

I Did iT!



Students Succeeding



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Profiling: The inside view

Teachers, like students, come from different places. We go to school for many reasons, and we hope for success. It is important to us to feel like we are helping youth become more educated, better individuals and future community members through our time and hard work.

It is complex work . . . and no matter how hard we try, we are not always satisfied at the end of the day. Magic bullets, magic recipes, magic carpets How we all wish we had something to transport ourselves each day, into the "zone" that will make this a great day..... and more than that, we wish for the students to have one, because when they are in that "zone" teaching flows.



How do we get that magic potion? How do we find the zone? On one television series they have the *profiler*, a person who can get inside the mind of others and understand their intentions. As the person gets more and more clues, it adds to the drama, the mystery, and the success of finding and understanding human nature. Could teachers learn to do that? Is there a way to develop the skills and insights to recognize why a student isn't working, isn't on task, can't seem to stay motivated? **YES! We want to do it, and we can!**

The successful profiler, recognizes and excels at two vital things:

- 1) The teacher knows self and practices self control and self discipline
- 2) Each student has to be very important to the teacher . . . real, an individual, and worthy of time and attention.

These are the tools we need to succeed in other relationships. They are keys to growth, happiness and building community. Teaching is about relationship, about caring enough to support each student. We lose that brilliant insight sometimes, but it is still the key to successful teaching and learning.

The student of human nature knows that **a student who is acting out** does not trust the self, feels threatened, anxious, unhappy. It may be directed at us, but it is not about us. We help most by finding what is hurting and addressing the cause, not becoming angry, anxious and reacting.



Every kid matters -- and every kid can learn. If you believe that, you will find a way. If you do not believe that, there is no way. **Great teaching** = I can teach every student.



To learn, we must feel safe and capable. Now add that together to get the whole solution.....



Student believes: *I matter + I can do it + I trust you + You will help me succeed.*



Teacher believes: *I am a facilitator + I am a professional and I can find a way to help students learn. +Students are as important as I am. + We are all human beings, in this together, and equally worthy. . . and we learn best when we are safe!*

Introduction

I can Fulfill the Professional Responsibility of Teaching

Necessary and Adequate Conditions

Teachers who are professionals, balance:

- ✚ Personal goals and objectives with State mandates and testing requirements
- ✚ Expectations for teaching content with student ability to learn
- ✚ Time frame established in the lesson plans with time it takes students to learn
- ✚ Need for personal time with intense needs of students
- ✚ Time on task with time to think creatively
- ✚ Personal boundaries set and maintained while meeting student need for attention



Students need support and practice in learning to balance, too.

- self interest with the expectations of the curriculum
- things that are fun and pleasant with challenges
- taking time for self with staying on task and lengthening learning effectiveness
- meeting the needs of others in the learning community while getting self satisfaction
- getting and giving respect
- strengthening gifts and learning abilities with acquisition of new, more difficult work



As teachers, it is critical to understand ourselves and our students. Part of teaching youth is helping them to become fully human, a journey we are making, ourselves.

Each person is special, unique in important ways, and rather insulated from others. It is only over a span of years that we come to realize who we are, and it is much longer, still, before most of us reach out to try to fully understand others. We present a paradox. We want so much to be loved, to be understood, to be accepted unconditionally. Yet often, those who need that support the most, build protective barriers to keep others at a distance, fearing and desiring contact at the same time.

We want to tell others how we feel, yet may not be motivated to listen to another's story. We may find it difficult to allow someone access to the sensitive and tender places, or fear that by sharing who we want them to see, they will see beyond that to who we fear we may be or feel ashamed of being. We need to be together with others, and we seek to be alone. Human beings thrive in community, yet we do not automatically have the tools and skills to feel safe with others. We can learn them, and we can become adept. Most important of all, we can share the keys with those we teach as we help them do well in the learning community.



Profiling tools

Our personal philosophy about education tends to define our view of student actions. If we believe that children are built to learn, love to learn and only stop when thwarted, discouraged or attending to another need, then we see a student who is not learning as an opportunity for intervention and support.

If we have a world view that suggests that children do not want to learn, are lazy or unmotivated and tend to intentionally seek ways to disrupt, then we may see student lack of learning as a personal attack or a child's individual agenda.

Profiling tools work most effectively if we assume students are built to learn

Boundaries	Able to sort out the difference between the students' and your own internal message.
Clarification	Checking and rechecking verbal and nonverbal messages with self then addressing beliefs about messages, followed by asking the other person what was meant if there is a disparity or uncertainty.
Community Building	When students work together, they are preparing for life and the world of work, so facility in these skills is tantamount to increasing potential for a life of success.
Consistency	This means meeting the needs of each student rather than treating all the same and maintaining that stance, regardless of anger, manipulation or interference.
Cueing	Stop and assess repeatedly, watching body language, attending to how your expectations are received, really listening to what the student says about work, and tasks, other students and self.
Empathy	Capacity to look for others' needs and feelings and "walk a mile in their moccasins."
Facilitating	Smoothing the way, with nudges and support, usually from the side, and almost hidden from student awareness or concern, so student feels empowered and in charge of success.
Honor	Keep the sense of dignity about self and maintain it for the student (face saving) even if, maybe especially if, the students are willing to abandon it.
Human nature	Learn, learn, learn about human beings, development, basic needs, drives, motivation, weaknesses and how we protect ourselves when vulnerable.
Listening	Being able to empty self enough to attend to verbal information of others without focusing on own needs, pushing own agenda, giving the perfect answer, solving the issues out of hand.
Power	Recognize the difference between power and control, self control and control over others, We struggle for power most often to protect ourselves. This insight empowers the teacher to wisely use power and teach students the differences between grabbing at chances with little idea of consequences and making responsible choices.
Relationship	Help the student feel like they can connect and communicate effectively and feeling like the teacher is getting attention and support in response to messages.
Self Control	The ability to handle emotions and threats to self in a way that does not damage others unless threat to life is imminent.
Structure	Provide clear guidelines so students know what you expect and can trust your messages.
Timing	Recognize and act on the right time and place for sharing, helping, caring, nudging.
Trust self	Believe what your body tells you about your feelings.
Trust students	Believe that students, nearly always do the best they can, given the circumstances; people are basically good, and when they are misbehaving, some need is supplying the energy to find a way to be safe, to save face, to look good, rather than assuming evil intentions.

I. Profiling

How I know it is about:

Structure missing
 The appearance to the student
 Depression
 Stress of failure
 Hopelessness
 Lack of relationship with teachers
 Unclear
 Can't decipher work
 Unable to express

Boring (I already did this *&^% times)
 Eye-hand coordination
 "I can't"
 Fear of failure
 Peer support
 Internal messages
 Not reading directions
 Lose focus
 Upset

II. Profiling Flow

Profiler Flow	Observe	Recognize issues and needs	Develop strategy	Teach skills
				

Learning barriers

- Reading issues:
 - "I can't decode the page "
 - "Now what am I supposed to do?"
 - "This is stupid."
- Focus issues:
 - Processing speed
 - Split brain messages
 - Short and long term memory
 - Overload of stimuli
 - Neurological and chemical responses to information are not supportive of learning
- Learning styles:
 - Gotta touch it to get it
 - I don't get what you want (I have to see the big picture)
 - You misspelled the word, stupid (It needs to be just right so I can think about it)
 - Just give me the facts, Ma'am
 - It's not about words
- Memory issues:
 - "What did you want me to do?"
 - "What homework?"
 - "For every action there is an equal and opposite reaction." What does that mean to me?
 - "I know you are supposed to invert the divisor, but then what?"
 - "Yeah, I'm supposed to bring my book to class, but I can't get in my locker"
- Organization:
 - Executive planning functions need to be supported
 - Adolescent retooling of brain function
 - Student needs to be taught how to learn
 - Steps and skills are emerging and need practice and refinement.

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Grading

When we talk about safety for students, we usually think about security guards and closed campuses. The safety we are looking for is deeper. If students are going to try, there has to be a hope for success. None of us continues to work at things if we always lose.

By first grade, many children see little hope for success. Part of this comes from the idea that all students must learn all subjects. Another comes from common grading practices. Students who are achieving at the top of the class like to fight for a good grade, to work until they get an A or B. Many other students are nearly paralyzed by this practice.

If there is no way to get a good mark, a student is likely to get angry or feel hopeless. When students feel angry and hopeless, they get in trouble to save face. Evidence that grading is an issue:



Student is frequently in detention or ICE



Student slams book around rather than getting started



Student sits and stares at the work



Grades are low or failing



Homework is seldom or never turned in



Remember how you felt when you got a bad grade to get a sense of the anger and hostility that comes from the first few failures, and then think about what you did. Are some of your students doing the same thing? Is it thought stopping? Do you need to do something to relieve the hopelessness? Did you ever actually get a headache from feeling frantic about it? If it is the first few times you get a bad grade, you do. Pretty soon, it becomes one more piece of evidence that suggests you don't have what it takes for brains. We don't take this kind of failure well, so we do something about it, and it isn't usually studying harder.



Solutions

- Use benchmarks to explain things accomplished.
- Focus on what the student does know.
- Isolate next step student needs to take to continue to achieve.
- Use informal assessments to recognize what might work to extend knowledge.
- Listen in while a student explains an emerging concept to a peer. It will tell you all kinds of things that the student does grasp and what small pieces are missing .
- Use a rubric (p. 7) so students know how successful they are and what to do to improve on each task.
- Have a student write the rubric for the task, so all the steps are clear.
- Give students an opportunity to choose how they will prove understanding.
- Start instruction back at the level of success and understanding. It allows the student to make rapid progress and feel hopeful about ability to learn.

<i>Sample rubric:</i>	Mastery	Competent	Needs Support
skills	. Shows work . Details are clear . Work is neat and paper is clean . Work is handed in on time . Process was started and completed by self	. Answer is correct . Calculator not needed Shows work Details are clear Answer is correct Work is neat and paper is clean	<u>Any of these elements is missing</u> Shows work Details are clear Answer is correct Work is neat and paper is clean

What is a Rubric or Checklist?

A rubric is a scoring guide that describes criteria for student performance and differentiates among different levels of performance within those criteria. Because rubrics set forth specific criteria, define precise requirements for meeting those criteria, and often assign numerical scores to each level of performance, they provide teachers with an effective, objective method for evaluating skills that do not generally lend themselves to objective assessment methods. Rubrics simplify teacher assessment of student work and provide students, parents, and administrators with an answer to the age-old "Why did you give it this grade?" question. And, at their very best, rubrics provide students with standards and expectations they can use to evaluate their performance while completing the assignment. http://www.education-world.com/a_curr/curr248.shtml

Example of **rubric/checklist** a student could develop:

Assignment: Write a one page essay about how safe you feel at school.

Checklist	Rubric	
	Excellent	Adequate
1. Punctuation is correct.	Punctuation is completely correct.	Sentences are complete.
2. Words are spelled correctly.	Spelling is 100% accurate.	Spelling is 85% correct.
3. The main statement is clear.	Three supporting paragraphs are: . written with a beginning thesis . make a cogent point . give examples to support ideas	Three supporting paragraphs with examples to support main ideas.
4. There are three supporting paragraphs.		
5. The supporting arguments make sense.	Supporting arguments are creative and compelling	The supporting arguments make sense.
6. Sentences contain 7 or more words.	Sentences are robust, including 10 th grade vocabulary	Sentences contain 7 or more words.
7. Summary is clear and makes the point.	Summary is clear and makes the point.	Summary paragraph.
8. The essay is cogent -- stays focused.	The final paragraph restates thesis, reviews, supports and conclusion is compelling	

Here is an example of a rubric, using points, that is based on students evaluating cooperative learning.

Thorough Understanding - 4 points

- Consistently and actively works toward group goals.
- Is sensitive to the feelings and learning needs of all group members.
- Willingly accepts and fulfills individual role within the group.
- Consistently and actively contributes knowledge, opinions, and skills.
- Values the knowledge, opinion and skills of all group members and encourages their contribution.
- Helps group identify necessary changes and encourages group action for change.

Good Understanding - 3 points

- Works toward group goals without prompting.
- Accepts and fulfills individual role within the group.
- Contributes knowledge, opinions, and skills without prompting.
- Shows sensitivity to the feelings of others.
- Willingly participates in needed changes.

Satisfactory Understanding - 2 points

- Works toward group goals with occasional prompting.
- Contributes to the group with occasional prompting.
- Shows sensitivity to the feelings of others.
- Participates in needed changes, with occasional prompting.

Needs Improvement - 1 point

- Works toward group goals only when prompted.
- Contributes to the group only when prompted.
- Needs occasional reminders to be sensitive to the feelings of others.
- Participates in needed changes when prompted and encouraged.



Structure

Evidence that structure is an issue:



Student is constantly testing the limits and trying to expand the boundaries



Any change in daily routine is upsetting for a specific youngster and transitions don't flow



Students are chatting and being called back to task at least twice in each period



Students flair up when called back to task - "It's not fair" "Do we have to?" "We already did"



Extremes of reaction are present - resentment, pushing, lax actions like sliding feet, pushing others, slamming books, fearful or angry looks



Remember how you felt when a teacher was too strict? It creates a feeling of resentment and everyone looks to the "bad" kid to get even for everyone. Most students sulk, whine, tattle or 'disappear' because a nasty adult in authority pains us. Of course, there is a whole continuum of inappropriate structure. We hate the teacher who cannot make anyone behave even more than the one with the hickory stick. The only thing worse than feeling bullied is realizing that the teacher cannot control one of the students and we are all going to suffer at a child's whims. It means little work gets done and a lot of unhappiness and a year of feeling unsafe.



Solutions

Isolate the problems and see if it is just one youngster who is upset, or one youngster who is acting out for everyone -- doing the dirty work of embarrassing the teacher. If it is one student:

- + with the student, establish a pattern of work to be accomplished in 5 minute units
- + set up a self monitoring process, so student self reports on each 5 minute section, each day

example on p. -----

- + start the class with a short assignment, already in place that gets everyone started immediately
- + walk near the student's work area about every 4 minutes, and use supportive messages at each pass (can be non-verbal, like a smile, wink, touch on the desk)
- + set up a ritual for student self soothing, on those days when too upset to start work assignment, may be reading at rocking chair, studying terms in a bean bag area, reviewing for test with a peer, brewing green tea to settle down (get parent permission).
- + review rules to maintain a learning community and get input from everyone, and acknowledge the ability each has to support or sabotage a peaceful learning setting
- + have a 3x5 card session, teacher and students put main gripe about how learning is being thwarted on one side, then what personal thing s/he could do to help build a better community on the other. Now an open working session, lets each person tell the problem, which can be listed out, and the one thing that each can do to help the learning situation.
- + review procedures that promote learning, initiating new ones where needed
- + review rules (ethical guidelines) and ask for support in all students treating one another with respect, dignity and promoting a safe learning environment

Three great rules for classrooms:

- 1. Respect one another**
- 2. Do your best**
- 3. Promote learning**

In the Zone has a discussion of structure, power and control that discusses the importance of adequate structure and methods to enhance the safety of the classroom.



Peer pressure

Evidence that peer pressure is an issue:



Student is acting like Jim Carey - panning for a laugh, high five, snickers



There is a general sense of disrespect for the teacher, not openly defiant, but guarded looks, intentional infractions, spit wads, many students without pencils, anonymous cat calls



When teacher remarks on student success, others make fun of the target using terms like "teacher's pet", "brown nose" or "Go Tina, get busy,"



Teacher is baited into losing temper, often successfully, with growing frequency



Lots of "looks" exchanged, sighs, slammed books, under breath comments when teacher assigns works or asks for cooperation



One student identified and badgered - nasty names, pushes, laughter, physical violence



Remember that teacher everyone disliked and wanted to torment? It is every teacher's nightmare to think that might be who s/he has become. If you see the evidence, it is possible to turn things around. The quickest way is to stop taking yourself so seriously. Laugh a little, turn the joke on yourself and help students relax. Give students respect instead of demanding it and the power struggles will subside. This student behavior comes from fear and anger. A well developed and implemented cooperative learning unit could turn the friction into a positive situation



Solutions

Self assess to see what is triggering the resentment, and stop doing it

Check for sarcasm and cynicism. . . most students can't win such verbal exchanges, and the rage and distrust they feel for a teacher who uses them builds and has a boomerang effect

Get a peer to come into the classroom and give you feedback on interaction patterns - then give yourself time to assimilate the findings and make constructive changes (consider taping yourself and monitoring progress)

Get a peer to come into the classroom and help defuse the anger (do not do this alone!)

Be certain you are not acting the age of the students. Most people did not have satisfactory teen years, and it is tempting to try to finish or redo the picture from a different power base

Involve students in making and keeping the rules to stop the "back draft" effect (see Rules: Working as a team)

Use self monitoring and proactive discipline techniques and eschew any form of punitive retaliation

Use the energy surrounding teen need for friendships to further learning, peer mentoring, group work, pairs working together, jigsaw approaches to assignments.

Students actually learn more by working together than alone - and it sets up positive work behaviors, since few of us work in isolation and learning to get along is a great set of life skills

+ A well developed and implemented cooperative learning unit can turn friction into positive energy

+ Promote the ability to trust and be trustworthy as part of group work

+ Teach communication skills - and practice them often.

- taking turns
- "I" statements that express how the person feels
- recognizing if it is your "child, adult or parent voice" you are using
- determining what emotion is driving the need to share active listening
- active listening techniques and questioning when uncertain
- sharing factual and emotional responses to expectations, relationship



Power struggle

Evidence that power and control are at issue:



Student says so - "You can't make me do that," "Oh yeah?", and it feels threatening.



You feel like "getting" the kid or using physical force to make your point, force obedience.



Anger surrounds these exchanges, and the teacher usually does whatever s/he must to win.



Student either lashes out or sulks; often talks to other students about unfairness, shows anger.



You are sending a student to ICE or expelling/suspending someone for bad behavior.



Remember your last skirmish? If you are able to assess it from outside the time, you can't remember exactly what you said, except for something that was too harsh, and you can't understand how you got to that "out of control" place. You are likely to be simmering underneath, and dreading the next confrontation. How does the kid feel? He or she probably feels the same way - dread, victimized, justified, fuming, miserable, and unwilling to be forced into a corner, no matter what it takes.



Solutions

- Students can do a lot of acting out, "winning" so to speak, that adults can't, so let the kid up off the mat, out of the corner. Refuse to keep exchanging blows in this lose-lose arena. Teachers cannot win, because the most power you have is to kick the kid out of your classroom. Winning that way is very costly. The student can hold a grudge, vandalize the school, talk about you behind your back, not go to school and lose out on educational and socialization experiences so necessary to be a useful member of the community.
- Regain your own sense of self and self control. It is easy to blame the student for how we feel, to bluster around about wanting respect and "kids these days..." The real issue is personal. Can you control yourself, or is the student going to be able to get you to play his game?
- Use the four "C"s to build a relationship with the youngster -- something unexpected, and the real thing the student actually needs from an adult, a model of how to behave, how to control self, how to remain calm.
 - 1) Choice - start framing tasks for this person so s/he can save face. It works with 2-year-olds and it will work with adolescents. "Do you want me to help you with the outline, or try it yourself?"
 - 2) Consequences -- the more natural the better. Get out of the punishment realm. It does not work, even if you had plenty of it and it didn't hurt you..... yes it did. You felt victimized and it taught you to act as you are acting now. Choose consequences - if you do not get your work done, you won't learn. How sad for you. If you are not able to work right now, you will need to do exercises to get yourself under control. It must be hard to have to fight your body for self control. . . etc.
 - 3) Care and concern - model how adults care for children and show your concern for this student. Keep using supportive words, actions, and positive thoughts for the student. It may be a long time before the student can be supportive in return, kind, appreciative. That is not the point. You model maturity, you show what self control looks like, you continue to be the adult and refuse to be drawn into a confrontation. Control yourself and don't allow the student to control interactions.
 - 4) Consistency -- this provides safety. It is not the same as "fair." It has to do with ritual, soothing certainty, the student knowing the boundaries. Set up a routine, and be certain it gives students the most time to learn and the safest learning community setting. Then teach all of it to students, explaining the "whys" as you go. As new students come into the class, have everyone explain the procedures and rules. Maintain it.



Ownership

Evidence that task commitment is an issue:



Student verbalizes complaints - "I already did this, already know this, this is dumb," etc.



Energy to get started working is missing and student must be reminded frequently.



Complaints that no one needs to know this or will every use it again.



Involved in something else and does not want to stop to do the new work.



Reference to grading is always about what the teacher will be awarding rather than what the student earns or deserves.



Remember how you felt at the last meeting when you were told about something you had to change and didn't want to do? Did you feel helpless? Angry? Thwarted? Did you feel like quitting? How about the last time you got "caught" doing something you knew could get you busted, but felt helpless to change --- like being late, not getting papers graded, stayed home because your child was sick, but had no days for that, so had to say you were ill? Bureaucracy lends itself to that - a feeling of impotence. Students learn best when they feel less fear and more power. It is a great motivator.



Solutions

- How do I encourage students to work hard for themselves; to get the ideas and knowledge instead of working for a grade? It is a tough question, and one you will want to incorporate in your classroom.
- Rethink your role. Are you a watchdog? Is it your job to report and punish when a student does not know something? Isn't that F you gave the student actually yours? Who failed? Why both of you!
- Use rubrics that give clear information about what is expected in an assignment. It is hard at first, but becomes a way of thinking about excellence. How will the student know what is enough, what is expected? The rubric spells it out for all of us. Students can learn to write rubrics and checklists.*
- Add mastery based assessment to your grading system and put students in charge of maintaining those records -- *strutting their stuff*.
- Work as a team member instead of the holder of the keys. Practice saying 'I don't know,' or turning questions around so student feel like they are empowered and not knowing is ok. Our current system has a built in penalty each time someone doesn't know something. We can change that.
- Think of yourself as a facilitator - someone who makes the improbable happen. Learning is a miraculous process and we transcend the moment each time a light bulb goes on for a student because of how we presented concepts and ideas. It is the true payoff for teaching! Get yourself more!
- Use the built-in excitement of students learning concepts through personal interest areas.
- When a teacher is the "guide on the side" instead of the "sage on the stage" the students do more work and make a stronger commitment to learning -- they are in the driver's seat that way.
- Remember that most students, most of the time, are learning all day long. It is directing that energy that can be the most effective tool..... get them to learn what the officials think is crucial while tailoring it to the things students are ready to learn about and developmentally prepared to consider.
- The teachable moment is real. Use them every time you find one, and make some by the interesting things you talk about and share with the class.



Depression The world breaks everyone, and afterwards, some are strong at the broken places. - Hemingway

Evidence that sadness or despair is an issue:



Student is lethargic, seems to force self to walk, seldom moves around the classroom at will.



Posture is often "bent" or crumpled with little extraneous movement.



Affect - the way the face looks - is sad, maybe in pain. We seldom look carefully at these youth, in fact we often ignore them and fail to realize how much they are hurting.



Students who are verbal tend to complain of missing sleep, have dark circles under eyes.



Appetite is affected. Most students either gain a lot of weight or lose weight.



Drugs -- yes peers can be the cause of starting, and part of that is to ward off a sense of alienation or not belonging. It is a cruel form of angst. Drugs also are a way to self medicate. In our current communities, drinking a six pack of beer is more acceptable than seeing a therapist or being in counseling. Most of these substances dull the senses, bringing momentary respite, or allow us to act out our feelings without taking responsibility for them. Many times drug abuse is a symptom of depression.



Remember back to your adolescence? Most of us don't really. We remember a few experiences, but we lived through it and seldom spend time reminiscing. It was a painful time for most of us, and we suffered. In retrospect, it was silly to be suffering and languishing over such trivia, but at the time, it often felt life and death. One of the greatest pains comes from not belonging or feeling ignored and devalued. Our body changing and the hormones that helped make that adult body only added to the tragedy of it all. For the person experiencing the sadness it is real.



Solutions

- Acknowledge the sense of loss, whether a pet, a contest, a low grade, not getting on the team, losing an election, or more serious family and life losses as real and listen carefully if the student will open up.
- Remember to entice rather than force steps up from the doldrums.
- Address the lack of energy as genuine rather than minimizing it, and support the student's efforts to try something rather than badgering them for laziness.
- Take hints of suicide seriously and get the student support for the psychic distress
- Ask the student to mentor another in an activity to heighten the stimulation
- If possible, use music in the classroom to lighten the mood and feel of the day
- Give the student an opportunity to set up and personalize a unit of study, helping to add stimulation and personal interest to the subject
- Honor the student for even getting dressed and getting through a day. Many adults would not make it to school if they were as sad as some of our youth are.
- Reconsider your position on crying and give students permission to express sadness.
- Place a rocking chair in the classroom to enhance self soothing
- When possible, use journal entries to give students an opportunity to vent in a private, personal way.
- Enact and work through some of the issues - diorama, write a play and have others help perform it, read a book where the protagonist had the same kinds of issues. Illustrate a series of comic strips that deal with the irony, the pain, the human conditions involved and gain resolution.
- Provide a personal connection, smile when passing the desk, catch eye and wink, high five, wrinkle nose.....

Symptoms of Depression

Use this list to recognize the symptoms for depression. If a student has several symptoms, please get them support








- ™ **Frequent sadness, tearfulness, crying** Teens may show pervasive sadness by wearing black clothes, writing poetry with morbid themes, or a preoccupation with music themes of hopelessness. They may cry for no apparent reason.
- ™ **Hopelessness** Teens may feel that life is not worth living or worth the effort to even maintain their appearance or hygiene. They may believe that a negative situation will never change and be pessimistic about their future.
- ™ **Decreased interest in activities; or inability to enjoy previously favorite activities** Teens may become apathetic and drop out of clubs and activities they once enjoyed. Not much seems fun anymore to the depressed teen.
- ™ **Persistent boredom; low energy** Lack of motivation and lowered energy level is reflected by missed classes or not going to school. A drop in grade averages can be equated with loss of concentration and slowed thinking.
- ™ **Social isolation, poor communication** There is a lack of connection with friends and family, gatherings and events. Teens who used to spend a lot of time with friends may now spend most of their time. Teens may not share their feelings with others, believing that they are alone in the world and no one is listening to them or even cares about them.
- ™ **Low self esteem and guilt** Teens may assume blame for negative events or circumstances; may feel like a failure and have negative views about their competence and self-worth. They feel as if they are not "good enough."
- ™ **Extreme sensitivity to rejection or failure** Believing that they are unworthy, depressed teens become even more depressed with every supposed rejection or perceived lack of success.
- ™ **Increased irritability, anger, or hostility** Depressed teens are often irritable, taking out most of their anger on their family. They may attack by being critical, sarcastic, or abusive. They may feel they must reject others to escape rejection.
- ™ **Difficulty with relationships** Teens may suddenly have no interest in maintaining friendships.
- ™ **Frequent complaints of physical illnesses, such as headaches and stomachaches** Teens may complain about lightheadedness or dizziness, being nauseous, and back pain, headaches, stomachaches, vomiting.
- ™ **Frequent absences from school or poor performance in school** Children and teens who cause trouble at home or at school may actually be depressed but not know it. Because the child may not always seem sad, parents and teachers may not realize the behavior problem is a sign of depression.
- ™ **Poor concentration** Teens may have trouble concentrating on schoolwork, following a conversation, even watching TV.
- ™ **A major change in eating and/or sleeping patterns** Sleep disturbance may show up as all-night television watching, difficulty in getting up for school, or sleeping during the day. Loss of appetite may become anorexia or bulimia.
- ™ **Talk of or efforts to run away from home** Running away is usually a cry for help.
- ™ **Thoughts or expressions of suicide or self-destructive behavior** Teens who are depressed may say they want to be dead. If a child or teen says, "I want to kill myself," or "I'm going to commit suicide," always take the statement seriously and seek evaluation and support from a child and adolescent psychiatrist or other mental health professional.
- ™ **Alcohol and Drug Abuse** Depressed teens may abuse alcohol or other drugs as a way to feel better.
- ™ **Self-Injury** Teens may show emotional tension, physical discomfort, pain and low self-esteem cutting.


Help: There are local services. Let your school counselor know of your concern immediately. The school nurse can also assist in finding services and evaluating the seriousness of the student's behaviors.



Hopelessness *Our happiness in this world depends upon the affections we are enabled to inspire.*
- Duchesse de Praslin

Evidence that a sense of futility is an issue:

-  Student is unable to attempt an assignment.
-  Student's face has a blank look -- often called a flat affect
-  Posture of student suggests s/he almost can't bear to move, walk. Adults have a long history of not seeing this. Several students in your school feel this way. Take a day to start looking for the youngsters and noticing how they look and move about.
-  Almost always isolated, not even attempting peer contact.
-  May have bursts of energy when they do the "Jim Carey" funny guy *schtick*.
-  Appearance often suffers - lack of hygiene, clothes have food spots, or same day after day.
-  What do you look for? Presence, affect, pose, posture, responsiveness.

	Remember a time when you were faced with a mountain of work? For me it was when my house was flooded the second time. I could hardly drag myself up in the morning and every move took so much energy. My teens walked around like zombies. The first flood, they stayed buoyant, but with this one, they couldn't find the energy to wear clean clothes. I was so sad, every job I did felt pointless. You are likely to have something in your own life like that. You felt unloved, like every act was futile, and like there was no point - divorce, loss of parent or pet, tragedy....
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Solutions

- This is a deeper place than depressed. Many of the same self-soothing things will help here, too.
- Counseling -- good help -- is important. A sense of inner anger and grief exists and needs to be touched.
- Forcing a student to talk about or share this may make the teacher an enemy. Be fully present and caring, but give the student space and time, as you help get a task started or carried to completion
- Deep grief can take up to six months to resolve itself. Many times we know a child lost a parent or sibling and we give them a week or two to get over it, then decide it's time to "buck up" or "get back on the horse." It takes far longer. A divorce often hurts for years and for some, a death is never resolved. Life does go on, but sometimes the recognition of that is to painful, only adds to the futility. Gentle support and listening speeds resolution.
- Sometimes this is a very mercurial time, with roller coaster emotions. Embrace those frenetic moments and give the student things to do that build on the sense of accomplishment.
- Sit with the student, one on one to get assignments going, then slip out when the momentum moment occurs.
- If the student stops working, slip back in and pick up the pen, chatting and then helping the student get back into the work. Skipping the one that was the work stopper and coming back to it can be a useful technique
- Exercise really helps - music that the students move to for a couple of minute, silly songs.
- Putting on lotion can bring some students out of the slump, at least for a short period.
- This can dramatically affect self-esteem. Some students experience a loss of self during this time and struggle to gain strength to breathe, to move, to go on. We may not be able to understand, but we can care.
- Review material on how to help a student who is suicidal. Youth die every year, and students who are Native American have one of the highest rates of trying and succeeding.
- Remember that substance abuse may be tied to this. Students may self medicate to block the pain.



Relationship with teacher

The persons in the street get in my way because I collide with them as possible rivals. I shall like them as soon as I see them as partners in the struggle. Teilhard de Chardin

Evidence that mutuality needs to be built:



Student is disrespectful, verbally, with body language, may be confrontational.



Makes snide remarks or does passive aggressive behaviors to belittle the teacher.



Baits the teacher to put him or her in a bad light; calls attention to mistakes.



Intentionally disobeys the teacher, openly refuses to comply.



Ignores the teacher when s/he comes forward to talk with him or her.



Think about someone you really dislike, who has it **coming**, by the way.... They've earned your enmity. Now wrap yourself in the disgust, the anger, the anxiety of running into them..... because you would like to do something to hurt them or shame them, and you may not be sure you will be able to be civil, or control yourself --- in fact you are not sure you even want to. Some students feel that way about some of their teachers. Some of your students may even feel that way about you. Ouch! What we tend to do is feel hurt, then justify our position, feel hurt and then lash out.



Solutions

- The easiest way out of this is to take the situation in hand. It doesn't feel easy, because by now there are slights, and it feels awful to bend around, lose face and approach the person, and a student, no less, but as long as there have been people, it has been the most effective strategy. There are classic stories about it, sayings, even poems, like the one that ends "heretic, rebel, a thing to flout; he drew a circle that left me out.... but love and I had the wit to win, we drew a circle that took him in."
- Find out about the youngster - favorite colors, hobbies, and develop ways to genuinely connect with him -- as an adult, but with concern and genuineness. Few people can resist that.
- Stop the confrontations by getting in the adult posture. That means you can say. "I don't like to be called that." Then turn around and take care of other things in the class rather than getting even or "calling out" the student.
- Remind the students (not in a pushy, authoritarian voice, but in an authoritative manner) of the respect rule, and if you do not have one in the class, consider creating one. Respect is the way we treat each other, regardless of our feelings for a person, because we are human and have self-control. **Good rules: Respect one another; Be Fair; Be Real; Give -- you can share yourself and your time.**
- The adult is the responsible person. Respect is not about how others treat you, it is much deeper than that. It is about how you feel about yourself. Anytime we put another person in their place, we have a backlash effect. It ought to work, but instead, we spend hours thinking, rethinking, hashing, blaming. That means we no longer respect self and are trying to reframe what happened so we can and can put it to rest. Best not to do it in the first place. Want respect? Give it. Want to be put down? Demand respect. It is just that simple.
- Teaching respect is a complex process. It is wrapped around how we feel about ourselves and how we control ourselves. To help youngsters gain this as a way of behaving, many lessons, communications, self soothing, self control, ability to see how others are feel, all have to fit into place --- a life long pursuit. Start small, by modeling, and each week add new elements to what it means and looks like. By the time students leave our learning community, they should be practiced at this, and ready to initiate it with others.
- Relationship is about love. Find a way to love and appreciate what your students can do -- especially the one who is being difficult and disrespectful. Perhaps the key is to find a way to enjoy being with each person. Everyone wins when that is the way the classroom is configured.

Teaching and Modeling Respect

Self-empowerment - that's learning to respect other people's music, but dance to your own tune as you master harmony within yourself. - Doc Childre

Self-respect n. Respect for one's self; regard for one's character; laudable self-esteem.

Teaching respect requires the ability to **1) respect self** and **2) value others** enough to believe students are worthy of the time and attention required to help them be the best of who they are and find a way to offer those gifts to others.

Children begin life with a sense of self, a passion for self preservation. They also begin life with a need to depend on others. It does not take us a few moments to walk, a year or two to reach maturity. We need support, love, guidance and education to mature, and we need it for many years.

We need modeling to learn to be fully human. Those who teach need to master self control.

As teachers treat others with the respect, they provide a vision of what it means to be fully human.

* * * * *

Children are not born with manners any more than they are born reading. We are born with the capacity to read and genes that allow us to speak, but it takes years of instruction. We have a sense of goodness in our genetic structure, our DNA, but it takes years to hone that goodness and help the child focus those gifts and talents for self and society.

When we believe in the potential of students, we are obligated to help them achieve that greatness. Anything less strips us of our teaching mantle. When we allow students to grow without guidance, to be rude, undisciplined, out of control, we are cheating them of the tools needed to become fully human and we are cheating society of the gifts that person could share. We have failed.

* * * * *

- Step One** Gain control of self and do not allow students to destroy that discipline, regardless of what they say or do. True self respect can only be lost by your own behavior.
- Step Two** Have high expectations of students, believing in their ability to learn, to change to grow, as a function of your effectiveness as a teacher.
- Step Three** Make a list. . . Decide what skills are essential for basic human interaction, not only in the classroom but to support a useful life, maintain employment, live in a family.
- Step Four** Develop practices you will teach and model that show respect to self and others. Start a systematic method for teaching those skills and develop a way to let students know you are excited when they gain proficiency in respectfulness.

Examples of Respect Practices

- 1) Say please and thank you when asking for and thanking others for their help.
- 2) Learn how to make an honest apology and practice using it when in error.
- 3) Learn how to greet others and introduce them.
- 4) Say "excuse me" when interrupting others by speaking or moving.
- 5) Offer to share things when there are not enough to go around.
- 6) Use a hanky and privacy when clearing nasal passages.
- 7) Ask someone to repeat a statement when you did not hear clearly, rather than saying "Huh?"

** * * * * Your DNA structure is designed so the choice to function in love is the only choice that brings you fulfillment. Stress is inner biofeedback, signaling you that frequencies are fighting within your system. The purpose of stress isn't to hurt you, but to let you know it's time to go back to the heart and start loving. - Sara Paddison * * * * **



Unclear or uncertain

Evidence that lack of clarity is an issue:



Student stares at the page instead of starting.



Does one or two items and then stalls - starts talking, looking around,



Instead of starting, the student wanders around the class or turns to someone and begins chatting.



Begins with a purpose, and then fizzles out, or starts doing the wrong thing.



Student tells you s/he will do it for homework



Student asks one question after the other, often with an exasperated tone.



Remember how you put off doing taxes? It was partly because it isn't much fun, because it consumes a lot of time and because there are always places that you get stuck. Ah-ha! What did you do about it? Well students feel this way about many of the tasks we give them. They get stuck, they lose heart, they decide to put it off, and hope it will disappear. It isn't just taxes we do this with. It may be a household chore, fixing something like a leaky toilet that is going to get complicated, grading that mountain of papers. If you can get into the middle of how this feels you may better understand how the student who is uncertain is feeling.



Solutions

- We do funny things in education. We say that everyone learns from the mistakes they make, but every time an item is wrong or the student makes a mistake, grades go down. If we don't try, we get a zero on the assignment, if we try and don't have it right, we may still fail. This irony is not lost on students.
- Consider changing grading procedures so that trying and working hard counts as success. More students will try, and the momentum for finishing work will increase.
- Use peer mentoring to help students talk about and make meaning of the things they are doing and allow them to share insights and short cuts .
- Ask a student who is not working, to explain the assignment. Remember that this is done best one on one, with teacher and students sitting down together. Sarcasm shows irritation, not desire to support and help.
- Once directions are given, ask students to tell each other where to begin..... and refocus the students, and start.
- Be available - circulating around the room, and watch for signs that a student is stumped.
- Encourage, rather than threaten, if a student is not initiating work, and that includes helping with the first one, and checking back to keep the momentum going.
- Have a student get up, do something physical and a change of pace for a few minutes, then have a "go" again.
- Use music to set the tone -- upbeat and fast paced may give students extra energy.
- Consider the time of day and if a student is weary --needs a snack to build blood sugar up. Good snacks can be painless --crackers, dry cereal, hard candy, fruit, peanut butter on bread, milk or juice.
- If the lack of clarity continues, consider looking into hearing, sight, and memory problems through the special education process.
- Offer structured choices -- would you like to use these twenty words in your unity vocabulary or add some of your own? Will you do your illustrations in mural form or in a flip through book? Would you prefer chalk for the mural or try acrylic paints? Do you need a partner for this part or will my support be adequate?
- Discuss interests and passions with the student, making a list of best options, then have the student narrow it.



Making meaning That's the way things come clear. All of a sudden. And then you realize how obvious they've been all along." -- Madeleine L'Engle

Evidence that the directions, verbal or written are not clear to the student:



Student can recite surface facts but is not able to discuss ideas.



Information is keyed to the subject and is not used in other areas of learning.



The student gets stuck on step after step. So, though they can carry when adding, they can't seem to do it when working an equation.... or the student can do the times tables by rote, but does not respond correctly when trying to do long division.



Student, reads, but comprehension is poor, showing that decoding is occurring, but understanding is not. The chapter gets read, but the student cannot answer the questions in the book or cannot answer the question, put a little differently on an exam.



Assignments feel hard, burdensome, and the student says so.



Homework is seldom completed.



Being able to recite the facts is not the same as understanding. Learning to drive is an example. You probably passed the test the first time through. When did you really understand all the nuances? It probably took years. When I was a girl, we had a jump rope song. It went like this: "Postman, postman, do your duty. Here comes a big fat American beauty. She wobbles, she wobbles, she does the splits. She wears her dresses, up to her hips." I sang that for years, and then one day, I realized what it meant. The light bulb came on. Wow, was I embarrassed! This is the way learning works. We can memorize and repeat something, even a string of things, like solving algebraic equations, without understanding. Making meaning is about ownership.



Solutions

- We need to light the spark of excitement with students. It may take something different for each youngster. We are truly spinning our wheels when we are the engine and the student is sitting on the sidelines having to be pushed and pulled every time.
- Grades are not powerful with students who are not achieving. Working on topics that fascinate the student is!
- Examples of alternative activities that encourage understanding: diorama, round-table discussion, crossword puzzles, murals, notebooks, collections, presentations, one-page summaries, movie making, role-playing.
- Lectures are comforting and we believe they are efficient in passing on information. In fact, it is the least powerful unless it is followed up with practice, discussion, application and analysis..... ah, Bloom's taxonomy!
- For many students, art is a good way to work out ideas - to take them from bits and pieces to the whole picture.
- Controversy can be a useful tool in getting students to think about ideas and make them their own.
- If a student isn't working on current assignments effectively, we have nothing to lose by finding new ways to get the student involved.
- Many things, like how to teach, cannot be taught, but can better be learned through modeling and by feeling like one must succeed. Years of math can be converted to instant understanding when a student has to keep from being cheated when getting change for \$20.00. That same concept applies all through the curriculum.
- A good way to teach, when lecturing is to get a concept described, then have students turn to a peer and talk about it, followed by making lists of the ideas generated.
- Individual white boards or chalkboards can keep students involved because they will need a response. It is much more effective than asking questions from those raising their hands.

Bloom's Taxonomy

This is one way of seeing the development of thinking. Most of us are able to know or say facts when we learn something in school, yet real learning comes from being able to use that knowledge to create, evaluate, and apply to other situations and concepts. Benjamin Bloom developed this material. It is also a very useful set of verbs for writing lesson plans and behavioral objectives.

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> . observation and recall of information . knowledge of dates, events, places . knowledge of major ideas . mastery of subject matter . <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> . understanding information . grasp meaning . translate knowledge into new context . interpret facts, compare, contrast . order, group, infer causes . predict consequences . <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none"> . use information . use methods, concepts, theories in new situations . solve problems using required skills or knowledge . <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	<ul style="list-style-type: none"> . seeing patterns . organization of parts . recognition of hidden meanings . identification of components . <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none"> . use old ideas to create new ones . generalize from given facts . relate knowledge from several areas . predict, draw conclusions . <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none"> . compare and discriminate among ideas . assess value of theories, presentations . make choices based on reasoning . verify value of evidence . recognize subjectivity . <i>Question Cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Adapted from: Bloom, B.S. (Ed.) (1956) *Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain*. New York, Toronto: Longmans, Green.



Communications and Trust

I have made a ceaseless effort not to ridicule, not bewail nor scorn human actions, but to understand them - Spinoza

Evidence that the student **does not trust** the teacher:



Student is unwilling to share reasons for not doing the work.



Sits in the back of the room, furthest away the teacher.



Explodes when asked to do things, rather than talking or trying.



Comments may include content like "Yeah, right."



Looks away or shrinks when teacher approaches.



Remember a time when you felt anxious and unsure of yourself? What helped? What made it worse? Feeling upset brings a lot of coping mechanisms with it, including anger. Did you realize that when you were upset and unsure? Most of us don't. We get upset with one part of us (headache, heart hammering, stomachache) and then try to cope with the situation. Thinking about it often makes us feel worse, and most of us can't think about it at the time, with clarity. There is a grand canyon to our brain, and we often do not "think" when we are feeling, or even remember what triggered our actions. Later, we look at the situation and try to make it add up so we can live with our reactions. We seldom learn from these experiences, because they are too fraught with emotion, with self-preservation.

We verbally convey feelings with different kinds of statements. Many of them destroy trust

Questions:

"Are you certain you did the assignment?"

Accusations:

"You're looking on her paper aren't you!"

Commands:

"You two stop talking this very minute!"

Judgments:

"You're not exactly the smartest person."



Solutions

- Often, we do not realize just how uncertain students may feel. When students are hurting the most, striking out the most, we have trouble seeing their humanity, their pain. Our pain at the unfair, disrespectful treatment gets in the way. We, too, cannot recognize how we feel when being attacked, even if it is our position that is under fire. It is difficult, but very important to give students a way to save face and time to back down.
- For this to work, the teacher needs to build a sense of trust with the student. Part of that work is realizing the likely outcomes of trusting others. Remember, if you trust your cat not to get on your bed, on the table, to refrain from eating food you leave out while you are away, you will feel betrayed. You have expectations that do not fit the ability and personality of the cat. It is the same with students. The students most in need of being trusted and learning to trust are scared, hardened by what life has handed them, have no goals or boundaries and don't understand love or trust. If you understand limitations you will not feel angry, betrayed, hurt. When a student cannot trust, it is because of being let down, hurt, betrayed. It shows a need to learn to trust adults. Understanding that, set up expectations and boundaries in line with this.
- Trust is built through a sense of safety, and these come from structure and consistency.
- Consistency doesn't mean being the same or acting the same. It means being honest about how you are feeling.
- Consistency is treating everyone the same? That is impossible. It is treating each as s/he needs to be treated. We do not feel the same about each student. Our heart declares that with certainty. It is hopeless to try and treat everyone the same. It is more of the same lie. Teachers who are professionals care as much as they can and then provide the experiences and support that helps each student maximize learning opportunities.
- Trust, in this sense, is not a two way street. You need not worry if you can trust the student. You provide the model of a person who can be counted upon and who can be trusted. You place the trust, let go, and believe the student will do well, fully aware of the lack of experience and ready to build more skills and try again.



Boundaries, Trust and Safety

When we set boundaries, we take several steps that contribute to successful teaching and learning.

- 1) We take a look at what we need to feel safe.
- 2) We think about and give words to the interactions we feel will help us learn in the classroom.
- 3) We give ourselves and students words to describe satisfaction or unhappiness with the situation.
- 4) We describe the role and expectations that belong to student and those that belong to teacher.

Part of boundary setting is recognizing basic needs. . . and one of the primary ones is the need for structure --- safety --- boundaries.

<p>All of us have basic needs. When those needs are met, we can grow and mature.</p> <p>When our needs are not met, we stop to think about the missing essentials rather than ideas or constructing meaning.</p> <p>Maslow has this picture of basic needs to help us visual this.</p>	
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The purpose of boundaries is to protect and take care of ourselves. . . to feel safe so we can build healthy learning communities and use our time and energy to learn. Boundaries give us the words to be able to tell other people when they are acting in ways that are not acceptable to us. They also give us a sense of safety, since it gives students a way to share how they are perceiving us and one another. <http://www.connect.net/georgen/maslow.htm>

Boundaries in the classroom include the **rules and procedures** we need to be successful, to maintain a learning environment and to allow enough safety for all of us to grow. The structure, remember, sets the safety. It is the foundation on which the learning community rests. It can be flexible enough to account for individual differences and consistent enough to provide a sense of safety.

Teaching Role - An important part of setting boundaries is to remember that who we are as a person is different than our role as teacher. In simple terms, it is distinguishing between who we are at home and at work. Sort through this list to get a picture. H = home T = teaching role N = Never








wear shorts	smoke	dress professionally	name call when angry
refrain from eating	wear hose	wear a tie	chat on the phone
gossip	use slang	make plans for week-end	listen attentively
chew gum	focus	write lesson plans	be on time
stay organized	pray	discuss religion	facilitate understanding
grade work	sleep	attend meetings	demand respect

Of course, some of these ways of being or acting can occur both places, and many of the things that are fully aligned with teaching are difficult to put into simple phrases. This provides an idea about boundaries, how we determine them and how they help us develop the *MANTLE of teaching* - - - - fully who we are, but different...



Self Awareness

Evidence that student does not know how to tell others how s/he feels:

-  Student blames others for things that are going wrong and does not see his/her part in it.
-  When home or personal issues come up the student fidgets, does not want to share.
-  Avoidance is the most common response when pressed, including feeling sick, going home.
-  Lack of insight does not seem credible; instead, a feeling of closed discussion occurs.
-  The youth says "I don't know" or "How should I know?" usually with anger in the voice.
-  Hair trigger rage may result when the student is asked about self or feelings.
-  May spend time reporting behaviors of others since unable to communicate with or tell peers.



Remember a time when you were upset, wanted to talk about it, but just didn't seem to have all the pieces in place yet? Have you ever found yourself going over a situation you were involved in, looping through it again and again, still uncertain of why you did something or said something? ...Wishing you had kept your mouth shut? It can be difficult to understand ourselves and realize why we behave as we do.

Factors that could result in a student not verbalizing feelings and ideas:

- 1) low intellectual skills; 2) speech deficiencies; 3) voluntary social introversion; 4) social alienation;
- 5) communication anxiety; 6) low social self-esteem ; 7) closed family system-McCroskey & Bond



Solutions

- Learn to LEVEL, to discover what is underneath emotional outbursts
 - LEVELING is one of the best ways to acknowledge feelings to ourselves and then share them with others. We level when we let someone know we are hurt -- or afraid -- or that we are angry . . . were angry.
 - It means naming the feeling and telling how we really feel. It is exploring it for ourselves and sharing our bewilderment or discovery with others.
 - LEVELING:
 - Gain cognitive control - be thinking
 - Review cognitive and visceral messages
 - Honor what you discover
 - Name the feeling
 - Share the naming with those who need to know and those who will honor it.
- Start some form of journalizing -- can be cutting out pictures and making cartoons if not ready to write.
- Some students work well by taking out clips in movies and making a collage of how they feel.
- Role playing if helpful for students since they can act out feelings they can't name.
- Peer mentoring and counseling has very high marks as an effective way to reach teens.
- There are truly profound human dilemmas in film and literature. Disney often features basic human emotions. It may work to have students look at clips and name the interactions to start looking at their own.

Remember: The journey to self-understanding is life long. Many students in early adolescence lose sight of who they are. It is a powerful time to help them learn reflection and insight as part of each day. There are many ways to do this, and it is a powerful area of content and context for all the material to be learned in the Jr. High and High School curriculum. It is also a journey that is easier for some than others, more important and pressing to some and painful for others. Students who have a gift for it are said to possess *Interpersonal Intelligence*.



Boring

Evidence that material is too simple:



Student states: "I've already done that a million times. Duh! We do this every year"



Student starts assignment immediately and is finished before other students begin.



The work is hurried, haphazard and little attention is given to detail.



The student knows all the answers when called upon.



Exasperation shows on the student's face and in movements.



Remember hearing the same story over and over again and wondering if your friend or sweetie could possibly get some new material? There are youngsters who may feel that way about school and you. Once we understand something, it is no longer challenging. A good way to think about this, too, is to ask yourself how excited you are to have someone micromanage your driving. Once we have it, it becomes rote or we wish to move to greater challenges.



Solutions

- There are only a couple of gifted students in a lifetime of teaching, but there are at least two or three students in every class who do not seem challenged during part of the instructional time. We have already decided that school is linear --- go from point A to B. Students can bring depth and excitement to current topics by developing application based activities and providing self and others with hands-on practice. Given the opportunity, students can create skill demonstrations and build on abilities, and most really like doing so.
- Examples of enrichment are often given in texts.
- Students can learn to write objectives and proofs. It takes very little time to set this in motion.
- Remind students that the definition for gifted includes creativity. Do not accept or let them accept the notion that they have no power to find and initiate activities.
- Use placement pre-tests and group the study of topics so different pacing is part of the learning process.
- Encourage experts to come into the school community and collaborate with bright youth.
- The internet provides amazing outlets for building on knowledge and increasing depth. It can be very useful for research, looking at different viewpoints, studying cultural disparity, even picking up a language. There are also many lesson plans students could adapt in adding depth to their studies.
- Every teacher book store has a section for enrichment and giftedness. Consider purchasing such materials.
- The Arizona DOE has a facilitator who can provide support and insights in this area.
- Think about setting up college courses for the student and begin the transition to higher education.
- Journal writing, short story creating, poetry and play writing all utilize multiple academic skills. They can be a useful and meaningful diversion. It is a mind set, really. Do you want to support student learning -- facilitate it, or is teaching about students doing what you say, when you say.
- Think of the student from this point of view:
 1. Assume the student is competent.
 2. Know the student and monitor level of expertise.
 3. Share an interest in the task at hand as well as the things the student finds captivating.
 4. Follow the student's lead in creative and extension activities.
 5. Capitalize on uncertainty.



Coordination

Evidence that eye-hand coordination is an issue:



Student frequently has reversals in the written work s/he does.



Work is very sloppy, with letters not aligned well.



The student seldom turns in any work and when s/he does, apologizes for sloppiness.



Note taking is too labor intensive, so the student make a stab occasionally, but does not stay with the pace of the lecture or instructions.



Clumsiness, bumping into things, dropping materials.



Reading and writing problems can be related to this, with typical remediation processes doing little to improve academic prowess.



Activities that require detail are not attempted.



Key boarding may be sporadic or lack rhythm, with the student getting frustrated and frantic.



Many students who are ADHD also have difficulty with coordination, rhythm, timing.



Remember trying something new and feeling like you were never going to get good at it? This is not the same as something challenging that took a lot of time, but something that eluded you. No matter how hard you tried, it was always difficult, frustrating and just not enjoyable. For me, it is art. Even with lessons, I just cannot make a good piece of artwork. I do not have the eye for it, and cannot get my hands to do what my eye can see.












Solutions


- Video games help strengthen eye hand coordination (Frogger, Dr. Mario, Tetris, etc.)
- Bicycle riding helps the body work on both sides of brain at the same time and may stimulate coordination and cross brain flexibility
- Focusing fully on the task at hand and keeping it a brief burst that becomes increasingly longer and more difficult, as dictated by success. So ... teaching handwriting, only do 3-5 minutes, initially and consider calligraphy as a good way to approach this. Teaching keyboarding, just do one brief exercise, followed by a break. Repeat through the period.
- Tailor activities and assignments to the ability the student has, and increase expectations as student succeeds.
- Repetition of emerging skills, especially to the tick of a metronome was found to increase concentration and be an effective way to increase student motor ability. It also increased reading and recall, unexpectedly.
- Martial arts can help students find a positive outlet for gaining rhythm and enhance body flow, control, sense of self in space.
- Utilize extra-curricular activities that the student feels passionate about to fine tune movement.
- Increase time in some form of art, including use of clay and more tactile mediums.
- Consider getting services and support from a trained optometrist, occupational therapist or physical therapist.
- Get larger keypads and be certain they are ergonomically set up to function efficiently for this specific student.
- Try different colors of paper for assignments. Some find that green paper helps. Experiment with colored overlays, too. There is information about the way certain colors and combinations give the eye support and help the student decode material.



Fear of failure

Evidence that fear of failure is an issue:

-  Student is likely to be cheating by copying others' work.
-  Self-apology often is threaded through conversations. "This is probably wrong, but ..."
-  Student gets angry when asked to do something unfamiliar or unexpected.
-  Stomach aches and headaches often signal a rise in anxiety.
-  Student may purposefully give the wrong answer or do a bad job.
-  Guessing that is off-handed rather than trying to get the right answer.
-  No effort to do the work.
-  Self-handicapping is common -- student forgets book, book bag, pen, gets in a big argument that upsets them so much they don't sleep that night, can't focus on the exam or eyes are too swollen to pay attention, so there is a built in excuse.
-  Use of substances is common -- getting drunk and hung over, the day before the big test or smoking marijuana to take away the pressure to study and succeed.

	<p>Ever try playing a video game? The best ones provide a learning curve that allows a player to advance and learn the game by playing. If a game does not do that, if the curve is too steep or it isn't intuitive enough for the player, then it isn't worth the quarter to keep trying. How about fixing something in the house or making a recipe. Don't you get someone to help or stop trying to do it alone if it keeps eluding you? We love to feel successful, to do things that give us a sense of satisfaction. Yes, sometimes we compare ourselves to others and want to compete, but what we really want is to feel good about our efforts and given a choice, we will use our free time to do things that work for us.</p>
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Solutions

- Use a placement test to establish the working expertise of the student.
- Safety is the key, here. When a student feels that success is possible, when trying has the potential for success, the student will work, and work hard. After all, we all love to feel competent.
- Motivation has a curvilinear relationship with difficulty. If a task is too simple, students will not give their best energy to the work. However, there is a dramatic dip in motivation when tasks become too hard. Most of us will stop trying to do things that thwart our efforts, that we cannot understand or that seems too difficult.
- Ask students to let you know when something is too difficult. Establish a support system to help them find a place where they can start and feel successful.
- Change grading systems to mastery, at least for the students who are overwhelmed by the typical tasks. Instead set up a non-competitive situation where the student moves sequentially through tasks and gets credit for accomplishment rather than being compared to peers.
- One step at a time still gets the work accomplished. It is surprising how useful it is to give a student just a bit of a challenge each day, to prevent the total failure and see how the student will keep working.
- Remember that there are many ways to learn, not just the linear, read a book, answer questions, take notes, way.
- Expect the student to reach areas where they go rapidly and make up for some time when it felt like crawling.
- During each day, provide opportunities that are the student's strength so s/he can feel hopeful and competent.



Self esteem

Evidence that internal messages is an issue:

-  Student is likely to contradict compliments.
-  Dressing may change to get attention, or may wear a coat all the time to hide self.
-  Student may refuse to stand in front of the class or do group reports.
-  Student may be unable to be wrong, regardless of what it takes to save face, including showing undue sensitivity to criticism or posing as egotistical when approached.
-  Every question is answered by the student, calling out, regardless of request to take turns.
-  Change in group identification, looking for a way to belong and be accepted.
-  The teacher's pet is almost always a person with low esteem.
-  Ingratiating comments and profuse thanking for teachers performing normal activities to be supportive of students.
-  Frantic, angry or defensive when error is discovered or mistake is made.
-  May be unwilling to be with peers and do things to stay in the classroom or be with adults..



Remember a time when you were in despair? There is a deep sinking feeling, an ache in your chest that seems so heavy, your jaws are clenched, you are fighting back the tears, and you see no way to get out of the situation. You mentally tick off the people who might help and it is all quite impossible. No one is there for you. No one believes in you and you have just done the stupidest, most unforgivable things. You are enraged, in grief, in pain, and it hurts so much you wish you could melt away. Now put yourself in a three year old body and grow like that for 12 more years.



Solutions

- Esteem is complex. It has a being and doing component to it. So we cannot just mend the pain and sense of loss by saying something off-hand to let the youngster know we care.
- Trust is essential, and difficult to build. These youngsters do not have a reason to believe us or think that we are any different than the adults who have let them down. Build trust without expecting it to be reciprocated.
- Expect the student to test you and your sincerity by testing the things you do to reach out. Many people believe giving love is enough. For students who have been wounded, the more plausible you become as a person who likes them, the more suspect you are. They have an ambivalent position of loving themselves against all odds and in spite of how others have treated them mixed in with a belief that they deserved the cruel treatment and names given to them are getting treated better than they deserve. We don't just break through that polar ice cap in one spot and succeed. The student fills that hole in and feels a breach rather than a break-through.
- Help the youngster replace the survival mode with more functional patterns of relationship.
- Teach students about world view, that we can choose how we view things and that our minds are very resilient.
- Though the first thought may be negative, we can rethink the input and reframe our own way of perceiving.
- Safety, safety, safety. The more safe we feel the faster we can grow. If there is a blow-up, reassure the youth rather than giving up. The blow will be huge and the student will hit bottom hard, so be gentle, patient, and increase the sense of safety.



Lose focus

Evidence that distractibility is an issue:



Student is chatting during lecture or teacher directions for work.



Disorganization is evident, with forgetfulness common.



Student spends time looking around the room, out the window, on the floor, poking in desk.



Makes lots of careless errors - forgets to capitalize, to put in a period, does wrong function on a math problem.



Has difficulty staying on task with limited attention to task, even when interested.



Says, "what was the question?" as tries to be involved in class but losing the thread.



Answers the question with an off subject comment, usually followed by students laughing and teacher gruffly remarking about it.



Remember going into Wal-Mart to pick up one item, and getting so involved that you bought \$40.00 worth of things you didn't even know you wanted and still forgot the item you went in to get? If this has ever happened to you, then you know what it feels like to lose focus. Of course, if it happens too often, or you get really thwarted, you probably began to feel edgy and anxious. Sometimes, if there are too many interruptions, you may even feel a sense of anger pushing to the surface. Imagine living like that every minute of the day! It is just inconceivable to have so little control of your life, your moment in time.



Solutions

- Physical activities actually help the student stay more focused and maintain a higher state of mental alertness, so give the students some type of manipulatives that go with the lesson.
- Mnemonic devices help maintain and consolidate a series of ideas, so complete each lesson with some graphic, emotional based idea that helps the student gather the facts, put them into a collection of some kind and then repeat a couple of times for storage. Example - the idea of the octopus to show a time in American history has become famous. It works because it is graphic and has strong feelings attached. Spelling has many - there is a rat in **separate**. **Every good boy does fine** helps us remember the names of music notes on the lines of a staff - **e g b d f**. Students may not be able to generate them, but if they are catchy, they will notice, care and store.
- Let students dictate answers to a buddy, and make a deliberate choice to allow bullets rather than whole sentences..... succinct, helps summarize, fewer pieces to stay focused on and recall, brings focus back to the subject repeatedly, someone is cueing the focus by writing down the answers.
- Provide guide notes with fill in the blank short answers to go along with a lecture.
- Stop and consolidate frequently
- Stand closer to the student area and give supportive cues as talking.
- Have the student jot down ideas on a white board,
- The newest Think Pads (IBM) provide a place for notes to go directly into the computer. It is a great tool, and could help the student jot down ideas and revisit them later, using bullets and ideas to complete homework. Give alternative assignments to long material.... example - instead of writing a term paper, have student make and illustrate a comic book that brings strings of ideas together and makes a point.
- Develop guided lecture notes, hard copy, not overhead, since that adds a second or third step to note taking -- looking up, sustaining focus, making meaning and then getting it back to the desk top or into the notebook.



Upset

Evidence that student is unable to work because of an immediate crisis:



Student appearance is different than usual - may seem very distracted, eyes rapidly shifting, nervous gestures, often either clammy and pale or red and blotchy looking; agitated or ready to explode.



Leaves to go to the bathroom frequently or complains of digestive upset.



May put head down and collapse onto the desk or be unable to sit down or settle at all.



Wads up papers, breaks pencil, slams books into desk or on the desk surface.



Agitation is real and continued, while efforts to intervene are ineffective or worsen things.



Resists talking about the situation, or explodes if pressed or cornered.



Often uses words like "not fair" and "hate" while muttering.



Cannot settle into work or focus attention on classroom activities because of agitation.



Ever have the principal or a co-worker comes into the room early in the day and starts up on an issue? It could be our tardiness, a pay cut, a or rumors of an emerging problem. We can get perturbed and have a difficult time moving beyond the immediate insult or issue. Sometimes we fume about it for hours. Certainly, when we enter the classroom, we are no longer in the mood to teach. Those strong feelings can leak into the way we treat students, create discontent and ruin our whole day. That same kind of thing can happen to students. We may even cause it, sometimes.



Solutions

- **The Compassionate Response**
 1. What need was (he, she, I) trying to meet with that behavior?
 2. What beliefs or awareness influenced the behavior?
 3. What pain, hurt or feelings influenced the behavior?
 4. I wish this hadn't happened, but I can work to understand.
 5. I accept (myself, him, her) for the attempt to meet needs.
 6. It's over and I can let go of all of it.
 7. Nothing is owed for this behavior. - adapted McKay & Fanning, 1987
- Give the student time to collect self and self soothe rather than feeding the disquiet.
- Remember that our brains are set up to pool all the blood in the response section, the medulla oblongata when we are upset, and memory, critical thinking, reasoning are shut down. It helps with fight and flight responses, and the student must settle down to get blood up to the learning and reasoning sections of the brain . . . so let that be a priority.
- This is not the time to give a direct order unless it is a matter of imminent danger. It is likely to create a bitter and opposing reaction. If necessary it should be given sharply and in one or two words. "Get down!" "Stop now!" The brain will process this as helpful. Warnings, threats and anger will likely result in oppositional and defiant actions.



Substance abuse

Evidence that alcohol or drugs is an issue:



Student is unfocused, disheveled, unconcerned about appearance.



There is frequently an odor that goes with different substances. Get close enough to check



There is no ability to get outside the self to understand or recognize the needs of others.



Eye movements are telltale, as is the level of focus, ability to fully attend to the conversation.



Movement and muscle tone is altered, usually in less control, though some substances, like speed, may increase movement and activity.



Look for evidence of a hang-over, including nausea, flu-like symptoms and inability to cope with noise, lights, food smells.



Recall a time when you were drugged - either intentionally or through medical procedure. Try to think about what worked and what was upsetting. These same sorts of feelings and responses will belong to the student. You probably remember that being looked down on or judged was ineffective and increase alienation. The consequences, firmly applied with support and kindness, sympathy, concern, probably helped the most.









Solutions

- Get medical attention for the student immediately. Allowing a student to "sleep it off" is tacit permission. Even authorities make mistakes about diabetic coma and inebriation, so get help.
- **SADD** is a student based organization that can help with interventions and give the student a peer group without substance abuse. **MADD** is a parent based group with similar goals.
- Involve the student in counseling. Consider medical services, as well. Many youngsters are self medicating.
- Get involved with other teachers and local law enforcement to develop a policy on drug and alcohol use that involves a one day consequences rather than suspension. Suspension gives the student free time to engage in substance abuse, again, almost a form of tacit permission.
- Involving the family is uncomfortable, but also important. This is the place that has the most power over the youngster's after school time.
- Peer counseling is extremely effective. Consider setting up a group who learns those skills and utilize this as a way to give immediate attention to students who are abusing substances.
- Do some research about the problem in your area. Alcohol and marijuana are the most frequently abused substances for the average youngster. Specific drugs may be in use, like 'meth' crack or huffing.
- Students who are on medications need close supervision. Many incidents of not swallowing and then selling or sharing drugs has been documented.
- If you go with zero tolerance, remember that it is the drug use you are irradicating, and increase your support and concern for the student, staying away from judgment, alienation, censor.
- Utilize appropriate guest speakers to help students recognize the value of trusting self and learning to cope with and temper own emotions.



Rage and Anger

Evidence that lack of self control is an issue:

-  Anger presents a very clear set of nonverbal markers, including facial expressions, grimace, eyebrows askew, mouth and lips pulled tight or teeth clenched and pulled lips, squinting eyes.
-  Body is rigid with tension in fingers, limbs, neck, legs and choppy motions, and breathing tends to be different, with sound attached, gulping, huffing
-  Voice is loud and has an uncontrolled feel to it with words exploding or snapping.
-  Cursing and use of expletives is very common; even normal words sound "ugly". Expect name calling, muttering, blaming, outrage, refusals, all part of losing control.
-  It is not uncommon for pushing, shoving, kicking, throwing things, though the time prior to letting off steam may include balled up look, with fists tight, head down, muscles tensed.
-  Sarcasm and cynicism are clear components of anger. We communicate our rage in name calling, put-downs, almost like spears and knives. That is the reason for saying "he looked daggers at me" or a piercing look. Verbal abuse is a common response, as rage spills over.



Remember back to a time you blew up. Were you simmering first, calm and it came out of nowhere, confused by the amount of energy and force? Did you blame yourself or others? What about the times when you were feeling cynical, sarcastic? You may or may not know yourself and your own anger, but you probably know the signs of your children or your best friend. You can see it coming and you can feel it coming. The same is true of students. We can tune into how they look and are acting and see it coming just like we can predict rain. Included with this discussion is a test on anger and hostility. Please take a few minutes to remind yourself about anger, check your own level of anger, and learn a few things to help yourself and students stay in control.



Solutions

- Teach self soothing. . . breathing, rocking, imagery, pacing, exercise, etc.
- Use conflict resolution in the classroom, practice it as a group, and as frustrations arise, utilize it before anger or discontent get out of hand. Make it a common practice and support its use yourself.
- Give students time and support in learning self control, self monitoring and self management.
- The thermometer is a useful tool for student awareness of the many levels of anger.
- Demystify anger and take it into common talk and discussion.
- We have emotional responses to the events in life. Once we become aroused, one of three states may take over. They are
 FEARflight
 ANGERfight
 HELPLESSNESSpuddle

These are physiological responses and are triggered automatically -- that is what arousal means -- adrenaline starts pumping, the base of our brain prepares us to protect ourselves and our thinking shuts down except at the most basic survival level. Once this occurs, it takes a while for the mind and body to go back to normal, be able to think and make sense of what others are doing. We are emotionally fragile and ready to hurt others to protect ourselves from threat or hide ourselves. It takes at least 20 minutes for that arousal to dissolve. It is during this time that teachers need to help us calm ourselves rather than increasing our anxiety or panic.

Fight / Flight: Hostility and Anger Questionnaire (From Anger Kills)

Directions: Fill this out as honestly as possible. You need not share the score with others.

1. A person drives by my yard with the car stereo blaring acid rock.
 - A. I wonder if the driver is ruining his hearing.
 - B. I can feel my blood pressure starting to rise.
2. The person who cuts my hair trims off more than I wanted.
 - A. I tell him or her what a lousy job he or she did.
 - B. I figure it'll grow back, and I resolve to give my instructions more forcefully next time.
3. I am in the express checkout line at the supermarket, where a sign reads: "No more than 10 items, please!"
 - A. I pick up a magazine to pass the time.
 - B. I glance ahead to see if anyone has more than ten items.
4. Many large cities have a visible number of homeless people.
 - A. I believe that the homeless are down and out because they lack ambition.
 - B. The homeless are victims of illness or some other misfortune.
5. There have been times when I was very angry with someone.
 - A. I was always able to stop short of hitting them.
 - B. I have, on occasion, hit or shoved them.
6. The newspaper contains a prominent news story about drug related crime.
 - A. I wish the government had better educational/drug programs, even for pushers.
 - B. I wish we could put every drug pusher away for good.
7. The prevalence of AIDS has reached alarming proportions.
 - A. This is largely the result of irresponsible behavior on the part of a small group of the population.
 - B. AIDS is a major tragedy.
8. I sometimes argue with a friend or relative.
 - A. I find profanity an effective tool.
 - B. I hardly ever use profanity.
9. I am stuck in a traffic jam.
 - A. I usually am not particularly upset.
 - B. I quickly start to feel irritated and annoyed.
10. There is a really important job to be done.
 - A. I prefer to do it myself.
 - B. I am apt to call on my friends or co-workers to help.
11. Sometimes I keep my angry feelings to myself.
 - A. Doing so can often prevent me from making a mountain out of a molehill.
 - B. Doing so is usually a bad idea.
12. Another driver butts ahead of me in traffic.
 - A. I usually flash my lights or honk my horn.
 - B. I stay farther back behind such a driver.
13. Someone treats me unfairly.
 - A. I usually forget it rather easily.
 - B. I am apt to keep thinking about it for hours.
14. The cars ahead of me on an unfamiliar road start to slow and stop as they approach a curve.
 - A. I assume that there is a construction site ahead.
 - B. I assume someone ahead had a fender bender.
15. Someone expresses an ignorant belief.
 - A. I try to correct him or her.
 - B. I am likely to let it pass.
16. I am caught in a slow moving bank or supermarket line.
 - A. I usually start to fume at people who dawdle ahead of me.
 - B. I seldom notice the wait.

17. Someone is being rude or annoying.
 - A. I am apt to avoid him or her in the future.
 - B. I might have to straight them out.
18. An election year rolls around.
 - A. I learn anew that politicians are not to be trusted.
 - B. I am caught up in the excitement of pulling for my candidate.
19. An elevator stops too long on a floor above where I am waiting.
 - A. I soon start to feel irritated and annoyed.
 - B. I start planning the rest of my day.
20. I am around someone I don't like.
 - A. I try to end the encounter as soon as possible.
 - B. I find it hard not to be rude to him or her.
21. I see a very overweight person working down the street.
 - A. I wonder why this person has such little self-control.
 - B. I think that he or she might have a hard time walking.
22. I am riding as a passenger in the front seat of a car.
 - A. I take the opportunity to enjoy the scenery.
 - B. I try to stay alert for obstacles ahead.
23. Someone criticizes something I have done.
 - A. I feel annoyed.
 - B. I try to decide whether the criticism is justified.
24. I am involved in an argument.
 - A. I concentrate hard so that I can get my point across.
 - B. I can feel my heart pounding and I breathe harder.
25. A friend or co-worker disagrees with me.
 - A. I try to explain my position clearly.
 - B. I am apt to get into an argument with him or her.
26. Someone is speaking very slowly during a conversation.
 - A. I am apt to finish his or her sentences.
 - B. I am apt to listen until s/he finishes.
27. If they were put on the horn system, most wouldn't sneak into a movie theater without paying.
 - A. That's because they are afraid of being caught.
 - B. It's because it would be wrong.
28. I have strong beliefs about rearing children.
 - A. I try to reward mine when they behave well.
 - B. I make sure they know what the rules are.
29. I hear news of another terrorist attack.
 - A. I feel like lashing out.
 - B. I wonder how people can be so cruel.
30. I am talking with my dearest friend.
 - A. I often find my thoughts racing ahead to what I plan to say next.
 - B. I find it easy to pay close attention to what he or she is saying.
31. There have been times in the past when I was really angry.
 - A. I have never thrown things or slammed a door.
 - B. At times I have thrown something or slammed a door.
32. Life is full of little annoyances.
 - A. They often seem to get under my skin.
 - B. They seem to roll off my back unnoticed.
33. I disapprove of something a friend has done.
 - A. I usually keep such disapproval to myself.
 - B. I usually let him or her know about it.

34. I am requesting a seat assignment for an airline flight.
 - A. I usually request a seat in a specific area of the plane.
 - B. I generally leave the choice to the agent.
35. I feel a certain way nearly every day of the week.
 - A. I feel grouchy some of the time.
 - B. I usually stay on an even keel.
36. Someone bumps into me at the store.
 - A. I pass it off as an accident.
 - B. I feel irritated at the person's clumsiness.
37. Someone around me is preparing a meal.
 - A. I keep an eye out to make sure nothing burns or cooks too long.
 - B. I either talk with them or find something else to do.
38. A friend calls at the last minute to say that s/he is too tired to go out tonight and I am stuck with expensive tickets.
 - A. I try to find someone else to go with me.
 - B. I tell my friend just how inconsiderate s/he is.
39. I recall something that angered me previously.
 - A. I feel angry all over again.
 - B. The memory doesn't bother me nearly as much as the actual event did.
40. I see people walking around in shopping malls.
 - A. Many of them are either shopping or exercising.
 - B. Many are wasting time.
41. Someone is hogging the conversation at a party.
 - A. I look for an opportunity to put him or her down.
 - B. I move to another group.
42. At times I have to work with incompetent people.
 - A. I concentrate on my part of the job.
 - B. Having to put up with them ticks me off.
43. My spouse, boyfriend or girlfriend is going to get me a birthday present.
 - A. I prefer to pick it out myself.
 - B. I prefer to be surprised.
44. I hold a poor opinion of someone.
 - A. I keep it to myself.
 - B. I let others know about it.
45. In most arguments I have, the roles are consistent.
 - A. I am the angrier one.
 - B. The other person is angrier than I am.
46. Slow-moving lines can often be found in banks and supermarkets.
 - A. They are an unavoidable part of modern life.
 - B. They are often due to someone's incompetence.

Emotion Management

Emotional maturity is not an absence of emotion. It is not the total control of one's emotions so that one is exclusively rational. Emotional maturity means being clear about the personal identity one values. It is being able to recognize when that identity is being threatened, recognizing and even seeking opportunities to enhance that personal identity -- and having that repertoire of actions and economy of affect that will enable one to construct, protect, or enhance that most valued personal identity. (Morse, 1982).

PURSUIT	AVOIDANCE
* Love * Desire* Hope * Joy	* Hate * Aversion * Despair
* Courage * Pride * Pleasure	* Sorrow * Fear * Anger * Guilt

Most of us are good at learning and remembering facts. We can recite that it is 93,000,000 miles to the sun, recall that our phone number is 555-1234 and name people in our group. Feelings are not so simple or straightforward. We can have a number of feelings at once, and they can be conflicting. We can have one set of strong feelings on the surface, a sense of uneasiness just beneath our conscious awareness and suddenly have a wave of new feelings that seem quite different, and that can change how we perceive things or what we experience without even realizing it occurred. For example:

Dennis is driving to the restaurant. He thinks about hunger, about the person he is meeting and who else might be at the diner. He considers his bank balance, who will pick up the check and that he really needs to be studying instead of going out to eat. He remembers how upset his stomach got the last time he drank alcohol, that he missed classes the next day and then remembers the teacher's comments about his outstanding work on the paper he just got back from class. Suddenly a car is coming toward him in his lane.

Most of the activities in our waking hours are filled with fleeting and contradictory affective content. Some of it is not so fleeting. It may be two minutes, two hours or two years before Dennis stops thinking about some of the things that occurred in that brief slice of time.

Feelings are powerful! There are many feelings that we are glad to have, feelings of acceptance, safety, love. There are feelings that we pursue, spend time, and energy to encourage as part of our lives. There are other feelings that we dislike, that are disquieting or upsetting to us.

Our feelings may be very private things, or they may be events we wish to share with others. Both pursuit and avoidance feelings can be private, or things we wish others to keep to themselves. Dennis is elated about his test scores, but doesn't want others in his group to know, since he is afraid they may tease him or feel envious of his grades. He tells his insurance company about his accident, and how angry he is at the other driver, but he doesn't tell his group anything about his car accident. He thinks he might be in love, but doesn't tell his parents, because they might not approve. He does tell some of the members in the group. He doesn't tell his new love interest about his sore throat, but does tell the teacher about it, and calls group members to say he can't attend because he might make others ill. He has nagging feelings begin to emerge about his scholarship, but decides to ignore them, and hopes the committee won't learn about the course he's flunking until after tuition is paid. One of the members of the group encouraged him to do that and told of a time that worked out for her.

Feelings are transitional episodes that are crucial to our emotional well being. They help us maintain our sense of well being and who we are. They frame us for ourselves, and they give those around us an essence of who we are. Those who are healthy, recognize those feelings, accept that they are occurring and then make decisions about which are helpful and which are potentially destructive.

In teaching and working with youngsters, it is critical to know that we are having feelings -- to be aware, to accept that we feel a certain way. At the same time, we are not captives of our feelings. We have the ability to keep and enhance feelings, or to process and refocus affective messages. We need to know that we are angry, and what the core issue is that produced the feeling of anger, but we also need to remember that we can control anger, transform it or use it to good advantage. We have the same control over our positive feelings. Feelings are strong, and we can utilize them to advance our humanity, our personal development and the well being of our self and our students.



Lack of organization

Evidence that poor organizational skills is an issue:



Student is turning things in haphazardly and occasionally, yet clearly understands the work.



Often comes without a pencil or paper, and borrows from others.



Appearance may be disheveled, not well coordinated or neat.



May not be clear about when and how to take notes; when does take notes, misplaces them



Due dates are often missed.



When work is turned in, may be disjointed, partially completed, lack flow and continuity.



Remember getting to a destination and not having everything you wanted? You were missing your sleepwear, your favorite pants, your medicine, or maybe you arrived and realized the suitcase was sitting by the door. Ever gone looking for your keys so you could use the car? It probably only occurs once in a while, because many of us have organizational skills, almost automatically. When we misplace something it can be so distracting and upsetting. Imagine having your whole life work that way and not know how to fix it!



Solutions

- Use daybooks, planners and notebooks as part of the course expectations.
- Specify that it is time to write down the assignment and write it on the board, or stand beside the youngsters who need support and be certain the material is recorded appropriately.
- Consider using partners, pairing those who have a natural organizational ability with those who are still learning.
- Teach the actual learning behaviors expected, methodically, and with practice opportunities periodically.
- Teach word webs, story sequencing, various forms of note taking, including computer-generated programs.
- Give key words to let students know it is an organizational point.
- Choose the skills that are most missing or thwarting progress and develop a task analysis, teaching the student in a step-wise fashion.
- Use organization as a theme, showing organizations and systems -- engines, plants, solar system, roads/maps.
- Remember that structure can be developed through a sequence of steps that become second nature or ritualized. It helps to do that with learning behaviors.
- Students who are mildly MR or have some symptoms of autism will respond best to organized, ritualized classroom that are predictable and help them feel a sense of control over what will occur next.
- All students like a sense of continuity, but youngsters with behavioral and emotional disorders are able to cope and work best in predictable, structured, consistent organizational patterns.
- Appoint a class note taker -- then photocopy notes for students who need them.
- Have row captains and group facilitators who collect assignments or homework and facilitate completion within the group.



Family problems

Evidence that student is actually the adult in the home:



Student seems preoccupied or unfocused while at school.



Peer community building and friendships are severely limited - no time for extra activities, sports, music.



Homework is not completed, or hurriedly rushed through during other classes.



Siblings are a major part of thinking and planning, with more of a protective role occurring.



The student asks obtuse questions that suggest s/he is struggling with something that feels private and too big to deal with alone.



Absences are common, preceding the change in focus and lack of attention to school.



For children who have chronic problems, expect to see them do much better during the week and to be highly distracted and unhappy on Mondays and Fridays.



Remember back to a family crisis in your own life. It may have been the death of a sibling, a time your parents discussed divorce or a long trip when you were going to be left behind. Perhaps it was when you all were going to move away from your cherished home. Everything comes out of focus. Suddenly the things that seemed important became tiny and unimportant.

If you have no example in your life, the way the USA responded to the Twin Towers on 9/11 would be similar. We all stopped what we were doing in shock. We revisited beliefs, fears, hurts, felt despair and suffered, though we were a continent away.









Solutions

- Build a sense of safety for the youngster, separating school / work from home.
- Make accommodations in each activity that asks for parent participation, allowing the student to find alternatives to family participation --- and that includes youngsters who may not have a father on father/son activities or after school activities where some parents volunteer. They may be able to get another teacher to stand in, the principal, a member of the school board, etc.
- Develop a list of community resources so you can provide a referral if asked or when appropriate.
- Model positive, upbeat attitude in approaching problems and issues.
- Get school counseling for the youngster if possible.
- Teach students about resilience and honor daily acts of courage, self control.
- Remember to review the rules about referrals to CPS or Child Welfare when abuse or neglect are suspected.
- Talk with the nurse or secretary of the school to increase clarity about home issues. They often are a repository of community history and family dynamics for generations. Remember last year's teacher for this, too.
- Help the child determine boundaries about what they want to share and who they can share it with, since the feelings will be strong and surface frequently.
- Find outlets for emotional overloads so the student can ventilate, soothe self, regain composure rather than ignoring or denying the pain and sorrow.
- Talk with teachers who have siblings so support is broad based --- and sibling support and community building can be helpful when families are in distress, suffering from calamity, facing separation, unsettled.



Illness

Evidence that student is suffering from illness:

-  Student is frequently absent or tardy.
-  Stamina is missing -- head down, heavy breathing, skin color is "grayish" with bags under eyes, glazed look to eyes, lack of pupils tracking, no energy to engage in horse play.
-  Willing self to start an activity seems like a major task with lots of lethargy, may doze during class, nod during lectures, even while taking notes.
-  Major change in weight in a short time or change in appetite.
-  Coughing, wheezing, constant need for water, dizzy spells when stand up, shaky hands.
-  Student complains of muscle weakness, feeling sick, experiencing pain, frequent headaches.



Remember a time when you were really ill or felt weak and uncertain about your health. If you seldom have health issues, go for two days without eating and sleeping, then try to go about all daily activities as if nothing is wrong. Some children suffer chronic pain and somehow manage to keep going. Poor health robs us of vitality, motivation, interest in life, even self esteem. Empathy is a strong support for those who are ill.












Solutions

- Provide prophylactic needs for student comfort willingly and with respect
- Set up a home calling system for times when the student is out of school at the hospital or bed-ridden.
- Use the illness to teach more about health and disease issues, letting the student and family or health care providers explain how to understand and support the student an illness.
- Let parents know about concerns and progress of symptoms at least monthly
- Listen to requests to see the nurse and stay in touch with health care professionals
- If concerned, make sure parents or health professionals are contacted. Many times it is the teacher who first recognizes health issues and can get relief for the student through vigilance and concern. It is not uncommon for the teacher to be the first to see evidence that suggests seizures or a tumor in a student.
- Remind students of basic hygiene, and increase hand washing, use of tissues and covering mouths during flu season and increase in colds and communicable diseases
- Model care for boundaries and minimize sharing of drinks, food, containers in common.
- If a student has a chronic disease, allow them to share their needs and expectations with others in the class, including history of the illness, focus on those who overcome or learn to live with the condition, and consider bringing in an adult role model who has coped successfully with the disease.
- Consider counseling for grief and loss. . . and Kubler-Ross material on death and dying can be applicable. Those stages are often present during loss of health. . . **denial, anger, bargaining, depression, and acceptance** .
- Empathy, empathy, empathy and remember to add joy, love and hope to the life of the child. Humor also helps.
- Many children need nutritional support when ill. Be open to allowing healthy snacks, even providing them.



Emotional Disability

Evidence that student may be unable to visualize reality as we expect:

-  Student seems unable to see or attend to the needs of anyone but self.
-  Constant state of arousal with respect to safety or feeling "out of control" or being controlled by others outside of self; may express rage when someone takes more control than usual.
-  May be hypersensitive about self and insensitive to the needs of others.
-  Ritualizing with panic when organization changes.
-  Repeats statements with a sense of agitation -- "We didn't have fourth hour;" "I'm not going to eat that...you can't make me eat that" ...etc.
-  Quick bursts of rage with no real triggers, and unable to self soothe or respond appropriately.
-  It takes an extraordinary length of time to calm self after arousal.
-  Lack zest for life, may speak of death, killing self, deep sadness
-  Watch for youngsters who **internalize** -- have turned their unhappiness and emotional neediness to the inside. They may be withdrawn, quiet, unable to express their unhappiness, suffer from eating disorders, inability to care for themselves appropriately, frequent absences and many instances of blank stares, flat affect, unfocused presence.



Remember finding out that the serial killers who were most dangerous lived next door to people who did not even know there was anything wrong? The most dangerously ill people do not show it. We all have times when we are healthier and less well, emotionally. It is a dimmer switch instead of "on" and "off". There are also things in one culture or a role for one member in a community that is not accepted in another community or culture. Helping requires seeing the person first and worrisome or odd things as symptoms that the student needs us instead of frightening ourselves.



Solutions

- Learn about different kinds of special emotional needs.
- Work assiduously to **not** blame family, home, drugs. Support, not labeling or blaming is needed and it is not important to know how things got to the place that the student is upset, only that we find a way to help the student feel safe and able to grow.
- Consistency is vital, with predictable routines, consistent procedures, posted and mutually developed rules.
- Sense of safety is the precursor to emotional growth, so increase structure, allowing students to feel sure of what is coming next. It will decrease anxiety and help students feel that they will get help to stay safe and maintain self control.
- Foster positive teacher-student relationships with value for the being of the youth foremost in interactions.
- Increase pro-active student rapport with the aim of a cooperative and positive learning community.
- Teach self monitoring, self control and work toward democratic interactions.
- Decrease competitive activities and minimize opportunities for power struggles or control issues.
- Teach pro-social interaction and communication skills.
- Assess students for strengths and individualize expectations to maximize support for each student.

Student Characteristics Things students may do:	Diagnostic area	Positive interventions
<ul style="list-style-type: none"> + Edginess + Muscles are tense + Mind going blank + Irritability + Problems sleeping + Fear of going places or being alone + Worry about speaking or reading in front of others + New experiences are frightening + It may be free-floating - a generalized feeling rather than attached to one fear or situation 	<p style="text-align: center;">Anxiety</p> <p>We have many theories and little evidence that pushing students or forcing them helps. Instead, a sense of safety actually allows most of us to try again.</p>	<ul style="list-style-type: none"> • Give time to adjust when trying a new skill or doing something worrisome • Counseling • Consistency and ritual with few surprises really helps • Breathing exercises may help • Teach self soothing • Give the student opportunities to set a schedule that is consistent and supportive • Use exercise to calm tension • Utilize art, music, dance as therapy
<ul style="list-style-type: none"> + Pounding heart + Shortness of breath or chest pain + Dizziness and trembling + Tingling sensations + Fear of dying + Worried about losing mind + Feeling like "out of body" at times + May experience nausea during attack + Avoidance need may be so strong that school attendance is poor + Fears need no rational basis and may include specific concerns, like germs, others coughing on them, losing a pencil, or generalized -- just things going wrong, living in a nightmare + May be result of PTSD - post traumatic stress syndrome or disorder 	<p style="text-align: center;">Panic</p> <p>This is very frightening for the student. If not handled well, the situation can spill over to other fears and activities.</p> <p>Do not force the student to "get over it." They do not choose it!</p>	<ul style="list-style-type: none"> • Never use timed tests. • Allow student to select a mutually agreeable peer to walk with, sit near. • Teach self soothing, like breathing exercises, a worry stone, a key chain with a favorite stuffed animal. • Teach calming, affirming self talk. • Consult with doctor if family panic history exists and to reassure student of health. • Find out what triggers the attacks and avoid the stimulus. • Take notebook everywhere and as soon as the process begins, have student make notes of everything occurring to find triggers and change the brain flow. • Get the student counseling support.
<ul style="list-style-type: none"> + Rituals appear necessary - ordering, counting, recopying, labeling + Repetitive behaviors of mental acts + May have difficulty being satisfied with assigned work including, writing, neatness, content + Obsessing or looping on an idea or thought 	<p style="text-align: center;">Obsessive - compulsive</p> <p>Forcing a student to stop usually makes this worse.</p> <p style="text-align: center;">Be kind!</p>	<ul style="list-style-type: none"> • Try to support rather than prevent the obsession -- hand sanitizer for cleanliness, own sharpener if needs that, etc. • Use of a computer may minimize recopying. • This is very likely to be a bio-chemical issue and medical referral is recommended. • Suggest and support counseling.
<ul style="list-style-type: none"> + Involuntary vocal sounds and tics + Sounds include humming, grunting, coughs, clearing throat, barks, curses + Tics may include grimacing, licking, blinking, shrugs, jerking, stretching + Over half also have ADD/ADHD + Much more common in boys 	<p style="text-align: center;">Tourette Syndrome</p> <p><i>It is not a choice</i> the student makes for the student wouldn't choose it!</p>	<ul style="list-style-type: none"> • View this as involuntary, like a seizure. • Lessen pressure and allow the storm of activity to "show and blow" since holding back often makes it worse and letting it occur often results in a time of peace. • Stimulants, like coffee, prescription meds, may help.

<ul style="list-style-type: none"> + Gain or loss of weight (changes in eating behavior) + Difficulty making decisions + Falls asleep often + Activities are often passed on - little interest or sounds like feels no hope + Discouraged, gives up without trying + Doesn't seem to "think" about things + Little energy, slow shuffling gait + Bent shoulders, sighs, sad face + Puts self down when addressed + Low esteem, being and doing + Inattention (sometimes misdiagnosed as ADD/ADHD) + Irritability and stomach aches + Veiled bids for attention 	<p style="text-align: center;">Depression</p> <p>Most of the time this is unnoticed. Please be alert to youth who need support and understanding.</p> <p>If suicide is a concern, get help for the youth and do not tackle this alone.</p>	<ul style="list-style-type: none"> • Increase peer interaction. • Give the student errands and tasks that involve higher activity level and communications with others. • Provide service options to actively work at community organizations helping others. • Exercise helps. • Music, art, dance and active forms of therapy are beneficial. • Assess, with competent support, the suicide risk, and if student states they are, get help and act as though it is possible. • Listen by increasing positive discussion rather than whining, melodrama, pity party. • Look for ways to refer for counseling.
<ul style="list-style-type: none"> + The symptoms of depression (above)alternate with extreme high energy, including: <ul style="list-style-type: none"> . excessive activity . poor judgment . impulsive behavior . denial of a problem . grandiosity or self greatness, entitlement, messenger from 'God' . racing thoughts . little need for sleep . indulges self in excesses - constant shopping, talking, sexual appetite . loud inappropriate giggling . rejection of others, including a sense of paranoia, grudges . delusional thinking may exist 	<p style="text-align: center;">Bi-polar</p> <p>This is seldom diagnosed before an adult episode, nearly always includes genetic pre-disposition, and should be used only if the swings are long term -- over six months. It is not the same as mood swings.</p>	<ul style="list-style-type: none"> • This set of symptoms requires medical support, especially since the thyroid may not be functioning correctly. • Students can thought stop and find different ways of looking at feelings or occurrences. • Students may not realize how human they are and may try dangerous feats without recognizing the potential for getting hurt. • Keep close check on medications, since the drug effects dull the "feel good" energy. • If student seems to be out of touch, saying things that are worrisome, that suggests psychotic symptoms, have a contact person who can help the student on short notice. • Counseling is essential.
<ul style="list-style-type: none"> + Substances usually have an odor associated with use. + Appearance and tracking of eyes is usually altered. + Likely to smoke and most likely to use alcohol (40%) or marijuana (17%) + Argue about legalization, age of use, or defensive about drugs + Often strut involvement, taunt about it + Alteration of appearance + Mood swings and attitude change + Withdrawal from responsibilities + Associate with peers who use 	<p style="text-align: center;">Substance abuse or addiction</p> <p style="text-align: center;"><i>This student needs help.</i></p> <p style="text-align: center;"><i>Do not look away or ignore this!</i></p>	<ul style="list-style-type: none"> • Get help from the nurse, the office, the school drug officer. Step in and care. • Assume change is possible and give the student a sense of hope, your concern, your belief that they matter. • Avoid arguing legalization, etc. Model appropriate citizenship and restraint. • Using correct protocol, let parents know. • Develop clear guidelines as a school community and help enforce them. • Believe the problem can be addressed and that teachers/students have power to aid.

<ul style="list-style-type: none"> + Does not respond well when bossed. + Argues with adults + Refuses to comply with requests. + Blames others + Vindictive + May be aggressive + Angry - and sends out feelings of anger or rage, especially when thwarted in any way + Deliberately thwarts and annoys others + Task avoidance or off-task frequently 	<p style="text-align: center;">Oppositional Defiant</p> <p style="text-align: center;">Success = NO POWER STRUGGLES!</p>	<ul style="list-style-type: none"> • Use consistent structure. • Provide effective consequences. • Work on building trust, understanding. • Teach conflict resolution and problem solving techniques when thwarted. • Offer effective and inviting curriculum focused on student interests. • Support self control and monitoring • Give choices rather than commands. • Model self-control and anger stopping.
<ul style="list-style-type: none"> + Seems to enjoy hurting the helpless, including children and animals. + Intimidates others, including bullying + Deceitful with intention of deceiving + Break into homes, the school, lockers to destroy and ruin + Serious violations of the rules + School truancy + Running away, breaks curfew + Fire setting from early age + Violates basic rights of others with no apparent feeling of sorrow or actual recognition that others have rights + Forces sexual acts on others + Likes and uses weapons + Steals while confronting the victim, often with use of a weapon and physical aggression - mugging, etc. + Presents well, but unsavory issues and behaviors emerge over time + Often likeable at first + Completely unable to recognize or understand another's point of view 	<p style="text-align: center;">Conduct Disorder</p> <p>Some children are under socialized. Their choices are not blatant disregard as much as obvious inattention or awareness of the needs of others. It is easy to lose heart with these youth because we feel hurt and see them hurting others with little apparent conscience.</p>	<p>It is true that some people do not care and do not appear to be able to learn to care. There are two exceptions that need our vigilant support -- children who have not learned to trust or bond due to early childhood experiences (and you cannot assume all is well because a family is rich, well known, in politics, or presents themselves well to the community). children who have not been taught about expectations, the needs of others, ways to care.</p> <ul style="list-style-type: none"> • Break respect for others into practices that can be taught and teach/model them. • Reduce frustration points and help the student learn to manage anger, irritation. • Work to build relationship - one on one at first, showing and sharing how to see what others feel, need. • Teach ability to read nonverbal messages. • Teach conflict resolution skills. • Get counseling immediately - not insight therapy, but a skilled practitioner with a long history of work with troubled youth. • Do not leave unsupervised.
<ul style="list-style-type: none"> + Student mannerisms mirror other gender + Student may profess love or affiliation with same sex teacher + Questions about sexual identity are expressed in poetry or essays + Student enjoys cross dressing + Student relates belief of being gay + Student is unhappy about sexual identity 	<p style="text-align: center;">Gender Identity issues</p> <p>These commonly emerge during adolescence.</p> <p>If the student is not upset, it is not considered EBD</p>	<ul style="list-style-type: none"> • Suggest that student get support in making a decision. • Provide non-judgmental place to talk, and do not suggest or detract from concerns and decisions. • Help student recognize social limits and boundaries to avoid exhibition or "outing" self before certain of identity. • Watch for suicidal behaviors if the student is upset about potentially being gay.

Categories of IDEA '97 ---**NOT EBD**, but may have some similar or unexpected student actions:

Student Characteristics Things students may do:	Diagnostic area	Positive interventions
Students may + Use repetitive phrases + Repeat the phrase spoken to him/her + Speak almost in sentences, but omit "I", "Me", "Yes" + Answer questions or statements with unrelated ideas + Use very literal language with symbolism missing + Be startled and upset by unexpected or loud noises + Respond inappropriately or aggressively to being touched + Be hypersensitive to visual stimuli + Prefer to be alone, play in isolation, not interact with others + Engage in self stimulating activities + Show little emotion that reflects empathy or affection + Engage in repetitive motions and sounds, non-stop	<p style="text-align: center;">Autism</p> There is a broad range of symptoms and seriousness in autism. Some youngsters never overcome the separation between self and others. Some go on, as Bill Gates and Temple Grandin have, setting up a model for using the gifts rather than being weighed down by the limitations. Each student is an individual and will need special accommodations , goals, plan	<ul style="list-style-type: none"> • Focus on communications and ways to make connections. • Structure activities and the day in highly consistent manner and maintain that pattern. • Let the student know before the bell rings, or when loud noises are about to occur, when possible. • Develop curriculum to coincide with student interest -- often singular focus, like the ocean, space, but a fertile area to provide thematic learning unit and activities that are motivating. • Use highly structured, direct approach. • Focus part of instruction on life skills and socialization. • Involve the parents and honor things they have found useful. • Prevent outbursts rather than using behavior mod after eruptions.
+ Executive functioning difficulties potentially including working memory, recall, impulsivity, self-talk that does not support socialized responses; low tolerance of frustration; + Noise, color, high stimulation situations tend to overload impulses + Students have trouble comprehending what is read + Cannot memorize isolated facts + Have trouble organizing thought to write them or produce creative written work + May have difficulty listening, especially if must also hold body still + Irritable and argumentative quite often but sporadically + Begin but do not complete assignments or remember to go back and finish if interrupted. + Ability to organize is compromised, making recall of homework instructions, due dates, material required for class, locker combos, lunch, notebooks, elusive + Impaired sense of time + Low tolerance for being thwarted with quick temper, flashes of anger, impulsivity + Difficulty initiating work	<p style="text-align: center;">ADD/ADHD</p> Remember, this is a very trying condition for a youngster and is probably part of neurological impulses and ways the brain functions. <i>It is not a choice</i> the student makes for the student wouldn't choose it!	<ul style="list-style-type: none"> • Simple interventions are best, especially if student developed. • Wide variety of teaching activities. • Utilize activities in all learning styles and intelligences to support lessons. • Increase number of hands-on lessons. • Offer many visual lessons. • Reduce written work -- give evens or odds, frequent. small screening exams • Help student learn to self monitor • Use colored overlays, graph paper, different colors of paper to find best. • Provide consistent structure • Minimize changes in classroom appearance and dangling, too colorful over decorated "rainforests," etc. • Coordinate "peak" meds effectiveness and crucial learning activities. • Give individual nudges and support throughout the day. • Model skills for students • Provide key points prior to the lecture and guided lecture notes so student can follow if lecture (least effective way for most of us to learn) is used. • Help student make cue cards on key items s/he is likely to forget • Use webbing and mind maps



Short term memory

Evidence that immediately forgetting instructions or concepts is an issue:



Student is very distractible and seems to lose focus during discussion.



Directions don't get followed if they are complex, and in fact, the student may do the first or last thing and not all the other things they were asked to do.



Student offers to answer a question and then has forgotten the answer just in the time from raising a hand and being called upon.



May not be able to discuss something that was just read aloud.



Cannot take notes during a lecture. They may be able to listen and report on a couple of sentences, but cannot stay with the flow.



Forget what they just got in trouble for and go back to doing it with no intention of being disruptive or disobedient.



Though quite intelligent, may not be able to do number problems in their head.



Remember a time when others were speaking a language you did not know well? No matter how hard you tried, things went too fast, and your ability to share how you were feeling was mostly filled with frustration? Did you try to keep up only to lose the continuity, feel like things were rushing by you? Sometimes you would get one glimpse of what was being said, only to lose the next paragraph or set of ideas. It is similar to the every day, moment after moment experience of the youth with short term memory issues.



Solutions

- Simplify learning materials to focus on one task or learning opportunity at a time.
- Help the student take small chunks and consolidate them before going on.
- Visual, auditory and tactile presentations need to be a part of new concept building. The more memory traces, the better the chance for recall.
- Use existing ideas and "hook" the new ideas to them to improve the chance of recall and understanding.
- Using a more kinesthetic approach to recall -- putting the mind in automatic mode -- is likely to help the student access memory traces, even if they cannot name the steps.
- Minimize pressure so blood flow to higher levels of the brain is at maximum.
- Stop frequently and perform kinesthetic drills or activities to make natural separations between new concepts.
- Use a white board - response process so student has time to make a personal response without trying to be the first one with an answer. Remember too, that by the time most students with short term memory issues raise hands and get called on, there is no recall or the original question or answer.
- Notes need to be taken by a peer or as a fully complete set of organized ideas with blanks to be filled in rather than asking student to listen, write and then recall. Concepts will be lost in the frustration of trying to get things organized and flowing, transferring ideas from auditory input to cognitive input and then into writing.
- Use games directly following instruction to make practice more fun and to include kinesthetic opportunities for rehearsal. Examples - Hop Scotch to learn multiplication facts; Playing cards to add and subtract rapidly.



Long term memory

Evidence that storing and retrieving information is an issue:



Student has trouble retrieving words when asked to name something.



Summer break often shows a significant loss of academic ability.



Student can choose a correct answer (recall) but cannot retrieve an answer successfully.



Time between reading and then thinking about what was read must be immediate or the ideas are lost.



Math can be the most frustrating since so much of it is based on recalling varied processes to solve even simple problems.



Remember hearing a song you used to sing and not being able to remember the words? All of life is like that for students who have difficulty with long term memory. It doesn't matter how hard you try, the words just can't be dredged up. In fact, if pressured, a lot of us really get stuck. It may be a day or two later that the snatch of lyrics will come forward. It is inconvenient for us to have "part timer's disease." It is frustrating and thwarts desire to learn for students who have it happen whenever they are trying to work or take tests.



Solutions

- Use memory strategies like mnemonic devices to trigger recollections.
- Make an acronym (first letters - like HOMES = Great Lakes - **H**uron, **O**ntario, **M**ichigan, **E**rie, **S**uperior).
- Use a pegword strategy (rhyming reminder) or key words to connect new concepts to those already learned.
- Learn to use grouping to build a set of ideas that are remembered together.
- Set up a chant or rap to group ideas or facts together. Reciting things aloud helps retention.
- Use visualizations - like walking catty-corner across the grass for hypotenuse of a triangle.
- Make up jingles and tunes to bring the clustered words or concepts to mind.
- Do not expect a student to do well on short answer tests, so make them open note and open book.
- Use overlearning on concepts that will be required to perform more complex portions of a task.
- Set up category models for student to be able to assimilate and accommodate information more rapidly.
- Use partner chats (collaborative exchange) to move from the receiver to perceiver or owner of a task.
- Teach compare - contrast processing of ideas to support more rapid acquisition and retention of new learning.
- Use cue cards and keep reviewing them until material is overlearned.
- Take new concepts and build them into personal paradigms or maps before moving to the next set of ideas.
- Use "what's wrong with this...." stems and activities to help the student self test understanding and mastery.
- Color code information -- like using red to underline major facts, yellow for the subtopics that contribute to theories, green to underline statements or quotations, purple for suppositions or intuitive leaps.
- For important facts, have students make up a wild and wacky association and imagine a comedian acting it out.
- Make a personal connection or story of facts as soon as they are presented -- moving into ownership of facts.
- Use note cards with key words to trigger recall if the situation will call for time pressure and remembering.

Value of rehearsing information as the student is acquiring and learning facts.

Days after initial learning	Amount remembered with no review	Amount remembered with review
7	33%	83%
63	14%	70%



Consolidating materials into meaningful constructs

Evidence that constructing and utilizing theories to make meaning is an issue:



Student seems to be unable to learn from experience.



Homework cannot be completed since the student does not recall directions or concepts.



Concept building across different contents does not seem to occur; little cross-over among life experiences or coursework.



Student asks "but what does it all mean?" -- That means, I need to see the big picture.



Student comments, "I'll never need this stuff. My dad says he never used it. "



Remember a time when you were taking a class and everything seemed to require memorizing? We often teach grammar and math like that. The things all go together, but the teacher has broken them into a bunch of pieces and then taught each one. We have trouble seeing the big picture. It is also like doing a jig saw puzzle and needing to look at the picture on the box to figure out where it goes. Our instruction can do that for students who need to see the whole picture to learn..... We can give them the vision of where the information connects to help them learn, and it usually also sharpens our teaching of the subject or concept, as well.



Solutions

- Homework Students with severe and multiple disabilities often find homework frustrating and parents may not be able to help without straining the relationship
- If the student is having a hard time remembering things, use picture or story boards for steps in a task.
- Most have a short attention span... so the teacher could provide short segments and then get the student started on a personal assignment rather than trying to follow a long lesson.
- As soon as a concept seems to be making sense to the student, provide an opportunity for the student to teach it to others, overlearning it.
- Tutoring in a class of younger students allows overlearning while building esteem and incidental connections.
- Use themes the student likes to teach new idea.
- Give the student time to build a mind map, using tangible items.
- Use a story sequence (metaphor or animal fable for example) to imprint the set of concepts together.
- Have the students make a short movie that feature the concepts, to show the rest of the class.
- Find a similar life experience that requires all the concepts and have the student compare/contrast the notions.
- Use video games that reinforce and consolidate the skills, using student motivation to increase repetition.
- If there are any school or classroom tasks that utilize the constructs, have the student engage in them frequently.
- Keep each piece simple when first introducing the initial piece and each added construct.
- Keep instructional time brief and use humorous forms of recall, including story, voice changes, visual assists.
- Use hearing, visual and kinesthetic ways of understanding something, and when possible add tactile and taste. Lets say you want to introduce the denominator. Take a chocolate bar out and have students write down if 1/2 or 1/10 is the size piece desired. Then break off the piece they chose. Now have them talk about why some people got a lot and some people got a little. Finally, have them break something up by the number you decide....1/5 pack of gum, 1/4 cup of milk, etc.
- Use novel ways of teaching ideas. If Conjunction Junction helps with parts of speech, great! If not, try using a car model to show how the different parts work together to get the car running. If one idea doesn't work, try another --- how the ingredients all come together to make a cake..... It is a great place for creativity, and sometime the student can give us help in building a new way of understanding the ideas.



Assimilation

Evidence that new concepts do not change old ways of thinking is an issue:



Student seems surprised or unclear about learning taught earlier in the day or day before.



Protests from student suggest s/he has no recall about hearing the material.



Teacher finds self saying things like, "Are you listening?" "What did I just say?"



When working alone, the student seems to understand concepts better than when actively involved in instruction..... so the student can get a right answer - almost mystically, when not required to show work, or stop to explain or show work.



Many times the student knows the answer, but does not realize it. This often suggests a failure of communication between the right and left hemispheres. The one side knows the concept but cannot translate it to the conceptual information the other side can recognize or retrieve. It is the classic conundrum. "He knows and knows not that he knows," or "he knows not and knows not that he knows not."



The student guesses, and keeps getting the answers right, but believes s/he doesn't know.



Remember putting down a book, and having no idea what you were reading? Maybe you cannot even recall the last ten minutes of a discussion, or come back into hearing focus and realize you have no idea what the conversation is about. Some students must actively attend to retain any information, and the automatic process of hearing and understanding is not so automatic. Its like the physics principles I was learning. I heard the words, but I could not find any Velcro to hang them to in my head.



Solutions

- Avoid interruptions during instruction.
- Utilize scaffolding, adding just one or two concepts to those that are firmly in place, well understood.
- Make expected connections clear to the student rather than expecting the "intuitive leaps" most students make.
- Put the student in a teaching position as soon as the concept seems intact -- "Tell me what you know." Explain this to your neighbor now. Have your neighbor explain this to you and see if they are correct."
- Have the student make a visual image of the idea before moving to the next lesson.
- Teach self talk that supports the newest concepts, including music, rhymes, rap beats. A good example is the old spiritual - the head bone's connected to the neck bone, the neck bone's connected to the backbone . . .



- Help the student take a concept apart, and reassemble it, sometimes with didactic aids to represent each piece.
- Set up a puppet skit with student acting out the concept or idea.
- Use metaphors and don't be surprised if these are more effective than direct instruction. There is a lot happening in the mind, and when on automatic pilot, it often shows up, while concentrated effort seems to send it in retreat. Remember, it is getting it to happen, not being able to give it a name or immediately retrieve it that shows learning is taking place.
- Keep changing formats so that the student has a chance to learn and store on both sides of the brain -- if it is a cognitive concept, also have the student do kinesthetic or artistic processing.
- Use activities that support information moving back and forth in the brain. The stronger the pathways, the more likely the student will be able to gain facility. There is no guarantee, but minds are amazing and resilient.



Slow processing speed

Evidence that new concepts do not change old ways of thinking is an issue:



Student writes very slowly.



When something novel occurs, one can almost see the moment of recognition for the student, like a light going on after the rest of the class is laughing, or responding.



If the routine changes, the student may lag all through the day and may even get upset and yell or blow up because there is too much going on.



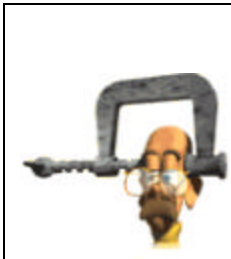
Students often ritualize things in the day because they know what is coming next and do not have to struggle to see what is about to happen and try to anticipate what they should do.



In a song, this person is completing the words after everyone else is finished singing the line.



In the classroom it is especially difficult, because it means that students never consolidate the current idea, and miss most of the initial parts of any instruction or introduction.




A while back I went to see my daughter at the school. She did not know I was coming. I walked across the playground toward her. She stood by the teacher, not moving or responding. It was like she could not see me, though I could see her. After what seemed like the longest time, she hollered, "Mommy" and started running toward me. It was the first time I realized just how long it took her to make connections, for her brain and her eyes to have a chat and come up with what was happening. This is what slow processing is about.



Solutions

- Give students a few extra minutes of instruction once the class is started on an assignment.
- Use nonverbal cues when possible, since it seems to shorten processing time.
- Stick with routines as often as possible to allow the student to anticipate what is coming next rather than having to work at understanding every process in the day.
- Provide a kind and loving assistant who likes to help and enjoys being in the "know" without diminishing the well being of the other student.
- Often stand near the student and do some of the preparations with the student --- like showing the correct page, using their book -- so the student has some of the advantage of your support.
- Lower the pressure, since that takes a chance of sending blood out of executive functions and into fight/flight responses, wasting time and potential for problem solving.
- Use groupings to combine procedures -- instead of get ready to get dressed, "Brush, wash, comb" as a litany.
- Use short bursts of information. Get out your pencil or pen Try the first question Who is done? Try question two
- Try a clip board instead of folder, with assignments in sequence at the start of the day.
- Use key cards for cueing

 Math	Get book Turn on calculator Use green graph paper and mechanical pencil Find one that is easy and get started
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- Bookmark the student page for the next day, since it can use up several minutes at the start of each lesson.
- Pair the student with a peer helper so a second pair of hands is propelling the student forward