is difficult.

The Class Clown

What Action To Be Taken to Modify or Change Student Behavior

This student always gets attention from everybody by this behavior. This person desires to establish relationships with people and is very unsure about how to go about. Sometimes the student's inability to achieve in the academic world causes him/her to become the class clown. The class clown is saying, "Look, I'm somebody!" He/she seeks a feeling of being worthwhile. Some of these students have high self-esteem and just like to entertain. Remember, this student may not like the role of class clown.

1. Help the student find a way out of this behavior, knowing he/she will pay any price for attention.
2. Don't ignore this student. His/her personality and needs will not allow it.
3. Enjoy the humor briefly with the class. Remember, the class clown is often funny. The humor is not the major problem-knowing when to quit is always a problem. Therefore, signal by hand movement, rather than words, that "enough is enough."
4. Fulfill the class clown's need for attention at times other than when he/she is "cutting up."
5. In private conference, use the "Time and Place" strategy. Say, "Humor is a good thing. Yet, you may forfeit respect if you always allow yourself to be laughed at."
6. Respond with silence. In a powerful way, this response gets the student to settle down, because he/she knows that each added word is getting him/her in more trouble. When the student stops, however, don't say one word. Rather, go on with the lesson. If you say anything, the student will start up again.
7. With the class, use the "Mature Class" technique. Explain that a teacher would like to be able to have fun with the class. However, a teacher can do this only if the class is mature enough to sense the right time and place for humor. Ask students if they know what a mature class is. It's one that knows when to work and when to have fun, one that can stop having fun and get back to work when the teacher so requests.
8. Don't attempt to handle this student with anger, rejection, or sarcasm, and don't try to outwit this student. Such attempts will fail.
9. Isolate the class clown from his/her audience—but don't forget this student's need for attention.

10. After his/her next clowning episode, laugh with the class. The second time it happens, wait until the incident is over and then explain to the class that humor is a good thing in the classroom, at the right time and place.
11. Following the talk to the class, give the same talk privately to the class clown. In your conference with him/her, emphasize the concepts of maturity and respect. Tell the student you resent people laughing at him/her and it troubles you that he/she is helping them laugh. Tell the student you are going to help him/her handle humor in a mature manner so he/she can make it a personal asset, rather than a handicap.
12. Be prepared to provide the patience and help he/she will need. Your efforts should begin to pay behavior dividends almost immediately.
13. At appropriate times and places, give this student a chance to "perform."
14. When humor interrupts your class, try combating it with more humor. When the class becomes unruly because of "something funny" that the class clown says or does, a problem exists only if the teacher cannot regain interest. The best way to do this is to join in the laughter for a few moments, relax, and then urge the class back to the lesson at hand. The majority will quickly obey. For the others, silence and a serious look in the necessary direction should bring order. If it becomes necessary to discipline a few, the rest of the class is aware of your fairness as well as the need for your action.

The Class Clown

Common misjudgments and errors in managing the class clown which may perpetuate or intensify the problem.

1. Overreacting to the class clown both in personal conferences and in the classroom.
2. Calling the class's attention to the problem.
3. Trying to ignore the problem.
4. Issuing threats that can't really be carried out.
5. Trying to isolate the student physically in order to stop the problem.
6. Feeling that the class clown is operating the way he/she is in order to "bug" the teacher.
7. Failing to see any benefits in the humor of the class clown.
8. Having two standards of expectations and allowances-one for the class clown and one for other students.
9. Failing to realize and acknowledge that his/her humor is not a negative human characteristic. It is a positive one-and can be a constructive factor in the success of an individual.
10. Feeling that the student invariably enjoys being a clown and is making no real effort to change this behavior.

The Complainer

Demonstrated Behavior:

1. Whines and cries about situations-as well as about what he/she has to do. Acts as if he/she has a persecution complex.
2. Usually lazy.
3. Doesn't have materials or assignments, but always has excuses.
4. Because of lack of self-motivation, uses complaining as a form of rationalization.
5. Repeatedly points out the errors and weaknesses of others in an attempt to get out of doing things and bolster his/her own ego.
6. Seeks attention with comments such as "I never get to go first," or "I don't see why I have to do it; nobody else does."
7. Acts as if he/she is the only one who does anything-but, in reality, does very little except complain.
8. Often seems to be very bored.
9. Argumentative and questioning about decisions, rules, deadlines, etc.
10. Shows irritability the minute an excuse doesn't work.
11. Does just enough to get by as far as class work and assignments are concerned.
12. Generally speaking, has a poor self-concept, and is not held in high esteem by peers.
13. Seeks attention by complaining.
14. May use standard responses, such as "Oh, man," "I never get a break," or "You're on me all the time."

The Complainer

Impact of Behavior on Learning Environment

1. **Classmates and teachers are disrupted during classroom experiences.**
2. **Teacher fairness is undermined.**
3. **Class morale is affected.**
4. **Teacher is irritated and angered.**
5. **Class time is wasted.**
6. **Conflict between teacher and parents may arise.**
7. **If the behavior of the complainer is successful, others are encouraged to imitate the behavior.**
8. **Many peers feel annoyed at the behavior of the complainer because they see through to the selfishness and deception inherent in his/her complaining.**

The Complainer

What Action To Be taken To Modify or Change Student Behavior

This student needs to know that you know he/she exists, and needs to be able to do something that gets attention. This student has a very low feeling of self-worth and sees everybody else as to blame for his/her failure. The student is struggling for independence, but needs to channel energies in more constructive ways. The teacher might explain that it is OK to complain constructively when a valid complaint exists. Thus the power need will be met and respect. This student needs to understand that he/she is in control of his/her success or failure as a person.

1. Recognize that student complaints are usually the result of some kind of upset. They are expressed by saying, "This isn't fair," or "I don't think we should have to do this."
2. Don't overlook this one important facet of complaints: Inherent in complaints is interest. Furthermore, complaints usually indicate involvement. That's why if we ignore a complaining student, we may turn interest off.
3. For best results, allow a student to say what is on his/her mind. Complaints require a full explanation.
4. Be personal. It's your best motivational tool. Tell your students that you do care. Use such phrases as "Let me help you," "Could we work on that together?" and "I think you have a good idea." Use personal pronouns, and students will respond in positive ways.
5. If the student is totally or partially right, correct the situation immediately and thank the student for bringing the complaint to your attention. If the student is wrong, explain and give assurance in a caring way.
6. Above all, don't do anything that makes either the student or the complaint appear unimportant.
7. Study the student's background to find out his/her real needs.
8. Remember, this student fears failure, and bolsters his/her ego by complaining to the point that he/she believes the rationalization. Talk to previous teachers to try to gain a comprehensive view of what is bothering the student. Check the student's ability closely. The class work may be too difficult for him/her.
9. Don't work on long-term goals. Rather, present more immediate goals through short-term assignments. Even if this student is behind classmates, make-up work will result in his/her giving up almost completely. Helping the student set short-term goals and selecting tasks which he/she can complete will give you the opportunity to reinforce this student's actions with consideration and encouragement.
10. Don't react defensively to complaints. Accept them at face value with a comment such as "That may be a point I should consider." Then, encourage private

discussion and counseling. by saying, "Could you give me a little time to think about it and then stop by after school to discuss it with me?"

11. Always have a private conference. Tell the student, "I would very much like to talk to you privately about your various complaints." Counsel in regard to negative and constructive criticism. When counseling, say, "If you're going to criticize, you must have solutions." This helps make the student accountable.
12. When this student offers a complaint, treat him/her as you do other students. Do not be quick to reject the complaint. Rather, try to create a situation in which you can discuss the complaint privately rather than publicly. Then you are in a position to help the student as well as maintain your relationship with other students.
13. During the private conference, always begin the conversation by asking for the student's constructive criticism. Agree with any of the student's legitimate complaints. This is the key to developing a working relationship, and enables you to establish a base for guiding the student toward gaining skill in voicing criticism in a positive, appropriate way. If you reject all criticism, all is lost.
14. During the meeting, don't appear offended or irritated. Listen sincerely. If possible, respond with immediate action. Regardless, be sure the student understands the reasons for the requirements or policy you have established. Students gain perspective from teacher explanations. Usually, there are few complaints a teacher cannot solve with communication.
15. Give this student attention on a daily basis. Such a continuous program of attention is an important part of his/her guidance. Talk specifically to him/her once every day.
16. Listen to the student. When you do, he/she will consider you "special" and may "bend your ear" so often that you'll feel the behavior is getting worse rather than better. You'll be surprised at how much you can help this student. He/she is often heard but seldom listened to.
17. Remember, the person who complains still cares. However, if he/she is not helped, the next step is uninvolvedness. Never forget, the primary reason for complaining is to get attention. Don't let this need for attention get you down.
18. Discover some ground upon which to compliment this student.
19. Above all, know that this student must have success. This includes academic success as well as help to see the positive aspects of his/her life.
20. Don't encourage complaining. However, students do need to know you have an "open-door" policy. Too, they need to know how to voice criticism. Remind the students that you discuss privately the suggestions you may have for them-and that you would appreciate the same consideration.
21. Explain that it's OK to be wrong and make.

The Complainer

Common misjudgments and errors in managing the complainer which may perpetuate or intensify the problem.

1. Becoming thoroughly disgusted and showing our disgust.
2. Failing to deal individually with this student because of time restraints.
3. Ignoring all requests-and calling them complaints.
4. Being sarcastic.
5. Becoming defensive and getting involved in arguments with the student.
6. Giving unequal treatment and unequal responses to this student.
7. Rejecting the validity of all criticism.
8. Siding with other students against the complainer.
9. Using threats and/or negative reinforcements.
10. Failing to seek counsel of parents.
11. Constantly changing our minds to accommodate or get rid of this student.
12. Assuming ownership of the child's problem.

The Disorganized

Demonstrated Behavior:

1. Disorganized in terms of schoolwork, materials, schedules, desk, locker, and literally his/her entire life.
2. Doesn't have books in class.
3. Can't find papers.
4. Can't remember appointments.
5. May hold a job outside school and give the job higher priority than school.
6. Just doesn't seem to have a motivation for order.
7. Attention span is very short. Thinking is "scattered."
8. Disorganization makes schoolwork and homework much harder than it need be.
9. Easily distracted by anything that goes on in class. Really wants to be distracted because he/she is not prepared for class.
10. Seldom completes an assigned task as instructed.
11. Makes all kinds of excuses which involve others and blame them for his/her disorder.
12. Paradoxically, constantly keeps track of the teacher and class.
13. Takes a long time to get back on track, and then has no time left to do anything really productive.
14. Wastes considerable time and effort.
15. Because of disorganization, is constantly in motion-physically and mentally. And even this motion is disorganized.

The Disorganized

Impact of Behavior on Learning Environment

1. Teacher is constantly irritated because this student just can't get into the swing of things.
2. Classroom commotion results, but not discipline problems per se.
3. Time is wasted.
4. Constant help and concessions are required because of his/her disorganization.
5. During discussions, teacher may be distracted and lose train of thought.
6. Teacher may lose patience and develop a sense of helplessness as far as helping the student get organized is concerned.
7. Learning process is seriously disrupted by this student's disorganization.
8. Teacher's attitude toward the whole class may be affected.
9. Classmates may start to model the behavior of the disorganized student.

The Disorganized

What Action To Be Taken to Modify or Change Student Behavior

Being disorganized covers up this student's feeling of inability to do the work. Being disorganized is his/her crutch for future failures. This student needs to achieve in some area, and needs to experience several little successes quickly. This person must develop pride in being in control of him/herself.

1. Help this student organize priorities. This strategic action is a must. He/she cannot get organized alone. Make out a daily or weekly calendar or chart and list clearly and simply for the student everything that has to be done and when.
2. Help the student organize his/her subject matter and materials; help him/her learn where to begin. Outline the specific steps to be taken before beginning an assignment, recommend materials to be used, and then tell the student specifically how to begin the task. Your personal touch with the student will help reduce classroom disruptions when beginning assignments.
3. Show positive reinforcement for any results achieved. Show how disorganization can affect his/her class work and the class work of fellow students.
4. Simplify requirements, steps in completing assignments, etc., for this student.
5. Create a strong one-to-one relationship with this student as much as possible. Visit with him/her frequently and create a more personal relationship. Doing so will help you gain the student's respect and create a situation in which he/she will want to follow your leadership.
6. Ask the student frequently to evaluate his/her own progress. Also ask the student how he/she feels about progress or lack of it.
7. Assign one task at a time. Don't over assign material, because his/her first task is to resolve his/her need for disorganization-not to show achievement. Once the disorganization is resolved, the student will be able to do more work and progress more rapidly.
8. Always ask for parental assistance. Unfortunately, you may see that there is no organization at home. If so, you will realize that you must be the primary helper if change is to be successful.
9. Meet with all teachers-and make a concentrated effort to work together. However, don't "get on" this student. It will only make him/her anxious-and make the behavior worse.

The Disorganized

Common misjudgments and errors in managing the disorganized which may perpetuate or intensify the problem.

1. Giving in and allowing an unstructured classroom situation to exist and thrive.
2. Making unrealistic demands upon this student.
3. Being extremely rigid and inflexible about work demands and assignments.
4. Issuing unclear instructions about assignments.
5. Putting too much pressure on the student.
6. Lecturing the student and confronting him/her harshly, rather than trying to set a positive example and helping the student recognize what he/she is really doing-and how such behavior is working against him/her.
7. Constantly trying to get the student to do things that he/she isn't really prepared to do; such efforts only reinforce the behavior.
8. Giving too much attention to the problem.
9. Prejudging, and failing to handle the situation privately.

The Disrupter

Demonstrated Behavior:

1. Disturbs teachers and students alike.
2. Always seems to want to do the opposite of what teacher suggests.
3. Gives silly, foolish, and absurd answers purposely.
4. Drops books, laughs, sighs, or makes strange noises.
5. Calls out to classmates when others are talking.
6. Changes the subject.
7. Shoots holes in every suggestion.
8. Finds fault with rules and regulations.
9. Wants to have long talks in class regarding his/her opinions.
10. Always claims he/she doesn't understand what's happening.
11. Acts hurt if reprimanded.
12. May be openly hostile or stay on the borderline of getting into trouble.
13. Usually does not achieve as well as he/she should.

The Disrupter

Impact of Behavior on Learning Environment

1. Undue attention is demanded by this behavior.
2. Classmates and teacher are very annoyed by the behavior.
3. This behavior is time consuming.
4. Attention is diverted from class discussions and class presentations.
5. A bad example is set for classmates.
6. Students who are not doing well academically are easily distracted by the disrupter's antics.

The Disrupter

What Action To Be Taken to Modify or Change Student Behavior

1. First, recognize that the disrupter has two needs which aren't being met: attention and success. This student yearns for both. In fact, he/she hurts for both. This student may have brothers and sisters with whom he/she finds it difficult to compete in positive ways-often because the student doesn't think he/she can.
2. Don't respond to this student's inappropriate and immature behavior with rejection. Rather, give him/her responsibilities which will offer direct involvement with you.
3. Initiate a conference daily.
4. Always investigate his/her background-and see parents as soon as problems begin.
5. Don't wait until this student's behavior has reached crisis proportions before you act.
6. Above all, never forget that it's important that you and the student agree on the exact behavior that needs adjusting. It must be clear exactly what behavior is disturbing-and to whom.
7. Too, know that this student may be struggling to attract students of the opposite sex-and doing so in a negative way.
8. Recognize that the disruptive student has not been able to meet his/her needs in a positive manner. The negative behavior is an attempt to fill his/her needs for status, gregariousness, and achievement. Therefore, provide positive experiences that might meet these needs, and you'll stop the behavior.
9. Be aware of these common causes of disruptive behavior and make sure your response matches the stimulus: First, feelings of inadequacy lead to overreaction. Second, feelings of anger lead to bullying. Third, feelings of conceit lead to show-off behavior. Listening and open communication are the best ways to begin helping this student. For best results, make sure you respond to the student's underlying feelings. Remember, it's the inappropriate teacher response that usually blocks communication-and fires rather than resolves conflicts.
10. Convince this student with the "Citizenship" technique. Remember, disagreeing with your rules does not make a student wrong, bad or insubordinate. However, when good citizens disagree with a rule, they don't defy it. They simply try-and maybe even keep trying-to get it changed. This is what the disrupter needs to be taught about class rules.
11. Never teach that your rules are perfect and must be accepted without question. Such a stance will not stop the disrupter's behavior, but rather will force the student to fight the teacher rather than fight to get rules changed.
12. Say to this student, "Without law there can be no freedom. The strong will dominate and control the weak unless there are rules to protect everybody from such chaos. Therefore, we must not look at rules as punishment. Rather, rules provide a

structure that gives safety and freedom to every student, including you."

13. If a student speaks out abruptly or causes a quick disturbance, be careful about using a sarcastic retort or "jumping down his/her throat." Often, it's more effective to use calm to regain calm. Simply pause; then after a moment say, "I'm glad that's over and done with." This technique gives the student a chance to view his/her behavior objectively, regain composure, and continue appropriately.
14. Whenever possible, allow this student a choice—even if it's over minor points on how to do an assignment or a choice between two assignments. Also, don't demand that he/she do things in a certain order. Rather, allow a procedural choice. You'll find the student's frustration level will decrease if you do.
15. Often, these students won't talk. As a result, you may have emotions which range from doubting your fairness to frustration. Try this technique for getting the student to speak. Ask for advice rather than information—and the student may loosen up. Tight-lipped disruptive kids withhold information until they see an advantage in giving in. Therefore, beginning with "What would you like to do about this?" will often get interaction rather than silence.
16. One of the best preventive discipline techniques for the disrupter relates to the placement of desks in a classroom. The arrangement of your desk relative to students' desks is important. Make sure all students can get to your desk easily. Don't create a physical situation in which the disrupter can bother everyone in the row on the way to your desk. He/she may hit, bump, poke, and irritate others all the way to your desk—and watch you continuously so as not to get caught. Fortunately, desk arrangement can curtail this problem.
17. Never reject an entire class because of the actions of the disrupter. If you do, you're in for trouble. Whenever a class thinks that you don't like them, the student-teacher relationship may be impaired to the point that you can't be effective. Don't indicate that the class as a whole doesn't have your confidence just because the disrupter hasn't earned it. You can never punish a class for the actions of a few.
18. The disrupter often feels he/she can't succeed in school—and for good reason. This student has failed in the past. Unfortunately, teachers have told this student he/she wasn't smart or didn't measure up. Never make this mistake if you want to be positioned to handle the disrupter. With the promise of your help and his/her effort, this student must be able to both anticipate and experience success—or he/she will fight. That's because most of these students honestly feel that they can't do schoolwork successfully alone—they need the help of their teachers.
19. Misbehavior can be the direct result of academic frustrations and failure. A student may demonstrate this frustration by swearing, crumpling papers in a ball, or slamming books shut when working on a difficult assignment. Assist this student; don't reprimand. Once the disrupter understands the task and is able to work toward its completion, self-discipline will return. The disrupter may demonstrate this behavior frequently—and need help frequently.

The Disrupter

Common misjudgments and errors in managing the disrupter which may perpetuate or intensify the problem.

1. Making threats in anger and exasperation that can't be carried out.
2. Disallowing any explanation the student may have for his/her disruptive behavior.
3. Sending him/her to the office continually.
4. Ignoring the disrupter.
5. Giving him/her negative attention.
6. Trying to combat the disrupter by disrupting his/her life in school.

The Do-Nothing

Demonstrated Behavior:

1. Probably a high-IQ student, but a poor achiever.
2. Draws, daydreams, and walks around during class; is poorly organized.
3. Usually keeps a messy desk.
4. Socially, is a loner.
5. Would rather read or draw than complete work.
6. Never does what teacher wants him/her to do.
7. Fails to bring supplies to class.
8. Has a very limited attention span.

The Do-Nothing

Impact of Behavior on Learning Environment

1. Teacher feels that he/she is failing because of constant do-nothing response from this student.
2. Teacher is put under a great deal of pressure.
3. Other students try to get by without finishing assignments.
4. Teacher is forced to restructure the program of class work that has been set up.
5. Whole class is slowed down.
6. Special attention will be required for this student if any motivation is ultimately to occur.
7. Classmates feel resentful because they feel the do-nothing student is getting away with a lot.

The Do-Nothing

What Action To Be Taken to Modify or Change Student Behavior

This student, for some reason, does not deal very well with him/herself. Then, he/she gets deeper and deeper in trouble because of the choice to do nothing. This student may be getting so much pressure from parents or dominating peers that he/she feels completely unable to measure up to expectations. The pain of "I can't be what they want me to be" leads to lowered expectations on the student's part and do-nothing behavior. This student needs to learn to assert him/herself and find out what he/she really can do. The student needs to experience the excitement of a good learning situation. The student needs to be involved somehow and to feel success in classroom activities.

1. Seek help from support staff immediately.
2. Call parents for a conference. If this conference effects no change, call a second conference with support staff, parents, and child. This helps the child to see the efforts adults are making on his/her behalf.
3. Create a verbal or written agreement with this student to help create a stepping-stone to real progress and self-motivation.
4. Organize the school day for this student so that he/she can work on one thing at a time clearly and directly. This may mean a cooperative effort with other teachers.
5. Give this student as much positive reinforcement as possible.
6. Find the student's personal interests and use them as a catalyst to create self-motivation.
7. Talk to the student alone frequently. Check the progress of work continuously. Remember, he/she may have had pressure in the past "up to a point"-and may believe a teacher will give up and quit in a short period of time.
8. Formulate realistic goals with the student-goals which can be accomplished. However, he/she must help establish any goal.
9. If you feel it is in order, talk with nurse or counselor about a physical examination for this student.
10. Remember, the feeling of being a do-nothing is very real to this student. Don't tell the student, "I know you can do it." You must deal honestly with what he/she is feeling.

The Do-Nothing

Common misjudgments and errors in managing the do-nothing which may perpetuate or intensify the problem.

1. Taking the behavior of the do-nothing student personally, and allowing personality clashes to occur.
2. Refusing to investigate new avenues of learning the material which would be more exciting and challenging to this student.
3. Failing to realize that this student simply is not aware of what is expected of him/her.
4. Constantly nagging, and inadvertently reinforcing do-nothing behavior.
5. Making a public issue out of this student's behavior-especially in front of the class.
6. Assuming that the student is unable to do classroom tasks.

The Foul Mouth

Demonstrated Behavior:

1. Generally loud.
2. Very offensive in what he/she says, but very defensive regarding criticism from others.
3. Attempts to impress with offensive words others don't use.
4. Seeks attention with words-continuously.
5. Appears to "know it all," especially in regard to "life in the streets."
6. Reacts negatively in group situations.
7. Tries to shock people with foul language.
8. In one-to-one situations, may be an extremely polite child.

The Foul Mouth

Impact of Behavior on Learning Environment

1. Others-including teacher-are subjected to embarrassment.
2. Teacher is angered.
3. Caring and considerate climate in classroom is disrupted.
4. Teacher is forced to take immediate action-or appear to condone behavior.
5. Teacher is frustrated because punishment does not seem to alter behavior.

The Foul Mouth

What Action To Be Taken to Modify or Change Student Behavior

There is no doubt that this student gets attention with his/her foul mouth. The foul mouth can overwhelm peers with his/her language. It represents a form of being tough. The foul mouth confuses adults and, in many ways, defeats adults in a confrontation. He/she may find school very difficult and the foul mouth may help to keep people at a distance.

Verbal abuse is a strong form of aggression. This student must be taught positive assertiveness. This use of language makes the student stand out in the group. Other means of attaining status must be explored.

1. Talk to the student privately.
2. Make no mistake-this student does not feel adequate with appropriate language. He/she feels very inferior without this club of a foul mouth. This behavior keeps others away; it's the student's protective wall. Therefore, do not respond in anger. Rather, ask if he/she wants help. If the student says, "No," respond with "Are you sure?"
3. Try to get student to reveal whether this is at-home language.
4. In private, point out the times he/she uses inappropriate words and what the words are. This student has a limited vocabulary.
5. To initiate change, offer these recommendations: First, never use such words with the opposite sex; second, never with those who would be offended; and third, never with those he/she respects.
6. Suggest "nonsense" words to substitute. Try "zitcher" or "zotch" as replacements. It works.
7. Involve the student in deciding what language is appropriate in the group setting.
8. Give the student positive attention for positive actions.
9. Remind the student that you want to help. Say, "You can do and say what you like-but not in school."
10. When such behavior occurs, respond, "I'm sorry you must use such language," and go on with the conversation. It's important to show your displeasure, but also your ability to stay on target in the conversation. This deprives the student of personal attention for his/her foul mouth, but shows your willingness to give attention to the area of importance.

The Foul Mouth

Common misjudgments and errors in managing the foul mouth which may perpetuate or intensify the problem.

1. Using vulgar language in response.
2. Appearing to condone by action or by inaction.
3. Trying to impose moral values rather than sharing them.
4. Wasting time by preaching.
5. Calling the student "no good" or using some other put-down.
6. Believing him/her to be unworthy of help.
7. Using any of the following responses with a student under any circumstances:
 - o "Shut up!"
 - o "I don't care."
 - o "You'll never amount to anything."
 - o "You're just like your brother."
 - o "Get out of here!"
 - o "I've had it with you!"

The Immature

Demonstrated Behavior:

1. Very self-centered.
2. Unable to think for him/herself.
3. Doesn't follow directions.
4. Demands a great deal of individual teacher time and involvement.
5. Exhibits "baby" traits or characteristics which carry over into his/her behavior-crying, pouting, foot-stamping, etc.
6. Does not relate well with peers.
7. Has a short memory concerning his/her immature behavior. This is the one sure way to identify the immature student. One minute the student seems to understand his/her immature emotions, and agrees to act better, and the next minute he/she is acting out the same misbehavior again.
8. Worse, when questioned about repeated immaturity, often acts as if unable to help him/herself or as if it's the first time he/she has ever acted this way.
9. Continues to tease, poke, touch, tap pencils, and drop books on the floor as a way of getting attention. That's why his/her immaturity surfaces continually.
10. Cannot complete daily work without constantly checking with teacher.

The Immature

Impact of Behavior on Learning Environment

1. Teacher finds this student is a daily thorn in his/her side.
2. Unfortunately, classmates shy away, ridicule, and are reluctant to accept this student.
3. The tantrums that this student acts out cause incredible distractions for students, teacher, and the class in general.
4. A great deal of class time is wasted.
5. Others are disturbed continually by this student's attention seeking.
6. An inferior climate is continually created.
7. Other students become frustrated and angry over this student's behavior.

The Immature

What Action To Be taken to Modify or Change Behavior

This student finds it difficult to relate to peers; thus he/she seeks attention from certain adults. In relation to classmates, this student may feel so inadequate that he/she lacks the confidence to work on his/her own. The student may feel so inadequate that it is painful to compete with peers; thus, to avoid pain he/she seeks constant help from the teacher.

Acceptance by others will improve his/her maturity. Opportunities to achieve with others and before others will improve his/her maturity. When this student begins to find a place with others, he/she will begin to mature.

1. Remember that the immature student is seeking more than answers from you-he/she is seeking attention. Knowing this, be sure to provide the student with attention before it is sought. You'll find two distinct advantages. First, the student will get the attention he/she needs to operate effectively in the classroom. Second, you will be helping the student build better independent work habits in the process. Try to find additional ways for the immature student to receive teacher attention and recognition throughout the day, or his/her habit of asking will continue. In a short period of time, you'll find this student will be saying, "No, thank you, I don't need any help."
2. Sit down with this student and deal strictly and directly with his/her behavior. This is the only way to deal effectively with this student.
3. Don't discuss the behavior in terms of right and wrong. Such an approach won't work.
4. Be careful about comparing the immature student with classmates; doing so may make the behavior worse.
5. When confronting, never talk about the "why's" associated with the behavior. Instead, get the student to admit his/her action. Talk about what the student is doing-and what you insist he/she do about it.
6. Approach this student at a level appropriate to his/her behavior. He/she needs specific instructions. It's almost a "when you quit crying you can come out of your room and play with others" approach.
7. Then use the things the student likes the most at school to get him/her to change.
8. Tell the student this behavior is totally unacceptable and that, if it continues, the privileges he/she likes the most will be lost-one at a time.
9. Follow through on your promises, and the behavior will begin to improve almost immediately. Just make sure that mature behavior brings back privileges one at a time rather than all at once.

10. Finally, remember that being immature works for this child. If being mature has no apparent advantages, he/she will revert to old ways quickly. Never forget, there are many immature 50-year-olds.

The Immature

Common misjudgments and errors in managing the immature which may perpetuate or intensify the problem.

1. Reprimanding or punishing this student in any way that reflects immature behavior on our part.
2. Showing anger, threatening, or showing open irritation. This posture won't work, but is too often our course.
3. Expecting too much too soon; that is, expecting too quick a turn-around and resolution of immature behavior.
4. Trying to give the immature student too much help, too much reinforcement.
5. Calling attention to the "baby" ways and behaviors of the student publicly.
6. Lowering expectations for this student.
7. Skirting the issue with student or parents.

The Interrupter

Demonstrated Behavior:

1. Makes comments, states opinions, or asks questions that take class attention and discussion off the subject immediately.
2. Needles or badgers others.
3. Mumbles and makes noises and crude remarks.
4. Laughs and talks at inappropriate times.
5. Actually requests a change of topic-and makes a scene if it is denied.

The Interrupter

Impact of Behavior on Learning Environment

1. Learning situation is disrupted.
2. Negative teacher behaviors, such as power struggles, may be promoted.
3. Chain reactions in class discussion-both positive and negative-may be initiated.
4. Regaining attention becomes difficult.
5. Sequence of teaching and learning is disrupted.
6. Some classmates are annoyed; others are delighted.
7. Teacher is likely to regard any interruption-whether caused by a student, colleague, or administrator-as a form of insult. Teacher may be angered by the insult and may sometimes respond negatively as a result.

The Interrupter

What Action to Be Taken to Modify or Change Student Behavior

This person is getting desired attention from adults and peers. The student may see his/her interrupting as a way of gaining status with peers. This person is struggling to assert him/herself through constant interruptions. The student must be taught to meet this need through positive involvement.

The message is loud and clear: "Recognize me, I'm here." It's important that the student know that others think well of him/her. If the student knows this before he/she begins to interrupt, then the need to do so is reduced.

1. Whenever possible, continue teaching, and confront the student only if the behavior stops the flow of the lesson.
2. After the second or third incident, stop the interrupter dead in his/her tracks. Simply say, "Let's stay with the topic at hand. And I will see you . . ." Then, have a private conference at the first opportunity: recess, lunch, after school, or your planning period.
3. In private conference, tell the interrupter that, whether this student knows what he/she is doing or not, the effect is the same: He/she is disrupting the class. You may present the student with the reality that both the teaching and learning sequences are being broken- and you will not allow either. Make sure the student knows you are dead serious.
4. Next, approach the possibility of the student's "game playing." Mention this as your final thought. You can make your point effectively enough by saying, "If, by chance, you are doing this purposely, then we have a bigger problem than I think you can handle." If you use this strategic action, the student will most likely apologize and try to convince you that he/she did nothing purposely, and will be very careful.
5. Look for improvement and give positive feedback to the student.
6. Request help from parents. Be careful to explain that if this behavior continues, it will be difficult for you to teach, classmates will withdraw socially from this student, and soon his/her schoolwork will be affected.
7. Arrange an eye or hand signal that will help the student to recognize the unacceptable behavior.

The Interrupter

Common misjudgments and errors in managing the interrupter which may perpetuate or intensify the problem.

1. Giving this student the attention his/her interruptions demand.
2. Letting this student get by with sarcasm.
3. Continually sending this student out of the room to get rid of him/her.
4. Losing our temper, or showing considerable anger.
5. Punishing wrongly.
6. Failing to explain why he/she can't interrupt.
7. Failing to have a private conference.

The Non participator

Demonstrated Behavior:

1. Isn't learning.
2. Falls farther behind in class work every day.
3. Displays varying degrees of boredom and indifference. These are the first signs of nonparticipation.
4. Fails to bring materials to class or to turn in assignments; becomes preoccupied with other interests. These may be the first overt clues.
5. By and large, just sits in class and does nothing.
6. Wants attention; actually hopes for teacher attention.
7. Suffers from three personal voids: safety, esteem, and self-actualization.

The Non Participator

Impact of Behavior on Learning Environment

1. Teacher has trouble understanding the reason behind this student's behavior, and has trouble knowing how to approach the student. That's why handling students who won't participate is one of the biggest problems for teachers.
2. Teacher must take a great deal of extra time for additional instruction.
3. Classmates resent the extra time given to this student.
4. Teacher may be angered by this student's refusal to participate in class.
5. Teacher may become resentful of this student's being in the class.
6. Classmates become tired of this student getting so much attention.
7. Classroom climate may be adversely affected.

The Non Participator

What Action To Be Taken To modify or Change Student Behavior

This student may be asking to be noticed by being a non participator. This student does not feel capable of accomplishing the tasks of the school. Rather than disclose this feeling to peers and teachers, he/she does not participate.

This student needs to know that he/she can do the work and can be in control of his/her learning. Care should be taken that tasks assigned can be completed by this student. The student needs to feel and know that his/her efforts will be accepted and appreciated.

1. Approach the warning signs of boredom and indifference immediately. Without a quick counseling, two behaviors may follow. The student may begin coming to class late, then not coming at all. Most research on drop-outs indicates heavy absence began in elementary school. In addition, once the student gets behind, he/she often becomes defensive. As the year progresses, the child may become hostile. Then you will know this student is in class.
2. As a beginning, be aware of the absolute need to give this student a degree of academic leeway and flexibility. If you don't, experience reveals that the non participator usually begins to display three attitudes: feeling confined, comparing school with serving a jail sentence, and showing contempt for authority.
3. Never move away from this student emotionally. Rather, move in and ask, "Why?" Say, "I don't understand, but I'm going to try," or "You may give up on yourself, but I'm not going to give up on you."
4. Remember that there is usually a deeper problem underlying the surface behavior. Failure is a cause and so is the fact that this student will do anything to avoid his/her real problems, whatever they are. That's why the student says, "Nobody likes me" and "Everybody gives me a hard time."
5. There's an aggression in this student's refusal to participate which dares and challenges. Don't rise to that bait, however, or the war will have been won by the student.
6. Always use acceptance as your strategic action approach. Fortunately, there's one action this student can't handle-your refusal to reject or condemn. The student expects both because he/she sees good reasons for you to disapprove. Your refusal to quit offers the best chance for success.
7. First and foremost, establish contact with this student. A close look will reveal that the non participator has few, if any, meaningful relationships with other adults.
8. In order to heighten the self-concept of the non participator, share with this student the contribution he/she makes to the learning that goes on in class. Establish the kind of atmosphere in which the student feels comfortable in depending on you for help-and giving help as well. The student must feel the teacher is there to create a climate of mutual dependence.

9. Your first help should be private. During this first meeting, confront in a caring and factual way. You may say, "I'm not going to allow you not to participate. If I let you get behind, you won't catch up." Only after a relationship is firmly established can the student be told, "If you want to stay in class, you must do assignments, be on time, and bring materials." It's amazing to find out how much the non participator wants caring demands from teachers after a relationship is established.
10. Every non participator experiences failure in the classroom setting. The student will feel safer if he/she can ally with the familiar and secure. Therefore, whether this student likes snakes or cars, adjust your teaching efforts to his/her secure interests.
11. Likewise, make sure lack of interest or absence is not linked to insecurity. Remember, if coming late to class is unpleasant, the student won't come.
12. Establishing a relationship rather than rejecting will help give the student esteem and prestige with classmates and may prevent others from teasing or looking down on him/her. Remember, self-actualization can only be realized by inclusion.
13. Remember, right and wrong cannot be the issue if you want to change this behavior. If you hold fast to class rules, you may never get the opportunity to win with this student.
14. Don't refuse to give this student supplies when he/she doesn't bring them to class. If you do refuse, a bigger problem may loom ahead.
15. Ask yourself two questions: "Do I really want this student here?" and "Do I want to drive him/her away?" These questions must be answered before you can help the non participator. Your answers will determine your actions. If you really want to hold this student in school, you'll be able to make the necessary adjustment. If you don't, you won't be able to do any adjusting.
16. Be flexible with the non participator.
17. Remember to call on those students whose hands are not raised to volunteer answers. Don't form any prejudgments because some students lack the confidence to volunteer participation. They may be sitting at their desks during discussions hoping to be called upon. Few of us have not had the experience of wanting to say something when we didn't-and wishing later we had. A watchful eye would have noticed our partially raised hands, our eagerness, or the look of involvement on our faces. Only by watching those you teach can you develop the potential of all students-not just those who repeatedly assert themselves.
18. Helping the non participator takes time. Therefore, develop a willing attitude about giving your time. Otherwise, little change is possible. This student needs a relationship with an adult.
19. Make time to talk with and listen to students who are not participating. Many of them feel removed from their teacher and classmates. Class study time is an ideal opportunity for such contact. First, identify the non participants. Second, make sure you have private words with them at least once each week. You may

find your private efforts result in better participation as well as the development of closer teacher-student relationships. However, keep in mind that the privacy of students should be protected. Therefore, make sure that classmates do not know what you are talking about, or your efforts will not produce the desired results.

20. Remember, without giving attention, it is often difficult to maintain good adult-child relationships. This is especially true regarding relationships with the non-participator. You must be careful not to shut this student out of your mind. Remember, "out of mind, out of expectations" can happen easily with a student who doesn't do well academically. Never forget, this is the kid who needs you the most. The student knows it-and so should you. If you don't, the student is likely to believe that he/she shouldn't be in school.
21. You may find that class discussion periods are times when you exert increased control of student behavior. If this is the case, examine the types of questions you are using to stimulate discussion. Ask yourself, "Do the questions I ask generally terminate group thinking and involve only the one student being questioned?" Good questions provoke, elevate, and sustain thought from all students in the class. When the level of questioning is elevated beyond simple recall responses, there is increased participation by all students and the teacher will have fewer management difficulties.

The Non participator

Common Misjudgments and errors in managing the child which may perpetuate or intensify the problem.

1. Failing to notice student indifference immediately. Because the non participator is often quiet, he/she can go unnoticed.
2. Failing to approach this student as long as he/she doesn't create a disturbance.
3. Trying to relate to this student as we do to other students. We can't do this and win. If, for instance, make-up work is an absolute we just won't disallow, many non participators may try to catch up. However, most won't be able to-and they'll quit. Denying them security, esteem, and self-actualization will guarantee that they will quit because of their inability to cope.
4. Taking the attitude "If the student doesn't try, I won't try."

The Petty Rules Breaker

Demonstrated Behavior

1. Continually disobeys school and class rules.
2. Chews gum or eats candy in class.
3. Wears coat, hat, or some other inappropriate apparel in class.
4. Argues that other teachers allow this behavior.
5. Offends more by frequency than by seriousness.
6. Uses the excuse "I forgot" continuously.
7. May think he/she is clever in getting by with breaking a rule.

The Petty Rules Breaker

Impact of Behavior on Learning Environment

- 1. Teacher finds it difficult to choose appropriate punishment because misbehavior is so insignificant.**
- 2. Classmates ask why this student is allowed to break rules.**
- 3. Classmates are influenced to make a mockery of rules, as this student does.**
- 4. A question is created in the minds of teacher and students as to whether a rule is needed or justified.**
- 5. Class activities are interrupted when this student's behavior must be handled.**
- 6. Teacher may appear incapable of insisting that small rules be enforced, or may appear petty in trying to enforce them.**
- 7. Teacher is frustrated.**
- 8. Teacher is annoyed.**

The Petty Rules Breaker

What Action To Be Taken to Modify or Change Student Behavior

This student is seeking attention through refusal to obey minor rules. This student becomes a petty rules breaker to relieve the pressures of home or school.

An opportunity for achievement could reduce the need to break rules. The student could be attempting to gain some ownership or authority, and the breaking of rules is a negative way to meet this need.

1. Do not send the petty rules breaker to the office. Rather, seek counsel from administrators and follow their suggestions.
2. Although there may be many forms of petty rules breaking, careful teacher examination will usually reveal that each individual violator consistently breaks only one or two of the rules; Therefore, never approach the student with broad generalizations about breaking "all the rules" unless you have documented evidence. Then reveal each item, one by one.
3. Sit down with the student privately and discuss the situation calmly. Pinpoint the exact violations. Even if other infractions are noted, talk only about one or two specific things during the first visit.
4. Never accuse this student of purposely violating a rule. Instead, appeal to him/her in a way that indicates that you want to help rather than reprimand.
5. Listen to the student's reason. Don't tell him/her what to do until you ask questions. The reason may be a health problem, a feeling that teacher or classmates are unfair, a belief that everyone else is breaking the rule, or a failure to see the need for rules.
6. Work on only one rule at a time with the student.
7. Be firm, but polite.
8. Always remain calm.
9. Talk in a quiet voice.
10. Be aware that this student has no adult guidance in his/her life. Remind the student that if you didn't care, you would ignore him/her. Talk about the student's potential. Center conversation on the positive, rather than on the infraction.
11. Be patient.
12. Get both viewpoints. First, reveal what you see as the problem. Second, ask what the student sees as the problem. The student probably sees the problem as the teacher picking on him/her and being unfair. Therefore, listen

to the student's reason for disobeying so that you can work on the right problem.

13. Don't make a big deal out of a little deal. Say, "Do we have to make a big deal out of this or can we handle it ourselves?"
14. Explain your obligation to apply the same rules to everyone and to be fair to every member of the class.
15. Explain the necessity for some rules, the problems that would arise if there were none, and the practical need for a particular rule.
16. Classroom rules that do not allow flexibility are targets for trouble. For instance, making rules that pencils can be sharpened only before class, and that no restroom privileges are allowed during class time, is asking for trouble. Guidelines should be stated, of course. However, know that there must be exceptions to rules, and leave yourself room to make good decisions. Never think that a hard and fast rule will allow you the flexibility you need to operate in the classroom. It won't.
17. Remind the student that you would not offer guidance if you did not care about his/her potential and future.
18. Contact parents.

The Petty Rules Breaker

Common misjudgments and errors in managing the petty rules breaker which may perpetuate or intensify the problem.

1. Believing this student's actions are open insubordination.
2. Ignoring the infraction.
3. Failing to punish or correct this student consistently.
4. Deciding to allow the behavior since we don't agree with the rule either.
5. Overreacting and thus accenting the problem.
6. Failing to re-evaluate rules periodically-and objectively.
7. Sending the student to the office and thus making a major offense out of a minor infraction.
8. Getting angry.
9. Degrading or belittling the student in the presence of others.
10. Trying to handle this matter before the entire class. The teacher who walks angrily into class and writes a new rule or command on the blackboard accomplishes little. Such action irritates students who rarely need discipline, because they feel the teacher doesn't care enough about them to handle the matter privately with the offenders. Furthermore, those to whom the message is directed seldom realize it is meant for them. Private conferences with those who need disciplining or a brief explanation to an entire class can make the difference between a situation in which teacher control is paramount and one in which orderly learning is paramount.

The Talker

Demonstrated Behavior

1. A compulsive talker. Loves to talk, and engages in the practice with one and all constantly.
2. Talks to teachers continually.
3. Talks to other students continually.
4. Will even talk to him/herself.
5. Makes irrelevant comments-at inappropriate times.
6. A poor listener.
7. Often does not realize that he/she is talking.
8. When teacher corrects, says, "I wasn't talking to him; he was talking to me."
9. Has a short attention span.
10. Craves attention.
11. Lacks interest and is very poorly motivated.
12. Poorly prepared for class and seldom does class work thoroughly or carefully.

The Talker

Impact of Behavior on Learning Environment

1. Classmates and teacher alike are annoyed.
2. Both classroom setting and lessons are disrupted.
3. Starting class is difficult.
4. Everyone's attention is distracted.
5. Others are encouraged to talk.
6. Teacher's authority is undermined.
7. Teacher is put on the defensive when this student claims to be "picked on."
8. Teacher is required to reprimand continually.
9. If classmates are encouraged to talk, they get in trouble as well.
10. Classmates begin to believe teacher is unfair, unkind, mean, and bad tempered.
11. Time is diverted from the rest of the class.
12. Serious learning cannot continue for any length of time.

The Talker

What Action To Be taken to Modify or Change Student Behavior

The continual talking is a way to get attention. This person has a strong social need. Personal interaction is very important. This student is attempting to become positively involved with the class or teacher and does not realize that he/she is expressing a negative behavior.

This student needs to experience some kind of success through talking, but without disrupting the class and the teacher. This person needs to have others know that he/she is "somebody."

1. Remember, this is more a social problem than a discipline problem. If treated as a discipline problem, it may become one. The ability to talk is not a negative-nor is it a liability. It's an asset which the student must learn to manage for personal benefit.
2. Be aware that this is often a compulsive behavior. It lies between assertion and aggression in a person with a low self-concept.
3. Never assume the student knows he/she is talking: The student may or may not know.
4. Never assume classmates know the student is talking: They might not even hear.
5. Remember, your relationship with one student affects your relationship with all students. How you handle this student can damage your relationship with other students. Don't show a side of you that you don't want other students to see.
6. First, react consistently-and never punish irrationally. Don't "get on" the talker one day, and ignore him/her the next.
7. Equally important, don't criticize publicly. You will never solve this problem during class time. Private counseling is a must. Approach talking as a social problem, not a discipline problem. This is a counseling situation that requires a plan to change behavior.
8. Look for the reason for the talking. If you cannot or will not meet the student's needs, you will not change the behavior.
9. The talker has a strong activity need. Give this student small tasks and responsibilities daily to fulfill this need.
10. Tell the student you will call on him/her during class discussion. You may even tell the student the question you will be asking.
11. Seat the talker near quiet and serious students.

12. Station yourself next to this student's desk during presentations. This will keep him/her from talking.
13. When this student is talking, don't stop class or say a word. Rather, walk toward his/her desk. This will stop the talker. Likewise, look at this student often.
14. Develop a set of hand signals to remind the student when he/she is talking. Don't stop class and reprimand, however.
15. Capture and hold attention by calling on the talker often.
16. Challenge this student. Never forget, the articulate are often high achievers. The talker should be a good student.
17. Reinforce positive behavior and contributions in class.
18. Provide alternate materials that can interest this student and that are still class oriented.
19. Try incentive programs to encourage attention and preparation.
20. To encourage the talker to participate positively, allow him/her to take roll, pass out papers, etc.
21. In a private conference, tell the student, "The ability to speak is your asset. Therefore, use it wisely by following some tips. First, think before you speak so that you gain a reputation for being a thinker rather than a talker. Second, speak slowly so that people can absorb what you say. Third, speak quietly and gently to gain the reputation of being a person of depth. Finally, limit your talking. Remember, you can always add a comment, but you can't withdraw one."
22. Discuss the behavior with parents.
23. Find time to listen.

The Talker

Common misjudgments and errors in managing the child which may perpetuate or intensify the problem.

1. Showing anger and frustration. This does nothing to help the situation. In fact, it may make the talker anxious and nervous-and cause him/her to talk even more.
2. Saying things like "Shut up" or "Keep your mouth shut."
3. Interrupting class to reprimand.
4. Attempting to belittle or shame the talker, or being sarcastic.
5. Punishing the entire class or creating peer pressure.
6. Making rules and regulations for the entire class because of this one student.
7. Assuming classmates are disturbed by the talker-or acting on such an assumption. Classmates might not even hear.
8. Reacting inconsistently-and punishing irrationally.
9. Overreacting by immediately rearranging the seating chart or issuing threats or ultimatums.
10. Isolating this student. The talker's need for attention or security will not allow his/her personality to take isolation.
11. Becoming so frustrated that we say and do things we'll wish we hadn't.
12. Failing to look for reasons behind the constant talking.
13. Assuming the talking is directed against us personally or against class work, or that the student is uninterested, or that the talking is intended to be disrespectful.
14. Assuming there is a short-term solution.
15. Allowing talkers to visit after finishing lessons for the day.
16. Restricting the talker to the point at which he/she isn't making a contribution at any time.
17. Trying to humiliate the talker, calling attention to the behavior, or trying to get the student to be quiet by placing emphasis on the behavior.

The Whiner

Demonstrated Behavior:

1. Complains constantly.
2. Hangs head, moans, and groans.
3. Has a mini-tantrum when asked to do something.
4. Says, "I can't" automatically.
5. Makes excuses for unperformed tasks.
6. Seeks sympathy from peers and persons in authority.
7. Feels he/she is an object of discrimination.
8. Usually lazy.
9. Not task-oriented.
10. Immature socially, mentally, physically, and spiritually.

The Whiner

Impact of Behavior on Learning Environment

1. A negative environment is created.
2. Classmates' time is wasted.
3. Teacher is diverted from other students' needs.
4. A stressful situation for teacher and students is created.
5. Teacher becomes disgusted.

The Whiner

What Action to Be Taken to Modify or change Student Behavior

This student covers up his/her low self-esteem by being a whiner. This student needs someone to be a real friend, someone he/she can trust. The student will be more likely to change his/her behavior because of that trust. The whiner needs recognition as someone important. Peers and adults must recognize rather than ignore this student, help rather than tear down, repair rather than injure.

1. Deal with the whiner on a one-to-one basis.
2. Deal with the student on an objective, unemotional level.
3. Be patient.
4. Gently lead him/her back to the task at hand.
5. Help this student set goals for task-oriented projects. However, do so in small steps; set short-range rather than long-range goals.
6. If you're trying to counsel the student regarding behavior or academic achievement, and he/she reveals many problems, never try to tackle all the problems at once. Rather, establish priorities and proceed one goal at a time. This student is overwhelmed with the enormity and the number of his/her problems, and can't attempt to solve them all. Whatever the problems-low test scores, late paper, talking in class-don't tackle all at one time or this student's chances for success in any are reduced.
7. Help the student understand the consequences of failure and irresponsible behavior.
8. Sometimes it's hard to correct this student because we can't get the whiner to admit he/she is wrong. The whiner automatically says, "It wasn't my fault," or "I didn't do anything," as if a compelling force makes him/her deny all guilt. Fear of punishment may be the cause. Regardless, here's a technique you can use to break the shell. Begin by accepting a little bit of the blame. Say, "I may have been able to prevent this problem . . . now, what can we do about it?" You'll find this approach will break the ice-and let you deal with the problem rather than the denial.
9. When this student continually says, "See how hard I tried," don't be quick to buy in and praise him/her. Rather, nod or give some other nonverbal communication without a word- and wait for results. This action allows you to avoid rejecting-or encouraging-the whining behavior. The whiner can develop a failure-oriented behavior if you always accept trying as achievement. To motivate this student, counsel privately regarding what he/she can do to make efforts pay off, instead of using mere effort as an excuse for lack of achievement.

10. Here's an old approach-but a good one. Remind the whiner what it would be like if everyone in class or school did what he/she does. Young people-and older ones as well-are usually able to relate to this logic. For best results, do so in a caring but factual way. Try this technique before you even consider reprimand. Remember, students are in a learning situation. Teaching students self-control is superior to issuing reprimands. Help students learn to think in terms of the total consequences and collective-of their actions.

The Whiner

Common misjudgments and errors in managing the whiner which may perpetuate or intensify the problem.

1. Reacting with disgust or contempt.
2. Avoiding the whiner.
3. Becoming sarcastic or cynical.
4. Belittling the student.
5. Using "bribes" to achieve better discipline from the whiner. Allowing these students five extra minutes for lunch or recess, or giving them "talk time" during class not only reflects poor judgment but also is a sure way to trouble and student disrespect.