



In every newsletter this section will break down one or two specific behaviors. These behaviors, along with many others, can be found on the internet at www.disciplinehelp.com.

THE ANGEL

I. BEHAVIOR:

Specific attitudes and actions of this child at home and/or at school.

- Plays a game of being perfect with adults. Displays attitudes and actions at home and/or school which project him/her as perfect when, indeed, he/she is not.
- Tells people exactly what they want to hear.
- Perfect in the presence of authority. Not so perfect when authority is not present.
- Often reprimands classmates in the presence of others.
- Defensive and hurt when confronted.
- Pushes rules, but denies having broken any—ever.
- Always alludes to innocence—in thought and deed.
- In some situations, acts naive if confronted.
- Goes to great lengths to show how "goody-goody" he/she is.
- Likes seeing classmates "nailed to the wall."

II. EFFECTS:

How behavior affects teachers, classmates, and parents in the school learning environment and the home family situation.

- Classmates dislike him/her.
- Others often think this student is the teacher's "pet." And the student may be a favorite because he/she "butters us up."
- Teacher may try to "catch" student at misdeed, only to get long lists of denials which further annoy teacher.
- Teacher and classmates may find him/her a depressive and disgusting person.
- Teacher often has feelings of distrust toward this student—and may be unwilling to interact positively with him/her at other times.
- Teacher loses caring attitude toward student.
- Classmates think of the angel as a phony, and don't appreciate his/her desire to impress or please.

III. ACTIONS:

- Identify causes of misbehavior.
- Pinpoint student needs being revealed.
- Employ specific methods, procedures, and techniques at school and at home for getting the child to modify or change his/her behavior.

Primary cause of misbehavior:

- **Power:** This student sees playing the angel as a form of power—power over teachers, parents, and especially other students. The more he/she can get away with fooling an adult, the more powerful he/she feels. The student sees getting peers in trouble with adults as a way of using power over them.

Primary need being revealed:

- **Sexuality:** The primary need of relationships should be investigated. It's possible that this student has had a break-up in the home. It may be that this role has been modeled by someone at home and he/she is applying

the same model in establishing relationships at school.

Secondary needs being revealed:

- **Affiliation:** This student needs a friend whom he/she can relate to but not control.
- **Achievement:** As this student achieves on his/her own merits, he/she will feel a reduced need to impress and control people.
- **Status:** Achievement will increase the feeling of worth and the feeling that he/she is somebody.
- **Autonomy:** The feeling that the student can be his/her own person without manipulating people can be enhanced by achievement and a feeling of worth.
- Give this student positive and acceptable ways to get attention.
- Give him/her significant things to do. This is a vital strategic action.
- Let the student know that it's not necessary to grovel or "stand on one's head" for approval. The student needs acceptance for "just being." Remember, this student has been taught that he/she must do something "fantastic" to find acceptance. This is the "Cinderella Syndrome." It's a very common feeling among children.
- Counsel the student about "being oneself" and being "authentic." Remind the student that he/she is good in front of the teacher—and misbehaves when the teacher isn't around. This is because he/she is trying in one place to be "perfect" for teacher approval and, in the other, to be "bad" for peer approval. And the student is losing in both situations.
- Talk about "fun" things rather than "achievement" topics. This will help him/her relax.
- Laugh with the student about mistakes. Make it clear you don't think his/her mistakes will cause the sky to fall.
- Take off undue pressure—and explain why.
- Always talk to parents. Tell them you feel that pressure for acceptance is causing the behavior. Such children often have "professional parents" who "live through their children."

IV. MISTAKES:

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

- Always watching and waiting to criticize.
- Resenting the angel and dealing with him/her in anger or disgust.
- Disliking this student.
- Failing to help him/her make friends.
- Increasing his/her fear of disapproval.
- Never choosing this student.
- Ignoring him/her.
- Failing to talk to parents.
- Failing to develop a plan with other teachers to help the student change the behavior.
- Becoming frustrated with this student's attempts to play games, and finally rejecting him/her completely.
- Exploiting him/her by rewarding the behavior.

NEXT SEEKER: "The Angry"

**ALL ARTICLES OF INTEREST, PHOTOS, NEWS, ETC... FOR THE JULY ISSUE OF SEEKER MUST BE IN NO LATER THAN JUNE 15, 2000. PLEASE SEND ALL INFORMATION TO:
RICH WAMPLER • 110 SOUTHERN COURT • McDONOUGH, GA 30252 • E-MAIL: wamplerr@earthlink.net**