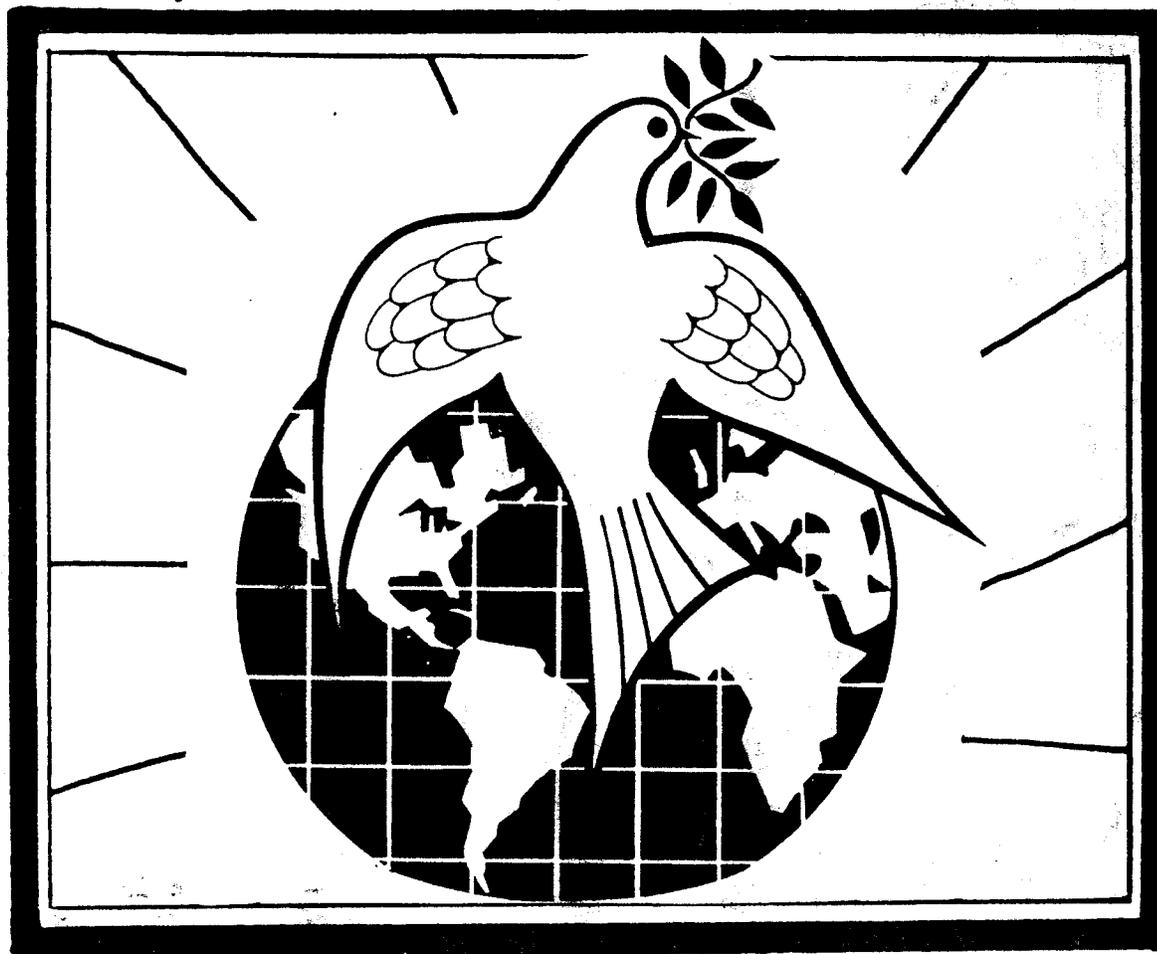


G A P D A



*The Gentle Art of
Preventing and Diffusing
Aggression*

By Dr. C. Van Nagel

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I.

Introduction

The increasing rate of aggression within our schools is of great concern to educators and to society as a whole. Aggressive behavior has a negative impact on the educational learning process. For this reason, it is important to understand the causes of aggression so they may be reduced or eliminated.

Eron (1980) defines aggression as an act which injures another person or results in personal injury and physical destruction. According to Eron, the aggressive act could be physical, verbal, acquisitive, or indirect. Classroom aggression is described by Smith (1980) as being any form of behavior exhibited by a pupil in a classroom aimed at harming or disrupting the education of other students. The act should only be regarded as aggression if the other students are motivated to avoid such treatment.

In this training manual, aggression will be defined as an unprovoked verbal or physical act which harms or intimidates another human being, living thing, or object.

An overly aggressive individual will be defined as one who is chronically hostile and is physically and/or verbally intimidating towards others.

This manual begins with a discussion of the theoretical causes of aggression. If the causes of aggression can be reduced or eliminated, the level of treatment may not require

sophisticated interventions. Accompanying the theoretical causes, there are research and recommendations for mitigating or controlling aggression. The remaining chapters deal with specific methods and strategies to diffuse aggression. The reader is advised to use the least restrictive and least complex intervention technique before employing more sophisticated methods.

The reader should not use the physical intervention techniques in Volume II without training from a certified GAPDA trainer. It is hoped that the GAPDA manual will provide a resource for those who are in the process of helping overly aggressive individuals adjust to society. Suggestions and contributions are invited.

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II.

Causes of Aggression

In discussing the causes of aggression, the major theories of aggression and their implications will be reviewed. The reader is advised to make observations over periods of time, collect data, and obtain a case history (including a medical history) of an individual before attributing a specific cause or causes to the individual's aggressive behavior. It should be remembered that all behavior is interrelated and, as such, can lead to various forms of expression.

Psychoanalytic Theory

Freud (1955) postulated that the human personality contains three components: the Id, the Ego, and the Superego. The Id is the part of the personality which contains the aggressive energy, sex drive, etc. The Superego is the conscience that is instilled by the family and culture. The Ego is like an executive branch which moderates between the Id and the Superego. It is the Ego's function to keep these opposing forces in balance. If the Superego is weak, then the Id (aggression) will not be controlled. By the same token, if the Superego is too great, the Id may not be permitted to express aggression to any degree.

The important implication of this facet of Freud's theory is that parents and society must instill and impart desirable morals and cultural values to young children. In

this way, the needs of the individual can be met in a socially acceptable manner without hurting others.

Historically, schools have neglected to teach students how to become effective parents, yet the majority of students will become parents. Parenting in its present state is a hit or miss proposition. Most parents treat and train their children the way they were treated and trained. With the plethora of knowledge about child development and reinforcement theory, it is sad that the application of this knowledge is not being taught in a systematic fashion in the schools. To educate means to lead out of ignorance. This statement gives hope for a better society. Improvement will ultimately have to begin with progressive thinkers and planners in the school system.

Social Learning Theory

Dollard, Doob, Miller, Mower and Sears' (1939) frustration-aggression hypothesis explained that when goal-directed behavior meets interference, the individual becomes frustrated. Frustration leads to aggression. The aggressive behavior may not be overt but may occur covertly in thoughts, in fantasies or in symbolic representations. It may also manifest itself in direct attacks on animate or inanimate objects. At times, aggression may not seem to be aimed at any target whatsoever. The frustration-aggression hypothesis usually maintains that frustration often arouses or increases the instigation for aggression. The implication of Dollard,

Doob, Miller, Mower and Sears' theory is twofold. First, students must be taught how to cope with frustration. Secondly, if instruction continuously frustrates the student, increased aggressive behavior and its by products can be expected. Think of the times you tried to do something and experienced continued failure. Did you wind up feeling aggressive? Instruction should be provided at a rate and level whereby the student will succeed. Generally, an 80% achievement level on all tasks would be an indicator of a student's appropriate instructional level.

Identifying or pinpointing a student's present level of functioning then presenting instruction at a level and rate at which success is guaranteed will assist in reducing aggression in most students. Coupled with positive reinforcement for desirable behavior and achievement, not only will the student's aggression be reduced, but the student's self-concept will also be enhanced.

Behaviorist Theory

Behavioristic theory seeks the external rather than the internal impellers to aggression (Lefkowitz, Eron, Walder, & Huesmann, 1977). Bandura (1973a) states "in predicting the occurrence of aggression, one should be concerned with predisposing conditions rather than with predisposed individuals," (p.5). The behaviorist theory of aggression is based on a model comprised of three essential components: (1) origins of aggression - specifically, how aggressive behavior

patterns are learned, acquired, or developed; (2) instigators of aggression - how aggressive behavior is activated or provoked; and (3) reinforcers of aggression - how aggressive behavior is maintained after it occurs.

Behaviorists hold that most behaviors are acquired through imitation and reinforcement. Learning through imitation may be either deliberate or inadvertent. It is based on the influence of the example of others. The more prestigious the person or persons being observed, the greater the impact. Children acquire aggressive behaviors from observing aggressive models and retain such behaviors over extended periods of time (Bandura, 1977).

Eron (1980) found that most of the aggressive behavior displayed by children was related to learning conditions present in the home. Because children spend most of their time at home, they have an opportunity to observe the aggressive behavior of their parents and other members of the family. In Eron's study on the learning conditions of aggression and its consistency, it was found that the less accepting the parents were toward a child or the less time the parents spent with the child at home, the more aggressive the child was at school. An increase in punishment at home led to more aggressive behavior at school. Finally, the higher the social class of the child, the higher the rate of aggression.

Lefkowitz et al. (1977) cites three prominent sources of

observational learning afforded to the child: familial influences, subcultural influences, and symbolic modeling. McCord, McCord and Lola (1959) found that delinquent youngsters who frequently display anti-social, aggressive, and assaultive behaviors tend to come from families where there is a much greater incidence of aggressive modeling. Comparing to non-delinquent children, Spivak and Shure (1974) have reviewed research showing that children reared in poverty are less likely than middle-class children to seek alternative ways of behaving in situations involving interpersonal problems. These children tend to see fewer options in dealing with others and are more prone to seek aggressive solutions than are middle-class children.

Symbolic modeling also occurs through pictures and words which are provided by the mass media, particularly television. The theory that children acquire patterns of aggressive behavior through symbolic modeling is supported by a substantial body of research including Bandura's (1973b) research which found that through the media a child receives unlimited opportunities for viewing "stabblings, beatings, stompings, stranglings, muggings, and less graphic but equally destructive forms of cruelty before he/she reached kindergarten age" (p. 8). Stein and Fredrich (1975) reviewed research and concluded that watching television violence does, indeed, tend to raise children's levels of aggression. Several researchers have discovered television's portrayals

of social behavior, roles, and attitudes to greatly affect aggressive behaviors (Collins, Sobol, & Westby, 1981). Sebastian, Park, Bekowitz and West (1978) found evidence to show that aggressive behaviors occur more frequently among young viewers, particularly those in preschool and grade school. According to Baron (1977), the viewing of televised violence teaches the child aggressive styles. It also habituates violence in people and shapes the images of reality upon which they base their actions. Filmed violence is also known to increase interpersonal aggressiveness in everyday life (Bandura, 1977). We should always bear in mind that if aggression is a learned behavior, it can also be unlearned. However, a problem arises concerning the fact that aggression is extremely difficult to extinguish because it generalizes across situations and time (Eron, 1980).

The second major component of the behaviorist theory of aggression pertains to the instigation of aggressive behavior. Bandura (1973a) describes five major instigators of aggression: modeling influences, aversive treatment, incentive inducements, instructional control, and bizarre symbolic control. An example of modeling influences as an instigator of aggression can be found in Bandura and Walters' (1963) study which revealed that when children and adults witness others acting in an aggressive manner they will be prone to behave aggressively.

Bandura (1979) suggested that frustration provokes

aggression, particularly in people who have learned to alleviate their problems which occur in aversive experiences with aggressive attitudes or conduct. For this reason, aggressively trained children act more aggressively when something goes wrong as compared to cooperatively trained children. More recently, however, the question has arisen as to whether or not frustration directly affects aggression. Smith (1980) suggested that frustration may lead to aggression, or it may produce any one of several types of responses which will produce aggressive behavior.

A student being directly provoked by his/her peers is a very obvious instigation as well as a very common occurrence in the classroom. The instigation can be either verbal or physical. According to Smith (1980) and Dodge (1980), the thought of someone harboring hostile intentions towards another person may lead to aggressive behavior. It may be behaviorally significant if the student feels the teacher holds hostile intentions towards him/her (Smith, 1980). An explosion of aggression is very likely to occur when the teacher is enforcing inconsistent and partial disciplinary measures.

Pressure from perceived superiors, such as another student in the classroom, could be another cause of aggression. In this situation, students use their influences with other people, as well as their peers, in creating aggressive behavior (Baron, 1977). Variables that affect how

the student responds when being pressured by superiors depend upon the prestige held by the person encouraging aggressive actions, the number of peers hearing such directions, and the consequences which will result from following or not following such directions (Smith, 1980). The presence or absence of bystanders could also affect the situation. In the first case, the student has to prove something to the bystanders in order to uphold a so-called image. (It is very important to students to receive the approval of their peers.) This has significant implications for dealing with an individual who has become aggressive. The teacher should remove an aggressive student so that he/she will not have to prove himself to the group.

Factors related to the environment also affect aggression (Smith, 1980). Examples of environmental factors are heat, noise, and crowding. Some correlated factors are heightened arousal, conditioning, foods, and drugs. When one imagines being in a place that is too warm, he/she becomes irritable; the same is true for a student. Feeling uncomfortable leads to frustration and, in turn, aggression. The student experiences the same feelings in a noisy and crowded environment.

The third component of the behaviorist theory deals with the maintenance of aggressive behavior - the reinforcers of aggression. When people are reinforced for aggressive behavior, they become progressively more aggressive (Bandura,

1977). Approval of aggressive behavior normally leads to other forms of undesirable behavior. According to Carr, Newsom, and Binkoff (1980), children normally received high levels of positive reinforcement from those children against whom the aggression was directed. This reinforcement can take the forms of submission, defensive postures, compliance, etc. Reinforcement from adults is also considered to be a factor in maintaining aggressive behavior in children, especially if it takes the form of attention delivered by a parent following the commission of an aggressive act.

Another type of aggression commonly observed in a classroom setting is instrumental aggression. In instrumental aggression, the student performs aggressive acts with the goal of obtaining attention and getting his/her way. The student also attacks another person as a means of obtaining what he/she desires which goes beyond the aggressive act (Smith, 1980). For example, a student might act aggressively to avoid doing school work. If the student succeeds, the student's aggressive behavior is reinforced. Another example of reinforcing aggressive behavior is when parents unknowingly reinforce an aggressive child by permitting the child to keep a toy that he/she has been taken away from a sibling.

When aggression occurs in the presence of anger, there is a cathartic effect, i.e., a decrease in the tendency to aggress. Since anger is an emotional response, the cathartic

effect must involve a lowering of physiological tension. This reduction of tension can become reinforcing. Because aggression may take many forms, there are many modes of catharsis and other variables which may influence catharsis (Buss, 1961). (Consider the hyper-critical person!)

The important implication of behavioristic theory is that children must be provided positive models. Parents, teachers, and significant others must assist children in solving their problems in ways which do not verbally or physically intimidate or harm others. There is also a message regarding what television, movies, and music are doing to the minds of young people. A basic tenet of mental health states that what a human being expresses is largely determined by what is put inside. Parents must be selective in what they permit their children to view or hear, and teachers must make efforts to provide and point out appropriate models.

Lastly, aggression must not be permitted to go unchecked. Permitting aggression to go unchecked (cathartic effect) or rewarded becomes reinforcing, thus perpetuating the vicious cycle of aggression.

Aggression must not be corrected by physical punishment, but it can be corrected by time out, retribution to the person harmed, or the assignment of physical work as a consequence for the aggression. Work also has the concomitant effect of displacing aggressive energy.

Physiological Causes

Before a child is born, many forces are at work that will predispose the child to certain types and degrees of behavior. Whether or not a certain behavior becomes manifested depends on many factors. Among them are the environment, nutrition, social class, learnings, number of traumatic events, success and failure in life, etc.

The pattern of chromosomes an individual inherits is one of the forces which affects the aggressiveness of an individual. Jarvik, Klodin and Matsuyama (1973) found the XYY chromosome pattern to be genetically linked to aggression. The extra Y chromosome in male prison populations is fifteen times more frequent than in the normal male adult population. One might conjecture that socio-economic influences, physical size, and lowered intelligence might be the common denominator in prisons.

Hook's (1973) study supported these variables as being significant and further confirmed Jarvik's XYY syndrome. The works of Rainer (1966) and of Slater and Cowie (1971) have established that there is a genetic component which is a predisposition to schizophrenic and depressive reactions. The genetic influence is controversial to say the least; the implications are mind boggling.

There are many positive and negative forces that affect a child before birth. If the physical integrity of the central nervous system is damaged, there is a high

probability of behavior disorders (Rogers, Lillienfeld & Pasamanick 1955; Pasamanick & Knobloch, 1961). A parent who partakes of drugs, alcohol or cigarettes increases the chance of damage to the baby's central nervous system. Malnutrition, fatigue, and emotional stress all have an effect on the unborn child via the placenta. Psychological stress, as well as physiological stress, can effect the unborn (Herbert, 1974).

The most likely route for the effect of maternal stress on the fetus is via neuro-endocrinal changes in the mother with concomitant effects in the chemical composition of her blood. Active substances are transmitted to the fetus by transplacental transfer, and these may be capable of affecting its neural, endocrinal, or other structures. This neurohormonal bond between mother and unborn infant is the medium whereby maternal activity, fatigue, emotionality, and personality are postulated to influence the activity level, irritability, and autonomic functioning of the fetus (Montagu, 1962).

Ferreira (1960) produced evidence of a connection between the mother's emotional status during pregnancy and "upset" behavior in the offspring. Turner (1956) observed a syndrome in infants of restlessness, excessive crying, irritability, vomiting, and frequent stools. She noticed that these symptoms were particularly marked among illegitimate babies. Further evidence was found by Sontag

(1962) to indicate that fetuses that are highly active during the last two months of pregnancy are very likely to be labeled "socially apprehensive" at the age of two and a half years. The influence of the psychosomatic state of the mother was speculated by Montagu (1962) to "sensitize" the fetus to postnatal stress. He postulated that abnormal patterns of response carry the potential for being translated into postnatal "neurotic" behavior through requirement of abnormal levels of adrenergic substances, regardless of environmental conditions.

Shirley (1939) found that babies born precipitately after a short, sharp labor or born after their mothers endured difficult pregnancies tend to be irritable, hyperactive, and difficult as infants and when older. Ucko (1965) suggests that asphyxia at birth may result in quite specific temperamental attributes in later life, notably unusual sensitivity, over-reactivity to stimuli, and a tendency to become upset when customary routines are disturbed. From these studies, one understands the importance of the integrity of the central nervous system during pregnancy. One further realizes the importance of educating mothers-to-be of desirable prenatal variables that if not considered may adversely affect their unborn children.

The relationship between neural functioning and behavior is further confirmed by studies of neurological damage later in life. For example, Moyer (1971) found that brain tumors,

encephalitis, lethargy, and temporal lobe pathology are associated with increased irritability and rage attacks. He also found that lesions in certain structures of the limbic system were associated with violent attacks, sexual offenses, self mutilation, and the destruction of property. His studies corroborate the works of Moch and Ervin (1970).

These findings suggest that medical intervention and medication may be justified in certain individuals with neurological damage. Some individuals need mediation in order to be able to experience being peaceful and calm. Recently, nutrition has received much attention as it relates to the behavior disorders of aggression and hyperactivity. Feingold (1975) claims that many foods can act as drugs, thereby affecting the central nervous system and possibly resulting in learning and behavior problems. Dr. Feingold states that food additives, dyes, salicylates, and food preservatives often negatively affect a child's behavior. Feingold has suggested food additives in the child's diet may cause aggression and that the removal of food additives, coloring, preservatives, and in some cases, wheat, corn, and sugar will help in the control of the child's aggressive behavior. The author has found some, but not all, overly aggressive children were affected by the aforementioned. (Single subject behavioral designs)

Dr. Hugh Powers, quoted in Prevention magazine (1980), found blood sugar consistently corresponded to behavior. In

essence, sugar made children irritable. Moyer (1971) found a relationship between sugar metabolism and crime thus implicating low blood sugar as a factor in hostile, aggressive tendencies and crime.

Tinkleberg and Stillman (1970) reported a series of studies linking alcohol as a factor in fifty to seventy-five percent of the offenders in a large number of criminal homicides. Alcohol has also been involved in non-fatal shootings, motor vehicle accidents, and assaults (Lefkowitz et al., 1977).

In summary, the potential for a physiological basis of aggression strongly suggests that an in depth medical evaluation be made when an individual is overly aggressive.

III.

Physical Signs of Aggression

This section describes the signs of impeding verbal and/or physical aggression. If a teacher can identify the signs of impeding aggression and break the movement before the student loses control, then a crisis can be averted.

Physical Signs of Aggression

1. BREATHING - heavy and rapid
2. LIPS - narrow or thin
3. NOSTRILS - flared out
4. COLOR - red neck or face
5. FIST - clinched
6. TEETH - clinched
7. STANCE - shifts weight on feet
8. SCRATCHING - head, arm, etc.
9. STATEMENTS - negative, condescending about others
10. SWEARING - increased
11. VOICE - louder
12. STUTTERING - speech interrupted
13. VEINS - enlarged on neck, face or hands
14. EYES - tense and focused on a person or object
15. PUPILS - sudden dilation, be prepared for an attack

IV.

Student Drawings

The following describes how teachers can recognize latent and progressive aggression in a student's drawings. If a teacher can detect the signs of latent and progressive aggression, then intervention strategies and/or therapy can be introduced to ameliorate or diffuse the potential aggression.

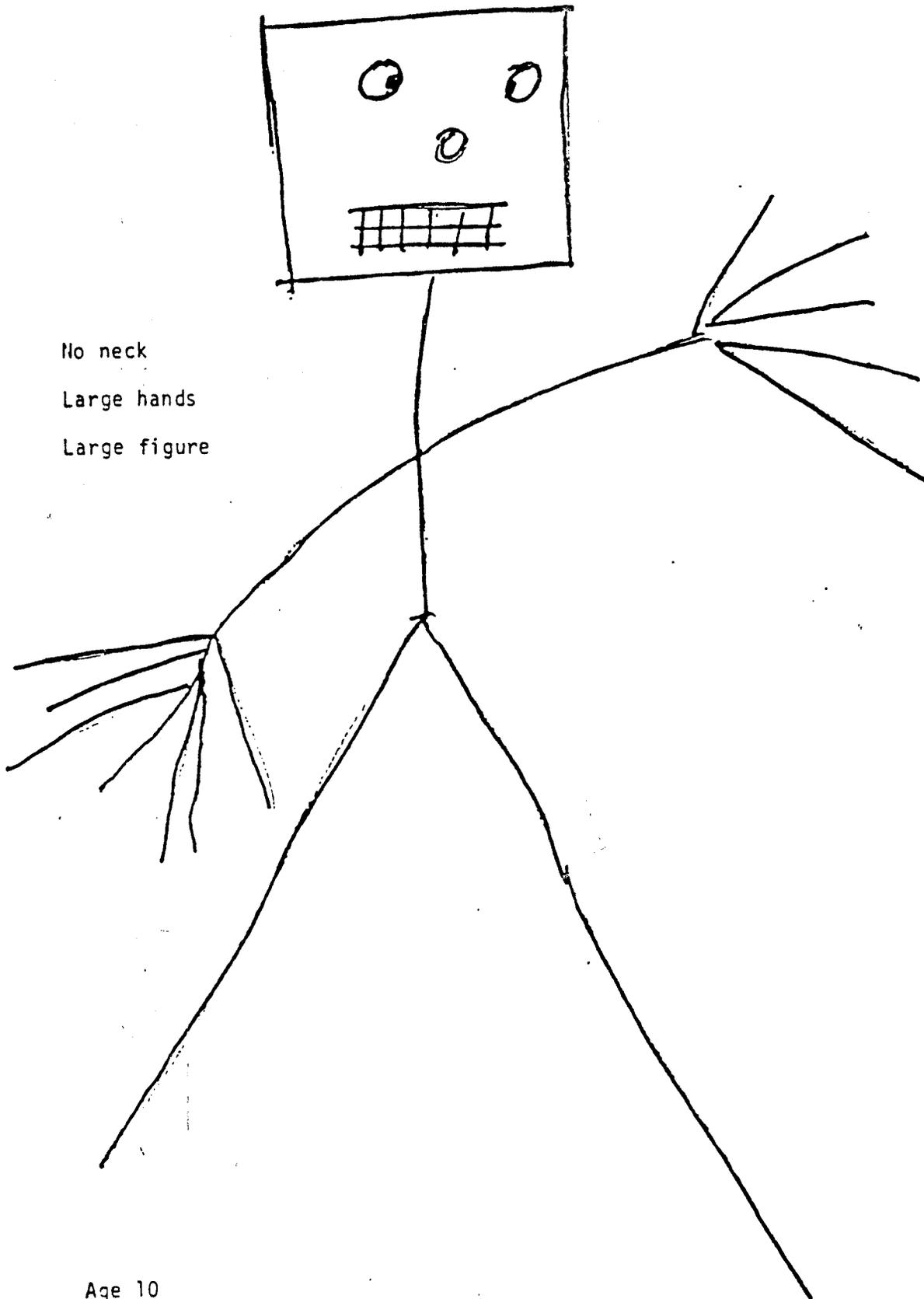
It is not the quality of a student's drawing that should be analyzed but what the student gives emphasis to or distorts. When an aggressive sign appears on a student's drawing, it does not conclude a one to one relationship with aggression, nor does the absence of an aggressive sign indicate lack of aggression. These signs are offered to alert the teacher of a possible or potential problem. Observations and further study of the student should occur before any conclusions are reached. However, these signs appear more often in drawings of aggressive students. No single sample of a student's drawing should be taken as an indication of the student's aggressiveness; several drawings over a period of time are more representative of a student's aggressiveness. As always, inferences should be supported by observations over time with further evaluation when indicated. When a teacher sees two or more aggressive signs prominently in a student's drawings over a period of time, he/she should refer that student for further evaluation.

Interpretations of Student Drawings

The following describes possible interpretations of student drawings.

1. SLANTING FIGURE - feeling off balance, out of control, insecure
2. POOR INTEGRATION OF BODY PARTS - impulsivity and poor coordination (possible brain damage), low frustration tolerance which may lead to aggression
3. POOR PROPORTION OR DISTORTION OF BODY PARTS - impulsivity and poor coordination (possible brain damage), low frustration tolerance which may lead to aggression
4. EMPHASIS ON TEETH - acting out an aggressive behavior
5. LONG ARMS - acting out an aggressive behavior
6. BIG HANDS - acting out an aggressive behavior
7. GENITALS - impulsivity and aggression
8. POINTED FINGERS OR TALONS FOR FINGERS - physical aggression
9. LARGE GROTESQUE FIGURE - uses aggression as power, acting out, poor self-control
10. ABSENCE OF NECK - impulsive
11. SHADED HANDS - guilt, check for stealing
12. MUCH SHADING OR UNDUE USE OF SHADING - anxiety
13. SHADING ON FACE - overt aggression, check for stealing

14. SEEING THROUGH CLOTHING OR SKIN TO SEE BODY PARTS -
immaturity, acting out, impulsivity, distortion of
reality
15. CROSSED EYES - aggression, deceit, rebellion



No neck

Large hands

Large figure

Age 10

An example of a drawing of a brain injured, aggressive 10 year old child.

Large figure
Tilted figure
Emphth on teeth

Overworked lines
on hands

Suggestion of
genitals

Large hands

Pointed hands or
fingernails

Age 10

An example of a drawing of an aggressive 10 year old child.



Crossed eyes

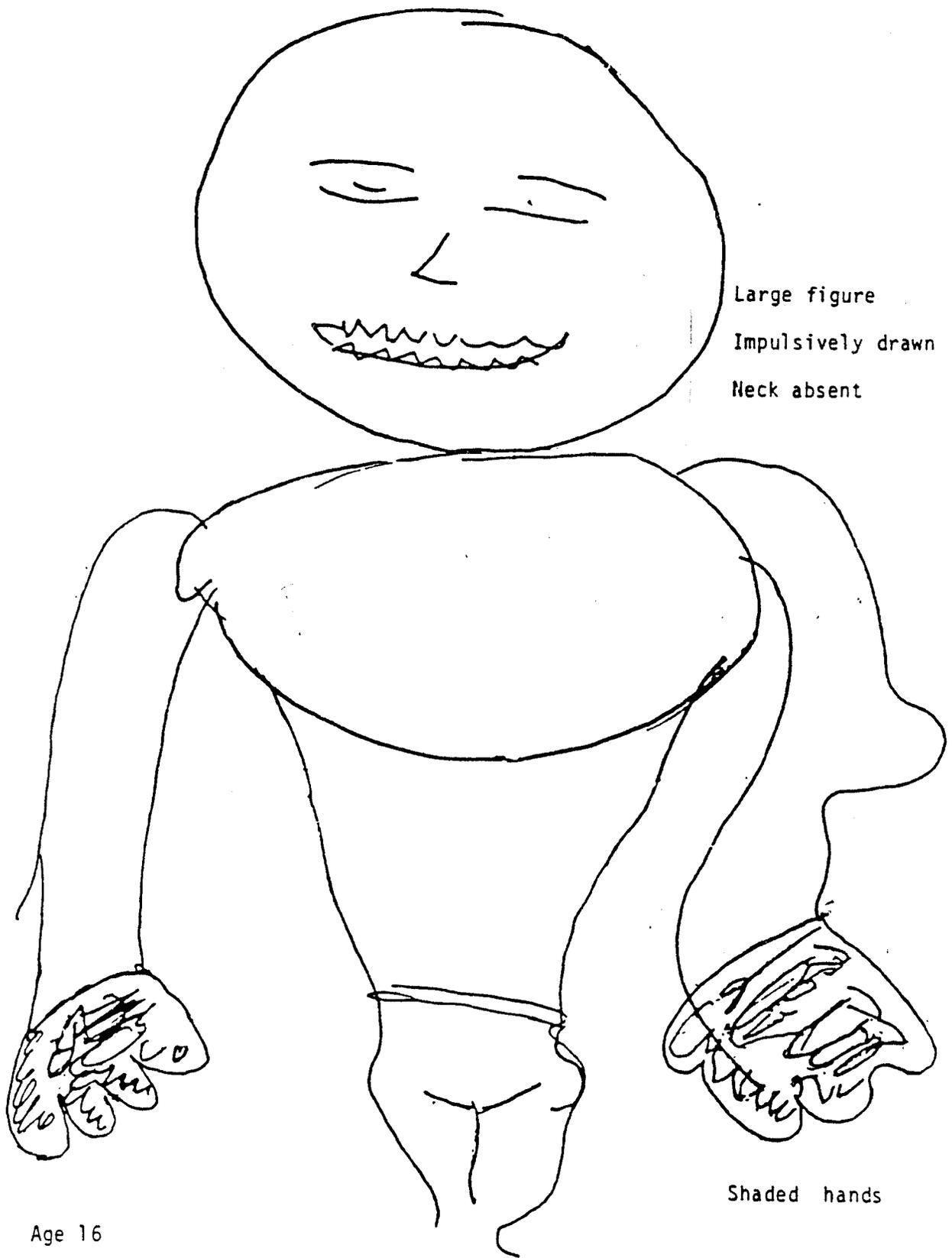
Emphasis on teeth

Large, long arms

Pointed fingers

Age 11

An example of a drawing of an aggressive child.



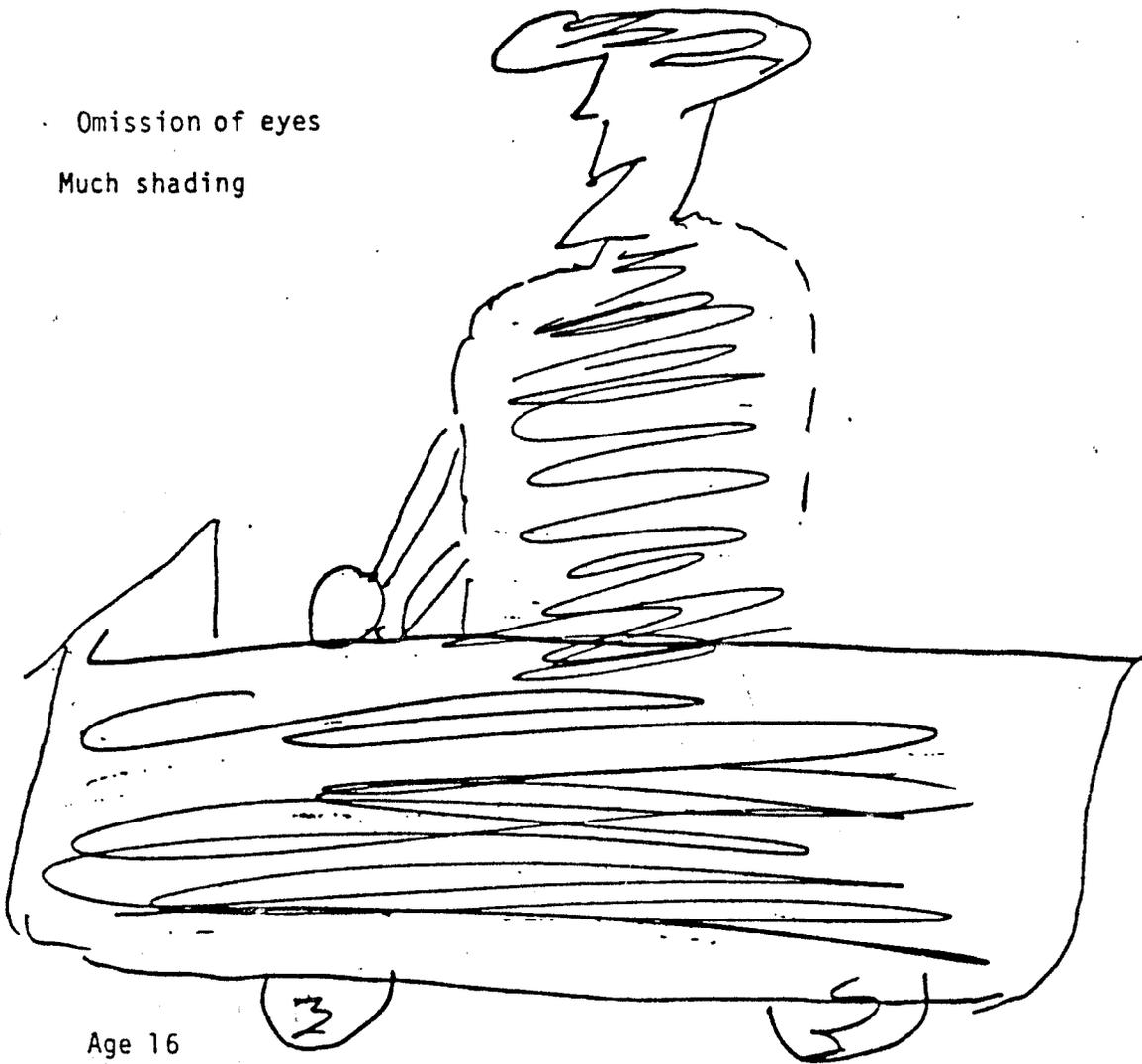
Large figure
Impulsively drawn
Neck absent

Age 16

Shaded hands

An example of a drawing of a delinquent 16 year old.

Omission of eyes
Much shading



Age 16

An example of a drawing of a 16 year old with anxiety.

V.

The Art of Managing Verbal Aggression

Student aggression in the classroom has long been a recurring problem for teachers of exceptional students. Teachers and other professionals working closely with exceptional children must be able to effectively manage inappropriate verbal aggressive behavior.

Aggression may be displayed verbally or physically. Aggression may have devastating effects on the learning environment and, if permitted to continue, may have pervasive long term effects on a student's social maturation. A student who is aggressive to classmates elicits aggression in return and often becomes unpopular and unhappy (Winder & Rau, 1962).

Teachers have a responsibility to help students learn to redirect the expressions of their emotions in appropriate ways. In the classroom, both teacher and students benefit when a cooperative and positive climate prevails. However, if a teacher fails to stop aggression in any form when it first appears, the problem may accelerate and develop into several forms of aggression. Soon, both teacher and students may find themselves out of control and in an unpleasant, nonproductive environment.

Verbal aggression often precedes a student's display of physical aggression. Slaby and Crowley (1977) found that when teachers reinforced verbal aggression, not only did its

incidence rise, but so did the likelihood that verbal aggression would precipitate physical aggression. Teachers must become competent in recognizing and dealing with verbal aggression before it leads to greater problems. The way teachers handle verbal aggression from students can either accelerate aggression and nonproductive behavior or neutralize aggression. Acceleration of verbal aggression leads to physical aggression, work stoppage, and resistance. It also contaminates the class management system, negatively influences the behavior of classmates and introduces a considerable amount of frustration in the teacher's day.

The detrimental effect of verbal aggression has been demonstrated in a variety of classroom settings as one of the most recalcitrant, maladaptive behaviors of students. A review of the literature found that there were no adequate procedures for systematically mitigating or stopping verbal aggression and defiance once it had been started by a student (Brown & Elliot, 1965; Fink, 1972; Galvin, Quay, Annesley & Werry, 1971; Gropper, Kress, Hughes, & Pekich, 1968; Kosier & Severson, 1971; Lesser, 1959; Madsen, Becker, & Thomas, 1968; Morse, Kysilka & Davis, 1970; Quay 1972; Quay, Galvin, Annesley & Werry, 1972; Redl, 1957; Rich, 1980).

Observations of teachers in different classroom settings confirmed a definite need for a set of procedures to manage verbal aggression and defiance. Good rapport and verbal interaction skills are the basis of successful human

relations; good relations in the classroom enable students to learn and grow in a positive instructional setting. Students with histories of expressing themselves negatively or aggressively often experience difficulty in establishing positive relationships with their teachers and classmates. Having poor skills in establishing rapport and verbal interaction cause a vicious cycle by preventing a student from acquiring social skills necessary for acceptance since he/she acts in socially unacceptable ways. From the teacher's perspective, verbally aggressive students disrupt the class and may eventually require punitive action.

It was observed that in attempting to control verbal aggression and defiance, teachers use diverse methods with varying degrees of effectiveness. Here the term verbal aggression is used to encompass all types of verbal attacks, including negativism, hostility, rudeness, cynicism, cursing, and sarcasm, made by the students and directed to their teachers or classmates.

The verbal behaviors of teachers who were able to successfully handle verbal aggression and defiance without punishment or disruptive effects to the class were abstracted and synthesized into fifteen operational strategies. The application of these strategies enables the teacher to help verbally aggressive students redirect the expressions of their feelings, wants, and needs in acceptable ways.

While it is recognized that there is a significant body

of research on managing disruptive classroom behaviors, the strengths of the following strategies lie in their relative simplicity as well as in their applicability to a variety of classroom settings. The strategies, generated from teachers who were effective managers of behavior, can be applied in any sequence as need dictates, and their mastery does not require elaborate training. These strategies are not grade, age, or language specific, nor do they place an undue burden on a teacher's instructional time. By being applicable to all types of students, these strategies may be adopted throughout an educational program to standardize the control of verbal aggression in all classrooms.

Section I

Neutralizing and Diffusing Verbal Aggression

Introduction

The ability to develop rapport and to maintain it through verbal skills is the basis of human relations. These skills enable one to solve problems in human relations and promote social growth. Individuals who have a history of expressing themselves negatively or aggressively can be retrained to express their feelings, desires, and needs in acceptable ways.

Neutralizing Aggression: Getting Prepared

Before replying to a student's negative verbal statement, the teacher should ask him/herself: (1) "What am I about to say?" (2) "Will it increase the student's

negativism/hostility, or will it decrease it?" (3) "Which of the basic strategies should I use to neutralize this situation?"

Communication

When communicating with students, be specific by stating what is needed to correct the behavior. Also, teach the students to be specific in their communication. This will eliminate much conflict. Being specific improves both the teacher's and student's chances of getting what is wanted and helps to keep the channels of communication open.

Example

General: "The floor is messy. Do something about it."

Specific: "I see paper all over the floor. I want everyone to pick up the paper and throw it in the waste basket."

When communicating with students who are aggressive, remember these points.

1. Remain as calm as possible during verbal confrontation or crisis. Showing fear or lack of control will reinforce or accelerate the student's aggressive behavior.

2. Stay an arm's length away from the student who might accelerate to a physical attack. Look alternately at the student's mouth and eyes.

3. Do not react to the student's words with body language. If your body language exhibits rejection or

hostility, the problem may be accelerated. Each student will react differently to the space between you. Keep your body language neutral, yet be prepared to move defensively if necessary.

4. Keep the tone of your voice low; do not shout. Correct students privately when possible and be careful to control voice inflections.

5. Discuss specific behaviors, and do not use general terms or refer to the students as "good" or "bad". Keep discussion on the concrete level.

Section II

Breaking the Aggression Cycle: Strategies

Each of the following strategies for dealing with verbal aggression is defined then followed by an explanation of its effect. Examples are provided for illustration. Strategies may be combined as needed for maximum effectiveness although they are discussed separately.

1. Reflection (with or without empathy) - restating what the student has said
2. Agreeing with part of the criticism - "I agree..."
3. Questioning for specific information or criticism - "Tell me specifically why you ..."
4. Problem solving - "What do you suggest we do?"
5. Bargaining or trade off - "You do this and I'll do this."
6. Choice strategy - This gives the student a part in

the decision making process thus giving him/her some power

7. Reality confrontation - "This is the way it is."
8. Direct, firm commands - "You will..."
9. Broken record - repeating directions or commands over and over
10. Choice strategy with double negative consequence - This gives the student an opportunity to make a choice between negative consequences
11. Run out - "What else is bothering you?"
12. Distraction, redirection or humor
13. Emotional charge release - draw it, write it, say it, etc.
14. Stop gap - A time out for either the teacher or the student
15. Silence

Strategy 1: Reflection

Reflection is restating in fresh or similar words what the student has just said. Reflection should be done in a calm, nonthreatening, and nonjudgmental voice. One result of reflection is that it gives everyone time to think by slowing down the aggressive encounter. It informs the student that the teacher is listening allows both the teacher and the student to check to see if each understands what is being said and felt. Reflection also keeps the student/aggressor from restating what has just been said by assuring the

student that he/she has been heard. Some aggressors will repeat and relabel a statement in order to be manipulative. When one communicates to the student that he/she has been heard, the student feels that he/she has been understood. This releases some of the emotional charge of the situation. Reflection can lead to further exploration on the part of the individual and can help the student hear what was said.

Results of Reflection Summarized

1. Gives everyone time to think
2. Slows down the aggressive, attacking language
3. Shows the teacher is listening
4. Checks understanding or comprehension
5. Keeps the individual from restating the negative words
6. Established a feeling of understanding and rapport
7. Provides a sounding board for further clarification and exploration of feelings
8. Provides an emotional release

Example

Student: "I hate school. I hate you teacher."

Teacher: "You hate school and right now you're feeling hate for me."

The teacher may reflect content, affect, or underlying intent. The reflection technique should not be allowed to accelerate emotions; it should be used carefully to identify emotions then followed by the four step strategy that is

explained later which is used to release identified emotions.

As one develops the technique of reflection, one can use it with or without empathy depending on the situation. Empathy further develops understanding and will sometimes create a bond between two individuals. The example below uses empathy.

Example

Student: "I hate this #@?! arithmetic. I'm not doing it."

Teacher: "You say you hate arithmetic. Arithmetic can be hard at times. Let me help you with a few problems."

Strategy 2: Agreeing with Part of the Criticism

When a student makes a verbal attack, the teacher can neutralize or diffuse the attack by finding some part of the attack to agree with. By acknowledging it, this technique usually stops or reduces the attack and deters arguing. The student may criticize in an attempt to manipulate the situation to get a reduction in the assigned work or excused from the assigned work.

By agreeing with part of the criticism, the teacher helps prevent the student from repeating what was said and initiates the task at hand. Do not agree with a part of the criticism that will sustain the argument.

Results of Agreeing with Part of the Criticism Summarized

1. Neutralizes or mitigates the attack

2. Redirects the individual to what needs to be done
3. Helps stop the individual from continuously complaining or repeating what was said

Example

Student: "You're always watching me and taking off points for every little thing I do."

Teacher: "At times, I do watch you a lot. If you'll finish your work in the allotted time, I'll stop watching you so much."

Strategy 3: Questioning for Specifics

This technique requires the teacher to ask for specific information or feelings. When someone criticizes the following approach should be used.

1. Restate the criticism.
2. Ask for specifics.
3. Ask what the person would change or specifically what should be done.
4. If possible, ask to be shown what is expected.
5. If the criticism is valid, state, "If I do this, will your attitude or behavior toward me change favorably?"
6. If the criticism is not valid, simply say, "I will consider what you said."

Questioning for specifics helps a student break down generalizations and assumptions which have led to poor understanding and the inability to solve a problem. Students

may use generalizations to avoid responsibility, for displacing their aggression or to mislead others. By asking the student to be more specific, the teacher focuses on the behavior and not on the person. It also enables the teacher to identify problem solving behaviors to be changed or learned. Once the student identifies and states the problem, an emotional release takes place which sets the stage for alternative ways of behaving or alternative problem solving.

Results of Questioning for Specifics Summarized

1. Gets the student to be more specific and concrete
2. Focuses on the problem
3. Provides an emotional release
4. Identifies student's strengths and weaknesses in problem solving abilities
5. Empowers the teacher with control

Example

Student: "I hate you, Mr. Smith!"

Teacher: "Can you tell me what it is about me that you hate?"

Student: "You don't know what to teach!"

Teacher: "What specifically don't I know how to teach?"

Student: "Stop bugging me!"

Teacher: "What is it I do that bugs you?"

Note: Questioning keeps the teacher in control.

Strategy 4: Problem Solving

In using problem solving, the teacher teaches or guides

the student through a series of steps which will help solve a problem. Taking responsibility for solving the problem enhances maturity. When a student verbally attacks the teacher, the teacher should use the Strategies of Reflection, Agreeing with Part of the Criticism, Questioning for Specific Information or Criticism and the Problem Solving Strategy. (See examples at the end of this section.) The steps of the Problem Solving Strategy are as follows.

1. Identify the problem - "What is the problem?"
2. "What do I want to happen?"
3. "What are some possible solutions?"
4. "Will it get me the best result?"
5. Rank solutions in terms of integrity and probable success.
6. Implement the solution - set a time and place.
7. Revisit the solution after implementation - check the solution to see if it accomplished what was intended.

Note: Students should be instructed in the use of the Problem Solving Strategy.

Results of Problem Solving Summarized

1. Improves social skills
2. Helps the student identify cause-effect relations
3. Teaches the student to become less impulsive
4. Enhances creativity and general problem solving ability

5. Encourages planning

Example 1

Student: "I can't understand your explanation of multiplication."

Teacher: "You say you can't understand my explanations of multiplication?"

Student: "Yes."

Teacher: "What is it about my explanation that confuses you?"

Student: "You speak too fast."

Teacher: "What can you do to remind me to slow down?"

Student: "Raise my hand with two fingers in the air."

Teacher: "Let's remember to do that when you need me to slow down my rate of speech."

Example 2

Student sitting angrily with arms folded across chest.

Teacher: "What's the problem, John?"

Student: "I'm not going to P.E."

Teacher: "What do you want?"

Student: "Not to go to P.E."

Teacher: "Why, specifically, don't you want to go?"

Student: "I don't have the right dress-out clothes."

Teacher: "What are some solutions?"

Student: "There aren't any. My mama can't buy me shorts and shoes for P.E."

Teacher: "What are some solutions?"

Student: "I could steal them."

Teacher: "Do you have any other solutions?" (Note: teacher side steps inappropriate solutions.)

Student: "I could make some money."

Teacher: "What else?"

Student: "I could borrow the money from you."

Teacher: "Anything else?"

Student: "I give up."

Teacher: "Think a while. Write them out and I'll listen to your solutions when you're finished."

Student takes written solutions to teacher.

Teacher: "I see you have a selection. Earning money is the best solution. How will you earn money?"

Student: "I don't know."

Teacher: "Think of three ideas and then come see me. I may be able to help."

Student: "Okay."

Example 3

A student is observed getting angry because another student made a comment about her mother.

The teacher cues the student by saying, "Use problem solving," or works the student through the problem solving process.

Teacher: "Calm down. She is not in control of you; you are. What is the problem?"

Student: "She is always saying things about my mother."

Teacher: "What are some possible solutions?"

Student: "Punch her in the nose, ignore her, tell the teacher, or ask her to stop calling my mother names."

Teacher: "What is the best solution?"

Student: "I guess to tell the teacher."

Teacher: "O.K., when will you do it?"

Student: "Next time it happens."

Teacher: "After that happens, let me know. In the meantime, remember what solution you will use and stick to it."

The teacher should give the student praise for implementing the solution and more specific praise if the solution is working.

Strategy 5: Bargaining or Trade Off

In the bargaining or trade off strategy, the teacher agrees to do something if the student agrees to do something. Bargaining often stops an attack, and it teaches the skill of negotiation.

Results of Bargaining or Trade Off Summarized

1. Stops the student's attack and focuses on a positive course of action
2. Teaches negotiation skills
3. Reinforces delaying gratification and develops self control

Example

Student: "I'm not doing anything today."

Teacher: "If you do your arithmetic, I'll allow you to work on your drawing for five minutes."

Strategy 6: Choice Strategy

When a student confronts a teacher with a verbal attack, the teacher can direct the attack back to the student by requiring the student to make a choice between two alternatives one of which is unpleasant.

Giving the student a chance to make a choice places the responsibility for the behavior on the student. This strategy helps the student comprehend that he/she is responsible for his/her own behavior. The student has to reflect to make a decision to act and this forces the student to move from an emotional level to a cognitive level. The use of the choice technique is a valuable way to get out of a crisis situation. This strategy should not be overused, or it will lose its effectiveness.

Results of Choice with Negative Consequences Summarized

1. Places responsibility for behavior on the student
2. Raises level of thinking
3. Useful in extreme crisis situations

Example

Student: "I'm not picking up the stuff under my desk, so forget it!"

Teacher: "You have a choice, either pick up the paper

and orange peels from under your seat or you will lose your privilege for recess."

Strategy 7: Reality Confrontation

This strategy is used when a student is engaged in behavior which would be harmful to himself or others. It brings into awareness the severe consequences of the ensuing behavior and forces the student to reconsider the potential action before the damage is done.

Results of Reality Confrontation Summarized

1. Momentarily stops the impending behavior
2. Makes consequences more immediate
3. Helps the student develop foresight

Example

Student: "Teacher, you can't take this knife away from me!"

Teacher: "John, if you get caught with that knife out, they will suspend you for a week. Put the knife away. I don't want to see you in suspended."

Strategy 8: Direct/Firm Commands

Direct/firm commands should be used if the student has responded well to them in the past. This strategy should be used sparingly within a crisis situation because it leaves the student with no options and does not encourage responsible decision making. Peer struggles should be solved on an one-to-one basis in a private setting. If the

direct/firm command strategy fails, one may well be confronted with overt physical aggression.

Direct/firm commands often get immediate compliance if the teacher is in control and the student has a history of responding to such commands. If the teacher overuses this strategy, it will quickly lose its effectiveness.

Results of Direct/Firm Commands Summarized

1. The student has no options but to respond
2. There is immediate compliance
3. The teacher is in control

Example

Student: "I'm going to whack you over the head with this broom!"

Teacher: " Bill, put the broom down, now."

Strategy 9: Broken Record

The broken record technique requires the teacher to repeatedly state the command or request when the student does not readily respond to it. The command should be repeated only five times before implementing another strategy. When using the broken record technique, the teacher's voice and actions must remain calm. The broken record technique is usually employed when a student does reply to a direct/firm command. The intended result of this strategy is to get the student to comply by firmly repeating the request or command.

Results of Broken Record Summarized

1. Student compliance

Example

Teacher: "Anthony, sit down in your seat, now."

Student: "No!"

If the student does not respond by the fifth repetition of the command use another technique such as the Choice Technique.

Strategy 10: Choice Strategy - Double Negative Consequences

This strategy is similar to Strategy 6. The student is given a choice between two alternatives which are both unpleasant. One of the alternatives, however, is more unpleasant than the other. This strategy places responsibility on the student for his/her own behavior and is useful in extreme crisis situations.

Results of Choice Strategy - Double Negative Consequences

Summarized:

1. Forces student to make a choice
2. Makes a student responsible for his/her own behavior
3. Raises level of thinking
4. It is useful in extreme situations

Example

Student: "I'm not going to sit down!"

Teacher: "You have a choice: either sit down or I'll have to send for the assistant principal. You have 30 seconds to make your decision."

Strategy 11: Run Out

Run out is the strategy of repeatedly questioning the student (1) to identify the real problem the student is experiencing or (2) to get the student to stop constantly criticizing and complaining. When the student is observed to sigh or relax and let out a breath, the teacher knows that he/she has identified the real problem as this usually indicates that the repressed emotion has been released. At this point, problem solving is a good strategy for follow up. In the second case, the questioning continues until the student's criticism is depleted or his/her charged emotions are released.

Results of Run Out Summarized

1. Extraction of complaint or criticism
2. Release of charged emotions

Example

Student: "I hate your voice."

Teacher: "What else?"

Student: "You dress funny."

Teacher: "What else?"

Student: "You have a pimple on your chin."

Teacher: "What else?"

Student: "... That's all, I guess..."

Teacher: "Now, what's really bothering you?"

Student: "I don't know. You just make me mad. I don't like this book. It's too hard." (The work in

the book was too difficult for the student.)

Strategy 12: Distraction, Redirection or Humor

With the strategies of distraction, redirection or humor the teacher either verbally or physically distracts the student from the confrontation of problem behavior. This can be done in many ways and must be individualized for each student.

Results of Distraction, Redirection or Humor Summarized

1. Temporarily deters the student from the aggressive situation
2. Permitting a reduction in anxiety or stress
3. Decelerates attacking and aggressive responses

Example

Student: "I'm really getting mad at Mike! I hate his guts! I feel like breaking this bottle over his head!"

Teacher: "Do you like that brand of soft drink?"

Student: "Yeah, Mike's not going to like it when I break it over his head!"

Teacher: "Let's go get one of those soft drinks and have some lunch and work out a solution to your problem with Mike."

Strategy 13: Emotional Charge Release

The emotional charge release strategy is employed when repressed aggression or hostility motivates the student to act aggressively. The student is asked to talk about his/her

feelings, to write about the feelings, to draw, or to use puppets to dramatize the feelings. Talking, writing, drawing or using puppets are acceptable ways of releasing aggression.

Results of Emotional Charge Release

1. Releases emotional tension which could lead to aggression

Example

Two students are shouting remarks at each other. They are starting to push each other.

Teacher: "I see Alice and Sue are pushing. Alice, go to your seat, and write or draw how you feel about Sue, and tell why. Then do problem solving. I'll come by and listen to you when you're finished."

Teacher: "Sue, go to your seat, and write or draw how you feel about Alice, and tell why. Then do problem solving. I'll come by and listen to you, too, when you're finished."

Strategy 14: Stop Gap

A teacher would use the Stop Gap strategy when there is an argument and anger is accelerating between the teacher and the student. The teacher tells the student that they each need a temporary time out until their feelings calm down. By placing time and distance between them, the Stop Gap strategy gives both the teacher and the student the opportunity to bring their emotions under control without further aggression

or potential violence.

Results of Stop Gap Summarized

1. Gives both parties a time to "cool down"
2. Eliminates most possibilities for reinforcement

Example

The student's voice is getting louder and louder.

Teacher: "I feel/see we're getting louder and angrier. Let's take a five minute break, and we'll talk again."

Or:

Teacher: "I feel that we are not getting anywhere at this time. Let's both write down how we feel and what we want then exchange notes in ten minutes."

Strategy 15: Silence

Silence is one of the most powerful strategies to use with verbally aggressive individuals. Many great writers have attested to the value of silence.

Silence is a form of the behavioral principle of extinction. Many aggressive students want their teachers to debate or become involved in their problems. For others, this is a way of punishing an authority figure. When the teacher notices that the student is trying to provoke or bait him/her, the teacher is calm and silent, looks directly into the student's eyes, squares off his/her shoulders and remains relaxed. There should be no verbal or physical response to

the student's threats because that is exactly what the student wants. When the student has finished the verbal attack, the teacher pauses for a moment before saying to the student, "You need to think about what you have just said. I will talk to you later when you have yourself under control." After breaking eye contact with the student (avoid looking down), the teacher moves slowly and purposefully away.

Example

Student: "I hate you! You dog faced, tuna breathe old lady! ..."

Teacher: "I will talk to you later when you have regained self control."

It is important for the teacher to remember to return and discuss the problem as promised. Failure to do so will result in losing credibility with the student. When meeting, meet the student alone and in a private place, tell the student that such unacceptable behavior will not be tolerated. Explain that getting angry is acceptable but expressing anger aggressively is not acceptable. Further explain, "In the future if you get angry with me, I expect you to talk to me privately using a soft tone of voice."

With the student, devise a contract as to what will happen if he/she repeats the undesirable verbal behavior. The contract should have at least one negative consequence. Also have the student state in the contract what he/she will

do that is positive. If the student repeats the undesirable behavior, be sure to follow through with the consequence.

Conclusion

In using the above strategies the teacher should use the strategies in the the order which they were presented. (Strategy one, two, three, four, etc. in succession).

Example

Student: "I hate these worksheet. I'm not doing them. I have you and the whole #@\$ school."

Sequence of responses:

Reflection

Teacher: "You hate these worksheets on Phonics."
(Note: the teacher responded only to verbal content that was relevant or had no personal direction.)

Student: "You heard me."

Questioning for Specifics

Teacher: "What specifically do you dislike about the worksheets?"

Student: "I've been doing Phonics worksheets like these for the past three years and still don't read."

Agreeing with Part of the Criticism

Teacher: "I would probably feel the same way if that happened to me."

Problem Solving

Teacher: "What do you suggest we do to help you to learn to read."

Student: "Let me work on the Language Master."

Bargaining

Teacher: "You can do that if you complete this sheet."

This example illustrates how the teacher uses the first four strategies in combination to quickly diffuse the verbal aggression so the student can continue to work productively. This also puts the problem on the student. Teachers are often too anxious to solve the problems of their students, thus robbing them of the experiences problem solving which lead to maturity.

Teachers need to exercise intelligence and judgment in selecting the strategies which best suit the specific problems of individual students. This judgment comes from practice and experience in using the strategies. In social situations, there are many ways to correctly approach students while helping redirect their behavior. Teachers must be persistent with their efforts as some strategies are not successful with all students; teachers must adapt to the needs of their students. It is important for a teacher to remember that the ultimate goal is to diffuse or neutralize aggressive verbal statements and to teach new, appropriate ways of responding which will enable the aggressive students to express themselves in socially acceptable ways.

VI

Methods and Procedures for Treating and Reducing Aggression

Time Out

Time out, the removal of a student from an aggressive situation, is one of the most effective methods of treating verbal aggression (Bostow & Bailey, 1969a; Clark, Rowbury, Baer, & Baer, 1973; Foxx & Azrin, 1972; Ukelich, Rand, & Hahe, 1971; Webster, 1976a).

When using time out with a student who has become aggressive, the teacher places the student in an area devoid of stimulation for a specific period of time. The allotted time depends on the age and maturity of the student. While in the time out area, the student should not receive attention or stimulation of any sort.

The time out area can be constructed out of file cabinets with a drape across the front or by using an old refrigerator crate or similar box. Although time out can be effective in the classroom, it is more effective if it is outside of the classroom. In residential schools, a time out area with a door has been used effectively.

It is wise to use problem solving in conjunction with time out. Upon completing the designated time in the time out area, the student must have a plan to avoid the aggressive behavior which led to being placed in time out. The student should be able to answer the following questions:

1. What caused me to become angry?

2. What did I think or tell myself to become angry?
3. What can I do in the future so this won't happen?

It is preferable to have the student write the plan and keep it in a notebook.

Described below are representative studies of time out. The procedures give guidelines for implementing time out in particular situations.

Bostow and Bailey (1969b) used time out to eliminate verbal aggression in a 58 year old wheel chair patient residing in a large state hospital and in a seven year old aggressive boy. The first subject (the 58 year old female) exhibited loud vocal responses which were measured on a portable tape recorder and were checked for reliability by two observers. The treatment consisted of taking the subject to the corner of the dayroom and placing her on the floor each time the vocalizations activated the recorder. The subject remained on the floor until the screaming ceased for fifteen seconds. The subject was then able to join her companions in the dayroom unless screaming resumed. If this happened, she was immediately placed on the floor. Objects that the subject normally screamed for were provided only after periods of remaining quiet. The results of this study indicated that vocal aggression was reduced from 89 times per session to one time per session. The subject learned that quiet behavior was required to obtain most of her needs within a reasonable time.

Since the subject was confined to a wheel chair, she was physically unable to leave once placed on the floor in time out. This method can be used in the school. It must be noted that a subject who is forcibly placed in time out would be receiving reinforcement for the verbal aggressive behavior therefore time out is more effective if the subject enters the time out area willingly.

In the second experiment, a seven year old boy had a history of aggressive behavior both at home and in the hospital to the extent that he could not play with other children. When the subject was brought into the hospital dayroom and an aggressive act (kicking, biting, scratching, head butting, etc.) occurred, he was placed in a time out booth (4' x 2' x 5' area made of plywood) for two minutes. If he behaved in the booth for two minutes, he was reinforced with food. This procedure reduced the subject's aggressive acts. As time out was employed consistently, the subject's aggressive acts decreased to the point that he was able to remain in the dayroom all day.

Webster (1976) used time out in a public school setting with a thirteen year old mute student. Each time the student committed physically aggressive acts, he was placed in time out. The mean daily aggressive acts decreased from four to eight during the baseline to no aggressive acts by the eighth week.

These representative studies of time out clearly show it

to be an effective strategy for reducing aggression.

Behavior Modification

Behavior modification is replete throughout the research literature as a viable method of reducing aggression. The following section describes its use in different settings with different behavior modification techniques. This is followed by a description of the Student Accomplishment Record, a behavioral system that extinguishes aggression by training the behaviors of respect, responsibility, self-control, and a positive attitude. It accomplishes desirable behaviors by combining the methods suggested in the following studies.

Goodlet, Goodlet and Dredge (1970) used behavior modification on two kindergarten males attending a center for students with disabilities. The students were seven and nine years of age and were considered verbally defiant. Data was gathered for six categories. Four of the categories were being aggressive, shouting, using abusive language, and using offensive language. While the baseline was being charted, the boys were reprimanded for disruptive behavior. The behavior modification program lasted five weeks during which non-dangerous disruptive behavior was ignored while all desirable behaviors were praised. This technique produced substantial results: aggression was reduced to a mean of .7 from 3.4, shouting decreased to .7 from 1.42, and offensive language was reduced to .1 from 2.25.

Brown and Elliott (1965) used behavior modification to reduce aggression in 27 nursery school boys ages 3 to 4. The researchers wanted to demonstrate that the aggressive behavior of an entire nursery school class could be controlled by removing positive reinforcement for aggressive acts and by directing attention to cooperative acts. Behaviors were rated and observations made by two independent observers who worked together once a reliability of .97 was verified. Nursery school teachers administered the treatment of rewarding cooperative behavior and ignoring aggressive behavior for three weeks. The treatment ceased for two weeks, and the teachers were instructed to handle aggression in the manner of their choosing. After the reversal, teachers again attended only to cooperative behaviors. Verbal aggression was reduced from 22.8 during the baseline to 4.6 at the end of the study. Researchers found that the more aggressive subjects related better to treatment.

Teacher and peer attention to student aggression can be reinforcing thus maintaining or increasing aggression (Brown & Elliott, 1965). Slaby and Crowley (1977) and Pinkston, Reese, LaBlanc and Bear (1973) studied the effect of teacher attention and its related effects upon aggression. In their study, the subject was a preschool male age 3 1/2 who attended an experimental preschool staffed by four teachers. The total number of students was restricted to sixteen. Observations were made of the behaviors of both the teacher

and the child.

During the baseline of seven days, the teacher did not attend to aggressive behavior in any systematic way. During the following week, attention was given to the child's aggressive behavior. The teacher then changed tactics directing attention to the aggressive child by setting limits, reprimanding or reasoning. The entire cycle was then repeated. A marked reduction in aggressive behavior was apparent when the aggressor was ignored and sympathy directed toward the child who was the subject of the aggression. The subject showed no harmful affects after treatment was discontinued, and his aggressive behavior remained at a low level.

Teacher attention was researched by Slaby and Crowley (1977) in a slightly different manner. They hypothesized that teacher attention to cooperative speech would reduce verbal and physical aggression. The assumption that teacher attention to aggressive speech would cause a decrease in verbal and physical cooperation was made. The subjects, six males and six females, were observed during free play sessions for three weeks. Eleven behaviors such as non-verbal compliance, making demands, threatening, insulting, and verbally expressing dislike for another were identified. A two week treatment consisted of saying the phrase, "(child's name) you said (the child's exact phrase)," each time the subject expressed a cooperative verbalization such as

"positive compliance, offering to help, bids for mutual interaction, compliments, and expressions of friendship" (Slaby and Crowley, 1977). This response was not given to any other behavior. Observations revealed that teachers gave the treatment responses to only 16% of the cooperative verbalizations during the first week of treatment. This was reduced to 12% the second week. Even though the response was given to only a small percentage of cooperative verbalizations, a decrease in frequency scores was reported.

Purline and Levinsky (1968) used tokens to reinforce behaviors incompatible with the aggressive acts of hitting, pushing, biting, throwing objects, etc. The subjects were residents (ages 22-28) in a coeducational cottage for the severely retarded. All subjects were given tokens (poker chips) for displaying appropriate behaviors incompatible with aggression. Upon the commission of a maladaptive behavior, a token was taken away. In addition, for one half of the subjects, a time out period comprised of physical restraint for five to fifteen minutes was implemented contingent upon maladaptive behavior. The results evidenced a marked decrease in aggressive behaviors.

Kaufman and O'Leary (1972) used positive reinforcement and response cost with two adolescents in a residential psychiatric hospital. The target behaviors studied were being aggression, touching others, being out of their chair, etc. After a baseline was taken, a system was instituted

which employed a reward class. Students began each of three fifteen minute rating periods with no tokens and were told they could earn tokens if the class rules were followed. In the cost class, each student was given ten points providing the rules were followed yet could lose up to ten points if the rules were not followed. To demonstrate that the reward and cost token procedures were responsible for the observed reduction in disruptive behavior, the token programs were withdrawn for two weeks then reinstated. The results of the study evidenced that disruptive behavior was dramatically reduced for both classes during the token phrases as compared to the non-token phrases.

These results clearly evidence that positive reinforcement and response cost token systems are effective in reducing disruptive (aggressive) behaviors.

Cognitive Therapy

Most cognitive therapies deal with the premise that thought precedes feelings. Based on this premise, self talk, cognitive restructuring, and verbal coping skills are taught. There is evidence that self control is a critical variable in overtly aggressive students. The following studies are illustrative of such treatments.

Camp (1977) studied 49 boys geographically scattered throughout Denver, Colorado. Because deviant behaviors generally increase as IQ drops below the average range, an effort was made to locate aggressive first and second grade

boys with an IQ above 90. A control boy was matched to each treatment boy and a census tract of residence. The students were tested to determine if a pattern of abilities reflecting a deficiency in development of verbal mediation and reliance on associative processing of information might be found in aggressive boys. The results showed aggressive boys evidenced a pattern of cognitive functioning consistent with reliance on associative processing. Aggressive boys talked more, demonstrated more immature non-functional speech, and lacked internal controls. These findings recommend that students should be treated to develop internal controls. The use of self guiding verbalizations and reasoning skills would change a student's self control or internal controls.

Schlichter and Horan (1979) taught nineteen male delinquents in a correctional institute to use a six step coping strategy plan. Their concept was based on the premise that a more powerful approach to aggression could be devised using cognitive restructuring. This plan was directed toward the reduction of internal arousal. The first group, the nineteen treatment subjects, attended hour long sessions twice a week for five weeks. In these bi-weekly sessions, after establishing rapport and defining anger, recent anger provoking experiences were discussed and responses to anger evaluated. Stress inoculation was introduced in the second session. All additional sessions presented the following six step coping strategy: (1) remember what causes anger, (2)

prepare to stay calm, (3) instruct oneself to stay calm when anger is present, (4) during an anger rousing event, use internal response, (5) exhibit overt behaviors, and (6) give oneself positive reinforcement. A second group, a control group, was given imagery training with opportunities to imagine being provoked. There was no explanation of anger arousal, no instruction in self statements, and no modeling of behavioral alternatives. Another control, the third group, was given no treatment. The researchers reported little difference in overall pre and post tests. Only the first group which received stress inoculation showed positive results. Verbal aggression was greatly reduced and obvious changes were shown by the treatment group.

Camp, Bloom, Herbert and Van Dooraick (1977) used the "Think Aloud Training Program" with fifty-two boys who met the criteria for aggressiveness on the Miller School Behavior checklist. The "Think Aloud Training Program" was used for thirty minutes each school day for a period of six weeks with heavy emphasis placed upon cognitive strategies and modeling. The students were to develop answers to the following:

1. What is my problem?
2. What is my plan?
3. Am I using my plan?
4. How did I do?

The results of the study showed an increase in desirable

behaviors, but aggressive behavior did not decrease significantly.

Stress inoculation was used to control anger and anxiety with a ten year old emotionally disturbed boy (Spirito, Finch, Smith & Cooley, 1981). A stress inoculation procedure was devised for the boy's control of his anxiety and anger. The experimenter met with the subject twice a week for a month. Each session was approximately one-half hour. The eight sessions were conceptualized in terms of Meichenbaum's (1977) three-phase model: Phase I - education, Phase II - rehearsal, Phase III - application training. During Phase I, the experimenter spoke with the boy about the functions of anger and the nature of anxiety. Phase II was devoted to rehearsal of adaptive self-statements. This was facilitated by a five-minute videotape in which the boy's individual therapist role-played a child working on a class assignment and talking to himself aloud. The boy then rehearsed the positive self-statements which in turn, were reinforced and highly praised. Relaxation skills were taught with study skill statements and self-reinforcement. This procedure helped to move the boy from overt, external guidance to covert self-instruction (Meichenbaum & Goodman, 1971). In Phase III, the experimenter administered an assignment to the boy then purposely tried to provoke an angry reaction by standing over the boy and making loud negative comments. The results of this case study suggest that a stress inoculation

treatment approach to the management of anger and anxiety may be effective.

The following model incorporates the principles of cognitive research and confrontation therapy.

The Self Problem Solving Plan

The Self Problem Solving Plan is a cognitive model that is taught to students to enable them to keep their anger from escalating into aggression. Additionally it teaches alternative ways of coping with problems. The plan is as follows:

Phase I: Teach the students any five pattern interruption techniques from the section that follows.

Phase II: Teach the students the physical signs which indicate increasing anger (see Chapter III) and to consciously take a deep breath and relax (push calm button).

Phase III: Teach the students to look at the situation objectively pretending to be outside of their bodies.

Phase IV: The students ask themselves the following questions:

1. What is the problem?
2. What are some positive solutions to the problem?
3. What positive solution will I choose?
4. What will be the consequence of this solution?

Phase V: The students implement the positive solution and verbally self reinforcement is given for maintaining self control.

If at any time during a confrontation or anger producing situation a student feels unable "be cool" (maintain a calm related problem solving state) the student is to be removed from the situation.

The Self Problem Solving Plan has proven effective in reducing both verbal and physical aggression. Once the student has mastered the Self Problem Solving Plan, the teacher is ready to desensitize the student of emotionally laden words that often trigger aggression. Desensitization is done with confrontation therapy.

Pattern Interruption Techniques

The following techniques, hereafter referred to as pattern interruptions, can be used to interrupt the aggression escalation. These techniques are named pattern interruptions because aggression, like most other human behavior, follows certain manifest behavior patterns. Once the teacher has noted the student's typical behavior pattern that leads to a full blown aggressive act, the teacher can interrupt the pattern with one of the following techniques. Generally, a pattern interruption will diffuse the aggression.

Twirl Interruption: Upon observing a student becoming angry, the teacher gives the student a direction to get something and put it somewhere else or bring it to the teacher. This physical movement shifts the stimulus in the brain and distracts the student from the accelerating anger.

This is a good technique to use with two students who are quarreling; send one student on an errand while the other student remains in the classroom doing something for the teacher. The more the student moves in a complete circle, the more powerful the pattern interruption.

Physical movement is a great release for latent and overt aggression. The following exercise is recommended for students who are chronically aggressive. While standing on a rubber door mat behind a privacy screen, the student holds a book in each hand with his/her hands at his/her side. Have the student simultaneously raise his/her left hand while raising his/her left knee as high as possible. After they are lowered, have the student raise his/her right hand and knee as high as possible. The student should alternate sides for at least twenty repetitions. This movement causes rapid cardio-vascular activity; most of all, it quickly releases tension. Aggressive students should do this exercise two or more times a day completing as many repetitions as they are able to do. In the author's opinion overly aggressive individuals should be given massive amounts of rigorous physical activity. His observations have noted a calming effect produced on aggressive individuals following rigorous physical activity.

Caution: Do not permit overly aggressive individuals to release their aggressions on punching bags. Release of tension through punching reinforces aggressive movements.

Breathing Pattern Interruption: Breathing pattern interruption is a powerful means of bringing emotions under control. By learning to control their breathing, students acquire a very valuable method of self-control.

The breathing method is called "low and slow belly or diaphragm breathing." In this method, breathing is done in such a manner that the belly is expanded when a breath is taken. Then, the belly returns to its original position on release of that breath. It is important that the breathing be low, slow, in the belly and rhythmic. After demonstrating the method, the teacher tells the students this is called "low and and slow belly breathing", and that it should be practiced whenever tension or anger is felt. If a student controls his/her breathing, he/she can control personal emotions.

Talk Low and Slow Pattern Interruption: Teaching students to talk low and slow will give them control over their emotions. If students' voices are escalating in anger, they need to be reminded to talk low and slow.

Tongue Technique: The Tongue Technique is an old oriental way of keeping the mind in a calm state. Instruct the students to place the tongue at the roof of the mouth whenever someone is teasing or arguing with them. This technique will usually keep a student from becoming angry.

Perceptual Change Technique: When it is observed that certain people, students, etc. chronically cause a student to

become upset or angry, the perceptual change technique is helpful. To use this technique, the student creates in his/her mind a picture of a funny cartoon character or person then superimposes this picture onto the face of the person who is causing the problem behavior.

In addition, the student is instructed to superimpose a funny voice on the voice of the person with whom he/she is having difficulties. This technique, in effect, changes the aggravating stimulus to one that does not antagonize the student. The student should be reminded not to make fun of the person.

Disassociation Technique: In the disassociation technique, the student pretends to be watching him/herself and the other person while the event is in progress as if watching a television show. This technique disassociates the student's emotions from the event.

A student who has had overtly aggressive acts or has lost control of his/her emotions and remains upset for sometime after the incident should do the following: (Place two chairs in a row.)

1. The student sits in the first chair and pictures the event, from beginning to end, on an imaginary movie screen. Next the student reruns the event backwards (from the ending to the beginning).
2. The student sits in the second chair and imagines watching an imaginary self watching the event.

He/she watches it from beginning to end then from end to beginning. This will cause the student's mind to disengage the emotion and break the cycle which often reoccurs in a person's mind. Now, the student can get down to work without being bothered by the past emotional incident.

Eye Pattern Interruption: Where the eyes look (up, down, or sideways) can be an indication or signal of impending aggression or of self talk which may lead to aggression. Thought precedes emotions in most cases.

When the student is observed looking to the right and his/her aggression is accelerating, the student should be told to look up. This pattern interruption shifts the stimulus in the brain from an emotional center to a visual center thus breaking the aggression movement. The eye pattern interruption technique also works well with individuals who are depressed.

Do you remember a time when you were young and you hurt yourself? You went running to your mother. Do you remember her lifting your chin and telling you to look up? Do you remember how you stopped crying when you did this? Perhaps parents know unconsciously about altering states of mind; perhaps people already have all the answers within themselves.

Scope In Scope Out Pattern Interruption: Some students replay past unpleasant incidents over and over in their

minds. The type of student who worries or easily becomes angered should be taught the "Scope In Scope Out " pattern technique. The technique is as follows:

1. The student looks up and to the left.
2. The student makes a picture of the event that is bothering him/her in black and white.
3. The student visualizes the picture going off into the distance and getting smaller and fading away.
4. The student makes the pictured into a little white dot and then explode it into nothing.

This technique causes the mind to either forget the incident or to disassociate it as if time were healing the incident. Some students have reported feeling that the incident never happened. The "Scope In Scope Out" pattern interruption technique is useful when one has had a bad incident.

Reconditioning Pattern Interruption: The reconditioning pattern interruption technique neutralizes negative past emotional associations that can elicit negative emotions, anger, or aggression. This technique is implemented with the following steps:

1. Meet with the student in private.
2. Identify the event or stimulus that causes the student anger.
3. Tell the student to remember the event.
4. Tell the student the following:
 - a. "Keep remembering the event."

- b. "Step inside your body as if you were there."
- c. "See what you see."
- d. "Hear what you hear."
- e. "Feel what you feel."
- f. "When you are fully experiencing the emotion of the event, move your little finger and stay in the emotion."
- g. When the student moves his/her little finger, touch a spot on his/her body (left knee is fine) and leave your fingers there for five seconds. After releasing your fingers from the spot, pass your hand in front of the student's eyes to break that state. Finally, say to the student, "Was there ever a time in your life when you handled that event or person or a similar person with calmness?" (If the student answers no, find an event in which the student felt confident and calm.)

Now repeat steps a through g (using another spot) for this confident, calm emotion. Once you have done the above, touch both spots (the positive and negative) in the original places with the same pressure for five seconds. Release the negative spot while holding the positive spot. Then, release

the positive spot. Ask the student to go back and try to feel the negative emotion. Usually, the student will not be able to recapture the negative emotion. If the student recalls the negative emotion, redo the procedure, but stack more positive events on the positive event spot. It is of the utmost importance that you use the same spot with the same pressure when conditioning a student.

A student may be taught to develop a state of calmness by holding one of his/her wrist bones whenever in a calm state. Pairing calm states with the touch of a certain location on his/her body enables the student to bring forth this state by touching that certain spot. This is a good technique for teachers to use on themselves.

Head Shake Technique: The head shake technique is a simple, pattern interruption technique that permits the student to immediately eliminate a negative or aggressive thought which is running through his/her head. The student is told that he/she can eliminate a negative thought by simply shaking his/her head from side to side. Think it doesn't work? - Try it!

Teachers should also practice the above techniques. With practice both the teacher and his/her students will become better at using these techniques. Soon, you will find yourself doing these techniques naturally and unconsciously.

Relaxation Strategies and Therapy

Having aggressive children in the classroom can become a

nagging problem; managing their behaviors takes up a great part of the teacher's time. Punishing these children for misbehaving does not always have the desired effect. Punishment simply suppresses a behavior. Students must be taught new behaviors and ways of coping. Sometimes punishment even increases the misbehavior because the students enjoy the attention they receive.

The use of relaxation can be a valuable adjunct to reduce aggression in a student who is chronically aggressive. Relaxation is incompatible with aggression and therefore is a useful coping strategy. This section first discusses what research has to say about relaxation and behavior changes. Following this, a specific procedure for inducing relaxation in an aggressive student or any person is described. (Integrated Relaxation Response)

The turtle technique has proven useful in treating aggression in young children (Schneider, 1977). This technique combines relaxation training with cognitive problem solving and is especially useful for students who are unable to control their impulses.

To begin the technique, the teacher tells a story about a young turtle who didn't like to study or share but did like to fight. The young turtle met an old turtle. The old turtle told him to hide inside his shell until he didn't feel angry any more.

After the students are told the story, they practice the

turtle response. The teacher leads the students by demonstrating the turtle response as follows:

1. Responding to the cue word turtle, pull arms, legs and head close to the body.
2. Combine the response with tension then relaxation.
3. As a problem solving technique, ask the student to imagine the consequences of various behaviors which might be used for coping with the tense situation. Reinforce socially acceptable responses.

The results of the turtle technique have proven useful in treating young students who are overly aggressive.

In 1979, Jeffery Schlichter did a study on institutionalized juvenile delinquents. He was evaluating the effects of stress inoculation on their anger management skills. In his research, he assumed that aggression was the result of a series of responses from provocation.

Schlichter's study was conducted on a group of boys ranging in age from 13 to 18 years old. They were divided into a control group and an experimental group. Each group was evaluated by three female undergraduate college students.

The objectives were as follows: Phase I-The students were educated about anger and aggression, specifically, causes, consequences, and alternative methods of control. Phase II-They were taught diverse methods of coping. Phase III-They were given practice in applying these skills in situations of provocation.

The counselors were university research assistants who taught role playing and relaxation in stressful situations. The situations were self scored on a scale of one to five with higher the score indicating higher amounts of aggression. The counselor would suggest non-aggressive ways to manage the situation. The subject was then given relaxation training with the explanation that learning to relax helps one to stay calm in an anger provoking situation.

The findings of the study suggest that relaxation therapy, behavioral rehearsal, and stress inoculation contain specific components which facilitate skills in interpersonal situations.

Vinod Bhatara (1979) did a study of hyperkinetic children using relaxation therapy on six to ten year old boys. The results of this study again evidence the relationship between relaxation and reduced aggressive tendencies. Relaxation produced improvements as evidenced by the parent ratings, a WISC subtest, and objective classroom measures (classroom behaviors by direct coding).

The use of relaxation therapy with overly aggressive individuals has much research to verify its use with overly aggressive students. The implications are that classroom teachers who deal with these students should consistently employ relaxation methods.

Integrated Relaxation Response

For Teachers and Students

How can one combat so many of life's stresses? One way of lessening stress and increasing muscle tone is the Integrated Relaxation Response technique developed by the author. This technique combines several systems of relaxation, meditation, and psychology into one simple system. The system produces calm states quickly and efficiently. It does not require long periods of meditation, training or therapy. The system can be taught in a few minutes or can be self-taught and requires only three to five minutes a day. It should be remembered that the technique is not a substitute for therapy but should be used in addition to therapy. For those who do not need therapy, the system produces calmness and relaxation. It is recommended for both teachers and students. The Integrated Relaxation Response has been used with students who have attentional problems, hyperactivity, aggression, anxiety and are withdrawn.

Note: At first, each phase should be done separately. After two weeks, the phases may be combined thus shortening the exercise time to approximately two to three minutes. The benefits for such a short investment of time are amazing.

Before beginning, place your thumb in contact with the first two fingers of each hand. Hold this position throughout all of the activities whenever possible. Later,

you will be able to put your body into calmness by placing these fingers together and suggesting calmness to your body.

Phase I: Muscle tensing and relaxing for relaxation and muscle toning.

1. Jaw Relaxation

Begin by manually rolling your jaw sideways for three (3) seconds - much tension from stress is located here. Headache are often caused by clenched teeth. Smiling also relieves tension in the jaw area.

2. Eye Relaxation

Mentally check the corners of your eyes. Are you squinting? Consciously relax the corners of your eyes. "Crow's feet" from squinting and tension can make anyone look older than they are.

3. Forehead Relaxation

Put your fingers on your front forehead and check to see if tension is there. Consciously relax that area. Now, massage the area for three seconds.

4. Neck Roll

Lower your chin to your chest, and roll your head to the right. Consciously picture the muscles in your neck relaxing. Roll your head slowly all the way around in a circle two to three times to the right. Don't bring your shoulders up. Now reverse the direction, and roll your head slowly two to three times to the left. (Optional: Neck Isometric - If your physician permits, do this isometric

before the next roll. Put the palm of your right hand on your forehead. Push forward with your head, and resist your head coming forward with your right hand. Do this for five seconds, then slowly and consciously relax. Next, put your right hand behind your head. Push your head backward while resisting this backward movement with your right hand. Do this for five seconds, then slowly and consciously relax the pressure, feeling the muscle relax.

5. Shoulder Roll

Now you are ready to do the shoulder roll. Pull your shoulders up high, slowly move them forward, and proceed to make three, big, complete circles with them. Picture and feel the muscles being stretched. After making three big circles, reverse the direction of the circles and do three big circles backward. (Note: Make sure your shoulders go up, forward, down, and back).

6. Palm Push

Sit upright in a chair with your feet flat on the floor. Put the palms of your hands on your thighs. Bend your elbows slightly. With your arms extended and elbows bent slightly, make your hands into fists, and push down on your thighs to the count of three. Hold that tension to the count of three. Now, relax the tension slowly to the count of six. The count for this exercise and those hereafter will be: Tense, two, three, hold, two, three, four, five, six. You are training your muscles to relax as well as toning

larger groups of muscles. Do this three times.

7. Tummy Tension

Take the finger tips from both hands and gently push in on your stomach. Now, tense your tummy so that it will push out your hand. Count to three, then hold that tension to the count of three. Next slowly relax the tension to the count of six. Do this three times.

8. Buttocks Tension

Yes, believe it or not, a lot of stress and tension gets displaced here. So, here we go. Sitting on a chair, tense your bottom to the count of three then relax to the count of six. You have risen in the world. Do this three times.

9. Heel Push

Now, you need to relax the muscles in your legs. Sitting with your legs extended and slightly bent, put your heels on the floor, toes up. Pushing with your heels, curl your toes downward and tense to the count of three. Hold that tension to the count of three then slowly and consciously relax the tension to the count of six. Do this three times.

10. Conscious Review

Now, large muscle groups and some fine muscle groups should be relaxed. Consciously review the muscles by starting at your toes and moving upwards while saying to yourself, "My toes are relaxed, my feet are relaxed, my calves are relaxed, my thighs are relaxed, my bottom is

relaxed, my stomach is relaxed, my back and shoulders are relaxed, my chest is relaxed, my neck is relaxed and my jaw is relaxed."

Phase II: Breathing for relaxation.

1. Inhale slowly and deeply through your nose to the count of three.
2. Hold your breath on the count of three.
3. Now, exhale slowly through your mouth to the count of six. Repeat this activity three times. Remember to breathe deeply.

Phase III: Visual imagery for relaxation.

At this point, you and your students should mentally picture some pleasant places where you can imagine being relaxed and calm. In this phase, you will review your muscles and feel yourself being calm and relaxed. Below is one complete example. You can substitute themes and places using the same technique. Close your eyes lightly.

Example: Alone at the beach during the day: Mentally picture yourself alone at the beach. The temperature is just right; maybe there is a slight breeze. You are lying on your stomach. You can picture and feel the sun warming your feet, your calves, your thighs, your bottom, your back and shoulders. The sun is warming your scalp. Now, as you slowly turn over, you can picture the sun warming your feet, your calves, your thighs, your stomach, your chest, your shoulders, your face, and your forehead. You are calm,

relaxed, content and at peace with yourself. After two or three minutes, slowly move your fingers and toes. Then, turn your arms and legs. Now, turn your head from side to side. Finally, open your eyes very slowly. Now, make a conscious effort to become aware of your relaxed state. Keeping your thumb and two first fingers of both hands together say, "Whenever I need to relax or I find myself tense, I will put my fingers together and give myself the verbal suggestion that I am calm and relaxed." Do this frequently (at least three times) throughout the day to keep you and your students calm and relaxed. The benefits include increased energy, alertness, better feelings about oneself, less chance of high blood pressure, less physical illness, less aging, etc.

Here are some additional visual imagery trips:

1. Being in a tub with warm water slowly covering you.
2. Sleeping on a cloud.
3. Floating on a raft.
4. Sitting in front of a fireplace.
5. Imagining your favorite pictures or places.

As you continue to do the Integrated Relaxation Response, you will find that you and your students are becoming more and more calm and relaxed. In other words, the system has a cumulative effect. Eventually, after four or five weeks, you will find that by simply putting your fingers together and suggesting to yourself relaxation, you will come down several levels from your present state of tension. When

you reach this point, continue doing the complete system in order to retain the conditioning you have given your body and mind. Simply do the system every other day.

Remember, to achieve minimum effectiveness, the Integrated Relaxation Response should be done three times a day. After two or three weeks, combine the three phases into one. For example, when you are pressing down during the palm push, breathe in to the count of three. Hold your breath while you are holding the tension to the count of three. Then, while you are slowly releasing the tension, release your breath. Apply the idea to as many of the exercises as you can. As you and your students become proficient in the suggested procedures, add and make changes in the system to meet your personal needs.

A taped copy of the Integrated Relaxation Response can be obtained from: Synergetic Psychology, Inc., 13370 Old St. Augustine Road, Jacksonville, Florida, 32258 for \$12.00 plus \$1.20 shipping and handling.

SUMMARY OF INTEGRATED RELAXATION RESPONSE

by

Dr. C. Van Nagel

PHASE I: MUSCLE RELAXATION

The count for the following exercises is: Tension for three counts (tension, two, three), Hold for three counts (hold, two, three), Relax for six counts (relax, two, three, four, five, six).

1. Check and roll jaw
2. Check and roll eyes
3. Check and roll forehead
4. Neck roll
5. Shoulder roll
6. Palm push
7. Tummy tension
8. Buttocks tension
9. Heel push
10. Working back from 9 to 1, mentally go over each part and consciously relax it.

PHASE II: BREATHING SYSTEM

Repeat three times.

Breathe deeply and slowly through your nose to the count of three. (Breathe deeply - diaphragm breathing) Hold your breath to the count of three. Exhale slowly through your mouth to the count of six.

PHASE III: VISUAL IMAGERY

Use any visual image which will allow you to feel relaxed and calm. You will want to review your muscles and feel yourself relaxed and calm. Several examples of mental pictures which could be used are below.

1. On the beach with the sun warming each part of your body described in PHASE I.
2. In a tub with warm water covering your body from your toes up.
3. In a cozy feather bed.
4. Floating on a cloud.
5. Relaxing in front of a warm and glowing fire.
6. Floating on a raft.
7. Any other pleasant, relaxing experience.

ADDITIONAL RELAXATION

Exercise - use a clothes line to jump rope

Warm baths

Food - eliminate sugar, candy, coke, and processed foods.

These have a tendency to rob you of energy.

Music - soft, loving, etc.

Confrontation Therapy

The purpose of confrontation therapy with students who are about to be mainstreamed from the special education class or resource room into the regular classroom is to desensitize them in the area of name calling. It further enhances self-control in tense situations and overcomes impulsive behavior. Many exceptional students are teased by other students when they are mainstreamed into the regular class. They are called such names as "retarded," "sickie," "special nut," etc. This type of behavior often provokes verbal and/or physical aggression on the part of the special education student, who is then viewed as abnormal because of previous special education placement. Many students also over-react to the "mother's game." Examples: a student will call out to another student, "Your mother wears combat boots," or "Your father eats garbage," etc., etc. Getting caught up in these games and eventually leads to student hostility, discord, and aggression.

To desensitize the exceptional student, he/she is first educated to the fact that people who call other people names or tease others usually do so for one of the following four reasons:

1. they like the person;
2. they are jealous of the person;
3. they lack adequate communication skills and play this game as a means of getting attention;

4. they are not too bright.

First, the student is told to ignore anyone who is calling him/her names or insulting him/her. Secondly, the student learns to say, "When you talk to me like that, I don't care to talk to you." The student should then be instructed to walk away from the student or person who is teasing him/her.

If the teasing continues, the student should inform the teacher. The teacher should handle the situation by confronting the student who is doing the teasing and by stating in a calm, matter-of-fact manner that this type of behavior is unacceptable and certain consequences will follow. If the behavior continues, a privilege is taken away from the student.

A form of confrontation-desensitization therapy should be employed at this point with the students who are being teased or harassed.

Procedure for Confrontation-Desensitization Therapy

The special students write on a sheet of paper all the negative things that have been said to them, then they hand these papers to the teacher unsigned. From the students' statements, the teacher compiles a master list which is arranged in order of degrees of negativity. The less severe statements are dealt with first. For example, it may be easier to be called "dumb" than "retarded or misfit."

Prior to beginning the exercise, the teacher should

paste the procedures on the wall. An outline of the procedures is listed at the end of this section.

Confrontation-desensitization therapy is performed as follows:

1. Two students sit across from each other with their knees about six inches apart. They are told that they are going to play a game called "Army Interrogation" which will teach them to handle life situations better.

2. The students are told that the teacher will tell them when to begin and when to stop. First, the students do the verbal attack exercise. One student picks accusations and taunts from the master list then calls them out one at a time to the other student. No touching is permitted. The student who is being teased is to remain calm and receives five points if he/she maintains calm and cool for fifteen seconds. If the student does not maintain calm and cool for fifteen seconds, he/she is given a second chance for three points. The same word is used during the second chance. Being "calm and cool" is defined as not exhibiting one or more of the following behaviors:

1. frowning
2. clinching fists or having white knuckles
3. having a change in breathing
4. having a poor attitude
5. not looking straight ahead or keeping eye contact with the teaser

6. scratching or itching
7. clinching or gritting teeth
8. having a flushed face
9. twitching in the face or body
10. any movement

3. When the students have finished the first part of the exercise, they then do the laughter interrogation exercise for fifteen seconds. In the laughter interrogation exercise procedure, the teacher instructs the student who was the attacker or interrogator to attempt to make the other student laugh. Again, no touching is permitted. If the student who is receiving the treatment does not laugh for fifteen seconds, he/she earns five points. The students begin and stop the procedure as the teacher directs. The student also gets a second chance in this activity and can earn three points if successful in his/her second chance. This second exercise should immediately follow the first exercise. In this way, the student will develop self-control in situations where other students are "clowning." Furthermore, it leaves the student with a good attitude and feeling about the student who has just interrogated him/her. (It's hard to be angry with someone who is trying to make you laugh.)

At first, the teasing and laughter phases should each last for fifteen seconds; as the student's tolerance increases, both time and points are increased.

Important points for the teacher to remember:

1. The student should work on one "name" or teasing behavior at a time. When the teasing fails to get a negative reaction, the next item on the master list is used. If too many items are used at once (i.e., "you stupid, retard whose mother eats garbage"), it will be too difficult to desensitize the beginning student. After the student has progressed, harder items can be made up from the master list (i.e., the combination noted above).

2. Students who get "glazed looks" on their faces are still not comfortable with the teasing and are only masking and suppressing their reactions.

3. The teacher should explain to the students that words and names can not hurt them and that the more they practice hearing them in class, the easier it will be for them to ignore teasing in "real life."

4. The teasing or interrogating student should know that he/she has an important role in getting the other student over certain sensitive areas. The teaser's role is to help and to make the other student feel improvement.

5. If the teaser hits a very sensitive area that the other student can not seem to overcome, the following technique is used. The teasing behavior is broken down into smaller parts which are worked on one at a time until the whole behavior can be done at once without the student reacting.

6. After the exercise, the teacher should inquire to see if the student feels good. If the student does not, it is important to find out what part of the exercise upset the student. That area is then repeated until the student feels good about it. The exercise should not be stopped or roles switched even if the student appears to be upset or hurt.

7. If the student gets upset immediately and has not shown any progress during the drill, the following exercise is recommended. The two students look at each other without saying or doing anything. After several minutes, when the student has calmed down, the teasing student uses a very "light" teasing remark then keeps repeating the remark until the other student remains calm. Next, he/she moves to a harsher remark or teasing behavior.

8. The students should be closely observed to make sure they are following all the procedures correctly.

As the students develop more self-control, they will react less to teasing. A decrease in behavior problems both in special classroom and the regular classroom will be noticed.

Students should always be complemented when they react appropriately to teasing, accusations, and the "mother's game." Confrontation-desensitization therapy should be practiced every day with all the students in the class until they no longer need such training.

The students may continuously add statements to the

master interrogation list. Additional areas that can be employed with confrontation therapy include dating, being interviewed, etc. As you work with this technique, improve and modify it to meet the needs of your students and their environment.

GOOD LUCK!!

Summary of Army Interrogation Strategy

1. Two students sit across from one another.
2. Make sure there is six inches between the knees of the students.
3. No touching is permitted.
4. When the teacher says begin, start by teasing or accusing in one area only.
5. When the teacher says stop, stop!
6. When the teacher says begin laughter interrogation, try to make the other student laugh - remember, no touching.
7. When the teacher says stop, stop!
8. Points will be awarded at the end of each exercise.
9. When the teacher says change seats, the interrogator or accuser and the defender change places and roles.
10. Steps 1 to 8 are repeated.

VII

Controlling Classroom Climates

The following chapter deals with several classroom management plans which can bring students under instructional control. It begins by describing the Student Accomplishment Record. This plan can be used in regular classrooms, departmentalized classrooms, resource rooms, and self-contained classrooms.

(For the Teacher)

Student Accomplishment Record (Revised 1985)

Increasing and Maintaining

Desirable Behavior and Achievement

The primary purpose of the Student Accomplishment Record (SAR) is to present a management system that can bring a student under control with a minimum of teacher time and effort. This system has been used in regular self-contained classrooms, departmentalized classrooms, resource rooms, and classes for students labeled emotionally disturbed, learning disabled, and socially maladjusted. The SAR can be used with an individual student but is most effective when used with a classroom of students.

It has been demonstrated that token economies have the power to bring disruptive students' behaviors under control and to increase student achievement (Baer, Wolf, & Risley 1968; Birnbrauer & Lawler, 1964; Birnbrauer, Wolf, Kidder & Tague, 1965; Karraker, 1977; McKenzie, Clark, Wolf, Kothera

& Benson, 1968; O'leary, O'leary & Becker, 1967; O'leary, Becker, Evans & Saudargas, 1969; Osborne, 1969; Quay, Weryy, McQueen & Sprague, 1966).

There is a need for a simple token economy classroom management system which teachers can use effectively to manage students with a minimum of effort or instruction. This simplified system would eliminate: (1) complicated recordkeeping such as cycle charts and behavioral designs, (2) the extra work which necessitates additional personnel e.g., aides, volunteers, etc., and (3) additional teacher time. Such a system should not only increase academic achievement but also should reduce disruptive student behaviors.

After a through review of the literature, several systems were synthesized into one plan. The operational plan was devised to create a simple system that would meet the above criteria. The Student Accomplishment Record was created, tested, and modified over a period of thirteen years until it reached its present form and content. Sample SARs are at the end of this chapter.

While it is recognized that a great deal of research has been done on token economies, the strength of this approach lies in its simplicity as well as in the verification of its effectiveness. Over 2,000 classroom teachers in various settings with various types of students have demonstrated the system's effectiveness. The data supplied by classroom

teachers regarding the SAR gives overwhelming support to the functional utility of the SAR's direct approach. The data points to desirable behavior and achievement. Desirable behavior is defined as respect, responsibility, positive attitude, and self-control.

SAR Differentiating Aspects

The following aspects differentiate the SAR from other classroom and/or student management systems:

1. It has been field tested by teachers in numerous classrooms.
2. It does not require sophisticated or time-consuming teacher training.
3. It can be immediately established in any school.
4. It is inexpensive.
5. It is applicable to all types of students in special and regular education classrooms.
6. In most cases, the same plan can be used to solve the majority of problems related to a student's behavior and/or academic achievement.
7. It does not place an undue burden on the teacher's instructional time.
8. The students eventually evaluate and record their own behavior, thereby creating a condition of self-evaluation and self-responsibility.
9. The teacher confirms, refutes or corrects the student's self-evaluations.

10. The system can be faded out and eliminated with a minimum of effort.
11. Multiple schedules can be operating at one time.
12. It lends itself to student individualization and to different teaching styles.
13. It can be used with one student or with an entire class.
14. Students can select their own rewards and reinforcers.

Procedure

Step 1:

Duplicate one of the SAR forms (A, B, or C) at the end of the chapter. Make enough copies to last several weeks. A separate SAR form is used for each class period if the students are in a departmentalized system. If the students are in a self-contained class, use Form A or B of the SAR for the A.M. and P.M. sessions. If you have students who have severe behavior problems, use Form C of the SAR.

Step 2:

Record the name of each student on a manila folder and place a SAR form in the folder. Put the folder in a box on a table near your classroom entrance or in an envelope which is stapled to the bulletin board by the door. Later, you will explain to the students that they are to pick up the SAR folder upon entering the classroom and to place it in the box or manila envelope upon leaving the classroom. Students

in a self-contained classroom do this at the beginning and end of the A.M. session and again at the beginning and end of the P.M. session. The students must be held accountable for their SAR folders. If a student loses his/her SAR, he/she loses the points earned up to that time. This helps the students develop responsibility.

Step 3:

Ask the class what rules they feel would be most effective in the classroom. Usually, the majority of the rules on the SAR will be brought up by the students. Tell the students you plan to develop a condensed list of the rules they have suggested plus one or two of your own. Having the students suggest the rules commits them to keeping the rules and provides the foundation for cooperation.

Step 4:

The next day, before explaining the system, ask the class what privileges or activities they would like in the classroom. List their suggestions then add a few such as no homework over the weekend, free time in class, etc. Using too many rewards or reinforcers per week may become unwieldy and time-consuming; therefore, limit choices to approximately five or six weekly. Record the reinforcers or rewards on a reward menu.

Free time may be used effectively as a reinforcement. For example, permit a student to cash in five points for one minute of free time in the designated area. The stipulation

is that the student must have a minimum of 25 points to earn a minimum of five minutes in the free time area. The student must set a timer when entering the free time area. Ten points are lost for each half minute the student remains in the free time area beyond the amount of time purchased with points.

Optionally, take three minutes and use the "Van Nagel Quick Interest Inventory," found in the Appendix of this book, to determine the students' interests. The students' interests can be converted into reinforcers and can be used to establish rapport. Student interests can also be interwoven into instruction for motivational purposes.

Step 5:

Explain to the students that, in the real world of work, people have to do certain things in order to get what they want (e.g., income for labor/jobs/tasks they complete). Explain to the students that you are giving them an opportunity to earn the rewards/privileges desired by doing things which are normally expected of a student in school. Also, point out that these rules are the same basic rules that will have to be followed when they have jobs.

Step 6:

Now, explain the SAR system in the following way.

- a) Instruct the students to pick up the SAR folder labeled with their names from the box or manila folder upon entering the room. The students are

then to sit down in their regular place/desk.

- b) Once the students are seated, explain the SAR. This may be done on an individual or class basis. While the students look at the SAR form in the folder, explain the marking system as follows, "When you mark the form, a slash mark (/) indicates a behavior has been successfully completed and points have been earned for that particular behavior; a check (✓) indicates a rule was broken and a point was lost for breaking the rule; a star (*) indicates a rule has been carried out especially well and bonus points have been awarded." If points are asked for, points will be taken away. This eliminates students manipulatory behavior.

Review the following rules and give an explanation for each. All rules are to be reviewed completely with explanations for a minimum of five consecutive school days. Points are assigned for each rule. The students earn points by practicing these rules:

Rule 1: If the student was in the classroom before the last bell rang, a slash mark is placed in the appropriate box (e.g., if it is Monday, the student places a slash mark in the first box under Monday for being on time). If not, a check mark is placed in the appropriate box. This procedure is done for

each class period or A.M./P.M. session.

Rule Explanation: Explain that, in the real world of work, a person is expected to be on time. There is usually a penalty (in term of dollars for time missed) if a person is late or misses work.

Rule 2: If the student came prepared for class with a pencil and paper, a slash mark is placed in the appropriate box for the day (e.g., Monday). The student must have a pencil and paper before entering class in order to earn this point. If the student did not have a pencil or paper, a check mark (✓) is placed in the box for the class period of A.M./P.M. session. You loan the student a pencil; however, you require the student to give you something as collateral (e.g., bracelet, watch, comb, etc.) until the pencil is returned. This teaches the student responsibility.

Rule Explanation: Explain to the class that all people have tools for their jobs (e.g., a doctor must have a stethoscope, a carpenter must have a hammer, etc.). Each one must be responsible for his/her tools.

Rule 3: If the student remained seated during the class period or A.M./P.M. session, five slash marks are placed in the appropriate box. If the student had to be reminded to stay seated, one point is

subtracted for each reminder. Also, a check mark is placed in the appropriate box for each occurrence. The total number of check marks represents the number of points subtracted for this rule.

Rule Explanation: Explain to the class that, in the real world of work, a person is not suppose to leave his/her work area without permission from the person in charge. This rule teaches responsibility and self-control.

Rule 4: If the student started working immediately after being assigned a task and continued working through the designated time for that task, five slash marks are placed in the appropriate box for the class period or A.M./P.M. session. If the student had to be reminded to begin a task, a check mark is made in the box. Also, a point is subtracted for each occurrence.

Rule Explanation: Explain to the students that, in the real world of work, a person is expected to begin work when told to do so or at a designated signal (e.g., time clock, bell, buzzer, etc.). This rule reinforces responsible behavior.

Rule 5: If the student completed the assigned work for the class period or A.M./P.M. session, five slash marks are placed in the appropriate box. For each task

the student did not finish, a check mark is placed in the box. One point is subtracted for each check mark from the total possible points (5) at the end of the period. Students are required to finish unfinished work during recess or for homework.

Rule Explanation: Explain to the class that, in the real world, a person is expected to finish the work assigned in order to remain employed.

Rule 6: Tell the students that in order to promote a positive attitude in the classroom, each student is expected to: (a) smile when smiled at, (b) say only nice thing about himself/herself and others, and (c) accept assignments willingly (e.g., say thank you when given assignments). At the end of the class period or A.M./P.M. session, five slash marks are placed in the appropriate box for demonstrating these behaviors. Each time that the student does not comply with this rule a check mark (✓) is placed in the appropriate box and a point is lost from the total possible number of points (5) that could be earned. Thus, if the student has two check marks, there is a balance of three points/slashes for the rule.

Rule Explanation: A positive attitude is essential in making and keeping friends. Furthermore, the most frequent reason for people

being fired from jobs is negative attitudes. You want the students to have good attitudes toward others and toward life. A negative attitude has a negative affect on short-term memory.

Rule 7: If the student remained quiet in class and received permission before speaking during the class period or A.M./P.M. session, five slash marks are placed in the appropriate box. If the student had to be reminded to stop talking, a check mark is placed in the appropriate box and a point is lost for each occurrence.

Rule Explanation: Explain to the students that, in the real world of work, everyone must have a chance to talk without interruption. Furthermore, learning to control one's tongue is a huge step in gaining self-control. Self-control enables one to discipline oneself to achieve.

Rule 8: Respect is expected of the student at all times. Five slash marks are placed in the appropriate box for demonstrating this behavior. If the student had to be reprimanded or reminded for being disrespectful, a check mark is placed in the appropriate box and a point is lost for each occurrence. Research has shown that respect is correlated directly with social-emotional stability and achievement (Chandler, Wolf, Cook & Dugovical, 1983).

Rule Explanation: Respectful people are more accepted and more likely to be given opportunities for advancement. One must demonstrate respect in order to be promoted to leadership positions in which one must command respect. It is a two-way street, one must give respect in order to receive it in return. By respecting all persons and things, one is at a high level of development.

Negative Behavioral Trends

If a student receives three check marks for breaking a particular rule, the student is removed from his/her desk and is isolated two minutes per each year of age. Thus, a student seven years old would be isolated for fourteen minutes, a student twelve years old for twenty-four minutes, and so on. At the end of the isolation period, the student returns to his/her desk. While the student is isolated, the assigned work must still be completed. A student can lose a maximum of three points at one time for any rule. This provides incentive for the student because all points are not lost.

Intermittent Positive Reinforcement

Intermittent positive reinforcement is critical to the success of the Student Accomplishment Record program because it enables you to shape and instill behaviors that will generalize across time and places. You will give bonus points to the student periodically throughout the class for performing the behaviors listed on the SAR as discussed

above.

Tell the students that if points or bonus points are asked for, a point will be lost. This is done to minimize requests for points and eliminates manipulative behaviors (the con game). Students must earn points, not ask for them.

When you see a student getting low on points, set up an opportunity for the student to earn bonus points for practicing a rule in the area(s) needed. This is important because if the student loses all points, he/she may give up. Losing all points may provide a condition for undesirable behaviors.

Intermittent positive reinforcement also helps give attention to the student's positive behaviors and attitudes. Behaviors which are given attention to will usually increase.

Procedure

If the students are in a departmentalized system, tell the students that they will evaluate themselves at the end of each class period (use SAR Form A). In a self-contained classroom, the students will evaluate themselves at the end of the A.M. session and at the end of the P.M. session (use Form B). If a student does not break any of the rules for the A.M. or P.M. session, the student earns the total number of points specified for all the rules plus the bonus points you have given. A maximum of 320 points (plus bonus points) per week is possible when combining both A.M. and P.M. sessions.

Approximately three minutes before the end of the class period or A.M./P.M. session, the students are to take out the SAR form and self-evaluate their behaviors for that period/session. This teaches students to reflect on their behaviors and their consequences. Appoint a time keeper to remind the students when it is time to evaluate their behaviors. You will confirm or refute the self-evaluations. This teaches the students self-evaluation and self-judgment. Inform the students that you will walk by their desk to check their self-evaluation. If you desire, the students may come to your desk so that you can check the evaluation. If you agree with the self-evaluation of behavior for the class period (A.M. or P.M. session), put a "C" on the SAR. If you disagree, put an "X" in the appropriate box, and enter the adjusted number to points. The student may also be instructed to make the adjustment.

Emphasize that no disagreement between the teacher's observations and the students' evaluations are allowed. Tell the students that any arguing about the difference of opinion will result in all points being lost for that class period or A.M./P.M. session. It is permissible to allow the students to discuss the difference of opinion during recess or after school; however, the students must request this in writing. (Rarely does this happen.) After the teacher confirms or corrects the students' evaluations, the students total the points and return the SAR folders to the proper

place.

All points are lost for cheating, striking another student, teasing others or defacing school property. These infractions also require that the student work alone for the rest of the school day. Points may be earned, but at a substantially reduced rate (e.g., five points for one hour of quiet work). This approach must be used to keep the student from giving up.

At this point, the teacher explains that, at the end of the week (on Friday afternoon), the students will total up the points earned during the week. The students will then make selections from the reinforcement/reward menu based upon the total points earned. The students are informed by the teacher of the day and time period when they students may use their reinforcements/rewards. This usually occurs on Friday or during the following week. Reinforcement may occur daily or even at the end of work. In Special Education classes, reinforcement at first should occur frequently and then be phased out as the student establishes more self-control.

If a student is very impulsive, emotionally disturbed, or very young, it may be necessary to make rewards available upon the completion of a task or at a specified time period every day. Use Form C for this type of student. As this student develops self-control, the time period between the task and reward is extended thus helping to develop delay of gratification.

In determining the number of points each reinforcer/reward is worth, the teacher should initially make it easy for the student to earn rewards. Later, the number of points required for reward is increased (inflation). This method closely approximates the increasing demands that society will place on the student with increasing age, ability, and maturation.

Rewards should be varied to keep student interest at an optimum level. It is generally best to change reinforcers/rewards every two weeks.

Tell students that blank SAR forms will be placed each week in their folders. The same procedure as described above will be followed.

After explaining the SAR to the class, ask if there are any questions. Clarify the instructions using examples if necessary.

Options

There is an alternate procedure which uses only one reinforcement menu. This menu keeps points the same and does not utilize inflation. The reward system remains stable. In order to do this, the range of points between the value of the lowest item and the highest item on the menu must be made large from the very beginning of the program. This wide range of points permits the students to earn more desirable rewards as they work harder. Inflation, which can inadvertently be perceived by some students as penalizing

good behavior, is thus eliminated. There is a danger of the students finding the rewards too easy and possibly losing incentive or motivation for further improvement or development. Therefore, you should add/subtract rewards from the menu. Also, you should permit students to suggest rewards. The use of free time in a specified area in exchange for points works well with older students.

Fading the System

When the target behaviors of the SAR have become habit to the students (the students earn 90% of the points for four consecutive weeks), the teacher should then begin to fade the system. From the beginning, the teacher should provide verbal praise with the reinforcers/rewards as they are given. The pairing of verbal praise with points will enable verbal praise to serve as a reinforcer for desirable behaviors.

During the fading process, it is important to note that the teacher should strive to make it more reinforcing to be off the program than on it. This can be accomplished by phasing out the student who has acquired the behavior in a sufficient strength that no longer needs the support of the system. For example, if a student has earned the minimum of 90% of the points for four consecutive weeks, the student is taken off the system and automatically credited with the total points per week. If the student begins to regress, disrupt the class, or fail to maintain prior academic

performance, the student goes back on the SAR. In essence, the student works to get off and stay off the system.

Reasons the system works

1. It strengthens behaviors that are incompatible with disruptive and non-task related behaviors in the classroom. If students are sitting in their seats, doing work, and not talking, it is unlikely that they will be getting into trouble.

2. It shapes desirable behaviors through points earned and provides for intermittent reinforcement.

3. It punishes undesirable behavior through points lost.

4. Self-evaluation continually takes place with periodic checkpoints and feedback.

5. Students can see the gradual point increase of the desired behaviors on the SAR.

6. After a while, the student's behavior becomes habit and generalizes to other situations.

7. It teaches students to delay gratification and increase self-control.

8. It simulates the real world and develops awareness of necessary skills and attributes. Students' parents often exhibit similar behaviors in the working world. For example: parents must be at work on time, have their tools for work, start working at a specific time, finish work that is assigned to them, have a good attitude, give others a

chance to speak, and exhibit a certain amount of respect and responsibility.

9. It gives the student an incentive to work.

10. It forces the teacher to become aware of the students' work-related behaviors and to reinforce desirable behaviors.

11. It forces the teacher to give daily feedback to students by confirming or refuting and correcting the self-evaluation.

12. Work responses are rewarded equitably.

The behaviors on the SAR resemble the real world of work and play. The principles of positive reinforcement, negative reinforcement, response cost, and intermittent reinforcement operate to a large extent in our society. The techniques suggested here can be utilized to promote respect, responsibility, self-control and a positive attitude.

**FORM A
STUDENT ACCOMPLISHMENT RECORD**

NAME _____
DATE _____

IN ORDER TO EARN REWARDS OR TIME IN THE FREE TIME AREAS,
YOU MUST EARN POINTS. POINTS CAN BE EARNED BY DOING THE
FOLLOWING:

	MON	TUES	WED	THURS	FRI
1. I WAS IN MY SEAT BEFORE THE LAST BELL RANG (1 PT)					
2. I HAD PENCIL AND PAPER FOR CLASS (1 POINT)					
3. I REMAINED IN MY SEAT AND ASKED FOR PERMISSION TO LEAVE MY SEAT (5 POINTS)					
4. I STARTED MY WORK IMMEDIATELY WHEN IT WAS GIVEN TO ME (5 POINTS)					
5. I FINISHED THE WORK THAT WAS GIVEN TO ME (5 POINTS)					
6. I HAD A GOOD ATTITUDE A. SMILED B. SAID ONLY NICE THINGS (5 POINTS)					
7. I REMAINED QUIET AND SPOKE ONLY WHEN I HAD PERMISSION (5 POINTS)					
8. I RESPECTED ALL PERSONS AND ALL THINGS (5 POINTS)					

TOTAL POINTS EACH DAY _____

TOTAL POSSIBLE POINTS 160 TOTAL POINTS FOR WEEK = _____

WAYS OF LOSING ALL POINTS

1. STRIKING OR PUSHING ANOTHER STUDENT
2. DEFACING SCHOOL PROPERTY
3. CHEATING
4. ARGUING WITH THE TEACHER OVER POINTS
5. TEASING OTHERS

FORM B
STUDENT ACCOMPLISHMENT RECORD

NAME _____
DATE _____

IN ORDER TO EARN REWARDS OR TIME IN THE FREE TIME AREAS, YOU MUST EARN POINTS. POINTS CAN BE EARNED BY DOING THE FOLLOWING:

	MON		TUES		WED		THURS		FRI	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
1. I WAS IN MY SEAT BEFORE THE LAST BELL RANG (1 PT)										
2. I HAD PENCIL AND PAPER FOR CLASS (1 POINT)										
3. I REMAINED IN MY SEAT AND ASKED FOR PERMISSION TO LEAVE MY SEAT (5 POINTS)										
4. I STARTED MY WORK IMMEDIATELY WHEN IT WAS GIVEN TO ME (5 POINTS)										
5. I FINISHED THE WORK THAT WAS GIVEN TO ME (5 POINTS)										
6. I HAD A GOOD ATTITUDE A. SMILED B. SAID ONLY NICE THINGS (5 POINTS)										
7. I REMAINED QUIET AND SPOKE ONLY WHEN I HAD PERMISSION (5 POINTS)										
8. I RESPECTED ALL PERSONS AND ALL THINGS (5 POINTS)										

TOTAL POINTS EACH DAY _____

TOTAL POSSIBLE POINTS 320 TOTAL POINTS FOR WEEK = _____

WAYS OF LOSING ALL POINTS

1. STRIKING OR PUSHING ANOTHER STUDENT
2. DEFACING SCHOOL PROPERTY
3. CHEATING
4. ARGUING WITH THE TEACHER OVER POINTS
5. TEASING OTHERS

FORM C
STUDENT ACCOMPLISHMENT RECORD

NAME _____
DATE _____

IN ORDER TO EARN REWARDS OR TIME IN THE FREE TIME AREAS, YOU MUST EARN POINTS. POINTS CAN BE EARNED BY DOING THE FOLLOWING:

	MON	TUES	WED	THURS	FRI
1. I WAS IN MY SEAT BEFORE THE LAST BELL RANG (1 PT)					
2. I HAD PENCIL AND PAPER FOR CLASS (1 POINT)					
3. I REMAINED IN MY SEAT AND ASKED FOR PERMISSION TO LEAVE MY SEAT (5 POINTS)					
4. I STARTED MY WORK IMMEDIATELY WHEN IT WAS GIVEN TO ME (5 POINTS)					
5. I FINISHED THE WORK THAT WAS GIVEN TO ME (5 POINTS)					
6. I HAD A GOOD ATTITUDE A. SMILED B. SAID ONLY NICE THINGS (5 POINTS)					
7. I REMAINED QUIET AND SPOKE ONLY WHEN I HAD PERMISSION (5 POINTS)					
8. I RESPECTED ALL PERSONS AND ALL THINGS (5 POINTS)					

TOTAL POINTS EACH DAY _____

TOTAL POSSIBLE POINTS 320 TOTAL POINTS FOR WEEK = _____

WAYS OF LOSING POINTS

1. STRIKING OR PUSHING ANOTHER STUDENT
2. DEFACING SCHOOL PROPERTY
3. CHEATING
4. ARGUING WITH THE TEACHER OVER POINTS
5. TEASING OTHERS

NOTE: EACH CELL IS FIFTEEN MINUTES OF WORK.

SAR FORM D

The following Student Accomplishment Record is a modification of the previously described SAR. It has been used with students in learning disabled and emotionally handicapped classrooms. You may use it in place of SAR FORMS A, B, or C. It is to be implemented following the same procedures as described for SAR FORMS A, B, and C.

You will note there is a section (Section C) for group participation. Whenever a student is in a group learning situation, reinforce him/her randomly for the behaviors specified. Also, take away points when he/she does not exhibit these desirable behaviors in a group.

Section D rewards the quality of the student's work. This needs to be emphasized when working with learning disabled, emotionally, and socially handicapped students. For every A paper a student turns in, five additional points are given. For B papers, three points are given and for C papers, one point. Garris (1969) has demonstrated that there is a concomitant relationship between increasing achievement and desirable behavior.

STUDENT ACCOMPLISHMENT RECORD

Name _____
Date _____

Section A:

_____ I was on time for class. (1 pt)
 _____ I came in quietly. (1 pt)
 _____ I began my work immediately. (4 pts)
 _____ I accepted assignments willingly. (4 pts)
 _____ I completed my work or assignments.
 _____ (1 pt for each assignment completed)
 _____ I asked question by raising my hand. (4 pts)
 _____ I worked quietly from:

_____ I was on time for class. (1 pt)
 _____ I came in quietly. (1 pt)
 _____ I began my work immediately. (4 pts)
 _____ I accepted assignments willingly. (4 pts)
 _____ I completed my work or assignments.
 _____ (1 pt for each assignment completed)
 _____ I asked question by raising my hand. (4 pts)
 _____ I worked quietly from:

Section B:

_____ 9:00 - 9:30
 _____ 9:30 - 10:00
 _____ 10:00 - 10:30
 _____ 10:30 - 11:00
 _____ 11:00 - 11:30
 _____ 11:30 - 12:00

_____ 9:00 - 9:30
 _____ 9:30 - 10:00
 _____ 10:00 - 10:30
 _____ 10:30 - 11:00
 _____ 11:00 - 11:30
 _____ 11:30 - 12:00

Section C: Group Participation

_____ I raised by hand to talk. (+ or -)
 _____ I participated in the discussion.
 _____ I looked at and listened to others while they talked.
 _____ I sat still.
 _____ I sat properly in my seat.

_____ I raised by hand to talk. (+ or -)
 _____ I participated in the discussion.
 _____ I looked at and listened to others while they talked.
 _____ I sat still.
 _____ I sat properly in my seat.

Section D: Grade

A papers - 5 pts x _____
 B papers - 3 pts x _____
 C papers - 1 pt x _____

Section D: Grade

A papers - 5 pts x _____
 B papers - 3 pts x _____
 C papers - 1 pt x _____

SAR FORM E

SAR FORM E is for children ages five and six or mentally handicapped. This system follows the same procedures as the other SARs but differs in format.

The teacher constructs a large chart (see FORM E) the size of one or two chalkboard panels. Under each student's name are pockets which will be filled with the appropriate number of straws at the beginning of each day (the number in parenthesis on the chart). Two shoe boxes labeled add box (+) and subtract or take away box (-), are placed below the chart.

The system is explained to the students in the following way. Point to the chart as it is explained.

"Boys and girls, we are going to play a good behavior game. This is how it is played.

1. When you come to school on time, you get to keep the straw in your pocket across from the picture of the school door. This means you have earned a point. Points will earn you rewards. If you are late for school, your straw is taken out of your pocket and put in the take away or subtract box.

2. If you have a pencil and paper when we begin our work, you get to keep the straw in your pocket across from the pencil and paper picture. If you do not have a pencil and paper, the straw will be put in the take away box.

3. If you stay in your seat and only leave your seat when I give you permission, you will earn five straws in the

pocket across from the picture of the chair. Every time you get out of your seat without permission, a straw will be taken out of your pocket and put in the take away box.

4. If you follow the directions I give you on the first command, you get to keep five straws in your Follow Directions Pocket. Sometimes, I will give you a straw from the add box when I see how well you are following directions. Each time you do not follow my directions, I will take a straw away.

5. If you finish your work, you get to keep five straws in your Finish Work Pocket. Sometimes, I will give you extra straws from the add box when I notice you are doing extra work or working hard. If you do not complete all your work, I will take a straw or straws out of your pocket and put it or them in the take away box.

6. If you raise your hand to talk, you will get to keep five straws in your Raise My Hand to Talk Pocket. If you talk without permission, I will take a straw out of your pocket and put it in the take away box. Sometimes, I will add a straw to that pocket when I see you raising your hand.

7. As long as you are nice and polite, you get to keep five straws in you Nice Behavior Pocket. Each time you misbehave, I will take away a straw from your pocket and put it in the take away box.

At the end of each day, we will count together how many straws each person has in all his/her pockets. If you have

more than twenty-five straws, you get a big reward: three pieces of something to eat, and a gold star, etc. If you have twenty to twenty-four points, you get a good reward: one thing to eat, and a silver star, etc."

Rewards can be adjusted to the needs and dictates of the group. Be sure the rewards are reinforcing to the students. If the students are not interested in the "game", you do not have the right rewards.

Now, pick out two volunteers, and have them explain the system. Help them if they get stuck. When these students finish explaining the system, tell the class that the game is to start immediately.

TIPS:

1. Be consistent with the system. Use it everyday.
2. You may take away and add straws.
3. Put a boundary of three feet, marked off with book or masking tape, around the chart, and instruct the students not to enter that area. Students may add straws to their pockets when you are not around!
4. If you see a student getting low on straws in a particular pocket, watch for the student doing that behavior then reward the student with a straw or several straws for that area. If a student loses all straws for an area, the student may give up on the area or may even become disruptive.

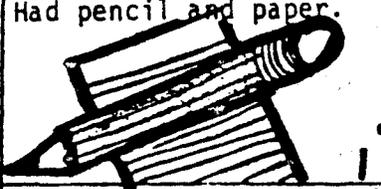
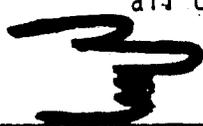
You will be amazed at how fast your children learn to

count. The add and subtract box will provide a solid foundation for teaching counting, addition and subtraction. The author has found that students learn to count to thirty-two in less than four weeks when a teacher uses this system.

The foundation of respect, responsibility, a positive attitude and self-control which you provide students with now will serve them a lifetime. In the author's opinion, these behaviors are among the most valuable attributes you can impart to a student.

FORM E

STUDENT ACCOMPLISHMENT RECORD

		BILL	JANE	KAREN	CLINT	BOB
1.						
2.	Had pencil and paper. 					
3.	 Stayed in your seat. 5	////	////	////	////	////
4.	I followed all directions.  5	////	////	////	////	////
5.		////	////	////	////	////
6.	 Raised my hand to talk. 5	////	////	////	////	////
7.	 Nice Behavior 5	////	////	////	////	////
	Special Behavior	////	////	////	////	////

Lose All Points:

1. Hitting, pushing, or fighting
2. Destroying school property
3. Cheating
4. Arguing
5. Teasing

Daily Progress Letters to the Parents

The following letters may be used in conjunction with the Student Accomplishment Record to keep parents informed. These letters have an impact on the student's behavior in school and involve most parents in the educational and training process.

Select the Daily Progress Letter appropriate to the student. Add or subtract categories as needed.

Daily Progress Letter A

To the parent of: _____

Date: _____

Dear _____,

This letter is to inform you that _____ has been successful today in the areas below that are marked with a plus sign. An area that does not have a plus sign indicates an area that needs improvement. Please review this report of performance with your son or daughter. This letter is to be signed by you and returned to me immediately (next school day).

- _____ 1. Your child remained in his/her seat and asked permission to leave his/her seat.
- _____ 2. Your child started work immediately upon receiving it.
- _____ 3. Your child finished all assigned work.
- _____ 4. Your child completed and handed in all homework that was due today.
- _____ 5. Your child was quiet in class and raised his/her hand for permission to speak.
- _____ 6. Your child had a good attitude in school.

Comments:

Sincerely,

Teacher

Daily Progress Letter B

DAILY REPORT CARD

Dear Parents: This daily Report Card is to let you know how your son/daughter is doing each day. Please sign it and return it the following day. Thank You.

NAME: _____ DATE: _____

Completed Reading Assignment	
Completed Math Assignment	
Completed Writing Assignment	
Completed Social Studies Assignment	
Completed Language Assignment	
Quality of Work	
Extra Credit Work	
Followed Directions	
Remained on Task	
Observed Classroom Rules	
Had a Good Attitude	
Interacted Well with Peers	
Interacted Well with Teacher	
Respected Others	

Parent's Signature: _____

- S - Satisfactory
- U - Unsatisfactory
- NI - Needs Improvement
- I - Improving

Comments: _____

Daily Progress Letter C

Dear Parent,

This report is to inform you of how your son or daughter is doing each day. The report reflects the points your son or daughter earned for desirable classroom and school behavior. The higher the number of points, the more desirable your son or daughter's behavior was for the day. My initials in the appropriate box indicated your child's behavior. Please reward him/her accordingly.

Please make an appointment with me. 119-0 points	Poor Behavior 230-200 points 	Fair Behavior 260-229 points 	Good Behavior 290-259 points 	Excellent Behavior 320-289 points ★ ★ ★ 
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Please sign your name, date the line below, and return it to me tomorrow by way of your son or daughter.

Parent's signature/Date

Classroom Management for the Self-Contained Class

The following plan is designed to be used in self-contained classrooms. Before implementing the plan, the teacher should do the following preliminary activities.

Assessment Techniques

Select assessment techniques to pinpoint where a student is functioning in the hierarchical sequence of reading, math, and writing skills. Reading, math, and writing assessment inventories that are hierarchically and sequentially arranged are in the Complete Diagnostic Packet available from Synergetic Psychology Inc. (see Appendix for address). If other techniques are used, the teacher should select a technique that is developmentally and sequentially arranged. Most criterion-referenced tests are hierarchically arranged and are also appropriate for pinpointing where a student is functioning.

Bonus Tasks

Bonus tasks are simple tasks for students who finish their academic tasks ahead of time or get stuck on tasks they are doing. Bonus tasks can be a single page of exercises from a workbook, or a dittoed worksheet which reviews math fundamentals, vocabulary, word attack skills, simple dot-to-dot exercises, etc. Students must work on academic tasks assigned before doing a bonus task. Bonus tasks should yield smaller amounts of points as compared to academic tasks. A quick way to assemble bonus tasks is to purchase reading and

math duplicator activities from Continental Press or Love Publishing Company (see Appendix for addresses). Their ditto exercises and games are not expensive. A teacher can run off large numbers of each activity to save preparation time in the future. Additional sources for bonus tasks are listed in the Appendix.

Instructional Materials and Basal Texts

Decide on the instructional materials and basal texts that you will use. Select basal texts that are sequential and preferably hierarchically arranged. The Stern Structural Arithmetic (see Appendix for address) correlates well with the math assessment inventory available from Synergetic Psychology, Inc. The Distar, Open Court Series, and Sullivan Programmed Reading (see Appendix for addresses) reading series also correlate well with the reading, arithmetic and writing assessment inventories available from Synergetic Psychology, Inc. Reading and arithmetic lesson plans may also be purchased from Synergetic Psychology, Inc. If you follow the inventories suggested above, all you will have to do is match content in the present texts being used with the steps or objectives on the hierarchical inventories.

Task Folders

Make a task folder for each student using "Duo Tang" folders or manila folders with paper pockets stapled onto them (see Figure 1).

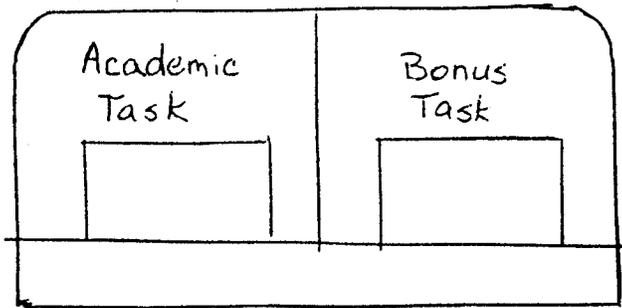


Figure 1-An example of a task folder.

In each student's task folder place arithmetic and/or reading tasks plus two bonus tasks which will require about ten minutes each to complete. Make sure the tasks are based on the initial diagnostic testing and are sequentially and developmentally related to the terminal objective you have set. A terminal objective is the behavior you expect at the end of a unit of instruction. Usually, terminal objectives are set for six-week periods. Number the assignments in such a way that they will match the objective hierarchies of math, reading and writing (see sample Math Behavioral Objectives Checklist in Appendix). As the student demonstrates an objective, record a plus (+) sign on the objective checklist for the him/her.

For each assignment, list the task you expect the student to do in the student's task folder or on the Individual Task Accomplishment Sheet (see Figure 2). Number the tasks sequentially so the student will know which one to do first, second, etc. In many cases, you will simply refer the student to pages in workbooks or texts. On the other side of the task folder, place bonus tasks. If you use the Individual Task Accomplishment Sheet approach, simply number and list the tasks in sequential order.

Individual Task Accomplishment Sheet
for

TASK	DATE STARTED	DATE COMPLETED	POINTS FOR COMPLETED TASKS	BONUS POINTS FOR 80% ACCURACY OR BETTER	TEACHER OR AIDE COMMENTS
1. MATH pgs 4&5	/ /	/ /	4	2	well done
2. MATH KIT CARD	/ /	/ /	3	2	
3. READING 92-97 DO QUESTIONS ON BACK					
4. LANGUAGE MASTER CARDS 16-24			80% CORRECT 2		
5. LANGUAGE MASTER CARDS					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14. HALFWAY- GOOD FOR YOU-KEEP GOING!					
15. WORD BOX					
16.					

GREAT! ALL FINISHED WITH THIS LIST. BE PROUD!!! TOTAL POINTS _____

Figure 2 - An example of an Individual Task Accomplishment Sheet

Student Motivation

Find out what will motivate each student. This can be accomplished by using the Van Nagel Quick Interest Inventory located in the Appendix.

The purpose of administering the Van Nagel Quick Interest Inventory is to identify the student's interests and reinforcers. By doing so, the teacher will be able to interweave the student's interests with instruction thereby creating motivation in the area under study. Supplemental reading materials and bonus tasks can also be based on the Quick Interest Inventory and, when administered to the student, will also provide a foundation for building more meaningful rapport.

The Van Nagel Quick Interest Inventory is also a valuable way of assessing what is reinforcing to a student. Reinforcements should be highly desirable and generally not easily obtainable, or the system will fail.

Reward or Reinforcement Menu

Now you are ready to create a Reward or Reinforcement Menu. List the privileges and items that you have identified on the Van Nagel Quick Interest Inventory on a chart or chalkboard. If you use a chart, post it where all the students can see it. A sample Reward or Reinforcement Menu is provided on the following page.

Reward or Reinforcement Menu

Item Number	<u>Activity</u>	Points <u>or Price</u>
1.	Listen to music via earphones for 5 minutes	25
2.	Tape recorder cassettes with listening games for 5 minutes	25
3.	Balance boards for 3 minutes	15
4.	Twistboards for 3 minutes	15
5.	Listening to the radio via earphones for 5 minutes	25
6.	Blocks, tinker toys, erector set, Lego for 10 minutes	10
7.	Typewriter for 10 minutes	35
8.	Puzzles for 10 minutes	10
9.	Lie on rug for 10 minutes	25
10.	Hot Rod magazines for 5 minutes	5
11.	Talk to another student in the chat area for 5 minutes	35
12.	Listen to records brought from home for 5 minutes	20
13.	Play checkers with a friend for 10 minutes	50
14.	Play chess with a friend for 10 minutes	50
15.	Read a comic book for 5 minutes	10
16.	Paint a picture for 5 minutes	25
17.	Play cards alone for 5 minutes	20
18.	Play cards with a friend for 5 minutes	20
19.	Work on a broken mechanical clock for ___minutes	30

The reinforcement area should be away from the task areas. It would be best, if possible, to shield this area from other areas. Select privileges which are quiet and can be changed approximately every two weeks. Students can also suggest reinforcers. Allow students to bring books or construction kits from home, and let them to earn points for time to use them.

Student Point Sheets

Now you need to create student point sheets like the one in Figure 3. Take an 8-1/2 X 11 inch ditto and write a student's name within one inch margins. Now, run off twenty or so of these Student Point Sheets. Then cut along the lines with a paper cutter. The end result looks like Figure 3.

Presto! You have enough point sheets for a long time. Use the point sheets as follows:

1. Each day when the student enters the classroom he/she picks a point sheet from the manila envelope which is located near the entrance of the classroom.
2. As the student displays appropriate behavior and completed academic tasks, the teacher either punches holes in the point sheet or marks it with a pencil, crayon or stamp.
3. Whenever a student wants to cash in points, the teacher merely tears off the number of points the privilege or item is worth.
4. At the end of the day, the student totals the

remaining points and enters them in the Bankbook (see Figure 4). The teacher gives the students their Bankbooks at the end of the day. By using the Bankbooks, the students are learning about math and checking accounts. Very young students or retarded students who are unable to handle the Bankbook concept simply put their point sheets into their manila folders.

5. All point sheets are returned to the students' manila folders. This acts as a checking device for the teacher and keeps the students honest.

Bankbooks

Bankbooks can be like the one in Figure 4. They are used for recording and cashing in points for privileges and/or items. The student's Bankbook is a record of the day's transactions.

Student Point Sheet

Johnnie Doe	Johnnie Doe	Johnnie Doe	Johnnie Doe	Johnnie Doe

Johnnie Doe

Figure 3 - An example of a Student Point Sheet.

Bankbook

A	B	C	D	E	F
Day	Previous Balance	Total Earned	Total Spent	Balance	Checked by
Mon.					
Tues.					
Wed.					
Thurs.					
Fri.					
	Week of _____ to _____				

Figure 4 - An example of a Bankbook for recording points.

Now that you have all the required materials, you are ready to implement the system. You will have to provide instruction for the class while one student is assessed at a time. Most of the assessments of older students can be done on a group basis.

The ideal way to begin is with an assessment process which is started by administering the Van Nagel Quick Interest Inventory. The Quick Interest Inventory is a non-threatening technique that provides a basis for rapport. The teacher should then assess the student's entering behaviors (levels of achievement) by the use of reading, math, and writing inventories or criterion-referenced tests. The Complete Diagnostic Inventory from Synergetic Psychology, Inc. is recommended. Based upon the above assessments, the teacher states terminal objectives for the student in reading, math, and writing. Terminal objectives are usually taken from the reading, math, and writing objectives checklist. The student's work is programmed with instructional materials that are in accord with the assessments of entering behaviors and objectives. All instruction should be sequenced and hierarchically arranged in relation to the terminal objectives.

The teacher should assess and program one student at a time. While the next student is being assessed, instruction is provided for the previous student(s) in accordance with the terminal objectives set forth as a result of the initial

assessment(s).

The following is a checklist for preparation for the program.

1. Completed all assessments (interest, reading, math, and writing inventories).
2. Created Bonus Tasks which will enhance learning in the basic subject areas.
3. Determined which instructional material and basal texts are to be used.
4. Devised units of work in accordance with the terminal objectives for each student in reading and math with a task folder for each student.
5. Determined what is reinforcing and interesting to each student.
6. Created a Reward and Reinforcement Menu, designated the reinforcement area, and assembled reinforcers.
7. Created Student Point Sheets and Bankbooks.

The First Day

On the first day of the program, the students are told that they will be given an opportunity to earn privileges and items, then the system is explained to them. The following explanation can be used.

While pointing to the task folders, the teacher says,

"I have placed tasks for you to do in these folders which are called task folders. Whenever you finish a task, you will get ___ points. When you finish an academic task

(point to the right side of the task folder), you may do another academic task or you may do a bonus task (point to the left side to the folder). Notice that bonus tasks do not give you as many points as academic tasks. You must try all the work on an academic task before you may do a bonus task. Always do the academic and bonus tasks in the order in which they are numbered. (Bonus tasks are ordered because in many cases they will enhance the skill that was done on an academic task.) When you finish a task, you may raise your hand, but keep your elbow on the desk. If I am not busy, I will come and check your paper. If I am busy, please do another academic task or a bonus task. When I have checked your work, I will record on your point sheet the points you have earned. At the end of the day, you may then enter the points in your Bankbook. This is a Bankbook (show Bankbook). For each day of the week you will put the previous day's balance under B, the total you earned under C, the total you spent under D, and the remainder you have left under E or balance. This system is very similar to your parents' checking accounts. Points can be exchanged for privileges or items at the following times or days _____. (The teacher should make this decision based on the schedule and students' needs.) Are there any questions?"

"Let's try the system. Get your folders and do what they tell you to do." At this point, reinforce those students who started tasks immediately. Expect small

problems or adjustment to be needed in the system, each class is unique and minor modifications may be required.

While the students are working on their tasks, select a group of students to receive direct instruction. Work with them independently for ten minutes introducing new material or going over areas in which they are having difficulty. The students should be grouped by their entering behaviors or levels of achievement. Sometimes there may be as many as five students in a group or as few as one. In general, grouping for instruction should be based upon immediate teaching objectives. Regrouping and changing the number in a group should be common practice. The important point is that each student is entitled to receive independent instruction for at least ten minutes. This could be accomplished either individually or in a small group during the instructional period. Giving a "slow" learner most of the time is not justifiable. Bright students are entitled to equal time. After ten minutes, the direct instruction group should be given assignments in their task folders. These assignments should review the material just taught.

For the next five minutes, circulate around the classroom dispensing points for appropriate behavior and completed work. Many teachers who do not have assistants or aides have accelerated students correct work and help other students. In many classes, conditions can be developed where students correct their own work.

After five minutes of circulating around the classroom, select another group of students to work with for ten minutes.

At the conclusion of the instructional period, there should be a break for ten to fifteen minutes. During the break, students may exchange points earned for privileges such as playing checkers, time with the teacher, etc. Points could also be saved for tangible items which can be purchased twice a week from the "teacher's store." If a student did not earn any points, which is highly unlikely since students earn points for coming to class, he/she may be excused to go to the lavatory but must return to his/her seat for the remainder of the break. Some students elect to work during the break period. This is discouraged because it has been found that these students will later interrupt instruction by requesting to go to the lavatory. Some will be fatigued during the next instructional period because they have not had a break. Breaks usually enable a student to be more productive and less fidgety.

The second instructional period is conducted in the same manner as the first using different subject material. If reading was taught during the first instructional period, then math is taught during the second instructional period. At the end of the second instructional period, points can be totaled or point sheets can be returned to the students' folders. Students then prepare for lunch.

The afternoon session is conducted more or less on a group basis. The students still receive points for desirable behaviors.

Instructional periods should approximate the following.

Instructional Periods

A.M.

9:00 - 9:05	Opening Exercises
9:05 - 10:20	Instructional Period I - Reading and/or Math
10:20 - 10:30	Break - Reinforcement
10:30 - 11:45	Instructional Period II - Reading and/or Math
11:45 - 12:00	Break - Reinforcement

P.M.

12:00 - 12:30	Lunch
12:30 - 12:45	Quiet Time or Progressive Relaxation
12:45 - 1:45	Academic: Social Science or Language Arts
1:45 - 1:55	Break - Reinforcement
1:55 - 2:45	Art, Music, Physical Education
2:45 - 3:00	Clean up - Ending Exercises, Total Points and enter them into Bankbooks

General Guidelines

1. In the beginning phase, the rewards should be immediate. Points, check marks or tokens are given immediately after the desired behavior is performed. At

first, demand only small bits of the desired behavior, and reward approximations of the desired behavior immediately. This is done until the students see the association between their behavior and the rewards. Once the association has been established, the time period between the behavior and the reward is lengthened. It is then possible to increase the amount of desirable behavior required for reinforcement and decrease the amount of the reward.

2. The initial performances demanded of the students should be small. Expect simple-to-perform approximations of the final desired performance and be specific and clear as to what must be done to obtain a reward. For example, say to the student, "Do five arithmetic problems correctly and you will get three (3) points." It is wise to start academic tasks below grade level to insure success. The student should always know what is expected. State an oral or written contract with the student in such a way that the emphasis is on accomplishments rather than obedience. Why? This leads to independence on the part of the student.

3. Academic tasks should be broken down into small units. Reward the student after each unit has been completed accurately. This is very important in the initial stages in order to keep students working. Again, specify exactly how many points a student will receive for each accurately completed task.

4. The amount of the reward should be related to the

task. The reinforcers for young students or mentally handicapped students drawn or pictured on the Reward and Reinforcement Menu with the number of points tacked on the card underneath. The use of removable cards permits the teacher to increase the number of points needed for the activity or item. The Reward and Reinforcement Menu should be continuously updated every week by the students and teacher. This procedure insures high levels of motivation and prevents satiation which indicates the students are bored with the current rewards and do not want to work for them. Reinforcers that are directly related to educational objectives should have a high priority on any Reward and Reinforcement Menu.

5. The contingencies should accent the positive rather than the negative. It should facilitate student growth. It is better to reward a simple behavior such as attending when a more complex behavior does not occur rather than deleting points or reprimanding a student for failure to demonstrate the more complex behavior.

6. Do not reward undesirable behaviors. Do not give a student points when engaged in an inappropriate behavior even if the academic task was accurately completed. Wait until a desirable behavior is exhibited then reward the student for the specific behavior. Be sure to tell the student what you are rewarding. It is important to remember that the best way to eliminate unwanted behaviors is to make certain they are

never reinforced in any way. Always reinforce a desired behavior which is incompatible with the undesired behavior.

7. A contract with a student must be stated in simple language that is easily understood. For example: If you do X, then you may do Y, or will get Z.

8. Rely on programmed instruction in the beginning stages. Some useful programs are:

Sullivan Programmed Math and Reading

SRA Reading Labs

Continental Press

Individually Prescribed Instruction-IPI Math

See Appendix for addresses.

9. The task area should be separate from the reinforcement area. Assign a name to each area such as Reward Center, Free Time Area, Exchange Center, etc. Do not permit the students to spend too much time in the Reinforcement Area as they may become satiated. The activity will lose its value as a reinforcer. Generally, five to ten minutes is the maximum time for an activity. It is important that the amount of work required and the criteria for its successful completion be specified. It is also important that the exact amount of reinforcement be specified.

10. Suggestions regarding the amount of time spent in the Reinforcement Area:

(a) Use sign in/out sheets. Students sign in stating what time they entered the Reinforcement Area and sign

out stating the time they left. The teacher or teacher assistant could spot check the sheets and note those students who have overstayed their time. If a student stays over the appropriate time, points are forfeited or time is subtracted from the next visit to the Reinforcement Area.

(b) In some cases, it might be possible to use time clocks or other timing devices. An effective device to use is a timer that has a buzzer. When the student's time is up, the buzzer goes off and the student returns to the task area. Not all reinforcements need to take place in the Reinforcement Area. Reinforcements can be given by the parents at home. Some examples are: money, movies, or staying up one hour later on a school night.

How to Use Your Teacher Assistant - If You Have One

1. The teacher assistant should be responsible for creating or assembling the tasks you have specified for the students.
2. The teacher assistant is responsible for checking or totaling student point sheets and student Bankbooks. The assistant is responsible for noting when a student enters the Reinforcement Area and for making sure the student leaves on time.
3. The teacher assistant is responsible for checking student work and for keeping a record of each student's

deficits.

4. During the class time, the teacher assistant will move about giving points for appropriate student behaviors and for work accurately completed.

5. The teacher assistant should pleasantly greet the students when they arrive and shake hands or say good-bye as the students depart.

What To Do When the System or Contract Malfunctions

When the system or contract is not working, it is not because of the student. Look for the following symptoms and revise or alter the system or contract.

1. Unfinished assignments - the work is too difficult or the assignments are too long.

2. Failure to pass more than two progress checks - the level of the task is too difficult.

3. Talking and wasting time - reinforcers are not appropriate to the student or the subject matter is boring.

4. Student does not follow directions - the contract is not specific enough, the student does not know what is expected or the instructional arrangement is too complex.

Summary

Several methods of operating or managing student behavior in a self-contained classroom have been described. The reader is encouraged to modify the methods to accommodate the needs of his/her pupils and the teacher's personality. Achievement and desirable behavior changes should be used as

criteria for effectiveness when changing or modifying the method described.

VIII

The Parent-Child Accomplishment Record

The early training of the important values of respect, responsibility, and a positive attitude will serve a child throughout a lifetime. Too often, parents use a hit or miss method when teaching children these important values and behaviors. However, parents are not solely responsible for their inconsistent methods of child-rearing. Traditionally, public schools have failed to provide young people with useful information about effective parenting.

The goals and techniques of the Parent-Child Accomplishment Record presented here can be implemented without complications. The Parent-Child Accomplishment Record will henceforth be referred to as the P-CAR. The P-CAR was designed to help parents become more consistent in the training and management of their children.

The goals of the P-CAR are:

1. To provide a logical, simple system of child management. The technique can be taught in less than thirty minutes. However, application naturally requires consistency in time and energy by the parent.
2. To provide a system of parental child management that would teach a child to (a) follow parental directions and/or commands; (b) have a positive attitude; (c) show respect for others; (d) develop

responsibility for one's own behavior; (e) establish a routine bedtime hour; and (f) help parents to be consistent in the treatment of their children.

3. To develop and instill the above behaviors in such a way as to serve the child for a lifetime.
4. To teach parents a more efficient way of developing desirable behaviors in their children.
5. To educate parents about the importance of teaching and training their children in the basic values stated.

Research has shown that parents can successfully reduce undesirable behaviors and promote desirable behaviors (Christophersen, 1972; Cooper and Edge, 1981; Gordon, 1970; Hawkins, Peterson, Schweid & Bijou, 1966; Lewis, 1967; and Walder, 1969).

This simple system, as described in the following pages, incorporates behavioral principles which have been used in numerous successful child management programs. The behavioral principles are: positive reinforcement, intermittent positive reinforcement, and response cost. These behavioral principles already operate in our daily lives. For example, people go to work and perform certain work-related behaviors and tasks for one to four weeks for which they then receive a paycheck. The paycheck is positive reinforcement for performing work-related behaviors and tasks

over a period of time. If a day of work is missed, a certain amount of money may be deducted from the paycheck. This is response cost. Occasionally, one may receive compliments, a bonus, or a raise for performing a job especially well. The occasional praise/reward is intermittent positive reinforcement.

In the real world of work, people are expected to follow directions, have a positive attitude, respect others, be responsible for assigned work, and come to work rested, alert, and on time. The same principles and behaviors should be taught to all children early in their lives. This would make the transition from childhood to adulthood much easier. In order to teach these principles, parents need a systematic approach in order to develop these desired behaviors in their children. The P-CAR is offered here to meet these needs.

Directions for Implementing the P-CAR

The following suggestions are given to help you develop the behaviors described above in your child.

1. Read and tear out one of the P-CAR sheets presented at the end of this chapter.
2. Find a quiet place to sit down with your child.
3. To determine what is most rewarding to your child, ask the following questions then write the child's answers on a sheet of paper. (a) What are the three most important things you like to do in your spare time? (b) What three things make you happy?

(c) What three things would you like to buy? (d) What three things do you like to do during the week? (e) What three things do you like me to do for you? (f) What three things would you like for us to do together?

Place a star beside the answers that seem reasonable in terms of both money and time. Assign a specific number of points for each starred item. The more important or costly an item, the more points it should cost. A maximum of 350 points can be earned if the child follows all the rules for the week. This should be kept in mind when assigning points to each reward. For example, going to the movies on Sunday afternoon may cost 100 points, whereas a back rub for three minutes might cost only twenty points. Explain to your child that, beginning on Sunday, you will give him/her a chance to earn some of the things he/she just shared with you for following specific rules.

Tell your child that the reward chart will be placed on the refrigerator along with the P-CAR. Now show your child the P-CAR, and explain that this is the way points can be earned in order to get the things he/she wants. Tell your child that points can be earned by doing what a responsible child does naturally.

Explain the P-CAR in the following way. Point to Rule 1 on the P-CAR and say, "Starting Sunday, I expect you to follow all directions and to obey all commands the first time

I give them to you. If you do not immediately follow a direction or command I give you within three seconds, you will lose one of the ten points you could have earned for following the rule all day. I will put a check mark in the box below Sunday by Rule 1 to show that you have lost one of your ten points. Every time you do not follow my directions immediately, you lose one point. For example, if I tell you to close the door, and you do not do it immediately, you lose one point. Now, you explain to me what I just told you." If the child does not understand the procedure, repeat the instructions and role play additional examples.

When the child demonstrated comprehension on this level, continue with your explanation. "Now, if I have to tell you to do something a second time, and you do not do it immediately, you will lose a second point. I will then make another check mark on the P-CAR. If I have to tell you to do it a third time, and you do not do it immediately, you will lose a third point. Then you will have to sit in the corner for five minutes. Now, you explain to me what I have just told you." After the child adequately explains the procedure to you, remind the child that the points earned by the end of the day earn rewards and/or privileges.

Note: If the child loses the third point, start the procedure anew after the child sits in the corner for five minutes.

Now, explain to your child that whenever he/she does a

really good job of following your directions, you will occasionally put a star in that specific box. The intermittent or random use of rewarding the child with stars for following the rules is very important in establishing and maintaining these desirable behaviors. The star is worth one point. These points are added to the earned points at the end of the day. Follow the same procedure for all of the rules. Inform the child that if additional points are asked for, they will definitely not be given. Instead, a point will be subtracted for such a request. This eliminates asking for points for every little thing the child does! Have your child explain this part to you. After the child's adequate explanation of Rule 1, explain each of the other rules on the P-CAR in the same way. The same principles apply to each of the rules.

When you notice your child is getting low on points in any rule area, quickly set up a situation where the child can demonstrate the rule and earn points. If the child loses all points in any one rule, there is no motivation to follow that rule.

After explaining the rules and procedures for earning and losing points, tell your child that, at the end of the day, you will come to his/her bedroom to add up the points. When you do this, pay attention to the earned points. Pay very little attention to the points lost. What you pay attention to and focus on is programmed into your child.

Always leave your child with positive comments before you kiss him/her good night.

On Monday, use the same procedure you used for Sunday, except for the initial discussion and explanation of the P-CAR. With some children, it may be necessary to repeat the procedure several times.

Generally, privileges and rewards are given on Saturday. However, you may permit your child to cash in earned points during the week. All points must be spent before Sunday of the following week as some children will save enough points so not to care about following the rules to earn more points. It is very important to change privileges and rewards on the reward chart when they begin to lose effectiveness or value.

If the system is not working, check these points:

1. Do you have rewards and privileges that are meaningful to the child?
2. Are you being consistent in following the system?
3. Are you rewarding the child throughout the day with stars?

Do not expect your child's behavior to change radically overnight. Teaching and re-training your child in appropriate behavior takes time. As you continue to use this system, you will notice your child's desirable behaviors increasing.

Rationale for the Rules/Behaviors on the P-CAR

Rationales for the behaviors on the P-CAR are present below so you can better understand and appreciate their significance.

Rule 1: I followed directions on first command.

Rule 1 gives the parent control over the child. Furthermore, it teaches the child to follow directions. This rule, like the others, teaches the child that there are consequences for both desirable and undesirable behaviors. Rule 1 will help you, the parent, to stop hollering, shouting, and endlessly reminding your child of your request. It forces you to be consistent. Consistency and modeling are the cornerstones of good discipline.

When your child becomes an adult, Rule 1 will be important in order for him/her to live by the rules of society. As an adult, the child will have to follow directions at work. Early training will make the transition from childhood to adulthood much easier.

Rule 2: I said only nice things.

Rule 2 develops a positive attitude in your child. A positive attitude is directly related to good mental and physiological health.

A positive attitude is essential in making and keeping friends. Furthermore, the most frequent reason for people being fired from jobs is a negative attitude. You want your child to have a good attitude toward others and toward life.

This rule will save you untold hours of scolding, especially if your child has brothers or sisters.

Rule 3: I showed respect for others.

Rule 3 develops respect for others. Respect for others develops into respect for oneself and for all things.

In the author's opinion, showing respect is one of the most important values to teach children. As the Bible teaches, "do unto others as you would have them do unto you" and "love thy neighbor as thyself."

Rule 4: I completed my chores.

Rule 4 develops responsibility and maturity. Responsible behavior is directly related to good mental health and maturity. You should select two or three chores your child can perform daily. The chores should be appropriate to the child's age and/or level of maturity. As the child develops in maturity and ability, change the chores to ones that require more effort and responsibility. It is important to specifically define and demonstrate the chore the child is expected to perform. For example, a ten year old child might be expected to dry the dishes (three points), take out the garbage after dinner (three points), and clean up his/her room (four points).

The chores must be specifically defined and demonstrated. Parents need to clarify what the chores are and what they mean. For example, a clean room means that nothing is on the floor, toys are put in the toy box, dirty

clothes are put in the hamper, and the bed sheets cover the entire bed.

Remember, the more you allow your child to do for himself/herself, the more mature he/she will become. It may take some time to train your child to do chores, but in the long run, it will pay off handsome dividends in his/her present and future life. It will also provide more quality time for you with your child in terms of both leisure and learning time. It is important that you not fixate immaturity by prolonged unnecessary care of the child, constantly waiting on your child, and giving in to your child's whims. Loving a child means you care enough to take the time to teach him/her the skills and behaviors needed for success in life!

Rule 5: I was in bed each school night by (8:00).

Rule 5 is important because the child needs rest. The child also needs energy in order to learn and to meet the demands placed upon him/her. Put your child on a regular bedtime schedule and stick to it. As the child enters puberty (thirteen years old and up), you may extend the bedtime hour. Do so gradually and cautiously. If you notice negative effects, return to the original bedtime or to an effective bedtime. Additional periods of rest and relaxation are further advised.

Most parents do not realize that a child has more to cope with than most adults. Children need more rest than

adults. Children under age twelve need ten to twelve hours of sleep. Sleep is a natural rejuvenator and rebuilder. When a child has not had sufficient rest, he/she becomes easily frustrated and irritable in school. Parents also need time to recover, rejuvenate and be together alone!

Rule 6: Bonus

Rule 6 is for specific behaviors you want your child to adopt or to eliminate (e.g., saying please/thank you, thumbsucking, burping, etc.). The same principles applied in the other rules also apply to Rule 6. Be specific and be consistent!

Do not have more than six rules! More than six rules will overload and confuse the child. He/she will be less able to handle the rules successfully. As you follow this simple system, you will find yourself being more consistent, more considerate, more patient, and doing less spanking. You will also feel better about yourself and your child. You will actually see your child's behavior improve. You will also note that your child feels more secure, relaxed and loving because he/she knows what is expected of him/her.

On Saturday make sure your children spend all their points. This can be insured by having a reinforcement menu that has a range of points. In certain cases you may permit your child to carry points over from one week to the next to earn a super prize. In such, use the cumulative record form that follows.

It is advisable to use the P-CAR system with all the children in your family, adjusting the rules to each child's age and maturity level. You will reap the rewards of seeing your children become responsible, respectful, mature, positive human beings both in childhood and in adulthood. In addition, you will have given the world a beautiful gift.

Directions for Cumulative Point Record Form

1. At the end of each day, total up your child's points earned for that day from the P-CAR. Put the total on the line for that day (Column A).
2. At the end of the week, put the week's total points earned on the line under Column B.
3. After your child has selected the rewards he/she wants, put the number of points the rewards cost on the line under Column C.
4. If your child traded in points during the week, draw a line in the blank across from that day under Column C, and put in the number of points traded. These points will be included in the total points traded for the week.
5. Place the remaining points (Column B minus Column C) on the line under Column D - Running Total.
6. Follow the same procedure for each week. Be sure to add the remaining points from the previous week to the following week's points earned.

Cumulative Point Record Form

	A Daily Points	B Weekly Points	C # Points Traded	D Running Total*
Sun	_____			
Mon	_____			
Tues	_____			
Wed	_____			
Thurs	_____			
Fri	_____			
Sat	_____	_____	_____	_____
Sun	_____			
Mon	_____			
Tues	_____			
Wed	_____			
Thurs	_____			
Fri	_____			
Sat	_____	_____	_____	_____
Mon	_____			
Tues	_____			
Wed	_____			
Thurs	_____			
Fri	_____			
Sat	_____	_____	_____	_____
Sun	_____			
Mon	_____			
Tues	_____			
Wed	_____			
Thurs	_____			
Fri	_____			
Sat	_____	_____	_____	_____

* Remember to add to next week's points earned.

MONTH _____

WEEK OF _____

PARENT-CHILD
ACCOMPLISHMENT RECORD FOR

RULES	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL
1. I FOLLOWED ALL DIRECTION ON FIRST COMMAND. (10 PTS) 1 PT SUBTRACTED FOR EACH FAILURE TO FOLLOW DIRECTIONS								
2. I SAID ONLY NICE THINGS. (10 PTS)								
3. I SHOWED RESPECT FOR OTHERS. (10 PTS)								
4. I COMPLETED MY CHORES. (10 PTS)								
5. I WAS IN BED EACH SCHOOL NIGHT BY 8:00 (10 PTS)								
6. BONUS								
DAILY TOTAL								
								GRAND TOTAL

IX

The Law of Self-Defense

The following is an outline of selected aspects of the law of self-defense as it pertains to teachers.

I. Intentional Interference With the Person (Tort Law)

A. Battery

1. Definition: Intentional and unpermitted contacts with the person
2. Elements
 - a. Positive and affirmative act
 - b. Unpermitted contact
 - c. Absence of consent
3. Considerations
 - a. Custom
 - b. Time, place, circumstances
 - c. Relationship between parties
4. Requisite intent: Only necessary to have desire to bring about contact

B. Assault

1. Definition: Apprehension of a harmful or offensive contact with the person
2. Elements

Reasonable apprehension of harm based on:

 - a. Offer to use force - overt act or gesture
 - b. Apparent ability to act
 - c. Opportunity to carry out the threat

immediately

3. Intent to interfere with another's personal integrity - mental disturbance

II. Defense to Intentional Interference with Person

A. Privilege

1. Definition: An immunity which prevents the existence of a tort
2. Degrees
 - a. Absolute, e.g., acts of judicial officers done under authority of law
 - b. Conditioned upon a proper motive and reasonable behavior, e.g., self-defense
 - c. Limited, e.g., no technical liability but may be liable for substantial damage

B. Self-Defense and Defense of Others

1. Definition: The use of reasonable force to prevent any threatened harmful or offensive bodily contact
2. Florida Statutes (1981):
Sec. 776.012 Use of Force in Defense of Person

"A person is justified in the use of force, except deadly force, against another when and to the extent that he reasonably believes that such conduct is necessary to defend himself or another

against such other's imminent use of unlawful force. However, he is justified in the use of deadly force only if he reasonably believes that such force is necessary to prevent imminent death or great bodily harm to himself or another or to prevent the imminent commission of a forcible felony."

3. Real danger or reasonable belief of danger - standard of reasonable conduct
4. Reasonable force
 - a. Definition: Force which is, or reasonably appears to be, necessary for protection against the threatened injury
 - b. Examples of unreasonable use of force
 - (1) Inflicting a beating which goes beyond the real or apparent necessities of the defense
 - (2) Use of violence after the assailant is disarmed or helpless, or after all danger is clearly past
 - (3) Violence in response to mere threats and insults which do not justify an apprehension of immediate harm
 - (4) Use of force which is calculated to

inflict death or serious bodily harm unless one has reason to believe that he/she is in similar serious danger and that there is no other safe means of defense (Retreat vs stand ground - conflict in law)

c. Injury to third persons

(1) No liability unless actions constitute negligence

(2) As to negligence issue, the necessity of defending against that assailant is considered in determining whether the actions were reasonable

III. Teachers and the School Setting

A. The necessity of some degree of orderly discipline vests in teachers the authority to use summary force and restraint, and they will be legally protected in the exercise of it, if they act in good faith, and in a reasonable manner

B. Authority of Teacher

Florida Statutes, Sec. 232.27 (1981)

"Subject to law and to the rules of the district school board, each teacher or other member to the staff of any school shall have such authority for the control and discipline of students as may be assigned to him by the principal of his designated representative and

shall keep good order in the classroom and in such other places in which he is assigned to be in charge of students"

C. Liability of Teacher or Principal

(1) Florida Statutes, Sec. 232.275

"Except in the case of excessive force or cruel and unusual punishment, a teacher or other member of the instructional staff, a principal or his designated representative, or a bus driver shall not be civilly or criminally liable for any action carried out in conformity with the state board and district school board rules regarding the control, discipline, suspension, and expulsion of students"

(2) Case Law

Williams vs Cotton, 346 So. 2d 1039 (1st D.C.A. 1977). Statute authorizing (in fact requiring) a teacher to "keep good order" in his classroom necessarily implies the power to use reasonable physical force, not amounting to corporal punishment, to do so. Without such reasonably implied power, the requirement to "keep good order" would be meaningless.

However, the court concluded the evidence was sufficient to support the jury finding

that the teacher used excessive force in restoring order to his classroom which caused injury to the student. This amounted to actionable negligence and the teacher was held liable for damages.

The teacher involved in the case was a 6'4" man who weighed approximately 260 lbs. The student was a tall, thin, 16 year old educable mentally retarded male. On the date of the incident, the student had been a severe discipline problem throughout the day. The teacher applied a half-nelson on the student, lifted him into the air, and exerted so much force, that he snapped the boy's neck. The surgeon who repaired the damage reported the injury was nearly fatal.

IV. Negligence

A. Definition: Unreasonable action or inaction which causes injury to another for which the law recognized a right of action

B. Elements

1. A duty, or obligation, recognized by the law, requiring the actor to conform to a certain standard of conduct, for the protection of others against unreasonable risk
2. A failure on his part to conform to the

standard required (or breach of the duty)

3. Legal or proximate cause - a reasonably close causal connection between the conduct and the resulting injury
4. Actual loss or damage resulting to the interests of another
5. Unreasonable risk vs due care
6. The "reasonable man of ordinary prudence"

Generalizations for Dealing with Aggressive,
Repressive and Intimidating Individuals

Do not be submissive to these individuals. This merely reinforces their negative behavior. Learn to assert yourself in respectful, positive ways. Do employ the following behaviors when dealing with such individuals.

1. Stand or sit tall. Evidence by your body posture that you are not intimidated. (No one can intimidate you unless you let them.)
2. Keep your chin up and your shoulders back. (Breathe low and slow.)
3. Keep your self-control. People who remain calm handle pressure better. Loss of control, displays of emotion give the other person power over you and reinforces the fact that they have control over your emotions.
4. Disassociate yourself from the event - pretend you are an observer of both you and the other person.
5. Act as if you are in control at all times.
6. Focus on the presented problem and not on the emotions or the person.
7. Avoid words, phrases, etc. that could escalate negative emotions.
8. Use "appropriate questioning" to get to the bottom line.
9. Deprogram yourself after an unpleasant encounter with another individual.

Generalizations for Dealing with Various
Aggressive Personality Types

- I. The fearful or frightened individual
 - A. Listen without comment or judgement.
 - B. Reflect content (match, pace and backtrack).
 - C. Use a soft voice when talking.
 - D. Use less eye contact.
 - E. Reassure (e.g. "Specifically, how can we help you....").
 - F. Use the 4D Strategy.

- II. Impulsive individual
 - * Quick to anger
 - * Poor inner control
 - * Self talks aggressive state
 - A. Use a calm voice, act confident.
 - B. State: "Calm down" or "Stop."
 - C. Use direct eye contact.
 - D. Ask: "What do you need?"
 - E. Use Stop Gap technique if necessary.

- III. Frustrated individual
 - A. Match pace. (Picture person as a wind up toy.)
 - B. Use the six step Diffusion Model
 - C. When necessary, use the Stop Gap method.
 - D. Use Agreeing Question Strategy when appropriate.

IV. Chronically aggressive individual

- A. Use "confident body posture."
- B. Provide venting time.
- C. Use 4D Strategy or Agreeing Question Strategy.
 - 1. Define the problem.
 - 2. Define what you observe or hear.
 - 3. Define what is needed.
 - 4. Define consequences.

V. Put down artist and humorist put down types

- A. Confront individual with intention techniques ("What do you mean..."). (Keep objective.)
- B. Provide another setting for discussion of intention. (e.g. "Let's talk about that remark later.")
- C. Surface the attack - use reflection, clarification and 4D Strategy.
- D. Put down voice - tell the person how their voice/talk is affecting you and state consequences.

VI. Passive aggressive

- A. Questioning with open ended questions - surface the issue. (Ask who, when, where, what, why, and how questions.)
- B. Confront with silence.
- C. Set up a time for a one-on-one discussion.
- D. Do not reinforce silence or passive aggressive responses by giving in or ending the discussion.

Cookbook Responses to

Verbal Aggression, Intimidation and Put Downs

* Agreeing Question Technique:

"I agree with ... What specifically needs to be done?"

* Accepting Responsibility for an Error:

"I am sorry, it will not happen again. In the future I will ..."

* Relinquishing Limited Control:

"You have a choice, you can do ... or you can:"

* Response to a Put Down Voice:

"When you talk to me in that tone of voice, I feel ...
You can talk softly and slowly and this will ..."

* Response to Put Down Tone Context:

"When you talk to me that way, I feel ... You need to
... deal with the issue ..., problem ..., person"

* Stop Do not talk to me like that!

Before criticizing or disagreeing with a person let out your
breathe, this will lower your tone and volume.

Appendicies

A

Van Nagel Quick Interest Inventory

Directions

The interviewer should be sure to let the student know that this interviewing inventory is designed to help the interviewer know and understand the student better. It is also designed to find out what the student's interests are and what is reinforcing to the student. The interviewer should tell the student that there is no right or wrong answers to the questions. The answers are unique to the student. The interviewer should write the answers given by the student on a separate sheet of paper. The interviewer should feel free to further question the student about the answers. The idea is to evoke information concerning the interest patterns and reinforcement preferences of the student. The interviewer should read verbatim to the student the following questions.

1. Name three things that make you happy.
2. Name three things you like to do in your spare or free time.
3. Name three things you like to buy.
4. What games do you like?
5. Who do you like to be with? Why?
6. Do you have any hobbies?
7. Do you belong to any clubs or organizations?
8. Do you watch television? What programs?

9. Do you go to the movies? What type of movies do you like best?
10. Do you listen to the radio? What type of music do you like best?
11. Do you read books, magazines, or newspapers?
 - A. What type of books or stories do you like?
 - B. Do you have any books of your own?
 - C. What type of magazines do you like to read?
 - D. What sections of the newspaper do you like?
12. Do you like to have someone read to you? If so, what would you like read to you?
13. What did you like to do when you were very young? (Would you like to do that now?)
14. Do you have any pets? Would you like a pet? What kind?
15. What have you been interested in lately?
16. What school subjects do you like best? Why?
17. What school subjects do you like the least? Why?

At this point, the interviewer should look over the responses for patterns of interests and potential reinforcers. Then answer the following questions. The answers should be recorded on a separate sheet of paper.

- A. Does the Questionnaire show a pattern of interests? If so, group them.
- B. Are there any interests that appear to be sustaining?

- C. Looking at the interests, note how they could be used as reinforcers.
- D. Rank the reinforcers gleaned from the interests as suspect reinforcers until they are proven effective upon application to a given situation. If the desired behavior increased as a result of the applied suspect reinforcer, then it actually is a reinforcer for that particular student. If the suspect reinforcer did not increase the behavior to which it was applied, it should be dropped from the list. Later, using the same procedure, other reinforcers can also be tested for effectiveness.

B

Dealing with Conflict

Level I

Basic Strategies

- I. Reflection
 - A. With empathy
 - B. Without empathy
- II. Questioning Specifically
 - A. For more information
 - B. For needs, wants or outcome
- III. Agreeing with Part of the Criticism
- IV. Problem Solving
- V. Bargaining or Trade Off
- VI. Choice Strategy
 - A. Positive consequences
 - B. Negative consequences

Level II

Additional Strategies

- VII. Reality Confrontation
- VIII. Direct Firm Command
 - A. Overt
 - B. Covert Command (Embedded in sentence)
 - C. Question
- IX. Broken Record
- X. Run Out
- XI. Distraction
 - A. Humor
 - B. Modality change
 - C. Subject change
- XII. Emotional Charge
- XIII. Stop Gap
 - A. Temporary
 - B. Permanent
 - C. Contact Godfather for a contract on the person

Self-Control and Anger Control Training

I. Trigger or anchors

External events, internal talk and self-evaluations that precede and lead to anger arousal.

II. Minimal and maximal cues

Physical sensations that signal anger arousal level.

III. Self-control programming

Self-talk statements that function to reduce anger (saw, start and swish strategies).

IV. Reducers and diffusers

Strategies that reduce anger arousal (e.g. tongue in roof of mouth, calm button, breathing low and slow, disassociation, etc.).

V. Self-evaluation and self reinforcement

Evaluated your behavior and self reinforce yourself for parts well done.

Steps in Appraisal

I. Identify the triggers (anchors) in yourself or the other person.

II. Note your arousal level, and the arousal level of the other person.

III. Talk yourself down.

IV. Employ reducer and diffusion strategies.

Deprogramming, Technique I

Deprogramming yourself

1. Sit in a chair and run from the beginning to the end in black and white on an imaginary screen the event that was disturbing. When you get to the end, freeze the last picture frame. When you have finished stand up, turn around, and sit down.
2. Leaning back in the chair, run the event on the imaginary screen backward in color three times within five seconds. Do this twice, then stand up and turn around.
3. Test yourself by remembering the event. Do you have the old feeling? If not, say to yourself, "well done" conscious and conscious, mind and body.

*** If you still have the feeling, do the following.

1. Lean backward on the chair and look at the imaginary screen.
2. Put a gold frame around the screen.
3. Pretend you are watching yourself watch the event from a projection room. Run the event backward three times within five seconds.
4. Stand up, turn around, sit down.
5. Test yourself.

Beginners Guide to Basic Behavioral Principles

I. Strategies for increasing a behavior:

- A. Positive reinforcement: Reward the response you desire.
- B. Modeling: Have the person mirror the desired behavior from someone else. Reinforce the modeled behavior.
- C. Premack: Reward a person's low frequency behavior with the person's high frequency behavior.
- D. Negative reinforcement: A teaching procedure in which a person is assisted to respond until the response is under stimulus control.

II. Strategies for decreasing a behavior:

- A. Extinction: Withdrawal or withholding of reinforcement.
- B. Response costs: Withdraw (x) amount of reinforcement when the person makes an undesired response.
- C. Time out: Remove all sources of reinforcement for a specified period of time.
- D. Punishment: Apply something unpleasant or remove something pleasant for the person.
- E. Negative practice: Have the person do the undesirable behavior until it becomes aversive. (Decrease occurs from satiation or fatigue.)
- F. Reinforce incompatible behavior: Reinforce a behavior that cannot occur at the same time as the undesired

behavior.

- G. Stimulus change: Present a new discriminative stimulus for a response - change the behavior.
- H. Differential reinforcement (DR): Reinforcing one behavior instead of another.
 - 1. Differential reinforcement of incompatible behavior (DRI): Reinforcing a response that is incompatible with a behavior targeted for reduction.
 - 2. Differential reinforcement of other behavior emitted for a specified period of time. Reinforcement is contingent upon the nonoccurrence of a behavior.
 - 3. Differential reinforcement of lower rates of behavior (DRL): Reinforcing responses that are less than or equal to a prescribed or preset level. This maintains behavior at a lower rate or lower than it is at baseline (natural frequency).
- I. Overcorrection: Teaching an appropriate behavior through the exaggeration of experience. Two types: Restitutional and positive practice overcorrection.
- J. Satiation: Provide large quantities of reinforcement until it becomes unpleasant.

III. Strategies for developing a new behavior

- A. Shaping: Reinforce small steps to the desired behavior. (Differential reinforcement of successive approximations.)
- B. Chaining: Linking together behaviors a person already

has to form a new behavior.

- C. Modeling: See modeling.
- D. Prompting: Adding stimulus properties (objects, commands, labels) to increase the response.
- E. Stimulus control: An antecedent occasions behavior to control.

IV. Strategies for maintaining behavior schedules

- A. Continuous ratio (CRF): Continuing reinforcement of every correct response.
- B. Fixed ratio: Reinforce after a set number of responses.
- C. Variable ratio: Reinforce after a changing average of responses.
- D. Fixed interval: Reinforce after a set amount of time.
- E. Variable interval: Reinforce after a changing average amount of time.

V. Classical conditioning

- A. Respondent conditioning: Pairing stimuli so that an unconditioned stimulus elicits a response.
- B. Anchoring: Pairing of two stimuli or states. Pairing of an unconditioned stimulus and a conditioned stimulus to bring forth a conditioned response.
- C. Counterconditioning: While the person is experiencing a pleasant stimulus, gradually introduce the feared stimulus.

F

Self-Control Strategies for Dealing with
Repressive, Depressive and Aggressive People

- I. Twirl Technique
- II. Tongue Technique
- III. Perceptual Change
 - A. Visual
 - B. Auditory
- IV. Presupposition Reframing
- V. Head Shake Technique
- VI. Talk Low and Slow
- VII. Verbal Strategies
- VIII. Eyes Techniques
- IX. Scope - Out Technique
- X. Thought Stopping (Bond Techniques)
- XI. Sigh Technique
- XII. Breathing (Low and Slow)
- XIII. Laughter
- XIV. Disassociation Technique
- XV. Saw Strategy
- XVI. Start Strategy
- XVII. Assertive Training
(Self-control Activity)
- XVIII. Self-control Button

G

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PO Box 427, Bishop, CA 93514

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Erie Street, Chicago, IL 60611

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