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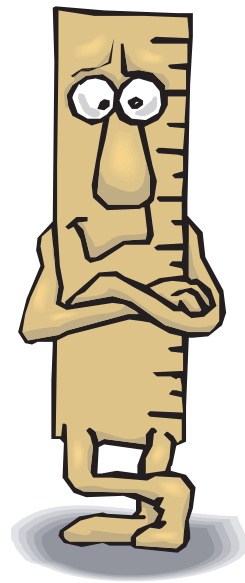
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LIMIT-SEEKING BEHAVIOR & STRATEGIES

When Giving Praise



Types of Reinforcement



Providing Discipline/Correction



- *Never praise in front of group*
- Use statements that start with “you.” (“Jamie, *you* did the assigned work and it was also correct.”)
- Delay praise until time to leave
- Low key, one-to-one, private conversation

**Use:
“You!”**

- *Special privilege*, the honor of being in charge of something (teaches leadership and proper control).
- Do a trade off: If the person does X, teacher will do or give Y.

- *Never reprimand in front of a group.*
- Be brief. *Do not use emotion-filled words.*
- Follow-through with disciplinary action no matter what manipulative ploys are attempted
- Pre-arrange with students what the disciplinary action will be and what appropriate behavior they will have when it’s given.

1. WHAT TO DO WHEN YOU TEACH AN UNPOPULAR (TO THAT STUDENT) REQUIRED CLASS

Hostility is hard to tolerate when you or your subject matter are the brunt of it daily. Limit-Seekers create havoc, coercing dissent among other students.

- The first day of class introduce yourself and the name of the class. Ask students to think of all the reasons they should not be there. The students write their comments on the board.
- Read the list aloud humorously saying something like, “You know, I can see why you wouldn’t want to be here after reading the syllabus. Now I think I don’t want to be here either! (Smile) This is a required class. I’m here; you’re here...so let’s make the best of it. I’m going to make a promise right now to make this class interesting and meaningful to your life. Will you let me do that? (Wait for their answers.) I’m going to ask you to help me out. Will you meet me half-way?” (Wait for their answers.)
- Tell them what great things they will learn. Explain how they will be able to use the knowledge, if not now, when they are adults. Use humor. Give them a brief outline of the year to spark interest. Give them your “Top Ten Reasons for Being in That Grade/Class.”
- Divide students into groups of four. Ask them to select a Leader, a Scribe, a Timer, and a Reporter. The leader keeps them on task and makes sure everyone participates. The Scribe takes notes and Timer keeps the group on time. Say something like: “Now that you know what this subject is all about, please give me your “Top 10 Reasons To Take This Class.” Post on chart paper around the room, letting the Reporter dramatically read their “TOP TEN.”

Students who walked in angry may leave smiling, thinking you and your grade/class might not be so bad. Relationship-building is one of the keys to reach challenging students.



TWO TYPICAL VICTIMS OF BULLIES

1

THE SUBMISSIVE STUDENT

- Are typically small, weak, meek students

- Social loner - Has few friends to defend this student against a bully
- Emotional, cries easily or becomes easily upset
- Academic or physical disability or high academic prowess



2

THE OBSESSIVE STUDENT

- Hot head, not in-control, easily upset

- Social outcast, socially inappropriate, desperately seeks a group to join
- Too much energy, scattered focus, impulsive, easily in trouble, often the scapegoat for smarter bullies
- Poor focus of attention, easy to lead astray. Easily influenced by bullies to do their bidding.

STRATEGIES FOR LIMITING BULLY BEHAVIOR

1. Discuss with staff if this is a serious schoolwide problem. If so, adopt a schoolwide policy to take a strong stand against bullying.
2. Pair bully with a teacher who has the best relationship with him/her to discuss these problems.
3. Have the bully do weekly PACE sheets--*Vision Management*© page 155. (Goal: To self-assess on positive behaviors.) Have mentor meet with student daily to discuss progress.
4. Give bully authority of an area or activity with supervision to practice appropriate interaction with others exercising positive control and power.
5. Praise according to this student's psychological need. (see Chapter 3)
6. Consistently provide firm limits for the bully every time bully behavior is demonstrated. **Do not tolerate any bully behavior.**
7. As this student improves behavior, set up peer counseling for younger students who bully.

