

Educational בנות החינוך Pathways



A Division of Merkos
L'Inyonei Chinuch



Volume 4 No. 2
Nissan 5765 - April 2005

“RULES AND CONSEQUENCES:” TEACHING STUDENTS PERSONAL RESPONSIBILITY

Adapted from a lecture by RABBI AHARON H. FRIED, Ph.D.



One of our most important obligations as teachers and parents is to teach our children and students to accept personal responsibility. We want our children to grow up to be responsible people, to take responsibility for their actions, and to feel that what they do is important. As *mechanchim* we strive to bring up our children to feel that *Hashem* expects important things from them and they need to live up to those expectations.

How do we bring children to have personal control without actually controlling their lives, which is the opposite of allowing children to control themselves?

"Naase Adam-Let us Create Man"

At the creation of man, the Torah tells us that *Hashem* said "naase adam"- Let us create man. Commentators explain the plural phrase for the Divine creation of man, implies that man is incomplete at creation; completion awaits man's input, he is expected to develop and perfect himself in order to be worthy of the title "adam". He must learn how to use his unique, Divinely endowed gifts and only then will he truly be an "adam". When we teach a child how to make appropriate choices and to make intelligent, Torah based decisions on his own, then he will have become a partner with the Al-mighty in his own creation.

The ultimate goals of Jewish education:

Let us first posit that one of the main goals of Jewish education is to build up and develop an independently thinking and functioning individual who will, at all times, use Torah as his guide. He should be able look at a situation and figure out

what the proper course of action is and be able to act accordingly. We may expect that a student with a proper Jewish education will be capable of thinking about and evaluating situations from a Torah oriented, ethical and moral perspective and then based on his analysis; he will independently choose and decide on a proper course of action. Regardless of whether it is an issue which relates to his relationship with G-d or if it is an interpersonal one, our student will have both the knowledge and the character to be able to make a Torah based decision about what he should do.

Taken a step further, the goal of the Jewish teacher, is to help make a child personally independent. In order to help him become an independent learner the teacher will teach him the skills he needs to handle and understand the text he will want to learn. To help build character independence, he must learn to make intelligent, Torah based decisions on his own.

We must teach children that they matter:

As a prerequisite to helping a child develop personal independence, we must teach him that he matters, and what he does matters. He must learn to realize that what he does counts and is impor-

continued on page 2

Inside:

Teaching Children Personal Responsibility.....	1
Changing Classroom Behavior Through Feedback and Reinforcement.....	3
Sensory Integration: Suggestions for Pre-school Teachers.....	5
In and Around the Misrad.....	9
Yesodos HaChinuch of the Rebbe זצ"ל.....	11



A Memorandum from... the Chinuch Office Director

Once again we bring you a series of articles which we trust will give Mechanchim and Mechanchos food for thought, in addition to practical guidance. This issue evolves around a Behavior Management theme.

The lead article in this issue is adapted from a talk by Dr. Aharon H. Fried “*Rules and Consequences: Teaching Students Personal Responsibility*”. It is followed by a piece by me on “*Changing Classroom Behavior through Feedback and Reinforcement*.” Both deal with approaches to changing behavior effectively. The second in a series by Chaya Lamm Warberg, “*Sensory Integration: Suggestions for Preschool Teachers*” deals with classroom instructional issues from the perspective of an early childhood educator. The sixth in a series examining the Rebbe’s Chinuch teachings, written in Hebrew is by Rabbi Michael Seligson.

I would also like to draw the attention of readers to the In and around the Misrad page as well. We are proud that many of the projects previously announced on this page are now facts of life for many Mechanchim. We are pleased to take you into the planning of new projects.

The establishment of the Merkos International Board of License, and the cooperative program with NSU have already made a major impact. The proposed long-distance interactive virtual Yeshiva is another overdue idea whose time has come. These new projects, challenging as it is to bring them to fruition, will make a significant impact upon the lives of countless students and their Mechanchim. We pray that we be given the wisdom and fortitude to legalize their full potential.

בברכת קבלת התורה בשמחה ובפנימיות...
Rabbi Nochem Kaplan

EDUCATIONAL PATHWAYS

Published quarterly by Misrad HaChinuch,
a division of Merkos L'Inyonei Chinuch



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continued from page 1

Teaching Children Personal Responsibility

tant and he therefore needs to carefully consider his course of action. In time, this will teach him to make responsible decisions.

The important question and challenge for parents and teachers alike is how do we actually teach children that they matter? How do we teach personal responsibility and independence?

We must recognize that only when an individual believes in himself, and the importance of his life and its possibilities, can he really become independently responsible. As *mechanchim* we must make that a primary goal in the education of our children.

First, we need to build a child's self esteem so that he actually believes that he is important and he has been endowed with the ability to do great things; that he can make a difference. For a child to learn that what he does matters we need to set up situations which will demonstrate to him how what he does matters. He will learn this from his own actions and their consequences, rather than from our admonishment.

Children need rules:

To learn how much what he does matters a child must have rules to follow and clear consequences if they are broken. By setting up clear rules we show them what they do is important and why. If they do this, *A* will happen, if you do the other, then *B* will happen etc... Research shows, that rules don't confine people but actually free them and help them succeed in all situations. Children need clear and consistent rules; they need to know exactly what is expected from them.

To make the process of rule setting effective, there are a number of essential and basic components which are universal. Whether it is a parent at home or a teacher in the classroom making the rule, the following components are essential to making a rule successful.

At *Har Sinai*, before *Mattan Torah*, the first thing that was set up was a boundary for the *Klal Yisroel* to adhere to. *Hashem* instructed Moshe to set up **clear** boundary posts and then to **remind** the Jews about the boundary. We are thus taught to appreciate how boundaries and rules need to be clear and that reminders are necessary for all rules to be successful.

Rules must be clearly understood:

The teacher or school that lays down clear rules helps a child understand what is expected of him. Even when an adult believes a rule is obvious, he can not automatically expect a child to know what is expected of him. Children miss cues, for many reasons, so a rule must be clear, uncomplicated and unambiguous for a child to fully know what is expected. Additionally, children need rules to be clarified and explained to them so they may understand that the rules are there to help them. Rules are set for their own benefit and good, and not simply because an adult

continued on page 9



CHANGING CLASSROOM BEHAVIOR THROUGH FEEDBACK AND REINFORCEMENT

LOOKING AT FOUR MOTIVATORS OF STUDENT MISBEHAVIORS AND TECHNIQUES TO MANAGE THEM

by: Rabbi Nochem Kaplan

INTRODUCTION:

In his educational magnum opus *Klalei HaChinuch VeHahadracha*¹ the previous Lubavitcher Rebbe writes: "(G-d) has endowed mankind with the ability to take pleasure in (hearing) praise and to strive toward reward...Praise and complement (tend to) elevate a learner and trainee. They (tend to) elevate him from his present situation and set him upon a higher plain. (Personal) reward and encouragement invigorate him with a desire to ascend to higher levels in both study and behavior". The Rebbe spoke to educators of another time (100 years ago) and in another place (Tsarist Russia) clearly, though he felt that positive reinforcement is the preferred approach to discipline.

Teachers in today's world need to deal daily with issues which their forbearers could only have imagined. To effectively manage a classroom today a teacher must take into consideration a broad spectrum of the varied needs of his students. The thesis in the lines which follow is that private dialogue with a student who is misbehaving and including him in the solution of a problem, can have a much more meaningful and long-term effect than other reactive behavior management techniques alone. Developing the suggested strategies may help make any teacher more effective and more satisfied with his management of the class.

Although the characteristics of an effective classroom manager are clear and even somewhat intuitively obvious, what might not be as clear or obvious is **how** you become an effective classroom manager. Fortunately, research shows that good classroom managers are teachers who understand and use specific techniques. Awareness of and training in these techniques can change student behavior.² One of the most promising findings on the process of becoming a skilled classroom manager is that it can happen quickly.³

Probably the most obvious aspect of effective classroom management involves the design and implementation of classroom rules and procedures. Indeed they are a prerequisite to any change in classroom management. **The lines that follow will assume that a repertoire of such basic techniques is in place, and the issue at hand is being able to change not only behaviors but also the attitudes of those who misbehave.**

One researcher³ has described how children react to punishment using the three R's: Resentment, Revenge and Retreat into rebellion, reduced self esteem and retirement (why bother trying). Psychologists have suggested that there are four basic motivators of student misbehavior:⁴

1. The student feels the need for attention.
2. The student's feeling of inadequacy.
3. The student's need of power.
4. The student's need to avenge a perceived injustice.

Each is a powerful motivator for a child to do what he perceives will bring him the desired result, rather than what an authority figure dictates. In order to deal more effectively with the behavior presented the teacher needs to first consider what the motivation might be and then react accordingly. The rule of thumb though, is that whatever the teacher's management approach, a personal discussion with the student about the motivation of his behavior will help create a climate for long-lasting effectiveness.

Many adults may respond instinctively to the challenge of an insubordinate child, and a tug of war may ensue. As professionals, teachers need to develop the behavior management skills to anticipate the child's behavior if possible, and to preempt it; if not, to respond in a manner which guides the behavior in the desired direction.

All too often the teacher concentrates on the immediate management need and neglects to discuss the student's behavior with him. This may preclude the active involvement of the child in managing his own behavior. Yet, experience has shown that when a child understands what motivates his behavior and when the adult in charge acknowledges the child's feelings, he is far more likely to actively participate in the solution than just being the problem.⁵

Following is a brief description of the motivators, possible instinctive reactions and some suggested positive approaches to dealing with them.⁶



continued on page 4

FOUR MOTIVATORS OF STUDENT MISBEHAVIOR: AND TECHNIQUES TO MANAGE THEM

1. NEED OF ATTENTION

The student feels inadequate unless he receives constant attention. He thinks, "I have no place unless people are paying attention to me."

A. BEHAVIOR MANIFESTATIONS; THE CHILD MAY:

1. Be lazy, (or act helpless) in an attempt to solicit help.
2. Show off, (or be the class clown, that gets everyone's attention).
3. Monopolize the discussion (silence is mistaken for inadequacy).
4. Ask others to be of service to him (that puts others in their place and makes him feel important).
5. Be a general nuisance (it's better than being ignored).
6. Be overly eager to please (subjugating his true feeling).
7. Be overly sensitive.
8. Pout or cry (and generally act like a nebbish).
9. Learn to use charm.
10. Interrupt constantly (not out of disrespect but rather like # 3 above).

B. POSSIBLE INSTINCTIVE ADULT REACTION MAY BE:

1. Give the student an inordinate amount of attention (it keeps him quiet).
2. Keep reminding the child not to interrupt, show off etc.
3. Constantly reprimanding him.
4. Become annoyed and overreact.

These reactions are always counterproductive since negative attention, from the student's perspective, is better than no attention. The student may be satisfied with the attention he received for the moment and will inevitably demand more.

C. CHILD'S NORMATIVE REACTION TO REPRIMAND:

1. Stop disturbing behavior for a brief period, and then start again.
2. Pout, act angry or wounded (and call attention to him that way).

D. CONSTRUCTIVE TEACHER'S RESPONSES:

1. Stop and explain to the student that he will be ignored until the inappropriate behavior stops; give him no further attention. (This may obviously be a challenge in a classroom setting, much as it is when employing any behavior modification technique).
2. Meet privately with the child and discuss what motivates his behavior.
3. Make an agreement about how much attention-calling behavior you will permit.

4. Agree upon a non intrusive way to make him aware that he is overstepping the agreement.
5. Stick to your guns and do not give the student more attention than agreed upon.
6. Watch for a moment when the child is being appropriate and show appreciation.

2. FEELINGS OF INADEQUACY

The child feels inadequate, helpless or stupid in comparison to others. His lack of self-worth motivates his contrary behavior.

A. BEHAVIOR MANIFESTATIONS; THE CHILD MAY:

1. Feel helpless and act useless and lethargically.
2. Give up doing what is required of him and become generally uncooperative (he may feel that if he makes no effort at least he has an excuse for not being successful).
3. Set arbitrary high goals and make no attempt to reach them (thus justifying his lack of effort to himself, "I can't meet those goals anyway, so why try?")
4. Retreat and just want to be left alone (and thus detach from the task at hand).
5. Be manipulative, hoping to elicit a compliment or an ego booster.

B. POSSIBLE INSTINCTIVE ADULT REACTION:

1. Reprimand the child for lack of cooperation, effort, etc.
2. Demand the child to make at least a minimum attempt.
3. Try to help the child set realistic goals for himself.
4. Give a frivolous compliment which the child may find shallow.

C. CHILD'S NORMATIVE REACTION TO TEACHER:

1. May be briefly consoled but revert back to earlier behavior.
2. Be unresponsive, withdrawn and retreat further into himself.
3. May insist he is inadequate and refuse to work or perform.
4. Become the class clown (he gets a laugh, at least that makes him feel temporarily adequate at something).

D. CONSTRUCTIVE TEACHER'S RESPONSES:

1. Confront the child about his conviction that he is incapable of doing anything right, without giving himself a real chance to find out what his strengths and weaknesses are.
2. Explain to the child how he is behaving and try to understand why. Be supportive; he has strengths which he needs to understand and exploit.
3. Assure the child that you are there to support him; he is wanted and needed.
4. Help him set realistic goals.
5. Show the child how to be successful doing little things, accentuate the successes and point out to him that success will breed success.

continued on page 8

Sensory Integration



Suggestions for Pre-school Teachers

Part 2, by Chaya Lamm Warburg, M.A., O.T. R/L., B.C.P. from a lecture delivered at the Summer Chinuch Conference, 5764.

Ed note: In the last issue of *Educational Pathways* we presented the first part of Mrs. Warburg's article on Sensory Integration. Mrs. Warburg discussed various activities to Promote Sensory Processing skills in the pre-school classroom. Many of these activities are suitable and beneficial for all students, and particularly for students with Sensory Integration Dysfunction (SID). The activities discussed thus far include movement, heavy work, calming and organizing, motor planning, sequencing and organizing, projects, fine motor and oral motor strategies. This article continues with strategies on improving circle time, scheduling, seating options, language skills, touch, the environment, and behavior management suggestions for all children, predominantly for the child with sensory issues. Enjoy!

Circle Time

Do some warm-up / wake-up activities before starting circle time (see Movement Tools in last issue). Calisthenics, movement to music, running, jumping in place, and the "pop-corn game" provide alerting yet organizing input. Similar activities can be used for a minute or two throughout the day whenever you sense the need, particularly before circle time, a lesson, story time, lunchtime, or before sustained sitting will be required. An individual child can be taken out in the hallway or playground for 2 or 3 minutes for a more rigorous "workout". Use hand-over-hand assistance to get reluctant or unfocused children going—warn them before you touch.

Children who do not understand body boundaries, do not understand where their place is, sit on other children and cannot stay in their places even when they are well-demarcated (by carpet squares, square taped to the floor, etc.), may benefit from sitting next to or on the teacher, or on a bean bag chair or chair (they give clear body boundaries). They may benefit from "deep-touch pressure" immediately before circle time (e.g. a hug, "sandwich" between teachers, car pile-up, or hot dog).

Children who back away from the circle to lean against the wall or piece of furniture may have low muscle tone and be struggling to remain upright, which can take attention away from the task at hand. Providing an inflated cushion (or other unstable surface) may give him the input he needs. A chair or beanbag chair may provide him with support. Some jumping or running before circle time may "wake up" his postural system to keep him upright for longer. Suggest to children who put their hands over their ears, to sing the loudest or let them lead the group.

Some children learn primarily through auditory input and some through visual input, and others require movement. Make it a practice to incorporate all of these inputs into any lesson, so that all learning styles are tapped into, and the majority of the children can learn. "Finger fidgets" may help children

concentrate! Some children seem to constantly need to have something in their hands. These children may crave tactile input. Taking things away will work only until the child finds something else to fiddle with. Try attaching a textured toy on a key chain to the child's pants loop or a necklace so that he does not lose it (e.g. Koosh ball, container of putty, foam ball), or give him something relevant to the lesson to hold, and integrate that toy into the lesson. Effective "finger fidgets" include Bendables, balloons stuffed with powder or birdseed and clothespins.

Ideally, circle time should take place away from doors, windows, or heavy traffic areas. Children should not be facing bulletin boards or anything else that will be visually distracting.

Scheduling

Alternate sitting activities and movement activities. Activities that require fairly intense concentration (a lesson or circle time) should ideally follow gym, out door play or movement activities. Try to schedule a change in activities frequently. Fifteen minutes can be a long time for children to concentrate. Give the child a legitimate reason to get up and move so that he does not need to "misbehave" to move.

Many children who are anxious or have difficulty with transitions will benefit from a schedule posted every day. Take photographs or draw pictures of the various activities, e.g. Tefillah, circle time, snack, playground time, music, projects, dismissal, etc. Back them with Velcro, and arrange them on a strip at the beginning of each day. Point out changes that will happen during that day as soon as they arise to prepare children who feel uncomfortable and out of control with change.

Seating Options

When sitting in a chair the child's feet should be flat on the floor. Hips, knees and ankles should be at 90° angles. The desk or table should be 1 inch above the bent elbow. During a lesson,

continued on page 6

children who are easily distracted should be seated in the quietest part of the classroom, away from the window or door and not facing decorated bulletin boards. Children who have a hard time staying focused and on task should be seated front and center or near the teacher. The far corner is a poor choice.

Some children may be better able to work if allowed to prop themselves on their forearms while lying on their tummies, or to kneel at a low table. Children who need to keep moving may benefit from sitting on a large therapy ball or Sit 'n Move cushion, which allow them to get the movement they need while working, in a socially appropriate way.

Language

For children who raise their hands but do not seem to be able to come up with the answer in a timely fashion, warn them that you will be calling on them to answer the next question coming up. For children who appear not to attend, or who opt out of peer group interaction, make sure that you feel they can understand the rapid back and forth of child conversation and that they can respond in a timely manner (so that other children don't get frustrated waiting for a response). Children with these issues often do better with adults or older children who are more patient, speak to them slowly and give them time to respond.

Some children who do not seem to be attentive can understand instructions and tune into their names when there aren't competing noises. When it is noisy, they cannot distinguish the relevant auditory cues from background noises. Use touch to get their attention. Give one instruction at a time to begin with. As children become able to follow one-step instructions, go to two-step instructions, then three-step instructions, and so on.

Some children learn more easily using their vision. These children will benefit from demonstrations. Others will be better able to follow verbal instructions. The best strategy is to routinely pair a verbal instruction with a visual cue or demonstration. If children have difficulty following directions, ask them to repeat instructions in their own words. Also, reinforce these children for asking you to repeat instructions or to clarify instructions.

Make sure children are attending to you before speaking, and give you eye contact (only if it is not overwhelming for them). It is often difficult to listen and do something else at the same time. You can help children who have trouble attending by standing close and putting a hand on their shoulders while explaining. Using simple language, make your expectations clear before beginning a task.

Let the child know how to tell when a (challenging) activity will be over. Children with poor frustration tolerance are more likely to deal with a challenging activity when they know it will be over, eventually.

Touch

Let the parent know that you don't judge them by the child's clothing choices! Children with tactile defensiveness may be fussy about long or short sleeves, be intolerant of tights or socks, find it impossible to wear a kippah, and prefer shoes very tight or very loose.

Often, children who shy away from group situations are really protecting themselves against unexpected touch. They may benefit from deep-touch pressure (see below) before they are expected to function circle time or other group activities.

When using physical prompts, instructions, or guidance, use as firm a touch as possible without hurting. Never use light touch. Pats or taps are threatening for children with tactile system dysfunction. Straight, downward pushes on the shoulders are calming for many children. A heavy bear hug or "sandwiching" a child between two teachers or mats can also provide deep pressure for calming.

Be sure to warn the child before you touch him/her for any reason. Avoid touching or approaching children from behind. Make sure children see you before giving instructions or asking for responses. When using physical prompts, instructions, or guidance, use as firm a touch as possible without hurting. Do not tickle children or touch their hair during play without asking first. While some children crave this, others find it off-putting.

Children who do not want to paint, glue, paste, touch clay and manipulate textured materials should be observed carefully. Some are tactily defensive and avoid textures because they are uncomfortable. Have disposable gloves on hand so that they can participate in these activities. As the child develops tolerance, let the child cut off pieces of the glove. Painting, gluing, pasting, Playdoh, etc. are important as they provide important opportunities for the development of fine motor skills, and writing. To decrease the challenge for children who are not ready to immerse their bodies in a pool full of beans, fill a shoebox with beans for either the hands or feet. Increase the challenge by using rice.

The Environment

ORGANIZATION:

Everything should have a clearly delineated place-color code or use pictures and photographs. The schedule should be as predictable as possible, and "velcro-ed" up.

VISUAL STIMULATION:

For many years it has been thought that fluorescent lighting is detrimental to children who are hyperactive. If there is adequate natural lighting in your classroom, consider turning off the

continued on page 7



fluorescent lights. If not, you may want to use some incandescent lamps. If it is impossible to eliminate the fluorescent lights, turn on only the number necessary and turn them off periodically when children need calming.

While it is important to have a visually stimulating classroom, it is also important to provide an area without overwhelming visual stimuli. Some children may need a visually bland area for activities that require sustained attention.

SPACE:

Provide a quiet, soft, comfortable corner or tent filled with pillows and soft blankets that children can use as needed. Calming toys such as stuffed animals, blowing toys and books can be added on a per child basis. Many children can calm themselves if given the place and opportunity to do so. This area should not be used for “time outs”. Help children to recognize the signs of becoming overwhelmed (“engine terminology”), and ask for the tent or quiet corner.

Some children disorganize rapidly in large unstructured space. Provide structure for those children so that they do not have the opportunity to decompensate.

AUDITORY STIMULATION:

Music may be calming for some children and distracting to others. Experiment with headphones for children who benefit from different music from the majority of the class. Some children are on therapeutic listening programs. They are easy to implement in school.

Behavior Management

Children are not usually “bored”. If a child is inattentive or does not want to do activities, try to figure out why. For example, children will avoid activities if they lack the skills and are perfectionist by nature. A child who has difficulty motor planning may refuse to do projects.

If you have a child with sensory integration dysfunction who “explodes,” look for antecedents to that behavior. Keep a log of the time, place, environment, and what happened immediately before the incident and examine the sensory environment.

Record the content of disruptive behavior. Do not just note that Yossi fell apart during circle time, but record what he actually did. For example note whether he covered his ears and closed his eyes during davening, or if he hit the child next to him. The former may signal that he is overwhelmed by the auditory stimuli and visual array. The latter may occur because he is uncomfortably close to the children next to him and may need more space.



Do not insist that children can perform if “only they wanted to” or if they “try harder”. Children are generally eager to please their teachers. Demanding a level of performance that may be unrealistic (or unrealistic in the current environment) can only frustrate children and facilitate low self-esteem. Be sure to reinforce reasonable approximations of target behaviors.

Remember that you cannot take away a sensory-based behavior without another one taking its place that satisfies the child’s sensory needs. Therefore look for a socially acceptable replacement behavior. For example, if a child makes annoying noises with his mouth, offer chewing gum or sucking candy. These are appropriate oral behaviors that can be used to minimize inappropriate behaviors.

Some children with sensory integrative issues have fairly consistent difficulty in certain situations such as the lunchroom, assemblies or transitions. If you are aware of certain patterns of behavior, try to provide the child with what he needs *before* the child loses control. For example, give ample warning to a child who has difficulty transitioning between activities. Place the child who is over-stimulated or shuts down in a group at the “end” of a rectangular lunch table rather than in between two children. Allow the child who is overwhelmed by crowds to be the first one to go to the Shabbos party, scope out the scene and decide on a “safe spot” to sit. Work out with him where he can go if the noise is just too much.

Give the child advance notice when difficult situations are coming up. Let him know that you know that such and such makes him uncomfortable. This alone can diffuse the tension. Ask the child to help figure out a solution. (E.g. “I know you don’t like how crowded it gets when the other Pre-K comes in for a story. Where would you like to sit so that you can enjoy the story too?”). This is empowering and teaches the child to problem solve.

Beware the quiet child who is not disruptive, but often seems “tuned-out”. His problems may be as significant as the child who calls attention to himself. Here are some possibilities: The child may cope with being overwhelmed by “shutting down” to keep stimulation out. He may need to avert his gaze in order to focus with his auditory system. He may not process language rapidly enough to remain focused on what’s going on around him. He may have a rich internal life and be uninterested in peers.

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3. Trott, Maryann C., Laurel, M.A. & Windeck, S.L. (1993). SenseAbilities. San Antonio: Therapy Skill Builders.

3. THE NEED FOR POWER:

The child feels inadequate unless he is in control of every situation. He may feel (without realizing it) his self actualization depends upon his controlling others.

A. BEHAVIOR MANIFESTATIONS; THE CHILD MAY:

1. Be unreasonably stubborn and insist on always getting his way.
2. Be argumentative.
3. Be dishonest, try to manipulate.
4. Do the opposite of what is asked of him.
5. Refuse to do anything at all, wait to be approached and then set his conditions for cooperation.
6. Accuse others of unfairness.
7. Pout and wait for others to be solicitous.
8. Be unwilling to join others unless he is the boss.

B. POSSIBLE INSTINCTIVE ADULT REACTION:

1. Feel his/her control and leadership are threatened.
2. Feel he/she must show the child who is running the class.
3. Be overly concerned by what others will think.
4. Feel he/she must force the child to obey.
5. Become determined not to let the child think he/she has won.
6. Eventually may feel defeated, going head to head with a child.

C. NORMATIVE REACTIONS OF THE CHILD:

1. Justify his behavior.
2. Become more determined to show who is really more powerful.
3. May overtly or covertly demand of the teacher, "What are you going to do about it?"
4. Intentionally try to provoke the teacher.

D. CONSTRUCTIVE TEACHER'S RESPONSES:

1. Never get involved in a power struggle with a child.
2. Privately meet with student and explain to him what his behavior is about and why it is unacceptable.
3. Let the child know you cannot make him behave, (you can only hand out consequences) he must feel he wants to behave because it is in his best interest.
4. Tell the child that it is worth his while to behave and show why.
5. Make an agreement with the child, what he should do and what he will get in return.
6. Discuss "equal rights" and the classroom environment with the whole class.

4. TO AVENGE INJUSTICE:

The child may want to "get even" for the perceived injustice done to him by others and for the hurt others have inflicted on him. He may be totally unaware of what is motivating him.

A. BEHAVIOR MANIFESTATIONS; THE CHILD MAY:

1. Believe that nobody likes him or will stick up for him, thus the need to defend himself.
2. Be destructive to himself and others, (as long as others are getting hurt too, his pain is justified).
3. Perceive injustice everywhere and accuse others of unfairness.
4. May intentionally be hurtful to others who have no role in the reason for his anger.
5. Steal and cheat (he feels he's getting even).
6. Become vicious with others who provoke him.

B. POSSIBLE INSTINCTIVE ADULT REACTION:

1. Be personally hurt and dislike the child.
2. To hurt the child back for his viciousness.
3. Want to teach the child a real lesson (and go overboard).
4. Tell other children to avoid this child.
5. Publicly ridicule and embarrass the child.
6. Expect other authorities (or parents) to punish the child.

C. NORMATIVE REACTIONS OF THE CHILD:

1. Child will go from bad to worse, he has just had his feelings validated (he is hated by everyone).
2. Accuse the teacher of xy and z...even if untrue.
3. May threaten to do all kinds of vicious things.
4. May run away and disappear from the classroom.
5. May use foul language.

D. CONSTRUCTIVE TEACHER'S RESPONSES:

1. Meet with the student privately and discuss his motives with him; show understanding and validate his feelings, without justifying the behavior.
2. Help the child see that his own negative feelings prompt him to test people in an obnoxious way.
3. Explain to the student that his behavior is self defeating, that although he may feel justified others will not respond kindly to his behavior.
4. Discuss the child's complaints (in a positive way) with the class.
5. Avoid retaliation at all costs.

Applying and adapting these constructive teacher's responses can enhance any classroom management scheme and ensure a more lasting positive result in changing student behaviors and attitudes.

References:

- 1 Klalei HaChinuch Vehahadrocho Ch. 17, Kehot Pub.Society
- 2 Marzano, R. Classroom Management that Works ASCD 2003
- 3 Emmer, Sanford Clemens and Martin (1982)
- 4 Glenn and Nelson (1989)
- 5 Nelson Lott and Glenn (1997)
- 6 Carol Cummings: Managing to Teach, Teaching Inc. 2000

decided to put them there.

It is also important that rules be given over in a respectful and supportive manner. Calmly stated rules that are fairly and consistently followed give children the feeling of control and creates certain independence in children.

Rules must be consistent:

For a child to be independent, self assertive and have high self esteem he needs rules and consistency. Too often the adult who makes the rules feels that a particular situation warrants his bending a rule. As a result the child will not take the rule seriously because he detects a lack of consistency in its application and enforcement; he learns to treat the rule as merely a suggestion. If we expect a child to follow a rule it must be consistently applied. If an exception is to be made, it has to be clear to the child that this is a special situation which, he understands, demands an exception.

Children must have frequent reminders:

Consistently stated rules must also have regular and clear reminders. We can not expect a child, or even an adult, for that matter to always be aware of a rule which applies to a par-

ticular situation. There needs to be frequent reminders is a classroom visual and oral, as to what kinds of behaviors are acceptable. Children need to be reminded before they board a bus for a trip exactly what is expected during the bus ride. The younger the child the more frequent the reminder must be.

Rules must have clearly stated consequences:

Much research done in these areas, clearly shows how rewards and punishments, or rather consequences, are an important part of raising responsible children. As mentioned earlier he must know that if he does this, *A* will happen, if you do the other, then *B* will happen. He will learn to make choices and live with the consequences of those choices.

When we have clear rules, reminders and consequences then we begin to teach the child that he is in charge and responsible for his own actions and destiny. This is our first responsibility as *Mechanchim* and *Mechanchos* charged with being a link in the *mesorah* from *Har Sinai*. This is how we help a child create an *Adam*, not just a name for mankind, but a person who completes himself and accepts his sense of personal responsibility.

In AND Around THE Misrad

Teachers Licenses
The First Merkos International Teachers Licenses have been issued. Many awardees have registered as on-line graduate students with Nova Southeastern University.

New Yeshiva Program
A revolutionary long-distance interactive video Yeshiva program is being developed by Merkos L'Inyonei Chinuch. It will provide an electronic forum which will enable children who do not have the opportunity to attend a regular school participate in a virtual Yeshiva program.

Tape Library
The Chinuch Office Educational Tape lending library offers hundreds of worthwhile educational lectures on tape.

Educational Placements
The Educational Placement desk at the Misrad is evaluating resumes and making educational "shidduchim" with schools to fill their personnel needs.

Programs for Summer 5765 / 2005
Chinuch Conferences are now nearing final planning stages. Educators who would like to present a paper must submit an abstract by the end of May.