



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 ANGRY

I. BEHAVIOR:

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

- Always has some extenuating circumstances which prevent him/her from doing something.
- Objects to classroom rules, claiming they're "unfair."
- Objects to changes in routines.
- Objects when teacher won't accept excuses he/she considers valid, such as "My mother 'washed' my paper in my clothes" or "I can't find what I need in the library."
- Not prepared to do what the class is doing.
- Behind everyone else.
- Borrows frequently.
- Needs more time.
- Makes objections rather than alibis, excuses, or complaints. Make no mistake—there is a difference.
- Objects to assignments as too long or as interrupting his/her busy schedule.

II. EFFECTS:

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

- Time is wasted.
- Class is interrupted.
- Extra time and attention are required.
- Classmates are disturbed.
- Teacher is pestered by this student's requests for extra help.
- Teacher may become angry because of this student's continuous objections.

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:

- **Attention:** This student may feel that he/she is not getting the proper amount of attention.

Primary needs being revealed:

- **Sexuality:** This student is unable to establish peer or adult relationships.
- **Escape from Pain:** He/she may feel unable to achieve academically, and may object in order to cover the pain of not being a good student.

Secondary needs being revealed:

- **Achievement:** This student needs some success with adults, either at home or at school. The objector is not so concerned with peer

relationships.

- **Autonomy:** The objections may be a way for the student to say, "I exist," or just to have some control over his/her own life.
- **Power:** It is possible that power contests with adults are created by constant objection. If this is true, the student is actually operating from a weak position, and care should be taken in dealing with this problem. Student objections usually contain the word "but." They are expressed by such phrases as "But . . . I don't know how to do it," or "But . . . you didn't say I had to do it today," or "But . . . I didn't have time." Be aware that, in reality, the response is caused by a student wanting or expecting more—whether it's more teacher help, more information, or an extended date for turning in an assignment.
- Of paramount importance, objecting students may still have an interest in class work. This is vitally important to the teacher handling the objection. Therefore, analyze the reason for the objection. Ask yourself four questions which will guide your approach with the objecting student:
 - Is the objection intelligent?
 - Is ignorance revealed by the objection?
 - Is the objection emotional?
 - Is the objection analytical?
- Listen to every objection. If the objection has merit, share points of agreement. But the benefits of your rationale must outweigh the student objection, or the objection cannot be overcome.
- If the student is wrong, educate the student and let him/her down gracefully. This is a must.
- In either case, ask questions rather than tell, give benefits rather than ultimatums, and relate assurances rather than demands. Using these three techniques will allow more success in handling objections.
- Don't feel you must respond to this student's actions or words with either approval or disapproval. Often, a nonjudgmental response which intimates neither praise nor criticism is the best secondary course of action a teacher can take with this student. This stance allows the student to form his/her own judgments—which may be more harsh and lasting than those a teacher would offer. Therefore, before you jump on this student, try the "Nonjudgmental Response" technique with the objector.

IV. MISTAKES:

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

- Showing emotion.
- Reacting as if the objection were a personal affront.
- Punishing the objector.
- Threatening to tell parents.
- Saying this student is going to fail

NEXT SEEKER: "The Animal"

**ALL ARTICLES OF INTEREST, PHOTOS, NEWS, ETC... FOR THE OCTOBER ISSUE OF SEEKER MUST BE IN NO LATER THAN SEPTEMBER 15, 2000. PLEASE SEND ALL INFORMATION TO:
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