A CASE STUDY OF A GRADE TWO BOY WITH EMOTIONAL PROBLEMS: TEACHING STRATEGIES

AND COPING STRATEGIES

by

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ABSTRACT

A CASE STUDY OF A GRADE TWO BOY WITH EMOTIONAL PROBLEMS: TEACHING STRATEGIES AND COPING STRATEGIES

The purpose of this study was to demonstrate by a case study approach, how certain teaching strategies were applied by a teacher in a regular primary classroom to a selected Grade Two student with emotional problems, and what coping strategies were employed by the teacher in the process.

The teaching strategies used in the investigation were adapted from Raths' theory of emotional needs and Carkhuff's model of helping relationships. By applying the techniques of the case study approach, this study demonstrated the application of educational theory to classroom practice. The anecdotal records maintained during the course of the study also revealed the coping strategies used by the teacher in managing her own feelings.

The student was chosen on the basis of teacher reports (both verbal and written) of his problem behavior from previous years and on the basis of information gathered about him early in the year of the study chiefly with respect to his observed behavior in the classroom, his observed behavior on the playground, and the degree to which he became involved in classroom activities. He was reported and observed to be belligerent with students and rude to teachers outside the classroom. Inside the classroom, he interrupted group

gatherings, disturbed children's learning by punching or kicking them, and seldom became involved in curricular activities.

As suggested by Raths, data were gathered about the subject's behavior, upon which a working hypothesis was based. This hypothesis directed the nature of the teaching objectives which guided the formulation of teaching strategies.

The behavioral data were collected in the first four months of the school term. Teaching strategies were planned in accordance with the guidelines suggested in the Raths' emotional needs theory. The helping strategies which became an integral part of the teaching strategies were modelled after Carkhuff's theory of helping relationships. Both the teaching strategies and the helping strategies were employed for the period from January to June. Daily anecdotal records were kept of the student's behavior, the application of the teaching and helping strategies, and the coping strategies which the teacher used to manage her feelings in the process. These records provided feedback for the teacher's professional perspective in the teaching and helping relationship and provided material for the teacher's self-examination and introspection in the process.

Pre and post data were collected by using the Teacher Rating Scales, interviewing with teachers and principals who knew the subject well during the previous year and the current year, conferencing with the subject's parents, observing children's attitude toward the subject, and observing the subject's behavior inside the classroom situation.

The findings revealed that the subject's aggressive behavior diminished in frequency and intensity. The subject was perceived to make more positive contacts with his peers in and out of the classroom, and in general appeared to have more control of his behavior. He was seen to be able to pay more attention to his curricular tasks and to interfere less with the learning of the other children in the classroom.

Other findings related to the coping strategies employed by the teacher. These included the continued self-scrutiny of personal behavior and the increased understanding of underlying feelings.

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CHAPTER I

INTRODUCTION

This study undertook to demonstrate how certain teaching strategies were applied by a teacher in a regular primary classroom to a selected Grade Two student with emotional problems, and how the teacher coped with her feelings in the process.

In a regular primary classroom, it is not unusual to find children who behave in ways which indicate that they are burdened by emotional problems. Their behavior may manifest patterns of aggression, withdrawal, submission, symptoms of psychosomatic illness, regression. Whichever of these patterns is present, the learning atmosphere in the classroom is affected. Not only is the learning of the emotionally troubled child made difficult and the learning of the other students in the classroom disturbed, but also is the teaching process for the teacher interrupted. Yet, the teacher in all situations is charged with the responsibility to discover ways to optimize the possibilities for learning to occur for every student in the classroom. In a classroom situation with troubled children, this may require planning certain teaching strategies geared toward reducing the disruptive behavior of the emotionally burdened students. It may also require that teachers change some of their own behaviors to accommodate the needs of the troubled children.

Examining the reasons for children's emotional problems has been the subject of much research in the field of education. Whether the origins for children's problems are found to be either family oriented or medically based, there appears to be one predominant characteristic; troubled children are suffering from an acute lack of self-esteem. Purkey describes the experience of these children in school, "So it happens that children walk into class the first day of school with tags that read 'Unworthy person', 'Unsafe with people', 'Physically weak', and 'Generally unwanted and unloved'" (Purkey, 1970, p. 37). Purkey cites Morgan's study to show that these attitudes toward oneself are related to antisocial behavior and concludes that, "It appears that there is a close relationship between self-esteem (invisible price tags) and individual behavior" (Purkey, 1970, p. 38).

For those children who feel unworthy, incapable, lonely, unloved, school can be a debilitating experience; they stand at the periphery of learning. "The deprived self is so busy filling up its wells of inadequacy that time cannot be spared for broader, richer voyages of exploration and discovery" (Combs, Avila, and Purkey, 1971, p. 235). Not being able to engage fully in their academic growth, these children become the subjects of criticism and ridicule. They may be labelled "lazy", "dumb", or "stupid" by their peers and teachers. In time, they become locked into a downward spiral which seriously inhibits their development, both emotionally and academically. As Purkey cites: "Rosenberg (1965) found that the lower a student's self-regard, the more that student was upset by the

negative opinions of others. Such students are highly sensitive to the behavior of others toward them, and their feelings can remain injured for many years" (Purkey, 1978, p. 25). Ostensibly, children's experiences in school have a profound effect on the development of their self-concept.

Without the intervention of appropriate teaching strategies, students with poor self-concepts may be victimized by their destructive behavior patterns and may thereby be doomed. Although some controversy exists about the depth of a teacher's involvement in a student's emotional problems, there is little disagreement that the teacher is responsible for the learning of all the students in the classroom. To this extent, the teacher is responsible for the student's emotional well-being. Raths, in outlining the responsibilities of the teacher, considers the diagnosing and remediation of learning difficulties, such as emotional disturbances, as an expected function of the teacher (Raths, 1969, p. 25).

Teachers can, in many instances, help the child with emotional problems. One important way they can do this is by seeking ways to promote the building of a more positive self-concept. By building a relationship with the child which promotes caring, prizing, and respect, the child begins to view himself as a person worthy of caring, prizing, and respect. As he begins to see himself in more positive ways, his participation in the learning process increases. As Combs acknowledges, "the effects of self-esteem upon the success of students at every level of education have now been documented in hundreds of researches. The evidence is clear that

what students believe about themselves has its accompanying effects upon how well they learn" (Combs, Avila, and Purkey, 1971, p. 151).

Another way that teachers can help troubled students is by creating an atmosphere in the classroom which meets their emotional needs. This kind of classroom concentrates on positive interaction, encouragement, and friendship. In this classroom atmosphere, the troubled child as well as every other student has opportunities for experiencing success and recognition. The teacher's effect has been described by Combs:

When everything in a child's life outside of school is teaching him that he is unliked, unwanted, and unable, a loving teacher, skilled in providing experiences of success, may make a world of difference. She may not be able to turn the tide of events completely. If she does no more than help such a child keep his head above water, however, the effort expended is surely not wasted (Combs, Avila, and Purkey, 1971, p. 59).

In order to provide effective help for the child with emotional problems, the teacher requires an empathic understanding of that child and his/her perception of the world. Purkey calls this "reading behavior backwards . . . the process whereby teachers work to understand what is occurring inside the perceptual world of the student . . . for looking beyond the student's overt behavior to infer what that behavior indicates about the student's internal world" (Purkey, 1978, p. 49). Being able to empathize with the child gives the teacher a perspective on the direction of his/her own interactions and provides information which helps create a classroom atmosphere conducive to learning for all students.

In the process of providing these learning conditions for all

children, including troubled students, literature intimates a strain on the teacher. Ide, in attempting to meet the emotional needs of a troubled child in his classroom acknowledges that his personal feelings got in the way (Ide, 1975, pp. 217-222). Raths states that "as you try to meet the needs of a particular child, you may find it somewhat difficult to change some of the patterns of your own behavior" (Raths, 1972, p. 65). In helping troubled children, it is important that their needs come first. Carkhuff describes the helping process as primarily for the helpee, and only concomitantly does it incorporate benefits for the helper (Carkhuff, 1969, p. xiv). In developing the appropriate sensitivity, Combs notes that the teacher must be willing to postpone immediate satisfactions in the interests of another. He further states that it often "takes a real wrench to break loose from our own predelictions to follow the thinking and needs of others" (Combs, Avila, and Purkey, 1971, pp. 197-198).

The extent to which troubled children are helped largely depends on how successfully the teacher handles the stress, how the teacher monitors his/her feelings in the process of helping.

"Students may be facilitated or they may be retarded in their intellectual as well as emotional growth, and these changes can be accounted for by the level of the teacher's functioning on the facilitative dimensions and independently of his knowledgeability" (Carkhuff and Berenson, 1967, p. 14). The important focus for the teacher is to optimize the quality of his/her interactions with troubled students, being aware of the stress that such a focus may have on him/her, and endeavoring to manage the effect of the stress.

The Purpose of the Study

The purpose of this study was to demonstrate 1) how certain teaching strategies were applied by a teacher in a regular primary classroom to a selected Grade Two student with emotional problems, and 2) how the teacher coped with her feelings in the process.

The emotionally troubled child in the classroom has for some time been the focus of many studies in the field of educational psychology. These studies have provided many theories which a teacher might employ in working with such a child in a regular classroom situation. Two such theories which have been useful in this regard are Louis Raths' theory of emotional needs (Raths, 1972) and Robert Carkhuff's theory of helping relationships (Carkhuff, 1969). These two theories have been well researched and the numerous studies available provide evidence that both are useful and applicable to the teacher's role in the classroom (Aspy, 1969; Ide, 1975; Truax and Carkhuff, 1967; Spaulding, 1964; Raths, 1972). However, the main focus of the research has been of a group nature with only a few studies concentrating on an individual child in the classroom.

It was hoped that this investigation, by centering on the method followed with one particular child, using the techniques of the case study approach, would provide insights which are unavailable by a group-study approach.

Characteristic of a case study method is the depth to which the subject and the environment are examined as the investigator

endeavors to understand why the subject acts the way he does, and how his behavior is affected by his environment (Ary, Jacobs, and Razavich, 1972). An attempt is made to understand the "whole" child in the totality of his environment rather than merely recording his behavior (Ary, Jacobs, and Razavich, 1972; Good and Scates, 1954).

One common objection to the case study method of research is that the preconceptions and belief system of the investigator may distort the observations and the interpretations. The awareness of this weakness prompted the investigator of this study to guard against this as much as possible. However, she was certain that she could not overcome completely this seemingly natural human phenomenon. Consequently, biases and misinterpretations were unavoidable. The investigator hoped, in spite of this weakness, that the intensive probing of this study would lead to previously unsuspected discoveries in the relationship between teacher and student.

The investigator's procedure involved keeping an in-depth record of how the methods were actually utilized, of the difficulties that occurred, how they were overcome, and the changes that had to be made within herself. By doing this, her intention was to add a new dimension of understanding for teachers wishing to apply the Raths and Carkhuff theories in their classrooms.

It was also thought that this investigation would provide insights about the feelings of the teacher in the process of implementing these theories. To date, research has focused on the effects on the children involved in applying these theories. The strain on the teacher has only been intimated but not specifically documented.

Revealing (in detail) the teacher's feelings of frustration, excitement, failure, and success as she "copes" may add an element of reality to the application of the theories. The growing process for the teacher, if detailed, may encourage more teachers to embark on the path of helping the troubled child as part of their teacher role.

This study was intended to show how one teacher translated Raths' and Carkhuff's theories into classroom practice. It was not intended to be a prototype of how teachers should work with emotionally burdened children. In the self-revealing process of this study, other teachers may find identification and courage in their efforts to help the troubled child in the classroom situation.

Definition of Terms

Emotional Problems

Problems which occur as a result of an individual's perception of himself and his surroundings. These perceptions may cause the individual to behave in ways which are extreme, persistent, and require intervention.

Aggressive Behavior

Actions (physical and verbal) which are intended to hurt others.

Withdrawn Behavior

Isolation from others; the individual seeks to be alone, is a spectator rather than a participator.

Submissive Behavior

Consistently following the directions of someone else, having little sense of one's own direction.

Symptoms of Psychosomatic Illness

Aches and pains which do not seem to have a physical cause, but seem to appear with the pressures connected to certain activities. The symptoms include: attacks of allergies, skin disorders, head-aches, stomach aches, respiratory difficulties.

Regressive Behavior

Actions which indicate a reversion to more immature or "babyish" characteristics after having already reached more mature stages of development (thumb sucking, baby talk, whining and crying a great deal).

Self-Concept

The perceptions and beliefs an individual has about himself. *

Needs Theory

Developed by Louis E. Raths. Eight emotional needs common to students have been identified by Raths. Should any of these emotional needs be unmet, certain behaviors manifest. The theory provides that meeting these eight needs with certain teaching strategies which focus on the development of positive self-concept, decreases the intensity and frequency of the manifested behaviors.

* For the purpose of easy reading, either the masculine or the feminine pronoun will be used to represent both genders.

Carkhuff's Theory of Helping Relationships

A theory of helping relationships developed by Carkhuff based on "core conditions" which are found to be necessary requisites for the effective interaction between helper and helpee. These core conditions are empathy, respect, and genuineness. The helper's facility in these areas determines the degree to which the helpee is helped.

Basic Assumptions

- 1. Children with emotional problems have difficulty learning.
- 2. Children with emotional problems subtract from the quality of life in the classroom; other children are affected in a variety of ways.
- 3. The teacher is responsible for helping the emotionally troubled child to learn.
- 4. There are ways which teachers can help children with emotional problems to learn.
- 5. In the process of helping children with emotional problems to learn, the teacher also experiences changes in him/her self.
- 6. A case study of one child can provide information concerning a child's growth as it is affected by the teacher's facilitative interactions.

Delimitations

- This study was carried out between September, 1978 and June, 1979, in a regular Grade Two primary classroom at William Bridge Elementary School, Richmond, B.C., Canada.
- 2. The investigator was the full-time classroom teacher.
- 3. The teaching strategies were applied by the investigator as part of her role as classroom teacher.
- 4. The nature of the teaching strategies were developed in conformity with Raths' theory of emotional needs and Carkhuff's theory of helping relationships.
- 5. Selection of the subject was based on the following criteria:
 - a) showed disruptive behavior in the classroom,
 - b) verbal reports from previous teachers regarding "problem" behavior in and out of classroom,
 - c) comments from other teachers in the school concerning the subject's behavior on the playground,
 - d) extent of the subject's participation in the classroom activities as assessed by the investigator.
- 6. Pre and post data were collected through the investigator's informal conversations with other teachers in the school, through administering the Teacher's Rating Scale to two teachers who knew the subject well, and through observations by the investigator.
- 7. The teacher worked independently in applying the two theories and in overcoming difficulties with her personal feelings.

8. Generalizations to other classrooms, other children may not be drawn because of the limit of the sample - one teacher's interactions with one student for one year.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter consists of a review of literature pertinent to the theoretical framework of this study. The literature review is presented under six separate headings.

The first heading, "Emotionally Disturbed Students in our Schools", presents findings which reveal the numbers of students with emotional problems in our schools as well as the kinds of behaviors commonly seen as a result of the emotional problems.

The second heading, "Self-Concept and Emotional Problems", presents findings which show a relationship between low self-concept and emotional problems, and, self-concept and school success. This section also discusses the qualities of the self-concept - core reference in life, resistence to change. Also presented are the conditions under which the self-concept is most likely to change, and the role of the significant other in changing self-concept.

The third heading, "Teachers and the Development of Student Self-Concept", shows the impact of the teacher in the development of student self-concept.

The fourth heading, "Raths' Theory of Emotional Needs", examines a practical theory for teachers to understand student emotional needs and to provide healthful interactions.

The fifth heading, "Carkhuff's Theory of Helping Relation—ships", also discusses a practical theory for teachers to develop and assess their effective "helping" interactions with students.

This section describes how the interrelationship between Raths' emotional needs theory and Carkhuff's theory of helping relationships might be employed effectively by teachers.

The sixth heading, "Implications for the 'Helper' Teacher", reveals some of the problems experienced by "helper" teachers.

Emotionally Disturbed Students in Our Schools

There are certain children in each classroom whose behavior causes concern to the teacher. Raths (1972) notes that studies show that as many as 10% of the children in our schools fall into this category. Citing the findings of Kaplan who summarized from 13 studies the incidence of maladjustment in pre-school through college years, Blackham (1967) reveals that maladjustment varied from 16% - 50%, with the median for the thirteen studies to be 25%. Whether 10% or 25% is the statistically accepted figure, it is evident that there exists a startling number of maladjusted students in our schools.

As well as being unable to learn to their fullest, these children often present a problem for school heads, for teachers, and for other students. As Blackham indicates: "the children in this group are in conflict with themselves or others to the extent that they are unable to mobilize enough of their resources to become productive, satisfied learners. While they are not so ill as to be

considered 'severely disturbed', these children do need careful consideration and skillful handling to prevent them from becoming personal and academic failures" (Blackham, 1967, p. vi).

While in most cases, these children would benefit from professional psychological help, this help is not always available. Whether or not this help does occur, the classroom teacher is still left with the responsibility for teaching these students. That means that in every classroom there are students who present unusual needs demonstrated by their behavior. "This deviant behavior has such symptoms as resistance to learning, extreme dependence on the teacher or classmates, resistance to classroom routine or group living, tantrums, quarreling, fighting, stealing, lying, bragging, bullying, crying, teasing, destructiveness, withdrawal, fear of physical injury, truancy, school phobia, stuttering and tics" (D'Evelyn, 1957, p. 40). These behaviors present an extra strain on the teacher's job which, by the very nature of the teaching position, is already complex enough.

There is some question whether the schools, in fact, should be responsible for dealing with students who demonstrate emotional disturbances. But as Blackham illustrates, schools do not have much choice in the matter: "While one may question whether the school's helping the child with problems is philosophically justified, experience indicates that such responsibility is quite inescapable. The child brings his problems to school with him. The aggressive

child, the shy child, the child who struggles with limited ability - all have to be coped with; for if their problems are not considered, they can, and will disrupt the learning process" (Blackham, 1967, p.92).

These children cannot be ignored nor wished away by the teacher charged with the responsibility to teach them. As Blackham describes the situation with an aggressive student in a classroom, "First aggressive behavior disrupts the learning process in the classroom, primarily because another person is usually the object of the aggression. Second, aggressive behavior produces threat to the teacher's established order or group control. Third, aggression usually cannot be ignored. Some response or action to handle the behavior is required of the teacher, but it is not always easy to determine the type of action that will be appropriate or effective" (Blackham, 1967, p. 136). Without question, the teacher must make continual attempts at remedying the situation caused by the student's disruptive behavior so that learning can proceed.

But the aggressive student causes only one type of disturbance to smooth learning in the classroom. The other, more difficult to identify, is the student whose emotional problem may not manifest obvious symptoms. "For example, some children accept the demands made of them, exhibiting no behavior that calls attention to themselves; yet, they do have internalized conflicts which silently take their toll. These are the children who live out their lives in 'quiet desperation'" (Blackham, 1967, p. 73). It is true that these

children do not present an obstruction to the learning of other students in the classroom, nor to the teaching process for the teacher, but they, themselves are not learning at the level to which they may be capable. If the "internalized conflicts" were to be recognized and resolved, these children too would reach their learning capacity.

Whether the child presents aggressive or withdrawn behaviors, the ultimate problem of working with him rests with the classroom teacher. The extent to which the teacher deals with the child's behavior will affect the extent to which the child will learn. As Dreikurs states: "It is only when the child understands himself, his needs, purposes and attitudes and develops an awareness of how to relate to others that he is freed to become involved in the educative process" (Dreikurs and Cassel, 1972, p. 59).

Purkey supports the view that the school must accept the responsibility of dealing with the whole child. "So it happens that the child enters school with his psychological bags packed with all sorts of ideas about himself and his abilities. However, in spite of this tremendous influence of the primary home environment, the school has a great role to play" (Purkey, 1970, pp. 39-40).

It follows that if schools reject the responsibility of helping the children with emotional problems, there will be a large number of children in our classrooms who are either not learning at all or are learning to a lesser degree than their capability.

Accepting, on the other hand, the responsibility to assist these

children, may require school staff to gain an understanding of the problems and to learn effective ways to help.

In the Langley Porter Psychological Series, Learning and its Disorders, the two editors, Berlin and Szurek, have compiled findings which show that learning disabilities are grown from emotional sources, and it is the child's relationship with his parents which determines his emotional construct: "It is from these primary relations with mother and father that he develops his basic and fundamental feelings about himself. It is with his mother's and father's feelings about him and his impulses that, as we say in psychiatric jargon, he identifies. That is, he tends to adopt toward himself their individual and several composite attitudes towards him. Having adopted these attitudes, and many psychiatrists believe this identification and incorporation of parental attitudes into the self-organization is achieved in the main by the fifth or sixth year, the child then tends to act towards others outside the family in light of them. In other words, he treats others as he now treats himself, which is as he is treated" (Berlin and Szurek, 1966, p. 10).

The implication for the teaching profession of this early identification process is that children who appear to have learning disorders may require attention in the area of their emotional construct - how they feel about themselves, how they feel about others. To enforce "learning", as the single most important priority, in these instances, would be ignoring the possible causes for the

disorders. It has been pointed out, further, by Berlin and Szurek that, although the child's feelings about himself and his ways of interacting with others are formed at a young age, "this does not mean that changes in the feelings about himself cannot be brought about by any different feelings towards him of others outside of his home" (Berlin and Szurek, 1966, p. 10).

There is danger, therefore, when teachers perpetuate children's feelings of inadequacy and incapability by labelling them with "learning disorders" without attending to possible emotional sources for their difficulties in learning.

Self-Concept and Emotional Problems

In literature, the term, self-concept, is often associated with other terms: self-esteem, view of self, self view, self, self-acceptance, and self-respect, to mention a few. Sometimes specific distinctions are made among these terms, sometimes the terms seem to be used interchangeably. For the purposes of understanding the phenomenon of self-concept, and the purpose of economy of space, these fine distinctions will not be introduced in this chapter. Instead, the terms will be used interchangeably to mean: the perception which an individual holds about himself/herself.

Emotionally troubled children manifest their disturbances in behaviors which either overtly express or inwardly conceal their pain. For example, the aggressive child overtly exhibits symptoms of his disturbance; whereas, the withdrawn child retains within him any

signs of his disturbance. But whichever the resulting behavior, studies show that these children are burdened by a negative self-concept. "The aggressive child is always afraid down underneath; he fears that he is unworthy, bad, and unacceptable to others . . . For most withdrawn children causative factors lie in the feeling of being worthless and unacceptable to parents and then flow over into relationships with others" (D'Evelyn, 1957, pp. 63 & 75).

Numerous studies in the field of educational psychology have revealed a correlation between emotional disturbance and negative self-concept. As Purkey asserts after an examination of several of these studies: "It appears that there is a close relationship between self-esteem (a person's invisible 'price tag') and individual behavior" (Purkey, 1970, p. 37). Citing a study by Morgan who compared the self-perceptions of aggressive children with those of withdrawn children, Purkey summarizes: "All children, in both groups saw themselves as 'unliked by people'. Over half of the students in each group saw themselves as 'unwanted by or unacceptable to people', 'threatened by external environment', and 'an unworthy person'" (Purkey, 1970, p. 38).

The relationship between negative self view and misbehavior of students has been examined further by Spears and Deese and is restated by Purkey, "a student's self-concept, . . . does not cause the student to misbehave in the classroom. A better explanation is that the disruptive student has learned to see himself (or herself) as a trouble maker and behaves accordingly. In other words, one's

self-concept serves as a reference point for one's behavior" (Purkey, 1978, p. 30).

combs, also, has observed a strong link between self-concept and behavior. "It would be hard, indeed, to overestimate the importance of a positive view of self for effective behavior. The self is the center of a person's existence, his frame of reference for dealing with life. Persons who approach their problems with an air of 'can do' are already far ahead of those who begin with a 'can't do' attitude, expecting defeat. With a positive view of self one can dare, be open to experience, and confront the world with open arms and quiet certainty" (Avila, Combs, and Purkey, 1971, p. 144).

Furthermore, Blackham asserts that behavior and self-concept are so closely interconnected that observing one's behavior reveals his self-concept. "... the way an individual regards himself affects the way he perceives and reacts to the world" (Blackham, 1967, p. 75). Blackham cites some examples of these behaviors which indicate negative self-concepts. For instance, a child may refuse to do school work. Such a refusal may be interpreted as laziness or negativism when, in fact, the child chooses not to perform rather than face another failure, another sign of inadequacy. Sometimes a person with low self-concept is overly concerned with appearance, even though he is physically attractive. He may verbalize that he is repulsive or ugly or may magnify to an extreme any minor flaw. Or a person with a poor self-concept will be unable to accept genuine

praise. Instead, he becomes upset and convinces himself that the praise was insincere. Another sign of a hurting self-concept is found in one who over-reacts with joy to genuine praise as if he can hardly believe that it is toward him that the praise is offered" (Blackham, 1967, p. 75).

Self-Concept and School Success.

"The effects of self-esteem upon the success of students at every level of education have now been documented in hundreds of researches. The evidence is clear that what students believe about themselves has its accompanying effects upon how well they learn. This is true whether we are talking about beginning matters such as reading and spelling, or highly complex ones such as advanced mathematics or success in a chosen vocation" (Avila, Combs, and Purkey, 1971, p. 151).

These words by Arthur Combs have implications for educators —
to be sensitive to the development of students' positive self—
concepts, if students are to fulfill the learning expectations
designed for them. It is the student's self—concept which will
influence the degree to which he will become involved in the learning
process. Without regard for these findings, educators may contribute
to the student's "negative views of self . . . may lock a person in
a vicious circle in which his efforts to deal with life are always
too little, too late, or inappropriate" (Avila, Combs, and Purkey,
1971, p. 144). In order to avoid these negative outcomes, educators
may succeed in providing the experiences necessary for the building

of a positive self-concept and contribute to the student's capacity for learning. As Blackham indicates, "With increased self-acceptance the person is able to relate more effectively with others and feels more confident to engage in activities in which he is now more likely to be successful. As this cycle occurs, the success feeds back to further enhance his self-esteem" (Blackham, 1967, p. 87).

In a study by Branch, Damico and Purkey, disruptive and nondisruptive middle-school students (grades five through eight) were evaluated on their professed and inferred academic self-concepts. Their analysis revealed significant differences between the two groups. "Those students identified by their behavior as disruptive had significantly lower self-concepts as learners than did students identified as nondisruptive. The theoretical implication drawn from the study was that negative feelings about oneself as a learner may be a contributing factor in student disruption" (Purkey, 1978, p. 25).

There is little doubt about the important role that schools play in a child's development of self-concept. Covington quotes Roger Barker to illustrate their very cogent role: "adults have alternative sources of gratification such as clubs, church, and unions so they can balance failures in one area against success in another and thereby maintain self-respect. Not so with the young student. Apart from home and friends, school is the child's main source of approval, and failure there is not easily compensated for" (Covington, 1976, p.23). In light of this, it seems essential for the benefit of student success that educators assess their roles with

respect to the relationship they develop with the students with whom they work.

The Relationship to Self is the Core Relationship in Life

"'The single relationship truly central and crucial in life', stated Coudert (1965), 'is the relationship to the self'. It is rewarding to find someone whom you like, but it is essential to like yourself. It is quickening to recognize that someone is a good and decent human being, but it is indispensable to view yourself as acceptable. It is a delight to discover people who are worthy of admiration and respect and love, but it is vital to believe yourself deserving of these things" (Purkey, 1978, p. 62). It is when an individual finds himself acceptable that he is able to accept others. This Combs has also observed, "Persons who reject themselves are very likely to reject other people as well, and so contribute to closing themselves off from the very experiences which might in the long run solve their problems" (Avila, Combs, and Purkey, 1971, pp. 155-156).

From the vantage point of one's view of self, comes the interpretation of one's interactions with the surroundings. As Combs and Snygg commented: "The self is the individual's basic frame of reference, the central core, around which the remainder of the perceptual field is organized" (Combs and Snygg, 1949, p. 146).

Purkey also concludes that "we evaluate the world and its meaning in terms of how we see ourselves. Many students do poorly in school because what the school is doing seems irrelevant to himself and his world" (Purkey, 1970, p. 10).

Self-Concept is Resistant to Change

Rogers has been quoted by Avila, Combs, and Purkey to illustrate the tenacity of self-concept: "Once the self has developed, experiences are perceived and evaluated in terms of their relevance and significance to the self. Behavior is normally consistent with the self concept, even at the expense of the organism . . . Experiences which are inconsistent with the self-concept may be perceived as threatening, and may be rejected, denied, or distorted; the self-concept is defended" (Avila, Combs, and Purkey, 1971, p. 330).

This defense of the self-concept has been further examined by Combs as he describes that an individual's perceptions of self seem truly to blind him to the external evaluation of the facts:

"Even the ability to see himself as others do is limited by the need for maintenance of the self concept. For example . . . the child who conceives of himself as good, but who has taken the forbidden candy, may deny in the most vociferous terms any suggestion that he is a 'naughty boy'. Even though he 'knows better' he must defend his concept of himself to protect his organization" (Combs and Snygg, 1949, p. 159).

To further illustrate the notion that the self-concept is resistent to integrate inconsistent data, Purkey writes: "...an 'A' student will accept fresh classroom victories easily, while success is tough to handle for the student who has met many failures. A student who considers himself a failure at school will reject or

distort evidence which contradicts his perceived self, no matter how flattering the information may be or how helpful it may appear from another person's point of view" (Purkey, 1970, p. 11).

The Self-Concept may Change under Favorable Conditions

The realization which the above-mentioned studies awakens in educators is that their attempts at promoting a change in the battered self-concept of a student may take a long time and a great deal of persistence. However, changes can be promoted if the conditions are favorable. Purkey suggests that "if the child sees the educative process as meaningful and self-enhancing, and if the degree of threat provided by the school experience is not overpowering, then he is likely to grow in self-esteem and in academic achievement" (Purkey, 1970, p. 12). It must be understood, as Combs emphasizes, that this is a long and arduous process for educators. "A concept resulting from much experience requires a large amount of contrary experience to produce any basic change. Like a well to be filled, even after a lot of dirt has been shoveled into the pit, the hole is still there and seems as deep as ever. One must shovel a long time before one begins to see any tangible results" (Combs and Snygg, 1949, p. 160).

The Role of the Significant Other in Promoting Change in Self-Concept

If favorable conditions are present, a person's self-concept may be altered. Moustakas has written that a teacher can instigate change in a troubled student's self-concept, Purkey quotes Moustakas,

" . . . every teacher wants to meet the student on a significant

level, every teacher wants to feel that what he does makes a difference. Yet in order to influence students it is necessary to become a significant other in their lives. We are seldom changed by people when we see them as insignificant or unimportant" (Purkey, 1970, p. 45).

By the nature of the situation between teacher and student, it appears appropriate to expect that a teacher can assume a "significant other" role in a child's development of self-concept. Dreikurs supports this suggestion in speaking to teachers about their importance in a child's life, "you occupy a crucial position in each child's life. Your influence is long lasting. After his parents, you are the first person to motivate his interest toward educational pursuits. You are responsible for setting an atmosphere in which his attitudes and achievements will grow with continuous progress" (Dreikurs and Cassel, 1972, p. 24).

The atmosphere which promotes the building of a positive self-concept in a classroom has been described by Purkey, "What actually happens when teaching occurs? Although no one knows the answer to this question, a growing body of research data points to the teacher - his or her attentiveness, expectancies, encouragements, attitudes, and evaluations - as the primary force in influencing students' perceptions of themselves as learners. These teacher characteristics, reflected in their behavior, increase or decrease the probability of student learning. (Braunn, 1976; Brophy and Good, 1970; Doyle, Hancock, and Kifer, 1972; Lanzetta and Hannah, 1969;

Mendels and Flanders, 1973; Palardy, 1969; Purkey, 1970; Rist, 1970; and others)" (Purkey, 1978, p. 1).

The Teacher and Development of Student Self-Concept

"Life is not reversible; every experience a person has, he has had forever" (Avila, Combs, and Purkey, 1971, p. 59).

The significance of a child's experience in school regarding his view of himself as a learner and his view of himself as a person has been expressed by numerous experts in the field of educational psychology. The common view is that students' experiences with their teachers can either be additive or subtractive in the development of a child's view of himself. It appears that a teacher has the power to assist in building or destroying a child's self-concept, and depending on the quality of the relationship established between teacher and student, the student may or may not grow as a learner or as a person.

One of the experts in this field, Arthur Combs, describes the impact a teacher can make on a child's life: "When everything in a child's life outside of school is teaching him that he is unliked, unwanted, and unable, a loving teacher, skilled in providing experiences of success, may make a world of difference. She may not be able to turn the tide of events completely. If she does no more than help such a child keep his head above water, however, the effort expended is surely not wasted" (Avila, Combs, and Purkey, 1971, p. 59).

With each experience of success, the child is encouraged to change his view of self. For, although the self-concept is resistant to change, it is believed that over time, change is possible. Combs states that, "A positive view of self is learned; and being learned, it can be taught. It comes about as a consequence of successful experience with the world" (Avila, Combs, and Purkey, 1971, p. 148). It is these successful experiences which a teacher can provide that may make the difference in a child's life.

Along with providing successful experiences for the child, a teacher may also help bring to realization attributes which a child may not be aware of possessing. Purkey sees this as one of the functions of teachers. "... to give his students a 'vision of greatness', which is a figurative way of saying a clear picture of their potential as human beings and of the possibility of realizing that which they can be ... the individual cannot or will not see and take advantage of opportunity, however physically available it may be, unless he is brought to believe that he has possibilities for growth and that this opportunity is a door for him" (Purkey, 1978, p. 35).

Then, if a teacher communicates confidence in a student's ability, the student will be more inclined to feel confident. If, however, the teacher expends no effort to express this confidence, the student continues to feel incapable and unsuccessful and be unable to participate in learning. Whatever way a teacher chooses to express this feeling of confidence is irrelevant, but integral to the

development of the child's self-concept "is the establishment of a satisfying and safe relationship with the child so that he can feel better about himself" (Blackham, 1967, p. 89).

Further support of this view has been presented by Purkey.

In his presentation of a summary of a study completed by Rosenthal and Jacobson, Purkey records: "children who are expected by their teachers to gain intellectually in fact do show greater intellectual gains after one year than do children of whom such gains are not expected . . . furthermore, the teacher, through his facial expressions, postures, and touch, through what, how, and where he spoke, subtly helped the child to learn" (Purkey, 1970, p. 48).

It appears from this study that the signs of acceptance shown by the teacher's communication (both verbal and non-verbal) promote that growing atmosphere required for students' successful learning. It is not rejection and criticism that helps to improve a child's learning. As Nietzsche wrote in the nineteenth century and quoted by Dreikurs, "Punishment hardens and numbs, it sharpens the consciousness of alienation, it strengthens the power of resistance" (Dreikurs and Cassel, 1972, p. 65). As previously stated, and confirmed by Dreikurs, it is the quality of the interaction between student and teacher which enhances the student's learning: "resistance" clearly results in a setback in the student's learning process.

To concur with this view, Abraham Maslow as quoted by Purkey alerts, "Let people realize clearly that every time they threaten someone or humiliate or hurt unnecessarily or dominate or reject

another human being, they become forces for the creation of psychopathology, even if these be small forces. Let them recognize that
every man who is kind, helpful, decent, psychologically democratic,
affectionate, and warm is a psychotherapeutic force even though a
small one" (Purkey, 1970, p. 43).

Tantamount to the child's development of a positive selfconcept is the teacher's attitude toward the child. If the teacher
communicates confidence in a student's ability and worth, the student
is more likely to feel able. Conversely, if the teacher's signals
to the student are that the student is "incapable", "unworthy",
chances are that the student will grow towards seeing himself as a
person who is incapable and unworthy and consequently be unable to be
involved in learning at the optimum level of his capacity. As Combs
summarizes: "How can a person feel acceptable unless somewhere he
is accepted? How can a person feel he has dignity, unless someone
treats him so? How can a person feel able unless somewhere he has
some success?" (Combs, Avila, and Purkey, 1971, p. 120).

Raths' Theory of Emotional Needs

Raths' theory of emotional needs (1972) has been developed from studies by Maslow, in the area of basic human needs and with studies by Dollard, in the area of aggression. He presents the theory that an individual develops, as he grows, certain emotional needs. Should any of these emotional needs be inadequately met, the individual becomes frustrated and reacts with a manifestation of a number of behaviors. If these inadequately met needs can be

identified and satisfied through a number of interaction strategies, the behaviors are reduced in intensity and frequency. (Raths, 1972; Fleming, 1949; Burrell, 1949; Mance, 1953; Jonas 1960; Machnits 1960; Martin, 1960.)

The emotional needs which Raths found to be most common in his studies of students in classrooms as observed by their teachers are: 1) the need for love and affection, 2) the need for achievement, 3) the need for belonging, 4) the need for self-respect, 5) the need to be free from deep feelings of fear, 7) the need for economic security, 8) the need for understanding of self.

The behaviors which appear as a consequence of extreme frustration of any of these needs are: 1) aggression, 2) withdrawal, 3) regression, 4) submission, 5) symptoms of psychosomatic illness.

It is important that teachers build a relationship with their students which is geared to meet the emotional needs listed (or the emotional needs identified by the teacher as being inadequately met for the student). Raths' guidelines for building this kind of relationship are outlined in his "Dos and Don'ts of the Needs Theory" (Raths, 1972, pp. 62-117).

Studies reveal that Raths' theory of emotional needs has applicability for the practicing classroom teacher in a regular classroom setting. For example, Ide (1975) worked with a student who demonstrated withdrawn behavior. Ide identified the student's unfulfilled emotional needs, in accordance with Raths' suggested procedure, to be the need to be free from intense feelings of fear and the need

for achievement. Within the regular classroom situation, over a period of one school year, Ide employed Raths' suggestions in attempting to satisfy the student's emotional needs. The study showed that the student made significant gains in reducing the frequency and intensity of his withdrawing behavior and became more open to learning situations and social contacts.

Ide also cites studies which examine the effects on students of Raths' theory of emotional needs as applied by teachers. "In three separate but parallel studies carried out in grade 3, 4, and 5 class-rooms, Arthur Jonas, Donald Martin, and Ernest Machnits hypothesized that as teachers made efforts to meet the emotional needs of children, needs related behaviors would become less acute and less frequent.

All these studies showed marked and positive behavioral changes in the experimental groups of children" (Ide, 1975, pp. 30-31).

Other studies have also shown a positive effect on troubled students by the application of Raths' emotional needs theory. In 1946, Ann Carol Fults (Raths, 1972, p.vii) worked with teachers:

1) to identify unusual behaviors in students in their classrooms,

2) to study the behaviors of the students in order to identify unmet emotional needs, 3) to discover behavior changes. Her results were "spectacularly successful."

In 1949, Robert Fleming (in Raths, 1972) studied the relationship between symptoms of psychosomatic illness and the assumed need of the children who were so diagnosed. He divided his experimental group into three subgroups. The first group received the same kind of attention as usual. For the second group, parents and teachers were counselled in employing Raths' needs theory. The third group was made up of children whose parents were not involved in the study. The group with both parent and teacher involvement made the most gain. Some gain was made by the group with only teacher involvement; little or no gain was made in the group where the needs theory was not used.

Anna Porter Burrell's study, as noted by Ide (1975), showed that "when teachers made efforts to meet emotional needs, students showed considerable improvement in such areas as social acceptability, intelligence ratings, achievement, interest in school and schoolwork, psychosomatic symptoms, and speech defects" (Ide, 1975, p. 29).

approach for teachers who find troubled children in their classroom. But as Raths observes, his approach to helping children with emotional problems is not universally successful: "While it is true that the results tend to point in a direction favorable to the theory, there were disconcerting exceptions. In more than ten percent of the total number of cases the results were not significant. There were some children who did not respond by changing their behavior" (Raths, 1972, pp. ix - x). More research is required to answer the questions: Why do some children change? Why do some not change? Could it be the teacher's personality, the type of emotional need of the child, the substantive content of the theory, or a combination of these variables which determines the success or failure of this theory? Those cases in which Raths' theory has not brought about change,

certainly bear more research. Still, it is difficult to ignore a theory which is approximately 90% successful. Of course, there are other theories which may be effectively applied to classroom situations, but as Raths himself asserts, "... if the ways of working with children described in this volume are carried out, a large number of children will change their behavior in ways that are more conducive to mental health and to improved learning" (Raths, 1972, p. x).

Carkhuff's Theory of Helping Relationships

In his book, <u>Helping and Human Relationships</u>, Vol. I,
Robert Carkhuff (Carkhuff, 1969) presents his theory of helping
relationships which sets out a series of helper-helpee interactions
practical for classroom settings. This theory has been based on
studies by Rogers, Truax, Combs, Berenson, and others who have
promoted a person-to-person interactive method of helping. Carkhuff
elucidates that counseling and therapy may be "for better or for
worse", depending on the degree to which the "core conditions" are
effectively used by the helper.

In other words, the interaction of the helper (therapist, counselor, teacher) can have helpful or hurtful consequences on the helpee (patient, client, student). "Only when the helper is sensitively responsive to, and acceptant and respectful of, the feelings and experiences that dominate the helpee's world may he involve the helpee in a process leading to a sensitive responsiveness to his

world" (Carkhuff, 1969, p. 21).

The "core conditions" (Carkhuff, 1969, pp. 201-209) which Carkhuff outlines must be observed in order that the relationship developed between the helper and helpee may be effective for the helpee:

- 1) empathy the helper's ability to understand the helpee's feelings and predicament and to verbally communicate this understanding in a feeling tone similar to that expressed by the helpee,
- 2) respect the helper exhibits an unconditional sincere regard for others and tolerates and accepts the helpee's values and actions even though they may be different from his own,
- 3) genuineness the helper involves himself authentically with the helpee. The helper minimizes his role facade and interacts with the helpee in a real and open manner, person-to-person, to create a rich sharing.

The effectiveness of the core conditions has been demonstrated in many studies in a number of different settings. Many of these studies have been carried out in classrooms.

Spaulding (1964, pp. 313-318), in studies with elementary students reports that there is a relationship between a student's self-concept and the degree to which teachers are facilitative in the core conditions. There is a corresponding difference when teachers respond antithetically, for instance, in threatening, disrespectful ways.

Another perspective of this study showed the impact on the development of students' positive self-concepts when the teachers

became involved in personal and private talks with students.

Purkey, also, presents a review of research data which demonstrates the effects on student learning of teachers' facility in applying the core conditions. "Cohen reported that students with warm, considerate teachers produced unusual amounts of original poetry and art. Christensen found the warmth of teachers significantly related to their students' vocabulary and achievement in arithmetic. Reed concluded that teachers characterized as considerate, understanding, and friendly, and with a tolerance for some release of emotional feeling by students, had a favorable influence on their students' interest in science" (Purkey, 1970, p. 53).

In Ide's review of pertinent literature, he found studies which showed a correlation between core conditions and students' scores in reading on Stanford Achievement Tests; teachers' warmth and respect related to achievement in vocabulary and arithmetic; teachers' warmth and empathy related to the social adjustment of pre-school children. Truancy rate doubled when teachers offered low levels of core conditions (Ide, 1975, pp. 30-31).

A further example of research relating core conditions to student learning was completed by David Aspy (1969, pp. 39-48). This study was carried out in six Grade 3 classrooms. The interactions between students and teachers were recorded for two weeks in the periods devoted to the teaching of reading. These recordings were made two months apart in order to gather an adequate sample of the teachers' interactions with their students. Segments of four minutes

were randomly selected from these recordings to be rated by three raters. The raters worked independently to rate each segment for three conditions demonstrated by the teacher: 1) the degree of genuineness shown by the teacher, 2) the degree of prizing or unconditional positive regard, and 3) the degree of empathic understanding.

The students' reading gains were tested using the Stanford

Achievement Test for Reading. It was found that the children in the

three classes with the highest degree of the core attitudes described

showed a significantly greater gain in reading achievement than those

students in the classes with lesser degrees of the core qualities.

Schmuck (1963, pp. 337-359) presents another perspective. He found that in classrooms where students believe that their teachers understand them, there is a more diffuse "liking structure" among the students. In other words where teachers are more empathic, students tend not to develop cliques of well-liked and strongly disliked groups. Instead, the liking and affection are more evenly distributed among the entire class. This finding suggests that where there is more acceptance among the students by their teachers, there must also be more development of positive self-concepts, which ultimately affects student learning.

In addition, Schmuck found a significant relationship between a student's perception of how he is liked by others and his utilization of abilities, attitudes towards self, and attitude toward school.

The interrelationship between the findings of these two

studies provides evidence for the benefit of the teacher's using core conditions in interactions with students. Here the findings show that where the teacher is more empathic, each student feels liked by all the others, has a better attitude toward himself and toward school, becomes more active in his peer group relations, and uses his abilities more completely in his academic work.

Despite the evidence supporting theories such as Raths'
emotional needs theory and Carkhuff's theory of helping relationships
which are based on the consideration of the child's feelings about
himself, there are criticisms from other philosophical disciplines.

For example, the behaviorists whose methods are founded on
experiments by B. F. Skinner, suggest that humanitarian methods (on
which Raths and Carkhuff base their work) are not direct enough
approaches to the problems. Their alternative is the behavior modification approach which is based on a system of rewards and punishment.

The focus is to deal primarily with the observable behavior rather
than the source of the behavior.

For those teachers whose philosophical frameworks are structured on humanitarian values, the behaviorist theories may not be acceptable.

Both Raths and Carkhuff supporters find that their methods are effective. Objections to their application by other disciplines are questionable. Truax presents an exhaustive review of relevant literature regarding Carkhuff's theory of helping relationships (Truax and Carkhuff, 1967, p. 145). Both Raths and Carkhuff models provide

practical frameworks for teachers in their efforts to help troubled students. By using these methods in conjunction with each other teachers can, using Raths' model, identify those children who need help by observing and identifying needs-related behaviors which appear to be getting in the way of learning. What's more, by employing Carkhuff's model, the teacher may ensure optimally effective interaction strategies to help the child to rebuild his feelings of security and self-respect, paving the way for optimum learning.

To illustrate: when the teacher identifies a student who is demonstrating aggressive behavior, she employs the Raths model to find the inadequately met emotional needs of the student. Ruling out the possibility of physical causative factors, the teacher may then hypothesize the inadequately met need for love and affection, following up with the use of the Carkhuff model in an attempt to meet more adequately that need. Here the teacher finds the core conditions required for the establishment of a meaningful relationship between helper and helpee (teacher and student). Using the Carkhuff model, the teacher is able to evaluate her responses in the three core conditions - empathy, respect, and genuineness. With the added sensitivity gained by the understanding and the application of the Carkhuff model, the teacher is able more effectively to attain the goals of more adequately meeting the troubled child's emotional needs, and thereby enhancing his self-concept. And, by employing both models effectively, the teacher becomes instrumental in helping the student to diminish the frequency and intensity of the behaviors which get in the way of his learning.

Implications for the "Helper" Teacher

Reviewing the literature in the area of teacher as helper opens up some problems for the teacher. One problem is that the person-to-person (instead of teacher to student) relationship between teacher and student often forces the teacher to undergo changes in his/her personal behavior. Second, being a "caring" teacher is not common among most teaching staffs, so the teacher who is working for the students may often experience the stress of exclusion. Third, literature reveals that in order to become effective helpers, teachers must devote a great deal of time to self-exploration and self-knowledge. This time, however, is not often a part of the school scheduling, so the caring teacher is required to do this analysis out of school hours.

Stanford and Roark identify the first problem, "There is the potential for considerable personal threat involved in close, interpersonal interactions. Stepping out of the role of teacher in relating with students and colleagues and beginning to relate personally can be extremely threatening. The safeguards and distance provided by relating as a teacher first and a person second are suddenly removed. Teachers contemplating an interaction approach to teaching should expect some time for adjustment and to have to handle unexpected threat and anxiety aroused by interactions that would not likely have occurred in a more impersonal approach to teaching" (Stanford and Roark, 1974, p. 43).

For example, as children learn to interact with the teacher on a person-to-person level, chances of expressions of emotions are more likely to appear than in a standard teacher/student oriented interaction. These expressions of emotions may arouse feelings in the teacher which may be difficult to cope with. As Stanford and Roark once more alert, "If they [teachers] do not consistently find themselves loving children, they feel guilty. And if they are not giving and self-sacrificing, with the students' welfare uppermost in their minds, they question their fitness for the job. As might be expected, this combination of idealism and unrealistic expectations has served to disillusion some teachers. It has made cynics of others and has resulted in considerable self-deceit for those remaining" (Stanford and Roark, 1974, p. 52).

Furthermore, the cynical, disillusioned teacher may create a hurtful environment for students. As Stanford and Roark continue:

"Inattentive and negative attitudes toward school, toward self, and toward others may be taught inadvertently to some youngsters while both parties think arithmetic is the subject of the lesson" (Stanford and Roark, 1974, p. 65). "For it is in this close relationship between teacher and students that the nonverbal components of the interactions are conveyed regardless of the words used" (Avila, Combs, and Purkey, 1971, p. 252).

In order to avoid these negative outcomes, experts emphasize the importance for teachers to monitor and analyze their feelings.

Stanford and Roark advise that teachers admit their feelings and

resolve them before they cumulate; identify and talk about their emotions; and learn that self-control precedes influencing others (Stanford and Roark, 1974, p. 73).

Blackham also offers a description of a teacher's feelings that would indicate a time when self-examination was critical.

"... it is important to recognize that any time a teacher is excessively and inappropriately upset by a pupil's mannerisms or behavior, that teacher may have conflicts around the behavior in question. Similarly, if the teacher's relationship to a child is disproportionate to the situation - intense or over attentive - some unconscious determinants may be operating on the teacher's past that could be damaging to the child" (Blackham, 1967, p. 95).

Only through "a continuous and painstaking observation of their own behavior, its causes, and consequences, its incentives and satisfactions" (Stanford and Roark, 1974, p. 65) will teachers be aware of their helpful and hurtful ways of interacting with students.

Increasing teaching effectiveness is one reason for such close self-examination. Another has also been discussed, and this is the loneliness expressed by teachers who have chosen to interact more genuinely, without the protection of their professional facades. For a variety of reasons, these teachers are threatening to their peers and they are consequently shunned or overtly attacked.

(Jourard and Sidney, The Transparent Self, 1964). It appears that the structure of the schools is such that many teachers who choose such interactive routes with students are ostracized by

other staff members at worst or are infrequent recipients of supportive comments at best.

Some examples of this finding are presented here: in a study by Knoblock and Goldstein, The Lonely Teacher (1971), six teachers of small groups of children labelled disturbed or disturbing were interviewed for some time in order to obtain information as to the kinds of teacher-student relationships experienced. The teachers met with the researchers seventeen times in group sessions. The information obtained from the teachers in those sessions is critical to the understanding of the pressures experienced by teachers working with troubled students - pressures both with the students and with staff members.

The teachers in this study expressed a hesitation about "going their own way" with children, of affirming a positive view of children. They were fearful that they, too, would be branded "deviant" as the troubled children they taught. To further exacerbate this fear, these teachers found that often in their caring for the children, they defended the children against the rest of the school environment. Once this happened, communication with other staff members became strained, and the caring teachers were further alienated.

Being thought of as different in the school setting, these teachers reported that they soon concluded that they must be bad persons for the ways they behaved with children since they received negative or minimal feedback from other school personnel.

Finding no one to talk to in school about their experiences in the classroom, many teachers took home their concerns. This often aroused spouses to pressure them into considering leaving teaching.

Knoblock and Goldstein summarize the dilemma of the caring teacher: "There should be room in schools for many types of teachers functioning according to their own styles, philosophies and consciences. And this is precisely what is not happening . . . they run the constant risk of being rejected by other adults, thus being forced into a closer alliance with the children and finally, as a result, they experience a loss of perspective from such a constant and sustained contact with children" (Knoblock and Goldstein, 1971, p. 18).

The schools' role in providing support for teacher differences is also supported by Stanford and Roark, "... each school must be concerned with the psychological well-being of its teachers. This is not to say that teachers are more important or more the business of schools than children but unless this priority is recognized, teaching and vital teacher-student relationships will not be improved" (Stanford and Roark, 1974, p. 65).

CHAPTER III

PROCEDURE

It was the purpose of the study to demonstrate through a case study how certain teaching strategies were applied by a teacher in a regular primary classroom setting to a selected Grade 2 student with emotional difficulties, to record the incidents which caused stress for the teacher and to record the coping strategies used to manage this stress. The procedures used in this study to record and to analyze the teaching strategies were based upon those used in the Ide study (1975).

The teacher's feelings in the process of helping the student were examined in juxtaposition with the student/teacher interactions.

This chapter will include the following:

- 1. The criteria used for the selection of the subject
- 2. A brief description of the subject (David)
- An assessment of the subject with respect to the selection criteria
- 4. Family background data
- 5. The teacher's professional diagnosis of observable behavior
- 6. A systematic account of how the teaching strategies were applied
- 7. A systematic account of the coping strategies used by the teacher to manage her own feelings in response to stress.

CRITERIA FOR SELECTION OF THE SUBJECT

This study was <u>not</u> intended to demonstrate psychotherapeutic interactions used by a classroom teacher. For this reason, a subject was chosen who manifested emotional problems often seen in regular classroom situations. Furthermore, the investigator was sensitive to the controversy about whether or not teachers should be responsible for helping a student with emotional problems. The investigator's position was that teachers should <u>not</u> carry on psychotherapy in their classrooms; that they are not professionally equipped to do so. The role of the teacher without this additional responsibility is already demanding enough. It is also apparent that teachers have not the expertise in this field. The investigator's view, then, was that deeply troubled children require "expert" help.

Children with emotional difficulties would benefit from professional therapy; or where facilities are available, emotionally troubled children would profit from the clinical orientation found in a "special" class. However, the investigator had observed that where "special" classes are not available, the classroom teacher is frequently left to deal with children who display a variety of behavioral problems. Some of these problems are not acute enough to warrant clinical treatment, or else, if clinical help has been recommended, it may not be forthcoming for a number of reasons. In the meantime, the teacher is forced to deal with the troubled child. So that whether or not there is concensus that the teacher be responsible for dealing with behavioral difficulties, circumstances often throw

the onus on the teacher anyway.

The investigator took the position that, although teachers may not practice psychotherapy, they should at least be competent in using those interactions with children which promote mental health and clear the path for learning to be possible. To achieve this goal, teachers should be cognizant of the developmental needs of children and be proficient at ensuring that these needs be met in their class-rooms. (Raths, 1972; Purkey, 1970; Combs, 1971.)

In this study, the intention was to identify criteria for the selection of a subject which would be definitive of common problematic situations in regular classrooms. The criteria identified included: a) the child's behavior impeded him from engaging in the learning process—there should be evidence in prior and current records of the subject's difficulty in learning; b) the behavior of the student interfered with the learning process of other children in the classroom—there should be data to show that the subject interrupted the learning of others; c) the teacher was frequently occupied by the student's behavior—an analysis of the teacher's interactions should show that the teacher spent a disproportionate amount of time intervening in the child's behavior. All of the abovementioned criteria were considered in the selection of the student for this case study.

DAVID - INITIAL DESCRIPTION

David* enrolled in Grade Two at William Bridge Elementary

* The subject's name has been changed to protect his identity.

School in September, 1978.

David was a dark-haired boy of approximately average height for his age which was seven at the time of the study. His body structure was very slender (he often advertised that he could count his ribs when he took off his shirt). His deep brown eyes were set in a rather pale complexion.

Early in the year, David's general classroom behavior was aggressive. He was involved in many fights and shouting matches and other children avoided him saying that he was mean.

Repeatedly, David's interactions with other children resulted in his hurting and making them cry. For instance, on several occasions David became involved in a game. As the game progressed and David was losing, he attempted to bend the rules in his favor. When his opponents protested, David punched, kicked, and used the strangle-hold as a threat. Other times, David punched his classmates for no apparent reason - he simply walked over to them and attacked. When asked for a reason, he replied that they "bugged" him.

David seldom attended group gatherings or lessons. When invited to join, he answered indignantly, "That's stupid", or "I hate it", or "I don't have to". Instead, he wandered about the classroom not seeming to become interested in any particular activity. Or, he walked close to the circle where we sat and poked and pinched the other children. Sometimes, when he seemed to be attentive to the group discussions, he would shout out his thoughts or protestations from a distant place in the classroom.

At recesses or lunchbreaks, David stood alone as other children

grouped together for their play. Alternately, he met his older brother and friends from a sixth grade class. At the end of the breaks which he spent with these older boys, David entered the class-room disheveled, red-faced and perspiring. When asked what had happened, he would state that he had been fighting with the older boys and that he beat them up, but that he "wasn't even hurt". When David did not meet the older boys, he invariably returned angry; he knocked about chairs and tables and equipment in the classroom, picked fights and cursed whomever might be near. The reason that he was so mad was because a duty teacher "bossed" him on the playground and that he "could kill that duty teacher".

David was always reluctant to engage in any written or problem-solving activities. The only type of exercise he requested was the fill-in-the-blanks worksheets. But often, he refused to do these or he tore them up before he finished. For him, the day consisted of harassing children, wandering around the classroom and stealthily or otherwise hurting equipment or children.

In the initial description, David appeared to be a student who was belligerent and aggressive; a child who had no friends, who did not become engaged in academic work, whose behavior interfered with the learning of other children; a child whose behavior constituted a major problem for the classroom teacher in her attempt to provide an atmosphere conducive to learning.

Previous School Difficulties

The investigator spoke to the principal regarding David's visits to his office during David's first grade. The principal said

that David seemed to always be fighting on the playground - with younger and older children. He said that David appeared in his office at least once per week as a result of his misconduct on the playground or in the classroom during breaks, as reported by duty teachers. Each time, David would sit without saying much and listen to the principal's lecture on fighting. The principal said that David seldom explained the whole incident clearly enough for him to understand what really happened, but always David set the blame on someone else for his belligerence.

From speaking to other staff members about their encounters with David during his first grade, the investigator discovered a common perception among them. They saw David as arrogant, stubborn, cheeky, and physically aggressive. He seemed to have "a chip on his shoulder". He did not appear to have any friends. It was apparent to them that children seemed to fear him and stay away from him. They also described their interactions with him as frustrating because he would never do as he was told. For example, if it was not the grade ones' turn to be on the adventure playground on a particular day, the duty teachers' reminding him of this would always cause him to curse at them and tell them to mind their own business. Some teachers said they preferred to ignore David, unless intervention was necessary to pull him off some child he was fighting.

David's first grade teacher, Mrs. R., said that David was "hard to control" in class. When she had trouble with him, she sent him out of the room into the corridor. This she would need to do at least once every day. She said that he was "bright enough but that

his unacceptable way of manifesting his over-abundance of energy was disturbing" to her and to the classroom routine. David frequently picked on other children, fought with them, shouted out in class, and wandered about the classroom when he should have been at his desk working. Many times, he answered back and was cheeky to her. He did not respond to her when she directed him to an assigned activity. Instead, he complained that the other children were bugging him and he, therefore, could not do his work. At times when David did work, she said it was apparent that he rushed through it so that he could have free time to "fool around". Rarely did he use his free time to do a constructive activity.

Mrs. R. said that it was discouraging for her to speak with David's parents about planning ways for him to become more interested in school. After repeated attempts at working with them, she came to believe that this was a waste of time because they expected this kind of behavior from their young boys, and, as long as David was learning just enough to keep up with his grade, they were happy.

When David's previous records were viewed, there was little indication in them that David was the student verbally described by Mrs. R. When asked about this she said that she and her principal at that time chose not to record disparaging remarks on written reports to prevent stigmatizing David for future teachers or school administrators. Since David was accomplishing minimal, but passable academic tasks, she found no discrepancy in this decision.

ASSESSMENT OF THE SUBJECT WITH RESPECT TO THE SELECTION CRITERIA

The Subject's Behavior Difficulties Impeded his Learning

There was evidence in the content of David's previous teacher's description of him in the classroom to indicate that he had been behaving in ways which prevented his being engaged in the learning process. The investigator noticed that David was showing similar behaviors in the beginning of his second grade which seemed consistent with Mrs. R.'s description.

During the months of September and October of his second grade, the investigator noticed that David spent most of his day wandering about the classroom, seldom remaining in one place long enough to become engaged in an activity. He never attended teacher-directed lessons or discussions. Instead, he roamed from center to center, sometimes shouting obscenities as a gathering of other students proceeded.

Whenever a task was assigned, David blurted out that it was stupid, or too easy. Or, he attempted the task but invariably tore it up before finishing, saying that he did not have to do anything if he did not want to.

The Subject's Behavior Interfered with the Learning Process of other Students

As David roamed about the classroom, he pinched, poked or punched his classmates. He complained that they were "bugging" him so he had to stop them. Observation by the investigator revealed that

there was frequently no provocation from his classmates to initiate his attacks. He simply walked over to them stealthily and struck.

The Subject's Behavior Sidetracked the Teacher

In order to allow for learning to be possible for the children in the classroom, the teacher had to spend a great amount of time dealing with the subject's overt behavior. It was necessary to physically restrain the subject, on occasion, from hurting another child or to interrupt an interaction with other children to speak with the subject.

Also, the subject's behavior made "teaching" him nearly impossible. He refused to engage in learning activities designed for the class, or for him specifically. When small group activities were organized, David occasionally joined a group, but always this resulted in David's hurting someone because they refused to listen to his directions. During those times in which the teacher spent with him on a one to one basis, David rarely responded to curricular instruction by the teacher. Instead, he chatted to her about his eldest brother, the family weekends at their cottage, and his concern about death and scary animals or fictional creatures and monsters.

FAMILY BACKGROUND

The information about David's family background was obtained from his parents at a parent-teacher conference in November, 1978. At this time, both parents arrived to meet the teacher who, they had heard from David, was "a nice teacher". Mrs. X seemed delighted that David

liked his teacher. Mr. X was skeptical and said as much. He protested that if David liked his teacher, that meant that she would not "control" him or that she was "too easy", probably allowing him to do whatever he pleased and that this was not good. He continued to say that he believed that all little boys are bad. They needed to be punished regularly in order to be kept in control. Unless David's teachers "punished" him, he had no chance to learn proper behavior.

Mr. X described his own childhood in Guatemala with disdain, but since he "turned out all right", he believed that he should rely on the same harsh punishment techniques in rearing his own three sons. He proceeded to attempt to convince the teacher that she would do well with David if she too considered harsh punishment as a deterrent to David's "bad" behavior.

During the course of the conference, Mr. X reiterated in a variety of ways his pessimistic view of life - using the news of the world, his labor union strikes, and the "permissive school system" as examples of our "no hope future". His way of coping with the impending doom was to earn as much money as possible and then move out of the city. To achieve these ends, he held two jobs and on weekends worked on the construction of a home in a small town south of Richmond, B.C. He complained that it was just too expensive to live and that he wanted his boys to learn early in their lives that nothing comes easily. With both jobs keeping him out of the home so much, he felt he might have been neglecting the boys, but his work had to come first for their own good, too.

Their eldest son, Robert, quit school at the age of 16, after

having created an extensive file in the school psychologist's office. He was repeatedly truant, was involved with vandalism, alcohol and drugs. His mother further complained that since he dropped out of school, he had done little to search for employment. Instead, he habitually slept in and usually spent his days with friends just driving around. Mr. X interjected that his "hoodlum" friends were his worst influence.

Mr. X also noted that unfortunately David idolized his eldest brother and attempted to emulate him through his bad behavior.

Their middle son, Paul, was eleven years old, in sixth grade.

Mr. X described him as not as "bad" as David, but also not as "smart".

He said that he thought David learned to read more quickly than Paul,
that he generally had "more on the ball" than Paul. Paul was having
trouble in school. He was beginning to become involved with boys who
were considered "rowdy trouble-makers". David's father saw "more hope
for David" because David would at least read and write at home; Paul,
on the other hand, watched T.V. or roamed about the neighborhood with
his trouble-making friends.

Mrs. X shook her head and sighed as she spoke of just how hard it was for her to be raising these three boys. She said it was necessary for her to work in order for them to make ends meet financially, but that she would prefer to be home knowing that without proper supervision, her boys were "going a little wild". She was worried about their behavior in the morning and after school (she left for work before they left for school and returned home at 5:30 each day). She was also concerned about their eating habits; particularly

David's. He craved sweets and although she hid them from him, he managed to find them. By the time dinner was ready, David would be too full of cookies, candies, and soft drinks for him to eat a balanced meal. She indicated that by not buying sweets at all, David might have been led to steal candy bars from the local market.

Both Mr. and Mrs. X believed that the school system was allowing children to run free and that the strap should be reincorporated as a means of discipline. Mr. X suggested to the teacher that for her own sanity as well as for David's well-being she should begin to use some forms of punishment ("at least make him kneel in the corner") whenever he fought with another child or whenever he was disrespectful of the teacher's authority.

The investigator did describe to David's parents that he often became involved in physical altercations with other children and often was cheeky with the supervising teachers during breaks in the day. In order to check all possible reasons for David's irritability, the investigator suggested that his parents have him undergo a complete physical examination by a physician. Mrs. X said that she, too, had been concerned and in August of the current year she had taken him to their family doctor. His report was that David's physical health was good, that he probably was "one of the many overactive children of our modern world". He did advise that David stay away from sweets as much as possible and that his mother strive to have him eat well-balanced meals.

The parents ended their conference with the investigator in two different ways. Mrs. X expressed her relief that David had a teacher

who was going to take time to understand him. On the other hand,

Mr. X left reiterating the message that he was most skeptical of all

this "understanding stuff", that the only method that really worked

with bad boys was punishment - all else was a waste of time.

DIAGNOSIS

According to Purkey's (1978) "reading behavior backwards" (see chap. 1, p. 4 of this study) and according to Raths' (1972) gross behavior indications of unmet emotional needs (see chap. 2, p. 32 of this study), David, as shown by the collected data, was found to be burdened by emotional problems. He reacted aggressively in situations with children, teachers, and curricular tasks. He was ignored by children because they thought him mean. He chose to remain alone when groups gathered for curricular or fun activities. He pulled away from the teacher's show of affection. He seemed unhappy most of the time.

It was acknowledged by the investigator that David's behaviors were also seen in other children of his peer group; however, the frequency and intensity of the behaviors were much greater with David. The investigator observed that her diagnosis of David's behavior was extremely close to Raths' description of children's behavior when one or more emotional needs are unmet: "In all five of these extreme forms of behavior, an observer close to the child notices tension and strain, an absence of that internal sense of well-being. Moreover, all of these kinds of behavior seem to interfere with learning. The child continues to act upon his impulses with little rationality. He doesn't

seem to have come to terms with himself and his own needs; he is unlikely to be poised enough to look at alternatives and to choose from them. There is a revealing of behavior that seems immature."

(Raths, 1972, p. 5).

The purpose of this study was to show, using a case study approach, how certain teaching strategies were applied by a teacher to a student with behavior problems and to show how the teacher coped with her stress as she worked with the student. The study was carried out in a regular classroom setting; therefore, all the aspects of the study are related to or are appropriate for a classroom situation. The method of diagnosis employed in the study is consequently based on data collected within the confines of the teaching structure and not the kind of diagnosis that might be used in a psychotherapeutic situation. It is a diagnosis to be used as a "working hypothesis", to assist the teacher in setting desirable goals for the teacher's interactions with the student. This diagnosis is not intended to be clinical in nature, but is based upon Raths' theory of emotional needs which is intended for use by classroom teachers (Raths, 1972).

Diagnostic Procedures

The steps for the diagnostic procedures used in this study were originally identified by Raths and Burrell as follows (Raths and Burrell, 1963):

- Observation of behavior in the classroom;
- Collection of background data from parent conferences, school records, discussions with student;

- 3. Identification of behavioral patterns as chronic;
- 4. Ruling out physical causes as contributing to the behavior;
- 5. Identification of behavioral patterns as related to unmet emotional needs;
- Formulation of hypothesis with respect to those emotional needs which seem seriously deprived.

Following the steps in the diagnostic procedures, the investigator observed that David's behavior was unusual and that his behavior interfered with his learning and with the learning process of other children in the classroom. The investigator then collected background data from David's parents at a conference with them, from David's first grade teacher, from the principal of the school during David's first grade year, and from other teachers on staff who were acquainted with David as a result of their encounters with him during recess and lunch breaks on the playground. This background information appears on pages 50 to 58 of this study.

The investigator then analyzed the data collected and hypothesized that the behaviors observed in the classroom and the behavior on the playground described by the other staff and herself characterized what Raths identifies as "aggressive" behavior (Raths, 1972). For the purpose of validating this hypothesis, the investigator administered a Teacher-Rating instrument to two teachers who had close contact with David during his previous year at this school and also the current year of this study. This instrument (See Appendix) was originally used by Wassermann in a study which attempted to identify

children who manifested thinking-related behaviors (Wassermann, 1962).

It was further modified for use with pupils manifesting needs-related behaviors in the study done by Ide (1975).

The instrument consists of detailed descriptions of five behaviors (regression, aggression, submission, withdrawing, psychosomatic symptoms of illness), each of which may be the result of frustration of one or more of the emotional needs identified by Raths (1972). A copy of each of these five descriptions of behavior were shown to each teacher. Both teachers and the investigator chose the description of chronically "aggressive" behavior as the most representative of David's behavior within the classroom setting, on the playground, and in the corridors.

In order to eliminate physical or medical problems as a cause of David's behavior, the investigator spoke to David's parents regarding his physical health. The school medical records were perused and the school nurse consulted. When physical and medical causes for his behavior were ruled out, the hypothesis was then generated that David's repeated aggressive behaviors were likely manifest of some unmet emotional needs.

The investigator then set about to try to determine which of David's needs were being chronically unmet. By using Raths' descriptions of children manifesting particular unmet needs as a comparison with David's behavior, the investigator hypothesized that David's behavior was possibly affected by unmet needs in three emotional areas: the need for sharing and self-respect, the need for belonging, and the need for love and affection.

Raths: The Child with an Unmet Need for Sharing and Self-respect

This child may feel that everybody is trying to control his life; he may feel that he is not respected as a person. Such a child may act indifferent and apathetic toward group activities and members of the group. Or, he may seem to be frequently rebellious or disobedient toward parents, brothers and sisters, teachers, friends and schoolmates. This child may contradict people who are talking, particularly if he has not been asked to participate in the conversation or activity. He may pretend to be an authority on any subject under discussion, interrupting conversations to give information.

Sometimes this child reveals that he would like children to cooperate with him better; that he wishes they would not want their way all the time. In his attempt to be heard, he frequently engages in boasting. He may "butt in" at any time, imposing his leadership on the group in a dictatorial manner. He may steal and disobey instructions.

This child seems to be fighting to control his own life - he wants to share in the decisions which affect him. He feels confused, bewildered, resentful, and discouraged.

Description of David. Early in September, David stood alone while other children teamed for games during recess and lunch breaks. His comment often was "Who cares about those stupid games anyway" or "Who wants to play with them, they cheat". He then played by himself on the adventure playground apparatus - often teasing younger children

until they cried, and a supervising duty teacher intervened. Then
he complained that the duty teacher was bossy and stupid for
speaking harshly to him. Sometimes he asked for permission to stay
inside and play alone. This often resulted in his being "caught"
(by the supervising duty teacher) for being involved in some mischief.
At these times, he ran around the classroom, knocked over equipment and
tossed around supplies, cursing the duty teacher.

During classtime, David never attended a group gathering. However, frequently he shouted out his opinions about the subject under discussion. Whenever a student brought to the classroom an interesting object, David invariably shouted out that he had one at home too and his was "a thousand times better". Attempts made by the teacher or other students to invite David to the group were always rebuked "Group is stupid", "I don't have to go if I don't want to", "Nobody can make me go to group if I don't want to".

On the occasions that David became involved in a game with other children in the classroom, tears and fighting resulted. David would have attempted to force the game his way. The other children would have protested his forcefulness. David resorted to physical action to win his way. He complained that it was their fault that he fought them because they did not listen to him and he was the only one who really knew the rules - "They're all cheaters", "Who wants to play with them anyway!"

Raths: The Child with an Unmet Need for Belonging

This is the child who feels unwanted and neglected. He feels

left out, rejected, or feels that something is wrong with him. He does not have friends nor is he a part of any group.

He wishes for friends, but with each rejection he begins to feel different from others. As a result, this child may develop a "sour grapes" attitude ("Who wants to be friends with them anyway?"); thereby, setting him even further apart from those with whom he would really like to be. Usually left on the periphery of activity, this child may daydream or spend much of his time occupied with solitary tasks.

Frustrated by his loneliness, this child may seek to force his way into a group. Or else, when he is invited to join in, he may rebelliously refuse the offer. When he becomes rebellious or defiant in the classroom, the teacher may react by placing him in the corridor, in the cloakroom, or in the principal's office. The teacher may also make the criticism of this child public and personal - "You're always fighting. No wonder the kids don't like you." He feels set apart from the others and they may begin to feel justified in keeping him out of the group - particularly since the teacher is also keeping him out.

This child begins to feel lonely, deserted, insecure. More than anything, he would like to have a best friend and feel one with the group. He would like to feel welcomed and at ease with his group. But he feels helpless and unwanted. He feels that he is in some way different from the others. He is "crying on the inside".

Description of David. David often mentioned to his teacher

that there were no children in his apartment block that he liked to play with and that his mother did not want him to wander off to other blocks when she was not home, nor could he invite anyone to his apartment when she was not home. By the time she did arrive home at 6:00, it was too late (she said) for David to visit anyone else in another block. He said he was bored without friends and other kids had friends, so why couldn't he?

During his first grade, David was sent to the principal's office numerous times for misbehaving on the playground. He told his teacher this and said that now he didn't like to go outside because someone always bugged him and he would fight and a supervising teacher always sent him to the office for punishment. He said that he preferred to sit in the classroom during breaks, particularly if he could be alone, that way no one would bug him and he would not have to fight and would not have to be sent to the principal's office. But he knew he could not stay in because it was against the school rules to stay in during recess and lunch breaks. He resigned himself to going outside and getting into trouble.

Raths: The Child with the Unmet Need for Love and Affection

This is the child who in many different ways is seeking human warmth, the love and affection that is usually experienced at home with parents, brothers and sisters. Without an adequate amount of this love and affection at home, the child often demonstrates this need at school. He may openly express a desire for demonstrations of affection by frequently requesting to hold his teacher's hand, or to

sit on teacher's lap. He may ask, "Do you like me best?" or he may exclaim, "You hate me!" This child may behave aggressively or submissively, but either way, he is feeling neglected.

Description of David. Raths states that, "With the elementary school child the need for love and affection is almost exclusively a family matter. The warmth and affection is family-shared (Raths, 1972, p.51). In David's family, there seemed to be an absence of warmth and loving at home. Instead, his home environment seemed "hostile" and threatening, at least while the father was there. During the conference with David's parents (see chap. 3 p. 55 of this study), his father was adamant about the reward and punishment method of raising children and was convinced that his boys were "bad", that they all required a heavy handed control. He did not seem able to convey much love to them. Although David's mother appeared much warmer, her presence at home was minimal and probably was not felt at all when the father was home, too. It seemed doubtful that David's need for love and affection was being adequately met with his family.

TEACHING STRATEGIES

The teaching strategies used in this study were based on Raths' hypothesis that unmet emotional needs may cause students to behave in ways which interfere with their learning; that meeting those emotional needs will cause the behaviors to diminish and, in turn, make learning possible. Following this hypothesis, the objectives of the teaching strategies were planned for the subject: to attempt to

meet those emotional needs identified in the diagnosis; specifically, the need for belonging, the need for sharing and self-respect, and the need for love and affection. By meeting those emotional needs, according to Raths' hypothesis, the student would show a change in frequency and intensity in his aggressive behaviors and would respond more readily to learning situations in the classroom.

The diagnostic procedures for this case study were carried out during September through December of the school year. Teaching strategies based upon Raths' Needs Theory (1972) were carried out during the six month period, January through June.

COPING STRATEGIES

By following Raths' suggestion that the teacher record incidents each day between the troubled child and other students and between the child and herself, the teacher was able to analyze the events in the day affecting the learning process for the child and the teaching process for the teacher. With these data, also, the teacher was able to monitor her inner feelings about the interaction process which she employed. This gave her deeper insight into how she was being affected by the student's behavior - how her values were being taxed, how her expectations were appropriate sometimes and how they were not at other times for this aggressive child. These data also forced her to reflect on each day, placing into realistic perspective the day-to-day process of slow change that the teacher found necessary to keep in sight in order that she was encouraged that a change was being effected. Without this perspective, the teacher

felt that her efforts were futile during the earlier period, from September to December.

Knowing that these feelings of futility were interfering with effective interaction with the subject, the investigator chose to record and reflect on each day's important incidents for the period of January to June of the study.

The objectives for the coping strategies were to monitor the proceedings on a day to day basis so that the teacher would have a realistic, objective view of the changes she intended to effect; to gain a deeper understanding of the teacher's feelings so that her frustration could be analyzed in order to clear her mind for the next day; to be very aware of the types of teaching strategies which were effective and those which were not.

THE ANECDOTAL RECORDS

Anecdotal records of David's classroom behavior and teacher's dialogue with him were kept each day from January 3 to March 23, 1978. Following each description of the situation and the verbal interaction are 1) an interpretation by the teacher of David's behavior, and 2) a description of the teacher's feelings aroused by the interaction or behavior.

Following the above-mentioned time period is a section devoted to a second analysis of David's overall behavior in order to determine if any changes had occurred since the beginning of the study. Also in this section is an examination of the nature of the interpretations made by the teacher to ensure their relevance in terms of David's unmet

emotional needs. Third, in this section the investigator examined her feelings as a teacher in her endeavors to help David, to be able to identify any possible resistence that may have been preventing her from really helping David. Plans and objectives were also outlined so that the teacher's interactions were clearly stated for the remainder of the school term with David.

The last three months of the school term, March 23 to June 27, 1979 are outlined in the same format as the first three-month period (i.e. Behavior and Interaction, Interpretation, and Teacher's Feelings) with the exception that a weekly overview is presented instead of the daily recordings.

Section I - The First Three-Month Period

January 3

This was the first day after Christmas vacation. David entered the room early, as usual. I greeted him warmly. He seemed distant. I said I was happy to be back and so happy to see him, that I missed seeing him everyday. He said, "Yah" and giggled. "I don't believe in Santa Claus and I still got some stuff for Christmas from my maw and paw. Those other kids still believe in Santa Claus."

I said, "It seems that you discovered that you don't have to believe in Santa Claus in order to get presents at Christmas. Is that good?"

He repeated his "Yah!" with a great deal of expression, followed by his giggle. I asked if he would like to tell me about his presents.

He said that he would not as he flipped through his favorite monster magazine.

Interpretation. Before Christmas vacation, David seemed worried that if he didn't believe in Santa Claus that he just may not receive any presents (a prediction other children made known to him). I had a feeling that this was perhaps a belief that he was not sufficiently deserving and the Santa Claus belief was just a coverup.

Teacher's feelings. I felt a little sorry for him. He seemed so concerned about this whole Santa Claus issue. I wished his older brothers had been more sensitive to a young child's fantasy. I realized, of course, that was too high an expectation for adolescents. But I wished something better and happier for David. He just seemed so sad. It was hard for me not to cuddle him in my arms to try to make up for some emptiness I thought he might be feeling just them.

During our group gathering, David sat far from our circle.

He flipped through his monster magazine, but he seemed to be

listening to the children's accounts of their vacations. He laughed
on cue and craned his neck to see what each child was showing us. At
the end of our group gathering, I walked to David's place and said,

"I missed you at group." "Yah", and his giggle.

Interpretation. No amount of coaxing would make David change his mind if he did not choose to be in group. Instead of making him feel like he was doing something wrong by not being there, I wanted him to know that I noticed and that he was missed.

Teacher's feelings. It was hard for me at times to accept
David's doing something different so much of the time, particularly at
group gatherings. He so much needed to observe and practice the
manners of communication in group. I was frustrated - wanting him to
be there, knowing I couldn't insist that he be there. And afraid:
Was this a bad start to a second term? I secretly hoped that his
vacation might have made him miss school so much that he would be
more cooperative with the schedule of the day. Disappointed with the
prospect of having to start from scratch to build his feeling of
belonging.

As soon as the bell rang for lunch, David dashed out the classroom door and leapt up onto the window ledge in the corridor (about two feet off the floor). From this position, he gave a few swift kicks at the window, jumped down as I looked in the direction of the noise. I walked close to him and said that I noticed him on the window ledge. He nodded and giggled. I told him that I was concerned that he might hurt himself and that I would not want anything bad to happen to him. Would he please not do that again? He said that he wouldn't and even if he did, he would never hurt himself or break the glass. I thanked him for understanding my fear for him.

Interpretation. David sometimes burst out - out of the classroom, out of his seat, out at someone. Again, I intended to express
my caring about his safety, not to focus on his wrongdoing.

Teacher's feelings. Sometimes I felt that I was controlling

a volcano of fear inside me for this little one's life. But I restrained the explosion and forced my voice to seep out a little amount of warm, soothing steam. But not without some cost. Tension settled in back of my neck, resulting in a headache. My anxiety increased with the prospect of another staff member catching David in an act like this one. This would mean, for David, an upsetting encounter; for me, more disturbance in the classroom as David would need to play out his anger.

January 4

We exchanged a warm greeting. David was not in group, but I managed to wink at him two times as the gathering progressed. During journal writing, he brought over his work to me, "Isn't this beautiful printing, Mrs. D.? Do you like it? I think it's almost as good as your printing." I told him that there was no doubt in my mind that it was so much better than mine. He was delighted and raced off to Stephen - "My printing is better than Mrs. D.'s. Look!"

Interpretation. David showed that he felt the need to outdo someone in something. Outdoing me was all right with me; whereas, it may not have been acceptable to another child, nor to his brothers, nor to his parents. Also, he seldom thought that his work was done well enough to keep. I hoped this might help.

Teacher's feelings. His lit-up face melted me. It was easy for me to admit to his superiority in printing - it was true. His pride was elating for me, too.

David was high for the entire day. Then an incident on the playground during yard tidy-up near the end of the day was a surprise. Two boys from our classroom walked toward me, on either side of a little boy who was not from our classroom. This little boy was crying loudly and there was blood on both of his lips. David shuffled slowly behind this threesome. The two boys told me that they saw David hit this little grade one boy. I comforted the little one, tidied up his face and then asked everyone to leave while I spoke with David. My interaction with David proceeded something like this: "David, we need to talk about this." "Yah, but I didn't do anything." "You mean you didn't hit that little boy as Chris and Graeme say you did?" "No, I didn't touch him." "Did you happen to see what happened to make that little boy's lips bleed like that?" "No." "Gee, I'm so glad that he wasn't more hurt. I felt so sorry for the little guy, I nearly cried when I saw him." "Yah." And a very blank stare at me.

Interpretation. David's mood seemed to change so instantly at times. He could so easily have lashed out at this little boy just for standing nearby and watching. I wanted David to know that this time there were consequences for his lashing out. He made a little boy's lips bleed and he made me feel bad looking at the little boy. Even if David did not in fact hit the boy, he should know that victims and people around them become upset.

Teacher's feelings. At the sight of the little boy's bloody mouth, it was so hard for me not to blame David and shout at him.

Instead, I bit my tongue and tidied up the mess. By the time I spoke with David, I knew I had to hear from him before I made any assumptions. I was so frustrated that he wouldn't admit to this, though. But what good would pressuring him do - maybe relieve some of my anger, but would only make tense my relationship with him.

January 8

Warm greeting, chat about Star Wars. Then I recapitulated:
"David, you know last night I worried about that little first grade
boy. I hope his lips are all right." "Oh, sure. Don't worry. He
didn't look too bad." "I'm still wondering what happened to him."
"Heck knows." "You've been able to control your punches so well
lately, I was happy to hear that you didn't hit him." "Yah, I won't
hit anymore." "I believe you."

Interpretation. After an incident, David was often calm and remorseful. He was this morning. How reassuring he was with me, telling me that the boy was not so badly hurt.

Teacher's feelings. I wanted to convey to him that I felt sad for the victim of a fight and also to let him know that I recognized his efforts in controlling his fighting. But it was so hard for me to keep positive about him because he could be so mean and deceitful. I needed to hide the anger that built up inside me whenever he hurt anyone. I needed to keep telling myself that if I had the same experiences in life as David had had, I might be just as volatile and I might need someone who would be patient enough to

understand me. I wanted to be that person to him. So I bore the frustration. Today, bearing this frustration was exhausting, draining.

Later that day he brought some math exercises to me: e.g.,

\$\int_{-\sum_{2}}^{-\sum_{2}}\$. His work looked like this: 9 - 6 = 15. As I looked at it,
he did, too. Then he shrieked, "Oh, no, I did it all wrong!" His
face turned red with embarrassment, his shoulders slumped. I said,
"You got the right answers to different questions. Watch this." I
changed all the (-) to (+). I asked if he needed to borrow my
glasses. He laughed. Returned to his seat and with what seemed like
a period of "perseverance" did at least 20 more. "David, you can
really do Math!" "Yah." Giggle.

Interpretation. David usually liked to do close-ended or very simple tasks. He seemed to feel more comfortable when there was a very defined, single answer. Then he could see the check marks which he usually placed on the paper himself. When I noticed his error in this case, I endeavored to find some way to make his work right. Luckily, there was a way. I wanted him to really feel that he could do all curricular tasks, including Math. I knew it was important to build his sense of success and therefore increase his feeling of self-worth. Another defeat might result in more anger and more aggression.

Teacher's feelings. I nearly panicked whenever David brought me some work. If there were errors, I wondered how to tell him so that he didn't become undermined and offended. Or, I wondered how to

hide his errors so that he felt that he had succeeded and would continue to engage in the activity until he really did learn it.

When I needed encouragement to continue to believe this about children - as I needed it today - I read a paragraph written by Combs, Avila, Purkey (1971, p. 44):

Many children who cannot read are unable largely because they believe they cannot read . . . thereafter, he is caught in a vicious circle . . . Because he believes he can't read, he avoids it ... Because he avoids reading, he doesn't get any practice and so he doesn't read very well. Then when his teacher asks him to read, he reads very poorly and she says, "My goodness, Jimmy, you don't read very well!" This, of course, is what he already believed in the first place!

January 9

After lunch, I walked into the classroom to find nearly all the children shouting, dashing about - obviously disturbed. As I came closer to one cluster of children, I saw David, Irene and Christopher. Irene was in tears, Christopher was enraged, David was calmly holding a cardboard van truck that Christopher had constructed a few days earlier. I could hear David speaking to Irene, "Don't cry, just get even. Break off this door." The children around shouted at David, then, pleaded with Irene not to take off the door. After an unsuccessful attempt to analyze the situation by listening to all the shouts, screams and demands, I isolated the three main characters, became informed about the scenario. Irene had fallen, Christopher was near enough to her that he could have tripped her. Irene was not sure if he had tripped her or if she had fallen herself. David, on the other hand, was certain that he must have tripped her because he did not like her, but he did not see the fall - he was outside. He

was certain because this was the kind of thing he thought Christopher might do. And consequently, he thought that the only right thing for Irene to do was to get even. One good way, he thought, would be for Irene to break something that Christopher liked. Although Irene preferred to do nothing, David would not relent. She was in tears because her knee hurt and because she felt "mixed up". David vehemently insisted to me and the others that the only right thing to do was to get even. I asked if he thought getting even was fair if Christopher tripped Irene by accident. He was certain that it was no accident, so it was fair. "David, I like you to feel sorry for children who are hurt. Maybe, it's fair that Irene should decide what she should do." "Yah", he replied, "but she doesn't know the right thing to do." "I can see that you really want to help her and I can see that you really did by trying to solve this problem. Now she needs to decide, don't you think?" Reluctantly, he said, "Yah". know that if you were Irene, you would want to get even, I guess Irene is different." "That's for sure. I would break off the door."

Interpretation. "Getting even" seemed to be a strongly held feeling and it was interesting to speculate how much this feeling contributed to his aggressive actions. How much and what did he have to "get even" for? Was he projecting his own feelings onto Irene in his insistence that she should "get even"?

Teacher's feelings. Frustration. On the one hand, I felt proud of David that he did not act for Irene, that he used his

convincing powers to intervene instead of his physical strength to influence her, that he did not break the van himself in the revenge that he considered due Irene. On the other hand, I was mystified by his insistence to involve himself in this dispute - at the expense of losing any possible friends in the classroom (everyone was adamantly opposed to his interference). Also, I felt sad for him. He seemed in so much intense anxiety over the outcome and the proper retribution for Christopher.

David teased Jeffrey after school. Jeffrey dropped his walkie-talkie, part of it broke, the other part he threw at David in frustration and anger. He missed David and broke into tears then came to tell me the story. David ran off toward home. I called to David, he shouted back that Jeffrey had kicked first. Not much later, David walked into the classroom where Jeffrey was still crying and I was consoling. I asked David to tell me what happened. He said that Jeffrey was his friend and he decided to have some fun with him before going home. He decided that he wanted to scream into Jeffrey's ear for fun. Jeffrey got mad and tried to hit him, but since David was so fast, Jeffrey missed. Then Jeffrey dropped his new walkie-talkie. A part broke off, so he threw it at David, but missed because "I'm too fast". I said, "Let me understand what went on - you wanted to play so you screamed in Jeffrey's ear. Jeffrey got mad and tried to hit you." "Yah, I just wanted to play because the adventure playground was not opened to us today and I wanted to have a little fun before I went home." "When you had a little fun with Jeffrey, he got mad. Maybe he didn't know that you wanted to play. Maybe you hurt him by screaming

in his ear." "Yah, that's what happened, because he was hurt. He was hurt. He wanted to hit me." "David, do you think that sometimes when you want to play, you choose to play in a way that hurts your friends? Like this time with Jeffrey? You told me that you wanted to play with him, so you started to scream in his ear. Then he got mad and started to cry. Why do you think he started to cry? "'Cause his ear hurt." "But if you were only playing, would you be hurting him?" "No way!" "What happened then?" "I hurt him, but I didn't mean to." "I know that. You have been so good at controlling yourself so that you don't hurt anyone anymore. I'm so proud of you. I guess that this was a mistake. What would you like to do?" "If he can't fix his walkie-talkie, my Dad will buy him another one."

Interpretation. Sometimes, it seemed, David showed some genuine difficulty in connecting an action with its consequences. I thought that David could not anticipate Jeffrey's anger at his screaming in his ear. I also saw this as David's clumsy way of making a friend - he seemed not to know how to go about making friends.

Teacher's feelings. This incident was exasperating for me.

It was so hard for me not to see that David could not see that his play was unbearable to someone, that in fact it was painful.

January 10

After spending most of the morning fidgeting about the classroom, David constructed a tower of blocks. He called me to him to
show me a "trick". He had built a high tower of flat blocks
supported by four cuisinaire rods, managed to pull one of the four

corner rods out leaving the tower standing on three supporting rods. When I asked him to explain this to me, he said that it really was "no big deal, it was just a 'trick'". When I suggested that he try to build another one and do the same "trick", he was delighted. This time removal of the fourth rod made the tower collapse. "This time the trick don't work," he said. "What do you think might be different?" "Who cares, the trick won't work this time." End of interaction.

Interpretation. David seemed most comfortable with closed questions. Since the beginning of the year, he came only to gatherings where it was possible for him to give memorized answers like math drill exercise games. Higher order cognitive questions do not seem possible when the child is operating (functioning) on such an acute "needs" level. So much for teaching for thinking with David at this stage.

Teacher's feelings. I felt reassured by his reply to my interest in his quest for explanations. He certainly could make the decisions about the depth of his capability of involvement in academic exercises. I felt that with his ability to do this, he would never allow me to push him beyond his capability.

January 11

David was grouchy all day. He did his "whirlwind" interference with whatever anyone was doing. He did not "work". He did
not stop moving about enough to concentrate on anything. I watched
him stealthily. Because he wasn't hurting anyone, I did not

intervene. But whenever he was alone, I gently spoke to him about our day, and that I noticed that he was having a hard time sitting down for long. He said it was too windy out and he was bored. I said that I noticed that he seemed not to be able to find things to do in the classroom. He said, "Yah", that all the things that he usually liked were boring today. I asked if there was anything I could do. He said, "No" (giggle).

Interpretation. There was something on his mind that he could not express, so he was unsettled, agitated. I did not wish to add to his frustration, yet, I did want him to know that I noticed that he was having a tough time and that I was there for him.

Teacher's feelings. I felt anxious all day, anticipating the moment that his tricks and teasing turned malicious. Luckily they did not, but I was totally drained by three p.m.

January 12

Today David was interfering as he was yesterday, except that instead of appearing bored, he giggled and laughed and seemed to enjoy everything all day. Made a paper airplane and flew it in the gym for part of our gym time, put it away when I said time was up for him to become involved in other activities that would exercise his body. He tried the trampoline which he had been most reluctant to do. Although he seemed very frightened, he did bounce carefully for about one minute. Later in the day, he made fat lettering for the title of our "meter monster" display. He redid many letters to make them "perfect" and was very pleased with his results. For the lettering project which

he thought of himself, he chose to work with Johnny and Barbara. He was the director, but in such a gentle way that there was no argument at all. Just before the end of the day David stood on a chair and repeatedly dropped a piece of cardboard. I watched beside him for a while, then asked him to tell me what he was observing. He said that when he dropped the cardboard sideways it fell faster than if he dropped it flat. I asked him how he supposed that could happen. He said instantly that the flat side had to "fight more air" so it took longer to reach the floor.

Interpretation. Whatever was on his mind yesterday had gone or had been solved. I wished I knew if his home environment was making the difference in his behavior from one day to the next.

Teacher's feelings. I felt dumbfounded with the rapid change in his mood. Even though he seemed so happy and benevolent, I felt myself on guard all day, prepared for a shift in his mood. I also felt hopeful that some day, David would permanently remain happy and benevolent. This definitely was an easier day for me.

January 15

David seemed very happy to be in school this morning. As soon as he saw me, he asked if I needed any help. I told him that I would love his help and gave him three jobs which he did with great care.

During our group gathering, he sat beside me with his hand on my lap. He became very excited about a printing book which I gave everyone and was most intrigued that the principal was asking that all students in

the school have one and that they do their best printing every time they used this book. David immediately sought out his book and filled the first page - it was beautifully done, he knew it and was proud. During these activities, he was happy. I took every opportunity to smile at him, touch him, say a kindly word. He responded with joyful giggling. Then at 2:00 p.m., I noticed David in one corner of the room, calmly tearing Johnny's meter monster to shreads. Not far from David, I saw Johnny standing red faced, pleading with David to stop. I walked closer to speak to them. Before I could say a word, David said, "Johnny wrecked my fort so I have to wreck something of his." I asked Johnny if he had anything to say about this. He said that he was just walking past the table on which David's fort was standing and it just fell over. I asked David if he thought there was a difference between an accident and something done on purpose. He said not, that his fort was wrecked and Johnny was closest, so he did it. "Well, I don't think that this is fair. Johnny did something by accident, he did not want to do it. You are sitting here doing something hurtful on purpose. That makes me upset. I don't like it. You are not being fair, David!" After his stone-faced glare, David said, "Okay, I'll make Johnny another one." Johnny said that he would do it himself. For the next hour, the two of them worked happily together re-making Johnny's meter monster.

Interpretation. I did not notice anything different in the classroom to make David so high spirited. So I assumed that there might be good things happening at home for David. My chance at an outburst about David's unfairness was consciously taken considering

his good mood these past few days. Normally, I would have hidden my true feelings so that I would not alienate him from contact with me. The aspect of "getting even" seemed still to motivate his hurtful/aggressive action.

Teacher's feelings. For most of the day, I was overjoyed that I could love David as much as I was. His good mood changed some of my hidden angry feelings for him into softer feelings of acceptance of him. I so wished that I could treat this little guy like any other little guy (a little guy who could understand feelings of other people, particularly). When I blew up at David about his unfairness to Johnny, my need to express my own emotions about the situation surfaced. But I did practise my patterned behavior this time, too. I consciously chose to go all the way and express my opinion. I chose to treat him as an ordinary little guy so that I could be relieved of the pain treading on thin ice every time I spoke with him. My overriding need to do this without concern for his reaction caused some guilt for me. I was now unsure if he acquiesced because I appeared so upset or if he really wanted to patch up his friendship with Johnny. Yet, there was some relief for me. became somewhat hopeful that David might learn that there is another kind of fairness than the one that he applies to every situation. This gave me the courage to go on, to be patient with him, to accept his slow change toward awareness.

January 16

David built forts around himself all day, and spent most of

the day by himself in his fort or roaming around the classroom. Several times I poked my head into his fort and commented about not being able to see him and that I missed him. He replied that he wanted to work inside his fort alone. When I asked what he planned to do, he mentioned his printing book. "Both you and I are proud of your printing book," I said. He agreed with a giggle. Late in the day, I noticed David running full speed between desks, among children seated on the floor. I stopped him and reminded him that running in the classroom is just not safe and would he stop. He said that he forgot that it was not safe, and stopped.

Interpretation. His change of mood might have been the result of his father's denying him participation in our ordering books from a book club. He might once again have felt left out.

Teacher's feelings. This lack of consistency in David's willingness to participate in classroom activities made it difficult for me to plan his learning experiences. This day was most frustrating. He did not take part in any of our discussions, did not attempt any thinking about subjects under study. I worried today that his next grade would be tough if he does not even involve himself in listening and talking about the curriculum. I felt desperate that he listen at least, feeling that his desire to produce written material would not be part of his learning for some time. Today was very difficult for me. It reminded me of the many other days that David refused to acknowledge his being in the classroom, it reminded me of the pressure that existed on me to "teach"

this child. It reminded me of how powerless I felt with him.

January 17

Today, I decided to be extra-specially cheerful with all the children, particularly with David. I spent time in the library this morning looking for books which might inspire David. When he arrived in the classroom, I showed him the books I thought he might like to read today. He looked sad when he walked into the room and continued looking sad as he flipped through the books. I asked if he did not like the books, he said that he did, but did not feel like them now. Like yesterday, he roamed by himself. My only contact with him came after school. One of the children stayed after a few minutes to talk to me about the food groups we were studying. He asked if alcohol was bad for people. I said that it was. He asked if I could explain what happens to the body. I did as best I could. I noticed David's face. He had been listening and appeared transfixed. Then he said, "My papa drinks lots of beer every night." He then asked if it was as bad for adults as it was with children. I said, "Yes." David then said that his papa acts silly, too. "You mean that he does things after he drinks beer that he doesn't usually do?" David said, "Yah", giggled and ran out.

Interpretation. David's aloofness in the classroom must again have been related to a home situation. His reference to his father's drinking beer seemed upsetting to him.

Teacher's feelings. When David was so aloof, I became

desperate that he might never become a part of the group. I felt so responsible to do something to bring him into the classroom. Yet every attempt I made seemed futile. My cheerfulness required energy from the other children, otherwise I might have been ill-tempered. Consequently, I remained with happy children more so than seeking out David. But passing through my mind regularly was the belief that I had that I was responsible for the well-being of all the students in my classroom. Why was I, then, avoiding David sometimes? My answer was "self-preservation", and that caused me to feel guilty, selfish, definitely not what I supposed teachers should feel while teaching.

January 18

My warm greeting this morning was nearly ignored. David seemed very preoccupied. He sat at a table and flipped through books, seeming not to notice the pages. I tried to become involved with his interest, but with no success, so I left him alone. As soon as the bell rang, David sat in our group area and waited patiently until we were all gathered. He sat next to me, not saying anything, waiting. Irene started us off by showing us a stuffed teddy bear which she received for Christmas. I noticed that David fidgeted as she spoke. As soon as Irene stopped speaking, David blurted out, "I'm tired of Irene's stuffed toys. She should take them home and keep them there."

I said that he seemed very upset about this. He said that he was. I asked him if he knew why he was so upset. He said that he saw that when she had a stuffed toy in school, she did not do enough work and

maybe someone would tear the toy apart and maybe someone would steal the toy and maybe she would disturb other children as they worked. said that it seemed that he had really thought about this and that he cared very much about what happened to Irene's learning and to her toys. He said emphatically, "Yes!" and then asked, "Who else is sick and tired of Irene's toys, raise your hands?" Several other children raised their hands. I asked Irene about this. She said that she liked her stuffed toys at school because then she could see them all day instead of just when she was at home. David asked her if she wasn't worried about her work and wasn't she worried that the rest of the children did not like all her toys. "You know that you are not a baby anymore," David said. Irene's face turned scarlet. David noticed. He said "Okay, you can do this. Bring only one toy to school one day each week. No more!" Irene said that was all right. When the group disassembled, I overheard David talking to Irene. "This is all for your own good, Irene," he said. He lay his hand affectionately on her shoulder.

Interpretation. David had not spoken to us of his Christmas, nor had he brought any presents to school. It might have upset him to see all that Irene had received and he was tired of being reminded of what other children experienced at Christmas time. OR, perhaps, David really felt protective toward Irene as he seemed to demonstrate on January 9 (see chap. 3 , p. 76 of this study). Perhaps he was expressing some fear of losing control over his own actions. I saw this as a really "healthy" move for David, if this were in fact so.

He was finding a way to vent some frustration.

Teacher's feelings. I felt elated that David saw himself as part of the classroom activities enough to speak his mind. I was also elated at overhearing David's concern for Irene's feelings after he criticized her so severely. Once again I felt that David offered a glimpse of the more caring little guy I saw in him occasionally.

January 18

David seemed relaxed today. After a warm greeting, he engaged in a conversation with me about cleaning. He said that he thought that he was the best cleaner in our classroom. Did I agree? I assured him that I thought that when he cleaned up, the classroom sparkled. He asked if he could stay in the classroom while the children went to the library. I agreed. When library period approached, he called the class to attention and reminded everyone to take a pencil with them because he would not allow anyone to return before the time was up because he planned a surprise for them when they returned. As soon as they left, David began to tidy up. I stayed with him. He scurried around and picked up every tiny piece of paper off the floor. Then asked me if I noticed any. Each time he tackled a new job, he asked if I noticed anything more to do. Each time I responded that it looked perfect to me, too. His eyes sparkled as did the classroom. Finally, he announced that he was finished. Then he sat nearby and began to talk about a subject that seemed to be surfacing from a depth of thought which I seldom experienced with him. "After a person dies they live to infinity

because each day while you're dead means a new life. So you live longer when you are dead than when you are alive. You only have one life while you're alive, but when you are dead, you have as many lives as infinity and then finally you die." I asked him which he thought was better. He said, "To be alive the first time because death is scary. It means you might have a heart attack or something." He shuddered at the thought. "I wish I could live to infinity without dying first," he continued. I asked if he ever spoke to anyone about this. He said that he did not, but that his brothers talk about infinity and this thought only came to his mind today. I told him that I too loved life the first time around and that I too wished I could live to infinity because I found so many wonderful things in life. He smiled and said that he thought I was just like he.

Interpretation. David often looked at books about monsters being killed, or actors made up to be dead, or vampire magazines with gory photographs. He also sought out anatomy books. This discussion about death which we had today seemed a bit more personal but quite characteristic. It was difficult to know from where his fear of death and dying arose, but he was certainly more preoccupied with these than most other children his age. He was beginning to share feelings with me more openly and comfortably.

Teacher's feelings. This day made me feel like he and I were making progress in becoming relaxed and acquainted with each other. I truly felt accepting of him today. No resentment for him for complicating my position as his teacher.

January 19

Today was book order day. Many children arrived early to give me their order forms and money. By the time David entered the classroom, many children were clustered around my seating place. I noticed that he did not have a form. After the last child left my side, David approached me with an order form. He had found a form, marked the necessary information, enclosed one penny, sealed the envelope and handed his order to me. I said, "Thank-you," he dashed off happily. He had marked "Pinnocchio". I enclosed the rest of the price of the book to make sure that he received that book when the orders arrived.

Interpretation. David always missed ordering a book during these times. His parents' philosophy was that books were useless because you only read a book once and then never looked at that book again. What a waste of money! Since David's and my philosophy was different I decided to stealthily collaborate with David. I enclosed the money to cover the cost of the book which he ordered so that when the order was filled, he would also receive at least one book.

Usually our order was large enough so that we were entitled to free offers. I planned to give David at least one of these free offers.

My intention was to fulfill his priorities even though they may be discrepant with his parents'. Besides, I believed his father's actions contributed to his feelings of non-belonging, which was another good reason for me to behave as I did.

Teacher's feelings. I was amazed at David's persistence and his guile. I felt that I had to appreciate a little guy who was so determined that he would plot to buy a book even though his parents refused to give him the money. I was also elated that David was finding ways to express his need to belong. He was showing that he could also find ways to belong to our group. How exciting!

January 19

David arrived inside the classroom early this morning. He was loaded down with many National Geographic magazines. I helped him set them down on his table top. He immediately announced that he had something to say during our business time. I said that I would remember to call on him. Shortly after, he stood beside me (this was still before any other children were in the room) and coyly asked if I would make his announcement for him. I said that of course I would if he really felt that he did not want to himself. He told me that he wished other children to use his National Geographic magazines. I said that was very generous because so many children loved the photographs in them. Minutes later he returned. "Mrs. Dobson, I want to make the announcement myself." "Okay, David." At our gathering, during business, David's hand shot up. I called on him. His face turned red and he whispered, "You do it." I replied, "David, I really think that you can do it. I'll fill in if you miss anything. Okay?" "Yah, I can do it. Don't help me." And he did make the announcement by himself. He was very nervous, sweat trickled down the side of his forehead, his face remained red, and his hands fidgeted in

in his lap. When he finished he asked if there were any questions and there were. He seemed to relax as soon as the questions began. After the group dispersed, I placed my arm on his shoulders and said that I thought that he had no trouble at all with his announcement and did he feel the same about it. He said his usual, "Yah," with a giggle. We planned his day together. All day he seemed to be near my side, hugged me, kissed me, smiled, winked. By the end of the day, he had completed all the tasks which we planned (a page in his printing book, a math activity, his "death book").

Interpretation. Announcing to the children that they could use his National Geographic magazines was a major success for David. In the past, he seemed most uncomfortable to gain the class's attention in legitimate ways. When he goofed off, he seemed to be in his element with their attention. I hoped that he would gain some courage to have us focus on him in positive ways and today he took his first crack at this. My willingness to take over was meant to convey to him that of course it was all right if he preferred to have me speak for him. But I also wanted him to know that I was certain that he could do it himself if he really wanted to.

This incident seemed to indicate again that he was feeling a part of the group. He seemed to have found a way to share with the group. His accomplishing his plans for the day was another positive builder to better self-esteem. I was beginning to see that he viewed himself more positively than negatively.

Teacher's feelings. I felt delighted that he made his announcement alone. I felt that my gentleness with him was instrumental in giving him courage. This was a reward for me. I felt that I wanted to help this child communicate in order to feel that he belonged, that he was worthwhile enough to listen to seriously in a serious situation instead of his feeling that he could be in the limelight only if he acted silly. I also alerted myself today that my high hopes for David may be obscuring my objectivity concerning him. Was he truly feeling better about himself or was I projecting a desire?

January 22

David seemed at quarter speed today. His sniffles became a severe cold overnight. He moved slowly, teased no one. I approached him to plan his day with me, he obliged. Wanted to do his printing so that he would continue to be a better printer than I am. I assured him that the practise would definitely keep him ahead of me. He decided to do three journal entries today in order to "catch up", one page of printing, and find ten spelling words to study for one week. I sought him out several times today to hug him and discuss his work with him. He nuzzled his drippie-nosed face into my hair at least three times before lunch, continued to be calm and gentle all day. Needed more affection from me than ever before. I was there for him all day.

Interpretation. Being ill with his cold seemed to slow David

down enough for me to take more time showing him that I cared for him. I decided to take every opportunity to be affectionate. My goal was to enhance his feeling of self-worth by showering him with attention for his positive acts - his attention to his work, his listening attentively while others spoke, his walking instead of running in the classroom, his smiling, his hugs, the nice things he would say to other children. Also, by setting realistic goals for his work for the day, he was able to feel successful in his curricular activities.

Teacher's feelings. I felt a little frantic today, trying to put into David's day as much as possible of positive attention. I felt that I might have overdone the point because I felt exhausted at the end of the day. But I could not resist the opportunity. David was receptive, so I kept pouring out. He was a neat kid and I needed to have him and everyone else see this so that we would always treat him like the neat kid, not the naughty kid.

January 23 - January 28

David was at home sick for one week.

January 29

His first day back after one week of being sick at home was a happy one. We planned his day together (spelling words, visual discrimination tasks, printing, math). He attempted all, but did not quite complete his math before the day ended. Many times during the day he told me that he missed school, that being at home was boring because there were no books at home, only T.V. I told him early in

that I missed his hugs and his interesting conversations with me, that I was so very happy that he was back in the classroom. I told him that without him, we all felt that there was some important person missing — it was he. He said that he did practise printing at home just so he would always be able to print better than I.

Interpretation. I was concerned that David be absolutely certain that he was an integral part of our classroom, that when he was away we missed him. My repeating this to him incited similar comments from other children so that he was overwhelmed with being missed. I was concerned that my response to his absence would increase his sense of belonging and that our missing him for his conversations would enhance his self-respect - two emotional needs seeming to be unfulfilled in his life. I also hoped our warmth and loving would compensate for his lack of these emotions at home.

Teacher's feelings. This past week without David in the classroom was really a relief for me from a great deal of tension. His return was almost sad for me; I feared the pressure of his fragility and volatility. But I knew that I had to convey quite the opposite feeling toward him for his own good. I generated all the positive thoughts I could each time I was alone so that I could be gentle and loving with him. I was very pleased with my efforts when I heard other children commenting to him about missing him as I did. I felt some relief because they too were carrying some of the responsibility of making him feel accepted on his return.

January 30

This morning I brought into the classroom an avocado seed which was to be placed in the plant center. As soon as David spotted the seed he asked if he could be responsible for watering and caring for it. I told him that I thought he would be great for the job because he cared so much for plants and animals. In our plant study time, I showed the children the new addition for observation and told them that David had volunteered to care for it and, unless anyone had any objection, David would be our official avocado seed carer. No one had any objection, David gleamed. Later in the day, I heard David shouting obscenities in some part of the room. As I glanced about, I noticed that David was punching and swearing at Phillip. When I approached the scene, David turned to me and said that Phillip had touched the avocado seed and that he was just teaching Phillip a lesson so that Phillip would never do that again. Also, so that no one else got the idea to touch it either. I assured David that I knew that he was terribly upset over this, that I appreciated that he took his responsibility very seriously. Then I called the children's attention and explained that in David's own way, he wanted us to know that the avocado seed care was his responsibility only. Furthermore, if anyone wished to touch the avocado seed that it might be better to . ask David to be present so there would be no more confusion about the seed's care. All agreed. David continued his extremely serious and concerned expression throughout this gathering. I, then, spoke to David privately and asked if it might not be possible that Phillip was

just looking at the seed, that maybe he really did not intend to take away from David the care of the plant. David shrugged and said,
"Yah, but if he does it again without my permission, I'll kill him!"

I told him that I liked his feeling of being very serious, I also told him that I thought it was very important that he remember that sometimes children and adults forget some rules - even after we repeat them many times. I told him that he might have to expect to find some children touching the plant without his permission just because they would forget to ask him, not because they wanted to hurt his feelings. He stared at me without speaking.

Interpretation. Responsibility to him means "the boss".

I had seen him sometime in the past being quite adamant about "his" stuff. My intention was to convey to him that I too acknowledge the importance of being very serious about responsibility, and to convey to him that everyone makes a mistake and that is not so bad. I had hoped that he would not be so disgruntled with this encounter with Phillip and me that he would choose not to continue caring for the plant. Here again, his outburst at Phillip showed his need to "get even". Phillip infringed on his rights, David must instigate retribution.

Teacher's feelings. My heart went out to Phillip. He was such a gentle child, never intending anyone harm. David's outrage at him broke my heart. I spoke to Phillip later. He told me that he expected David to act meanly, but he really did not think that David would be mad at this. He told me that he thought that David was

usually stupid and that he usually likes to ignore David so that
David would not involve him in a fight. He said that he goofed
today. I felt guilty today. I should really have spent time with
Phillip as soon as I heard David's attacking him. But I instead
attended David, feeling that I could return to Phillip later. But if
I missed the chance to aid David at a time like this, I might cause
alienation between us which would mean so much heartache in the
classroom resulting from David's bitter mood. I sacrificed Phillip's
feelings for a more comfortable classroom atmosphere and felt
conflicted. It was the right choice of action for David's well-being,
but what about Phillip's?

January 31

Before I could utter a greeting to David this morning, he ran into the plant center and gazed at the avocado seed. "Everything is A-okay," he shouted. Sometime after the morning activities were well underway, David came to my side to plan his day with me. He decided that for his journal he would write an entry about his avocado seed. For the entire morning, he sat at the plant center first writing his journal, then working on a measuring task card. I winked and smiled at him whenever I caught his eye. Then at approximately 11:30, the children and I were paralyzed by a deafening shriek. It was David. I walked toward him to ask what was up. He was smiling, yelping and giggling. "Are you happy?" I asked. "Yup, I'm happy here!" "That makes me very happy, too, David," I said. We all danced about with pleasure about being happy here.

Interpretation. There was no doubt in my mind that David took his caring for the avocado seed very seriously. He also appeared confident of being able to care for it. His leaping up and down with his excitement about being happy here also was an indication that he was feeling good about himself and his part in the class.

Teacher's feelings. I felt so happy that he was happy. I felt like I could begin to relax about his being with us in the classroom.

February 1

David "stirred" all day. He never sat for longer than ten seconds in one place. He poked, jabbed, teased, punched, argued, and made fun of children all day long. Most of my interactions were management orientated, "David, I can't let you do that", or "I need you to do this". And, he did not leave the classroom until 3:45 p.m. He teased me, giggled, attacked my grade 3 and 4 visitors, dropped books on the floor, ran around the classroom taunting me to chase him, hid my pen, pulled my hair, knocked me over as he leapt on my back from behind, etc., etc.

Interpretation. Once again I wonder what happened to David at home over night. The only change in the classroom activities was our planning for our cooking lesson tomorrow when we would be baking muffins. I knew that he loved to eat, perhaps he was overly excited about muffins.

Teacher's feelings. This day wore me out completely. After

the entire day of controlling my responses, so that I could firmly not frantically guide David's behavior, my energy level had become depleted. I chose to endure his after school antics, however, hoping to give him the opportunity to wear out all his energy so that perhaps tomorrow he would be calmer.

February 2

David walked into the classroom looking very sad. He walked straight to me, slumped his shoulders and said that his maw would not allow him to bring blueberries for our muffins. I said that I could see that he was very sad about that. He said that he was sorry. I said that I understood, that sometimes parents do things that we just don't understand and that we can sometimes cry because we feel so bad. I hugged him and told him that I would go to the store at lunchtime and buy some blueberries so he should not worry anymore, we would still have our blueberry muffins. He seemed to feel just a little better. Later in the day, after the muffin baking session, I told the children that I was very pleased with our cooking session because everyone was helpful, we all did our own part each patiently and carefully, that we should surely bake more often.

<u>Interpretation</u>. This seemed like another of David's attempts to derive a sense of belonging in the classroom, but once again his parents foiled his plan.

Teacher's feelings. I felt anger toward David's parents. He had explained to us the previous day about his mother's preparing

blueberries for freezing, that there were plenty of bags of blueberries in their freezer, so it appeared to be a realistic offer for him to make in contribution to our muffins. He wanted to belong by offering his contribution. After school, David's brother, Paul, came to explain to me that his mother did not feel that she could give the classroom any berries, that it might leave the family short. That even made me angrier, she could have phoned me herself. I felt closer to David because of his uncooperative parents.

February 5

David arrived late this morning, disheveled, looking tired. He explained apologetically that his mother woke up so late that she did not even have enough time to write a note to explain his late arrival. I told him that I noticed that he hurried and did his best to arrive as close as possible to starting time and that was very important. All day he kept apart from everyone. When I tried to make contact he said that he wanted to be alone, that he was feeling sick. I assured him that I would be available to him whenever he needed me, I placed my arm on his shoulder often today.

Interpretation. Something must have happened on the weekend. My openings to discover if in fact anything did upset David were closed by him. For instance, I asked him if he had a busy weekend with his family. He said that he had. When I asked him if he would like to tell me about it, he said that he would not. All I could do was convey my caring for him even though he could not respond. My hunch was that he felt very badly that he could not conform to the

rule of arriving on time. Rules to him are not to be bent or broken - particularly ones that he favors. Following the rules might contribute to his sense of belonging. Breaking the rule of arriving on time was probably very frightening to him.

Teacher's feelings. Stymied. I could not reach David today. Even though he was completely insular, I felt a strain because he seemed so needy. Even though I did not appear to be using up energy to be with him, I really felt tired at the day's end. I cared for him and his distance worried me. I was beginning to wonder about home. Is dad an alcoholic? Does he abuse kids/mother? I was also very frustrated with trying and not succeeding to insure that he was still accepted, that he still belonged even though he arrived late.

February 6

David was withdrawn again today. I gave him the same kind of attention as I did yesterday. After school, David became another child. Full of energy. He wanted me to horse around with him because he wanted some fun before he went home to his boring watching T.V. We did a little wrestling on the floor, then I told him that I was just too tired to go on. So we sat down to talk. I told him that I enjoyed our time after school because it gave us time to get to know each other. He said that he did not complete his journal entry today and would I help him? I helped him and he seemed very pleased with himself before he went home.

Interpretation. Whatever was on his mind yesterday was on his

mind again today (that is, if his actions are an accurate indicator).

Perhaps he wanted at least my warm contact before going off to a

"cold" home.

Teacher's feelings. Tired as I was at the end of the day, I knew that I could muster up some energy for David. I seemed to be most patient and tolerant of David, giving of myself even if that meant over-extending myself.

February 7

David's behavior continued to be reserved, withdrawn and insular. He asked if he could move his desk beside mine, then he surrounded himself with furniture. Inside this fort he sat most of the day. I visited him several times to plan his work with him and to encourage his long periods of concentration. At one point, I asked him if he would please join an oral reading lesson, he agreed. He volunteered to read a passage with expression to demonstrate the point of the lesson. Barbara stopped him just before he began and suggested that we make a policy not to correct anyone's reading unless they ask for help. David seemed to like that suggestion and read faultlessly (this was not usual).

Interpretation. David's needing to be alone may be the result of residual flu, or, something he needs to think about without interruption. His day plan consisted of tasks which required little thinking for him to complete. He seemed to want to keep busy, but not to tax his mind. His need to build his forts around his desk and his

need to be close to me might have indicated a fear of being alone and his need to be protected. Was his deprivation of warmth and caring at home being sought from me?

Teacher's feelings. For the first time, I really sensed
David's fear. I knew not exactly what that fear was, but my guess
was that he was fearing being alone. He seemed to want protection
from me, from his fort. His coming to read with the group seemed
almost a resignation to me, "All right. I'll do anything you ask as
long as I can be near you, cared for by you." I began to view him as
a "helpless" little child, scared and alone. My heart ached to help
him. I knew that this help would take a lot of time and patience
from me. I knew I would continue - today his behavior reinforced my
commitment to help him.

February 8 - February 18

Teacher was absent due to illness.

February 19

My return after such an extended period filled me with anxiety about David. I worried that he may have changed and become again the mischievous little guy of months ago. But I was greeted by one teacher who knew David well and was relieved when she told me that the substitute teacher talked to her about David. The substitute teacher knew David from last year and she said that at first she dreaded being in the same classroom with David - she had too many bad memories of him from her experience with him last year. However, she

was pleasantly surprised soon after the morning began. "What a change, something nice must be happening for him this year." she said. David continued to be "well-mannered" all week. Then another teacher who taught physical education to my class told me that when he had heard that I would be off for several days, he dreaded to be in the class with David. He thought that I was the stabilizing force in David's good behavior and without me, he was certain that David would regress into his difficult behavior of last year and earlier this year. But he too was pleasantly surprised. He said that he actually had been enjoying David's sense of humor and his gentleness toward the other children. He said it was hard for him to believe that this was the same child that he regularly saw sitting outside the principal's office last year. And, David was lovely all day. When we planned his work together, he decided that he should tackle more tasks. So his day consisted of a spelling activity, journal entry, math activity, silent and oral reading, and his "study" project (he chose God). I told him sometime during the day that I noticed that he worked so well, that all his work showed so much thought, that I liked to see him concentrate so well. He said that he wanted to complete all his tasks so that he could draw a picture of Star Wars with Johnny.

Interpretation. The theory must have validity that states that if a person feels good about himself, he may then treat others better and can also accomplish more things in his own life. Luckily, David's more positive feelings about his place in the class and consequently himself, seem to be holding. Also, staff and children are beginning

to treat him as a "good" boy instead of as a "bad" boy (except for the principal who still believes that David is basically a "rotten kid" with a "chip on his shoulder").

Teacher's feelings. Elated! Not only did I see David differently, but staff and the substitute who knew David from last year saw a change in David. I felt that some of my concerns and efforts were beginning to make a difference in David's life. I felt gratified.

February 21

I greeted David warmly this morning and he responded cheerfully. He said immediately that he planned to work on the God project most of the day. I assured him that if he needed any assistance that I would be available. He said, "I know that!" For a break from his God study he told me that he wished to build a tower. Not much later, he called me to the blocks center and showed me two towers. He wanted to know how tall one tower would be if he could put them on top of each other. I asked him how he could find out. said that one way would be to put one on top of the other "really". He also thought that measuring them would do it, but he did not know how to go about it. Together we measured each tower with string, then tied the strings together. The tower would be high, he could see now. But that was not enough. He wanted to know the height in centimeters. Attempts with real measure became frustrating for him, so he sent me away and told me that he would just try to place one tower on top of the other and forget how many centimeters high it was. Just to look

at the tall tower would be enough. He did, and then measured it. He discovered that this one tower was higher than any other tower that had been built this year, "even higher than Steven's".

Interpretation. With David's reducing his need for showing off he had become more involved in thinking about curricular activities. His perseverance with his God study and his tower building and measuring was evidence that his attitude toward his behavior in the classroom was changing from previous weeks and months. His ability to deal with higher order cognitive questions may suggest that primary needs are more satisfied.

Teacher's feelings. Particularly David's involvement in his task of measuring his towers was a delight for me. He was beginning to show some interest in finding out more deeply some information about things around him. I had noticed that he aften leaned over my shoulder while I engaged in a deep discovery with other children, but I often wondered if he would take time and patience to do the same. How very encouraging for me to see that he may now also be ready.

February 22

During lunchtime, Johnny stole David's hockey cards. Or so the story goes. David decided that Johnny must have stolen his cards because Steven said that Johnny was "hanging around" his desk for a long time. This was enough for David to act. He ran to Johnny's house, insisted to Johnny's mother that Johnny had taken his cards. His mother replied that there seemed to be some cards which she did

not remember buying for Johnny. So when David insisted that they were his, she gave them to him. Later, Johnny admitted to David that he took the cards and apologized. When lunch was over, David told me the whole story. He insisted that in order that Johnny never do that again, I must shout at him for doing wrong. He was completely clear that shouting at Johnny was important. After much discussing, I knew that I had to admit to David that I could not do this. I told him that I believed that sometimes people can learn a lesson without being shouted at for doing wrong. I told him that because Johnny admitted to stealing and because he apologized, he learned a lesson. I assured David that I would talk to Johnny about this, but I was pretty certain that I could not shout at him. David seemed doubtful that talking would be successful and said, "I'll just bet he will do it again soon".

Interpretation. David's sense of right and wrong seemed to be his motivator for dashing to Johnny's house to confront his mother about the stolen cards. And, his belief that a wrong done cannot go unpunished guided him to insist that I reprimand Johnny. What seemed most important to me about this incident was that David was asking me to intervene, asking me to "get even" for him instead of beating up Johnny himself.

Teacher's feelings. I was excited with David's spirit to dash to Johnny's house because he believed that Johnny had his cards. I found this to be unusual behavior for one so young. The usual pattern with little ones in situations like this is that they appeal to an

adult for help. I spoke to Johnny's mother on the phone after school to follow up on David's visit. She said he was so confident and determined when he presented his case that she was certain that Johnny must have been responsible for taking the cards. She also said that David was quite an unusual child. She could remember Johnny's coming home crying many times last year because David would have hurt him, but this had not happened this year at all. Except for this incident she did not hear Johnny complain about David.

February 26

David noticed some French stickers on my desk, asked what they were for. I told him that I would use them with the grade seven class in French. Then I read the words on the stickers. He repeated them and was giggling hysterically because he had never heard such sounds before. He asked if I would give him one if he did some work. I told him that he was welcome to take one now. "Oh, no, they are stickers and you only get stickers if you do good work," he said. I told him that I give stickers to anyone if they ask me for them. He retorted, "You're wrong, Mrs. D.!" All day long he returned to my desk with work to mark, and with every task, he reached for a sticker, and was so proud.

Interpretation. David's construct about rewards and punishments was very strong - at home, with his father particularly, and at school last year with the use of stickers as rewards for completing assignments.

Teacher's feelings. I was confused. Was I wrong all these months, trying to encourage children to become involved in curriculum because of genuine interest rather than be motivated by some form of bribery? He looked so happy with these stickers. Could I live with this for too long, I wondered? I decided to wait and see, perhaps the novelty would wear off soon. But I also wondered if with the novelty wearing off would David's enthusiasm for learning tasks also wear off.

February 27

David worked very hard again today in order to have stickers placed on each task. He began early in the morning by cornering me first thing to help him plan his day. He planned and completed a journal entry, math task card, review of number facts, painted a picture. I tried not to show my disapproval of his requesting a sticker each time, but one time I did ask him if he could tell me what the stickers meant. He answered that they told him how good he worked. I asked him how that worked. "Well, I just count them, then I know that I did good." I asked if there was any other way to tell that. He said there was, but this was "funner". I asked if he received them last year. He said not many.

Interpretation. A sticker meant a lot to him perhaps more so because he may not have received many last year while other children had. He found a way to make up for missing out last year. Yet, there was a sense of fairness with his choices of stickers. He only chose

"excellent" when he told me that he had done his very best printing and thinking.

Teacher's feelings. Although the idea that David was working for his sticker collection was abhorrent to me, I could not control the elation I felt when he smiled with pride each time he chose a sticker. His happiness was more important to me than the principle involved here. I might have invented this for my own satisfaction, but I felt that there was more than the sticker motivation for his working hard - I felt that there was an intrinsic reason for his striving to learn, it was important to him to be learning as well as receiving his stickers.

February 28

David seemed agitated this morning when I greeted him. He spent more time roaming around the classroom than he had these past days. At one point, I noticed that David was sneaking into other children's tote trays. Then I saw his motive. He had been checking out student exercise books in order to determine the ones which had stickers in them. Each time he found a sticker, he gently tore it out and pocketed it. I ignored this, thinking that I would only intervene in this activity if a child complained to me. No one did. Later in the day, David approached me briskly and asserted that he would not be working on his God study anymore. His brother had ripped his work and he just could not do it again. I said I was sorry that happened. He seemed unemotional about it. I did not attempt to extract anymore information regarding the circumstances. Not much later, he

he approached me again, this time carrying a book about electricity which he said would help him with his next project - electricity. He also found the story of Samson and Delilah and told me that he hoped to copy the whole story before he left second grade. I told him that I was so happy that he found two subjects today that were interesting to him. He smiled, "Yah", giggle.

Interpretation. David's behavior seemed to concentrate on amassing all those things which he believed were signs of belonging. He increased his number of stickers - signs of success to him which seemed a symbol to him of belonging (it worked with children last year). He found two subjects of interest to work on - I would be pleased with this. He seemed not to be able to accept my caring without "earning" it. Once again his reward and punishment construct seemed evident. David needed to belong so badly that he stole stickers hoping to be accepted if he had them in his possession.

Teacher's feelings. I felt so sorry for David. My caring for him seemed to be built around a number of conditions which he consciously or unconsciously set out to meet today. How frustrating for me! I felt happy that I did not call David on his taking stickers from other children's notebooks and art work because I felt he could not help doing this. Behavior comes from need and sometimes needs result in "bad" behavior and we simply can't help it (following Raths' theory of emotional needs).

March 1

David "stirred" all day, never sitting a moment, never calming down. He disturbed, jabbed, teased, ran around, punched all of us all day. He giggled everytime I attempted to speak to him. Sometimes when I placed my hand gently on his shoulder, he stopped for a few seconds. I could not be near him often enough for my presence to make a difference, so we all suffered with his erratic behavior. He continued after school. Finally, I told him that I was tired, that I would prefer that we sat down to talk for a while before he went home. He said that was all right with him, but continued to dash about the room. I reiterated that I was just too exhausted to keep up with him and that it was time I went home. He tugged at me and shouted, "I'm sorry, I'm sorry!" and ran out the door.

Interpretation. He seemed uncontrollably excited about something. His giddiness made it impossible for me to exchange a serious word with him, so I could not obtain any clues about the reason for his changed behavior. He did not seem to have any malicious intent for his teasing us.

Teacher's feelings. Much as this kind of day with David was exhausting, I felt relieved that he did not appear angry as he had when he acted in these ways months ago. It was most frustrating for me to watch this energy go to waste. I felt that I should have been able to tap this exuberance in a constructive endeavor. I somewhat,

therefore, felt a failure, and made a decision that should he behave much this way next day, I should try harder to reach him. Perhaps, by holding him and speaking gently to him about his purpose in coming to school, taking care not to alienate him from his good relationship with me that had taken so long to develop. I thought I might reconnect him to reality.

March 2

David started early this morning spinning around the classroom. His whole day was like yesterday, if not even more energetic. Still his "stirring" was not malicious, just annoying to teacher and children. I decided that it was necessary for me to spend the lunch hour in the classroom so that the supervising teacher would not have trouble with David, since children were "allowed" to stay inside today because of inclement weather. I noticed that David did not eat any lunch, nor did he go home for lunch. When I asked him about this, he said that he was not hungry. He further said that he was not hungry yesterday at lunch, nor at dinner last night, nor breakfast this morning! I asked him if he noticed that his not eating might be affecting his behavior. He replied giggling that he felt fine, rolled over on the floor in hysterics. I told him that I was worried about his not being hungry, that sometimes not eating can really hurt. assured me that he was feeling fine, but did not refuse my offer of cheese and crackers and an apple. After he completed his munching, he said that for some reason he did feel hungry as soon as he saw my food. I told him to eat as much as he liked, and he did. There, however,

was no change in behavior after lunch.

Interpretation. It might have been David's lack of food for such an extended period of time which was related to his spacey behavior. His mother had mentioned to me her concern about David's eating habits several times that I spoke with her. She said that if he craved sweets, he would not eat anything else. Perhaps, he was on one of those binges for the past few days. Alternately, could he have been punished by being "sent to bed without supper"???

Teacher's feelings. So many times in the past three days, I felt that David was acting in such a strange way because he was certainly a strange boy. But I forced myself to see behind stigmatizing him with naughty behavior. I refused to accept this as normal for him. I hoped that a reason would surface which would explain his flighty actions. Discovering that his diet was not sufficient gave me that much more confidence that my continual faith in his being a "good" boy was the correct thought pattern to clutch onto even though at times it seemed unjustified. I feared that seeing him as "naughty" would prevent me from encouraging his "good" behavior. But I was worried about his food problem. I could not help wondering if his father was denying his dinner as a punishment.

March 5

David walked straight to my side this morning as he entered the classroom early. Inside a brown bag, he carried a few rocks which he said he collected on the weekend. He seemed serious and ready to

begin his day. Right then, we planned his day together. He was excited about doing a rock study. He decided to gather some books from our shelves to learn how to name the ones he had with him. I helped him find three, and he said that he would look for more by himself. Later at our group gathering, David announced that all the French stickers were gone. He was completely matter of fact about this. I was prepared for some outburst from him or at least some refusal to work, but he seemed to accept the situation and continue with his planned day. At one point, he approached me and said that the books which he found in the classroom were not adequate for him. We went together to see the librarian. The library was closed for the day. He said, "Oh, well, I'll just do a volcano study. I know a lot about volcanoes so I won't need any books." This he did for most of the day -- wrote about volcanoes off the top of his head, and drew several. During our project sharing time, he shared his endeavors. The children were very impressed and told him so. beamed. David did not have lunch again today.

Interpretation. David might have finally worn out his energy this weekend. His father assured me on one occasion that he understood that little boys have an over abundance of energy, so he tried as much as possible to take his children (three boys) out to their cottage along the beach. The past weekend was one of those times.

Teacher's feelings. I felt that I needed more control or power so that I could help David even out his behavior, so that it was not high up one day and way down the next. I felt like a marionette

these last few days (even the weekend had not freed me) and David pulled the strings. It was not that he was directly controlling me to do what he wanted me to, but his mood controlled my interaction with him. He seemed to be leading me to behave toward him in ways which were consistent with his moods and needs, not in ways which were consistent with my moods or needs. I wondered why it was only with him that I acted so, since it was not true for my interactions with other children in the classroom. With other children, I could truly express "myself", as I felt. With David I did not fabricate another self, but I did monitor my feelings, and did choose my words carefully so that I could always be on his wavelength - waiving all preconceived ideas I had about any situation in which he was involved. I was determined to give him every chance to legitimize even the most seemingly irrational action. My positivism seemed to be helping him. I could not be angry with him, even when I felt this emotion. I was worried that he had no lunch again today.

March 6

David walked into the classroom looking unhappy this morning. After a warm greeting and a little small-talk, I told him that I wondered if I noticed that something was bothering him. He said that nothing was. I told him that I liked his presentation of his volcano study yesterday, that he showed he knew a lot about volcanoes, and that I looked forward to his rock study. He said that there would not be a rock study because he threw out his rocks yesterday when he got home. When I asked him the reason for throwing out his rocks, he said

that his mother decided that there was no room for them in their apartment. I told him that I was sorry to hear that, perhaps, he could go with me into the library now and look over some books which had pictures of the rocks which he collected and he could learn about them anyway. He said, "No, that's okay. I'll find something else." But all day he did not find anything else. He stirred and giggled except during group gatherings when he sat close to me and did not appear to listen or to participate in any way. David did not have lunch again today.

Interpretation. David was upset. Probably his encounter with his mother about the rocks was not simple. He seemed disturbed all day, and I was certain this rock incident at home was one of the causes. His sitting beside me each gathering might have been a test of my caring for him - would I refuse my warmth today after his behavior and his being uninvolved in curricular activities all day. Does he need strength and support from me when he feels in jeopardy? The absence of lunch again is alarming.

Teacher's feelings. Being unable to confirm his story about his mother's desiring him to throw out his rocks (I tried to call her at recess and lunch breaks) made me very frustrated. I would not have cross-examined him about telling the truth even if she told me that such an incident did not occur, but I wanted to hear her defend her objection to David's keeping his rocks. I could not fathom the idea that any mother would demand that her child throw out something in

which the child were particularly interested. When I discovered that David did not eat lunch this day either, I knew that I needed to speak to his mother for reasons beyond my own curiosity. I did finally reach her approximately 5:45 p.m. She explained that she insisted that David throw out the rocks because he continued to play with them in the living room instead of in his bedroom as she wished. She also insisted that she prepared his lunches for David and left them on the kitchen table as she left for work at 7:30 a.m. David was not eating the lunches at lunch time, but after school. So in the end, he was not hungry for dinner either. She was frustrated. She said that he was not eating well these past weeks, but that she did not know what to do about this. I suggested that I send the school nurse to their house. She was agreeable.

March 7

gestion to David's mother. She said that she would first speak to the school psychologist about the visit because she wondered if there had been any contact with the family previously and she herself did not know many families yet since she was new to this school area. By recess break she called me back to say that this was more complicated because the family had many visits concerning David's eldest brother and was not very receptive to school personnel. Yet, as soon as I saw David this morning, he raced over to me to tell me that he knew that I had spoken to his mother last evening and that the nurse would come to see the family soon to talk about food. He said that he was

excited because then he could tell her what he knew about all the food groups that we had studied in the classroom. I asked him if he knew why I called. He did not. I told him that I called his mother because I had noticed that he was not eating lunch and that I was worried. He replied that the reason that he was not eating the lunch his mother prepared for him was that she used white bread instead of brown whole wheat bread. He said that since I had told the children that whole wheat bread was so much more nutritious, he decided that he should not eat white bread anymore, but his mother insisted on buying white anyway. Then he said that he hoped that the nurse would be able to talk "some sense" to his mother, so that she would buy whole wheat bread. I told him that I was very proud that he learned so quickly about food groups. I also said that I was certain that white bread sandwiches were much better than no food at lunch. nodded. I reiterated that it was not ever good for young children to be without food as long as he chose to be, that was why I was worried about his eating habits lately. I further told him that eating was so important that he should try to do his best to eat good food even if he did not feel like it - he listened very wide-eyed. David looked puzzled for some time, so I said, "Does that not sound right to you?" He said, "Sounds right, I thought that you should never eat white bread." I said that maybe this new information would help him. "Maybe," he said.

<u>Interpretation</u>. David seemed to want to please me; perhaps he was afraid of my disapproval had he brought white bread for lunch.

Teacher's feelings. I felt guilty that I had relayed a message to the children too strongly that whole wheat bread was so much more nutritious. I had not considered the adverse affect this might have in households where children were only exposed to white bread, as in David's home. Feeling guilty prompted me to call David's mother once again to explain what had happened in our food study She said that she agreed that whole wheat was better, but she preferred white bread. She bought only enriched white bread, so she considered her lunches nutritious enough. I continued to explain that I took time to talk to David about his eating habits and it seemed that he agreed with me that any kind of bread was better for him than no lunch at all. She said that she would watch for a change in his eating. I was very concerned that David might be wanting to please me (his avoiding bringing to school white bread lunches). Was I creating the same kind of conditional reward and punishment construct as he experienced at home? Or was he doing it just so that in the end he would feel that he earned my caring?

March 8

This morning, David ran to my side with a plastic bag full of stickers, "Guess how many stickers I have here." I guessed at least 100, he said there were 126. "Some day, I'll get a lot of money for these stickers." I asked what made him think so. He said that everybody wants stickers, and his were special so they would want his and he would get rich. His maw said so. From time to time during the day, David brought out all his stickers to show some children his

I called him over to a lesson or to work with me. Each time, he came carrying his bag of stickers. Most of the time during lessons, he seemed totally preoccupied, but was not disruptive. In Math, he made the number 31 in two ways - using only one's blocks, then using three ten's and one one's block. He did not record this in his Math exercise book. He read out loud to me, but said that he would not do a language arts task card unless he could do it orally with me. So we did one orally (found five contractions and their derivatives in his story book). During art, he insulted Irene's string picture. I happened to hear him and suggested that he might have hurt her feelings because she might have done her very best. He quickly apologized to her and said that she probably did a better job than he could do.

Interpretation. Whether David's mother in fact suggested to him or not that his stickers would make him rich, he seemed to believe they had value. I wondered if they could have had value to him because they were indications of his "worth". Watching him care for these stickers was a positive experience for me. I could see how responsible he could be about something for which he cared - he shared them with his friends, made sure they were all there after he showed them to someone, always put them away, was careful that they would not crumple.

Teacher's feelings. I was pleased that David found another

way to attract children to him. But I worried that he might feel that other children would want to be with him only when he had some unusual things to show them. I could sense his acute desire to belong, and considered this attempt to be very healthy for him. I felt some pride for him and for me when he apologized to Irene for insulting her string picture, even though I suggested that he might have hurt her feelings, I felt that he was finally including other peoples' feelings in his reality. I was frustrated with his request to do all of his academic work orally today. How do I prove to the principal that he is getting by with his grade level work? His reluctance to keep any of his recorded work made it even more difficult for me to prove his ability. Unless the principal will take time to test David orally, he may never get to know that David is capable. I chose to cross that bridge if and when we came to it.

March 9

David seemed chipper this morning. He asked if we were planning an "Assembly" in the gymnasium today. I said that as far as I knew, we would have our usual Friday assembly; that there was some singing planned for this morning. He danced around the classroom giggling and repeating over and over that he loved to hear singing. At the assembly gathering, David did not sit quietly which was the school rule for this occasion. I walked over to him and gently touched his shoulder. He squirmed, giggled and said, "No!" I said gently, "David, if you are having a hard time sitting quietly, please feel free to leave the gym and wait for us in the classroom. I'd

rather that you leave now than have the principal ask you to leave in front of this whole group of students and teachers." "No!" again. I left his side. He soon stopped fidgeting and by the time the principal reached the front of the gym, David was settled; he remained settled throughout the entire session. Inside the classroom, David began to write a book for the library. The title was the "Three Little Pigs". At first, I thought that he was changing the age-old tale to make it his own, but I noticed that he was copying the words out of a book and drawing his own pictures. He worked on this intermittently all day. At one point, I asked him why he found it necessary to copy a book for the library if there was one like it already; maybe his "Three Little Pigs" could be a different story. He said, "Oh, no! It has to be exactly the same. What if one little boy finds the library copy, then another little boy wants the same book? The other little boy could take mine; then they wouldn't have to fight." I could see what he meant, of course!

Interpretation. David's fidgeting in Assembly was probably excitement about the program planned for the morning. He loved singing and was probably too excited to wait.

David loved the story of the Three Little Pigs. He seemed to have a perfectly acceptable reason for his behavior in copying the story.

Teacher's feelings. David's behavior in Assembly was a place for him to do "Public Relations" in the school. Here he was

seen by children and teachers from the entire school. This was the only place possible to dispel some of the attitudes towards David which had been developed over the past two years. Each time he acted up I felt threatened for him. I really could not explain to him how important it was to him to behave particularly well here. So that his behavior today caused me anxiety. I so hoped that he would not be noticed. I also knew that if I pushed him too hard to stop that he would act up even more, so I backed off. I was so relieved when he cooled down and was not noticed.

I might have been upset with David's copying the story book but was assured by reading John Holt's book, <u>How Children Fail</u> during my teacher training that copying is a worthwhile activity. It provides the child with an opportunity to concentrate on the spelling of words, construction, punctuation. His motive for duplicating this favorite of his, to prevent fighting, seemed very intuitive of him. I was assured by this that he was understanding how it was that fights started. I felt that this was progress.

March 12

David did not arrive in the classroom early as he usually did. He stayed outside until the bell at 8:55 a.m. called everyone inside. He sat away from our group gathering and threw tiny wads of paper at the children. The children became angry at the disruption before I spoke to him. I told him that I could not allow him to do this because this was our special time together and I could not let him interrupt our conversations. He laughed, continued to toss the

wads. I left the group and, leading him by his hand, walked him to a far spot in the classroom and said, "David, please join us in the group. It is not nice to have a gathering without you." He replied, "No! I don't want to go to group today." I said that was all right with me, if that was what he really wanted, but I could still not allow him to disrupt our group, and would he kindly allow us to go on. He sat at a table on the spot and glared at me. I returned to the group. David was angry for the rest of the morning. Stayed away from me, flipped through magazines and books. I told him two times that I was ready to work with him, each time he said that he did not want to be with me. I asked if I could send a student to work with him. He rejected that, too. He remained withdrawn for the whole day.

Interpretation. He must have been upset about something.

Unfortunately I did not react soon enough to his disposition. I

initially thought that he was just being silly about going to

gathering, but his mood was deeper set than that. When times like

this occurred, I wondered what happened at home. He seemed to be

acting in ways that should cause me to react negatively to him. Was

he feeling punished today? Was I supposed to also punish him for

whatever he happened to have done at home? Was he feeling badly about

himself, therefore, unacceptable to others?

Teacher's feelings. I could tell that David was feeling bad about himself today. I did not want to act in ways that would confirm that he was bad, but I could also not allow him to disturb the class-room functions all day. It was hard for me to convey to him that my

view of him was not bad, but I had to ask him to stop his behavior because it was disturbing us. I felt like I'd failed him today because he was so removed from me and the other children all day.

At home this evening, I reread the "Dos and Don'ts" of the Needs Theory in Raths, 1972 (p. 92-100). I was reminded of what might happen with a child whose need for love and affection is unmet: "These children will probably try you out and see if you will be trustful even 'when they are bad'. They want the trust and they want it for themselves as personalities, not for what they do. In fact, when they are mistrusted by teachers, they seem to find confirmation of their feeling that 'nobody wants them' as people. It takes time and persistence to build the relationship that is needed." Also, "While we accept the feelings of children, we must not automatically accept any kind of behavior that comes as a response to those feelings. We must be discriminating."

These were encouraging thoughts for me.

March 13

As soon as David walked into the classroom today, he rushed over to my side and asked if we could have "news" as soon as possible after our gathering began. I replied that it would be possible and that it seemed that he must have some news for us. He jumped up and down and said that he had. When our "news" began, David immediately notified me that he was ready. He said, "Last night I gambled with hockey cards. I had eleven cards and my friend had many more. At the end of our gambling, I had 64 cards. I lost only one card and I won

all the rest." "How exciting, you must have had luck on your side."
"No, I concentrated. My maw said that she wouldn't buy me cards so
I had to concentrate very hard so that I could win some." "I guess
that your friend was sad to lose so many." "Yah, he cried, but I
said we won fair and square. But he still cried." "What did you do
then?" "I left him and went home with my cards. Look, here they
are. That's somethin'." We agreed that there were many cards. All
day, David stayed by my side, ran his fingers through my hair,
nuzzled his dripping nose into my hair, had his arm around me. In
math, we worked on his hockey cards - grouped them in tens and ones,
grouped them according to the position the players played, found out
how many he actually won. Then for a language arts task, he learned
to spell some hockey players' first names, listed some action words
in hockey playing, made a journal entry about his victorious gambling.

Interpretation. David spoke about his successes in such a way that appeared to be bragging, but this seemed to make him feel so good about himself. His constant presence beside me seemed to make him surer about himself - he worked diligently on the tasks with his hockey cards as he sat beside me, he was cheerful all day, was not prone to interrupting anyone's work. Whatever was upsetting to him yesterday must have been resolved.

Teacher's feelings. Whenever David needed to "brag", I felt offended that he did so in such a way that always seemed a put down to the other person involved. I often felt inclined to say to him "What

about the other guy? Don't you have any feelings for the person who loses?" Today, I did not push this theme at him as he bragged and I later wondered if I should have. Luckily, our school psychologist stopped in to visit our staff after school so I had the opportunity to discuss this with her. We decided that I did David a favor by not pursuing the feelings of the "other guy" while David spoke about his success. We decided that David needed to do this for his own good feelings about himself. That he needs all this to reclaim some feelings of success after many experiences of failing in school and perhaps at home. I once again wondered if I too would feel the same as David should I have had his past experiences. This very thought had kept me very positive about David many times before and today as well. My last thought about today was that I was being so self-righteous about this incident; how dare I make such evaluations about a child about whom I am concerned.

March 14

Being St. Patrick's Day made today more active than usual.

Each child trying to create his own St. Patrick's Day symbol, yet,

being responsible for a number of academic tasks. David did not make

my job easier - I seemed to be spending so much of my time attending

to his needs, that other children seemed to be as frustrated at David

as I was. He shouted for help from long distances in the room,

stepped over students' work spaces to get to me quickly, told one

little girl many times that she stunk which made her cry each time,

pulled away children's work from them, teased and giggled all day.

When I asked him to please slow down because I could not keep up with him, he said that he did not care, that he had to do what he was doing. I told him at one point that many children were complaining to me that he was disturbing their work and that I could not allow him to continue. He asked what I would do if he did not stop. I said that I might have to lead him out of the room. He said, "Okay, okay, I'll try." It's true that he did try. Instead of taunting the children, he scattered the room with loose papers from his tote tray and dropped pieces of paper on the floor which he cut away from the leprechaun he was making.

Interpretation. When David had a project, his determination seemed to blind him from his surroundings - he needed help immediately and he moved from place to place quickly often through someone else's territory. Perhaps it was his need to be first finished or his need to do the best job that prompted his impatience to receive help instantly.

Teacher's feelings. I was frustrated and exhausted trying to keep the excitement alive in everyone today. I really had fun with the activity that the students generated, even David. But the extra strain which David placed on me to be at his side instantly was too much for me. I was so annoyed that he could not solve some of the difficulties himself. I was so annoyed that I was so sensitive to him that I spent a disproportionate amount of time with him. But this was the only way I could see for me to keep peace in the classroom, without sending David away. I simply could not do that - even the

threat that I may need to place him out the door was hard for me. I did not want him to go back to seeing himself negatively, for his sake, mine and the other students'.

March 15

David was not himself today again. This time he seemed upset about something. When I asked him if he was disturbed, he said that he was not. Yet, children complained about his "bossing" them around. He used some things without the owner's permission, took pencils out of children's hands because he needed a pencil, and for the first time in many weeks he punched children. Just before lunch one of these punches was serious, and he made one little boy cry in agony. Before I could speak to him, he rushed out the door and off home. He returned sometime during lunch break. My being on supervision duty prevented me from speaking to him about his punching incident out of class hours. After 12:55, I entered the classroom to find David sitting at a table with his lunch spread open - two crustie buns, ham, lettuce. I asked David if he had not eaten his lunch because he was not hungry. He said that he was not at lunch time, but that he was hungry now. I told him that it was all right with me if he ate his lunch now. When he completed his lunch, I called him to my side and asked him if we needed to talk about Steven's and his fight just before lunch. He said that he and Steven worked out their problem. I told him that I was very shocked about his punching Steven; that I was not used to his fighting anymore. He said that he was just "red hot mad" and could not control himself.

told him that I was certain that he really hurt Steven because Steven seldom cried and today he cried very hard. David said that he did not want to hurt Steven, but he just got too mad.

Just before David left for home, he stood beside me as I sat on the floor and asked what time his parents were conferencing with me. I told him the time. He then asked what I would tell them about him. I asked him if he could tell me what he would like me to tell them about him. He said immediately that he wanted them to know that he was a "good boy" in school. I asked what was meant by a "good boy". He said that it was a boy who did not fight, did not swear, and who did all of his work in school. I asked him if this description fit him. He said that of course it did. I told him that I thought that this was almost right, that his fight today was the only one in such a long time, that I still saw him as a "good boy". He glowed for a moment, then patted my head and ran out.

Interpretation. David must have feared that I might not present the view to his parents that he was a good boy. Perhaps, not being able to express this fear, he became anxious and belligerent. Although it seemed to me that I had proven to him repeatedly that he could trust me, when it became very important that I did think that he was good, he doubted me. Also, telling his parents that he was a good boy might have meant that he would be relieved of yet another punishment. It might also have meant that he be considered for a reward. I was certain there was not an overabundance of these awards in his home. I could understand why he would have been anxious today!

Teacher's feelings. It was exasperating for me to be with David today. Some of his behaviors reminded me of early September and October. I feared that he had regressed in spite of my persistence and caring. But at the end of the day, my fears were allayed. I realized that the pressure must have been on him about his parents' conference with me. I was relieved that he was not regressing, that he simply was indicating to me a fear.

Conference with David's Parents

Both of his parents seemed happy to see me. David's father admitted that perhaps punishment was not necessary for me to use on his child; that he noticed that David was less naughty at home. did reiterate that he expected all little boys to be "bad" but conceded that perhaps David was maturing a little. David's mother explained that she prepared David's lunch every day, but often David and his older brother left their lunches on the kitchen table. said that she was emphasizing as I did that lunch was important and she said that she hoped that David would be more conscientious about remembering his lunches. Mr. X mentioned his desire to take the children to their cottage as much as possible on weekends in order for them to "let off their extra steam". I did say to them that I thought that David was trying very hard to be a "good boy". They both laughed and said, "impossible". I told them that since he had been trying to improve his behavior in terms of fighting, for instance, that he was succeeding. They seemed happy about that although they did not seem

to fully believe me. I told them that I was certain that David's behavior was influenced by our expectations of him, that if we showed him that we expected that he would misbehave, then he would; if we showed him that we expected him to behave, then he would be encouraged to behave. They said that it was difficult for them to view him as a "good boy", but if I said that there was a change in his behavior in school then the approach I had must be working and that they would attempt to convey to him that they too saw him as a "good boy". I showed them that I was happy that they would try to help me out in this way. We parted affectionately.

Interpretation. This conference seemed too easy. I wondered why even David's father was almost in agreement with me - such a contrast to our first conference (see Family Background, p.). Did they feel that if they agreed with me that I would not be keeping tabs on David's lunches, etc., that I would not be calling them and suggesting visitations by the school nurse?

Teacher's feelings. My conference with them reminded me of the rigidness I felt with David's father at our last meeting. I was reminded of how difficult it must have been for David's voice to be heard, his feelings to be accepted, and how hard it must have been for him to extract a minutest amount of approval from his father. Their reticence, particularly David's father's, of viewing David positively was disturbing to me. How, then, could they communicate love to him? My previous observation about David's unmet need for love and affection was confirmed that evening.

March 16

David arrived early. We exchanged a warm greeting. Immediately, he asked me what I told his parents last night. Before I could answer, he said, "Bet you told them that I was a bad boy." I said, "No, I didn't. I told them that I saw a great improvement in your behavior, that you were trying very hard to be a good boy, and that you were succeeding." He sighed. "Was there anything else I should have told them?" I asked. He said there was not. All day he was in control of all his activities — worked well with other children, was polite in group gatherings. A different boy today.

Interpretation. David's first question this morning made me think that he must have been worried about the conference all night. Perhaps, not having a chance to discuss it with his parents because of their busy workload, he had to wait until he could ask me. He must have been so relieved with my answer that all the pressure was lifted off him. Not having the anxiety seemed to allow for his promotion of cognitive activity. Today he seemed secure in the idea that both his parents and I viewed him as a good boy.

Teacher's feelings. I felt sorry for David, his anxiety about this conference lasted so long. I really felt that my conviction that he was a good boy needed to be very strong because I felt uncertain that his parents could consistently view him this way. I did not believe that they could change their behavior patterns with him so rapidly. So if David was to feel like a good boy, respected and

cared for, then I had to play a part in his life.

March 19

We shared a warm friendly greeting this morning. I had some time to spend with him early this morning, so we chit-chatted about all sorts of things. Right after our group gathering, David came over to me to help him plan his day. He planned to do his journal entry, a math task card, reading into the tape recorder, printing. He began immediately to work on his journal, then his printing. Then he stopped work, climbed under his chair and rolled and giggled for the rest of the morning. He would not respond when I tried to talk to him. I left him alone saying that I noticed that he had a hard time concentrating this morning, that it seemed to me that he had to play for a while. He giggled and said that was right. The day ended at lunch.

Interpretation. David's behavior seemed to have regressed again. I had no idea what caused the change from yesterday. Behavior changes do not appear to be seen in a steady, positive direction.

Often they are seen in fits and spurts and plateaus and regressions - which may all be part of the positive growth process.

Teacher's feelings. His inconsistency was difficult to tolerate. Once again I began to worry about his academic development. All learning required some engaged time in order for mastery to be acquired. David's engaged time had so frequently been minimal that I worried about the pressure on him in his next year. I decided today

that I would speak to David about the learning process whenever I could catch him in a receptive mood.

March 20

David ran into the classroom early this morning, threw his arms around me and screamed out, "Good morning!" After a good time of laughing, talking, playing, he suggested that we plan his day before school time began because the others would take me away from I said that was a good idea. He looked so happy. I asked him if there was any way that I could help him follow his plans. He just smiled and said, "Sure, remind me to get to work on my plans." I said, "Great, we should have a perfect day!" He smiled and galloped away. He galloped only as far as the terrarium, came to an abrupt stop and shrieked, "A chrysallis hatched over night, look!" This event superceded his plans for the day. I did remind him to follow his plans but he told me that the moth was more important than his plans. So he observed the moth, tried to tame and train it, fed it, loved it, named it, showed it to everyone in the class, and to most children in the school during our breaks. In the afternoon, he decided to do a symmetrical painting to show that the moth was symmetrical, "just as symmetrical as my painting". At 2:50 p.m., David noticed that the sun was shining, the first time today. He called out for us all to look, then suggested that we all go outside to play just before going home. Everyone thought it was a good idea. By the time we got dressed and out, another class was on the adventure playground where we were headed. David was angry.

him if there was something we could do. He said that we could ask the other teacher if we could join the class. I told him it was all right with me if he would like to try that idea. He walked over to the other teacher, and she aguiesced.

Interpretation. Something was making David happy, growth
spurt, needs met.

Teacher's feelings. This happiness made him so easy to live with in the classroom. It looked like he was feeling good about himself and the result in his behavior was incredible. I knew that if he felt good about himself and if this attitude was confirmed over and over again, that his academic concentration would also improve. I assured myself that we needed to move one step at a time, first self-concept then academic growth.

March 22

We were off to a warm start again today. We chatted for a while before the other children arrived. David decided to make a cardboard soldier because he saw an army movie last night, then he scrubbed his desk with cleanser from the janitors' room because he wanted to "get off all the scribbles". I commented that I noticed that he was taking care of his belongings lately, also that I noticed that his soldier showed that he planned very well, that it looked like he also did that very carefully. He said "Yes" to both of these comments and looked proud and in control. He participated well in our lesson on homophones. I told him that I was loving to work with him,

that he was so polite and that he listened when he needed to and spoke in turn. That made it so easy for me to teach him.

<u>Interpretation</u>. His positive actions elicited positive responses which caused him to do more positive activities in the classroom.

Teacher's feelings. I felt optimistic that we were now on the plus side of change. In the past when we had days like this, I was skeptical. Today I feel that he is really becoming stronger in himself.

March 23

David appeared at the classroom door early as usual, but he was not bouncing happy as he had been these last few days. He walked in slowly and stood by me for our usual warm greeting. I asked if anything was wrong, he said not. He walked over to the book center and flipped through books until the rest of the children arrived. He sat close to me all morning, could not seem to become involved in any activity. Nothing I suggested appealed to him. He came to sit beside me while some students read to me and then took a turn to read to me, too. While I taught lessons and helped children with their tasks, he sat on my lap and listened, held my hand, and nuzzled his face into my hair. I responded to him affectionately.

Interpretation. This was our last day before our Spring

Break. I wondered if David felt the prospect of a break disturbing.

This possibility I only considered at the end of the day when I finally realized the break began next day. I had not thought of this possibility in time to ask him.

Teacher's feelings. I felt a strong love for this little one today and probably more than ever before I must have been communicating it to him, because his manner seemed so relaxed and self-assured. Again, I was happy that I allowed him to follow through on his mood instead of trying to make him concentrate on academic activities. This would have only caused a struggle and we would have parted unhappily for the break. I felt that it was important for me to keep my rapport with David if I was to help him change some of his behavior.

The Mid-Term Analysis

The following analysis of the component parts of the anecdotal data (Behavior; Interpretation; and Teacher's Feelings) was completed during the Spring Break period of the school term. This time period gave the teacher an opportunity to remove herself slightly from the day-to-day intensity so that she was able to perceive David and herself from a more distanced, and consequently more clinical perspective.

Following the analysis of the three aspects of the anecdotes, she was able to prepare appropriate goals and interaction strategies for helping David.

Analysis of David's Behavior

- 1) David was beginning to express some of his internal feelings:
 - "getting even": in the incidents with Irene and Christopher, see page 76; with Johnny, see page 83; with Phillip, see page 97.
 - his need for friendship: the incident with Jeffrey,
 see page 78.
 - his need to have some control in his life: incident with Irene's toys in school, see page 87.
 - his reward and punishment construct: incident with Johnny's stealing his hockey cards, see page 108.
- 2) Higher cognitive tasks and questions seemed too difficult for David:
 - tower building incident, see page 79.
- 3) He was beginning to take some risks:
 - speaking in group, attempting the trampoline.
- 4) David worked better when his jobs were well defined:
 - his printing book, my jobs for him in the morning
 before class time, his memorizing of math number facts.

In summary, David's behavior seemed to be motivated by "getting even" or by his "reward and punishment" construct. Sometimes the reasons for his reactions in either of these ways were obvious, sometimes the incident which provoked these reactions was hidden (perhaps may have occurred at home or on the playground).

Examination of the anecdotal records revealed that David's

aggression over the past months decreased in both frequency and intensity. He now seemed to be projecting his "getting even" feelings on to others (Irene and his teacher), so that they, not he, would carry out the job of retribution.

Also, David's curricular involvement was still infrequent and not too intense - an indicator that he might still have some barriers to learning as a result of unmet emotional needs.

Goals for Interaction/Teaching Strategies

The investigator observed that

- David was not ready to concentrate a great deal on curricular tasks:
 - only sporadically did he involve himself in curricular tasks;
 - most of his tasks remained incomplete.
- 2) David's behavior showed that he still was burdened by the effects of unmet emotional needs:
 - his unexplained mood changes;
 - his fights with Jeffrey, Phillip, and Grade One boy.

The investigator planned that by listing the "How-tos" suggested by Raths (1972, pp. 62-117) her goals for interactions with and teaching David would be clearer. Accordingly, the following list was devised after analyzing David's behavior up to March 23 and became the investigator's guide in seeking a balance between providing curricular activites and meeting the identified emotional needs for David:

1) Avoid giving almost exclusive importance to reading

- activities and achievement. Emphasize the all-around world of life. Avoid the preoccupation with the standard and restricted activities.
- 2) Be concerned with preserving self-respect and feelings of personal worth and of creating situations in which children could find pleasure in expressing their values.
- 3) Continually examine each situation with children to see if different choices can be considered.
- Trust children more. Help them plan, give them more responsibility to carry on with the plan. Ask for summaries of purposes, but eliminate idea of "checking-up" on them.
- 5) Avoid the idea that perfection is the only standard. The activity is important in terms of the way it is carried out. Reward effort, planning, persistence, and improvement over yesterday's efforts.
- 6) Any particular criticism should be focused on the deed not the child, and should be privately communicated.
- 7) Be friendly to all children. This will be a factor in helping the particular child in need of affection.
- 8) Concentrate on curricular tasks which will lead to success.
- 9) Involve the child's personal interests in curricular tasks.
- 10) Arrange for children to summarize and announce their successes to the group.

- 11) Be specific in evaluations. Write down the reasons for their good evaluations.
- Emphasize thinking in curricular activities (using <u>Teaching</u>

 For Thinking: Theory and Application, by Louis E. Raths,

 Selma Wassermann, Arthur Jonas, and Arnold M. Rothstein.

 Columbus, Ohio: Charles E. Merrill Publishing Co., 1967).

Analysis of the Interpretations

A close examination of the teacher's interpretations of David's behavior revealed the teacher's inclination to rationalize symptoms and behaviors, instead of finding out the underlying causes of David's unsocial behaviors (Raths, 1972, page 65 warns that this could happen). For example, the investigator was not asking "Why?" David was behaving in certain ways; instead, she was explaining his behavior.

Furthermore, the interpretations were found infrequently to link David's behaviors with the identified unmet emotional needs.

Goals for Future Interpretations

Upon realizing these problems, the investigator:

- 1) planned to be more clinical in her observations of David's behavior, endeavoring not to be defensive, not to ignore the symptoms that might lead to a better understanding of David's motives;
- 2) planned to "read David's behavior backwards" to discover the relationship between his overt actions and his unmet emotional needs.

Analysis of Teacher's Feelings

The analysis of the teacher's recorded feelings showed that the teacher

- 1) was defensive,
- 2) tried to hide/rationalize symptoms,
- 3) was attempting to prove something to others in her choice of interaction with David,
- 4) felt protective of David,
- 5) scrutinized every one of David's acts, attributing more importance to some of his behavior than was warranted,
- 6) was disappointed with David's apparent lack of growth.

Goals for Coping Strategies

Raths (1972, pages 65-66) suggests:

- 1) Convince yourself over and over again that your job is not to hide symptoms, not ignore behaviors, but to find out the causes of unsocial behavior.
- 2) In order to relieve the pressure, teacher can leave the classroom for a few minutes, or send the child out of the classroom with a message to another teacher.
- The child may feel nagged if every action is scrutinized.

 The teacher should plan to overlook some things and not be disturbed by every action that seems problematic.
- 4) The teacher may be concentrating more on the child's intellectual improvement, while the child is inwardly disturbed and wants to straighten himself out.

Teacher's focus should be to meet these frustrated needs first.

The Second Three-Month Period

Week of April 2

David smiled frequently this week. His first day back was exciting because he received his class birthday card and song. He seemed comfortable with me and the children. During our thinking activity discussion, David was very active. The question was, "Is it OK to kill animals? When? Why?" David was adamant that animals should be left alone. After the formal discussion period, I overheard David arguing, red-faced with another child. He stamped his foot and shouted, but there was no evidence that he was about to fight.

Another day, I noticed that David shouted out "second" when children were planning a board game. In the past, he always shouted, "first", and if he could not be first, he would not play.

David won 300 hockey cards this week - the whole series. He was happy about that, too. He explained to me how carefully he tossed his cards and how his mind was wishing so hard that he would win that he got a headache. He said that this time, he "won fair and square". I asked if he sometimes cheated in the past; he said he did.

At one of our group discussions, David objected to a comment made by a student. Barbara interrupted him immediately and admonished him for being rude. He stopped short, turned red with

embarrassment and stared at me. I put my hand on his shoulder and said that I understood how sometimes we need to say something so badly that we forget where we are. His body was rigid, he looked tense, but he stayed in group. I also said that if he would like to tell us once again what his thoughts were, I'd really like to hear him. He said quietly, "Later". He did not volunteer to speak later.

This entire week, David attended all group gatherings. He only participated in one thinking activity, regarding the animal killing. He planned his work day with me, except for one day when he chose to plan his entire day. When I asked him to summarize his progress to me, he was delighted to show me and tell me about his efforts.

Interpretation. David took some risks this week which indicated that he was feeling more self-assured. His volunteering to take second place in the order of playing a game was unusual. When he could not be first in the past, it seemed that he interpreted this as not being good. First is good, any other place is bad. He made two attempts to reveal his inner thoughts, one with the animal killing, the other which Barbara interrupted. Barbara's interruption in itself was significant. In the past, the children were careful of what they said to David. She may have felt less removed from him. Also, his staying in one spot even though he was very embarrassed might show that he felt more a part of the group and less fearful of making a mistake.

Teacher's feelings. I was happy that Barbara stopped David's rude outburst in group. I was still guilty of making a big issue of his every act which I considered to be unsocial. With Barbara doing it for me, I could see what was really happening to David when such a criticism happened. I did not like what I saw; he was mortified, poor little thing. I tried to remember not to call him up on all his little misdeeds or mistakes. I saw that he really meant no harm: he was not being rude, he was excited. At this point, he could not control his impulses. At this point, I truly felt that he should not have to control his impulses to speak. I should have understood that he must have had many bottled up thoughts that perhaps his parents would not allow him to express. I knew that I had to remove myself from the role of evaluator.

Week of April 17

David brought to school everyday this week at least three kinds of sweet treats in his lunch. Donuts, candy, candy bars, sweetened gum, soda. He would have one each recess break, then visit the others in his lunch bag about every 15 minutes and tell me what he had to look forward to at lunch time. At least three times this week, he shoved a piece of gum or candy bar into my mouth. Each time I thanked him for his generosity. I also told him that my body does not like sweets too much, so he should not give me anymore. His eyes widened at the mention of my body not liking sweets. He said, "Really?" in a very concerned tone.

David's mornings this week evolved around his sweets. The

afternoons were busy for him. He could not sit still for any period of time. He ran wherever he needed to go, he observed other children's activities, but did not generate his own. I dragged myself around after him offering him choices. Sometimes he seemed happy with my suggestions, but not once did he involve himself with any one for longer than 30 seconds.

The last day this week, we ran the 50 meter and 300 meter races practising for the Canada Fitness Awards. In each race, David was 10th or 12th coming in. Each time he asked if he won. I said no but that I saw some improvement in his time. Off he ran, telling some older boys that he was the best runner in Grade Two.

David had one altercation this week that warranted my intervention. It was with Barbara about a candy bar that she was supposed to have promised him two months ago. She knew nothing of such a promise, but she did have a candy bar in school and David set claims to it. He shouted and threatened to kick her, so I intervened. I asked him what he thought I should do here because I did not want him to be so upset and I did not want him to kick Barbara and I did not want Barbara to be upset. He said immediately, "Take the candy bar away so neither of us can eat it." Barbara was apprehensively in agreement. When she gave it to me, David skipped off happily to enjoy his recess break. After school I gave Barbara back her candy bar. David never asked about it again.

Interpretation. I wondered why Mrs. X was giving David so many sweets this week. Was it to bribe him to eat properly, since

there was always a sandwich in his lunch bag (white bread). Was it to encourage him to do something for her at home? It was obvious that David's behavior was linked to the sweets, his mornings with concern for his sweets in his bag, his afternoons with the aftereffects of too many sweets. His altercation with Barbara over the sweets prompted his only argument.

David seemed to have slipped in his self-assuredness. He needed to feel "first" even though he was not in the results of the races. He might be feeling insecure again.

Teacher's feelings. This week I vacillated between being angry with him and with his mother regarding his sweets, and being happy that he was not hurting any one even though he became angry a couple of times. I was touched by his need to be first in the races and his need to announce to the older boys that he was so good. I wondered if I was reacting unconsciously very negatively toward him each time I saw candy in his mouth - which was very many times this week. If so, I could see that I would have been contributing to his insecurity.

Week of April 23

For two days this week, David was enchanted with some French. stickers that were on my desk one morning (placed there by the Principal of our school). After a warm greeting and a hug, he asked if he could have one of each kind of sticker. At first I did not understand what he meant, since I had not yet noticed them. "Of

course, you may have a sample of each," I said. Later in the morning he came back to me and said that the other children said that I should not have given them to him without his earning them by doing work. I asked him what he thought about this. He said that he agreed with them. In order to earn them, he decided that he should do three journal entries because journal entries were "real hard" and you should have to work "real hard" in order to earn these beautiful stickers. He did work "real hard" to earn these stickers for two days. I wrote comments alongside the stickers which he stuck on to his exercise book pages, "interesting sentences", "lots of describing words", "you worked a long time on this one", "I see that you like to do your journal". He seemed to enjoy his comments as much as his stickers. I asked him why he liked his stickers so much. He said that his "Maw" liked them, too. She counted them when he brought them home and said that she liked to see him get stickers. I asked him what it meant to him when he had a sticker on his sheet. He said that it meant that his work was good. I asked if he thought his work was bad if it did not have a sticker on it. He said sometimes it meant that to him and besides he liked to count his stickers.

For three days this week, David did not have lunch in school. By the second day, I asked him why he did not have one. (The first day that he did not bring one, he told me that he was hungry, but didn't have a lunch. I gave him some of mine - cheese and crackers and an apple.) He said that he did not know why he did not have a lunch in school. After many attempts, in the evening of the second

day without lunch, I contacted his mother. She said that she did not understand because she prepared his lunch each day, left it on the table each morning and each evening she found an empty bag. On the third day, David said that he still did not know why he did not have a lunch. I told him that I spoke to his mother about that, and she told me that she prepared him one each day, so what was the matter? He told me that he ran out of the house each day and forgot to take his lunch off the table and his older brother, Paul, would not go back to open the door for him, so he came to school without it. I spoke to his brother, Paul, about this. He concurred, and said that he was trying to teach David a lesson. If David forgot his lunch, too bad. This way he would be more careful and should start getting "organized" in the morning. I suggested that he give David a better chance because David was so little that his lunch meant a great deal to his health. He said that he might consider my advice.

On the three days when David did not have his lunch, he seemed upset. He was unable to settle down to any activity. He was detached from the children and from me. He spent most of his time alone, reading or flipping through magazines and books, or visiting the number of learning centers in the classroom, preoccupied with his own thoughts.

I saw him take some stickers from a bag of Irene's collection of the past two years. She did not notice, so I ignored this.

David was very disappointed on Friday afternoon. A track race was held in our school to prepare for the competition of the

Canada Fitness Awards. David was certain that his time was good enough to participate, but it was not and I could not allow him to participate. He complained that he should be involved because he could outrun the boys who were chosen. I told him that I saw how very fast he could run, but it seemed that these boys could run just a little faster. He said that was a lie, and the track race was not fair.

Interpretation. David's reward and punishment construct seemed apparent in his actions this week. His not being able to take the stickers without earning them, his need to be the fastest runner. Both suggested his need to be accepted, but both suggested that he could not conceive of his belonging without earning a place. Also, his insecurity was evident. He still felt the need to collect stickers even if he took them from Irene.

I wondered if there was not some reason for David's consistently forgetting his lunch at home. What might be on his mind that would be distracting him? Could it be the white bread problem again? Could he be punishing himself for something, could his parents be punishing him? Was he so preoccupied that day to day stuff was not on his mind? Was he feeling that he needed to win or to be recognized?

Teacher's feelings. This drop in David's self-assurance was upsetting to me. Although, as Raths suggests, I needed to convince myself that my role was to find the causes of unsocial behavior, I could not detach myself from his pain. I felt so helpless. There

seemed to be so many variables and so many personalities in his life,

I could not see how my good intentions and efforts could have an

impact on his life. Helpless and discouraged as I felt after this

week, I also could not imagine ever giving up trying.

Week of April 30

I found it difficult to reach David this week. My attempts at getting close to him were rejected. On Monday morning this began. He brought to school approximately 300 stickers, arranged for the math expert in our room to do an accurate count. As Phillip did the counting, David guarded his pile of stickers, allowing only a select few students to get close. Other than holding the book for me at story reading time, David was alone most of the afternoon. My attempts at involving him in sorting his stickers by theme or color or favorites were uninteresting to him. But he would not involve himself in anything else because he said that he needed to guard his sticker collection.

Two days went by like this, except for one incident the second day. David decided that he wished Graeme to sit beside him and enjoy his sticker collection. Graeme did not want this and stood his ground while David begged, pleaded, and moved Graeme's table beside his. I intervened. David could not understand why Graeme would not sit with him, he repeated over and over, "but I am allowing him to sit beside me, I want him here".

The next three days, David did not have his lunch again.

Again, he had some of my lunches, again he did not know why he did not

have his lunches, again his mother said she prepared them. I did not speak to David's brother. I told David that I did not begrudge his sharing my lunch, but I was concerned that he could not remember to bring his mother's prepared lunch to school. He replied, without expression, "Oh".

We ended the week with a hug. I tried to be cheerful about doing better with remembering lunches next week. David giggled and said that he would try harder.

Interpretation. David's bringing his stickers meant to me that he had to count his successes. This clue to his feelings of insecurity provoked me to give him attention, but this week, he was not responsive to my attention. Perhaps, this was his turn to reject someone, since he must have been rejected so many times. It might have been his "getting even" with his past rejections, or with some rejection at home at present.

The lunch situation was an enigma to me. No new theories manifested themselves to me this week, although I did suspect that my giving him my lunch and my attention might have been a pay-off for his "forgetting" his lunch.

Teacher's feelings. I began to know how awful it felt to be rejected. Again, I felt helpless and confused in my efforts to help him. Our conversations were so brief that I could not obtain any clues about what was happening. My concern for his academic growth was desperate after these two unsuccessful weeks. I only could keep

on wishing that my Principal stay out of the classroom just a few more days. I felt committed to Raths' suggestion that the child be allowed to straighten out his inner difficulties without being pressured by the teacher to engage in curricular tasks.

As I thought about my week with David, I decided that I might have been hovering over him too much. My plan for next week was to keep away slightly, not removing my caring and warmth, but allowing him to come to me more than my seeking him out.

Week of May 7

David bounced in early Monday morning citing the events of the weekend at their cottage. He said that he could hardly wait until the end of the week when we were scheduled to visit the Reifel Bird Sanctuary. Then he pulled out his bag of stickers, asked for some envelopes and began his "business". He sorted 25 stickers into each envelope and one by one asked each child if they wished to purchase them. He had some takers. This lasted the whole day. He seemed to need to do this stealthily because as I looked his way, he would hide his envelopes. I chose not to investigate. I decided that if any child were to complain, then I should intervene. No one complained, so I was not privy to any details.

At story time one day, David was the only child who knew the meaning of the word "menacing". I exploded with excitement and said that I was certain that he was listening so well and could tell the meaning from knowing what was happening in the story. David beamed.

We planted seeds this week. David helped by insisting that

everyone do exactly as he did. Most children followed his recommendations, so he seemed pleased. At the end of our planting session, I walked over to him, placed my hand on his shoulder and told him that I really appreciated his help, that I was impressed with how much he knew about planting. He said, "Yah", and giggled.

He did his journal entry three days. Each time he came to my side to discuss the merits of his entry, in terms of earning another French sticker. I asked him each time how he would describe his work. He mentioned his concentration, his printing, his big describing words, then chose a sticker that he thought appropriate, either Excellent, Tres Bien, or Bien. I commented that I thought that he could evaluate his own work so well, that he sure did not need me to tell him whether he did well or not. He said, "Oh, yah?" I reassured him, "Yah!"

One morning he bounced in again and announced to me that he was tired of collecting stickers. He would only use them on his art work as the other children were doing. I asked him what made him change his mind. He shrugged and said that he did not know.

David enjoyed our trip to the Sanctuary. He had only one altercation. Again with Barbara. He wanted her tin container from her soft drink, she gave it to him only to look at the picture, but he thought she meant for keeps, so that he could cash in on the refund. She cried. I intervened. His solution was that I should take the tin. I did. The end.

Interpretation. After this week's episodes with money, I

began to think that David may be burdened with his family's financial problems. His selling his stickers, his desire to have Barbara's tin. I recalled also that once he told me that his mother bought cookies instead of fruit because the former were cheaper. So this concern for money had surfaced before.

Teacher's feelings. I was relieved that David turned to some academic tasks this week. Although, the experts of my developmental theories suggest that the academic will follow the self-esteem, I could not irradicate the pressure I felt from my Principal. Unconsciously I knew that David's involvement in thinking tasks was important to me.

This week I felt that I did withdraw from suffocating David with my presence and found that he and I were more relaxed. His relatively social behavior helped me to do this, I did not feel so much on guard for the protection of him or the other children.

Week of May 15

David started the week with a smile and a hug for me. He said that he was interested in making a beautiful dictionary with lots of good words that he could use to write his journal entries. We found the appropriate paper, cut it to his specifications and he began his work. He carried his dictionary with him on the playground, showed it to anyone who had the time to look. He seemed so happy.

There was one altercation this week. David had pushed down, kicked, and punched Irene. When I asked him why he did all that, he

he said that she passed by him slowly and he wanted her to get out of his way fast. I asked if he could tell me a little more about this. He said that all day she was bugging him and he just finally got too mad to talk to her, so he had to hit. I told him that I thought that he preferred to talk about problems now that fighting was not his way anymore. He said that this was not true that sometimes the only thing that works is a fight, especially when he gets too mad to talk. I said that I guessed that this happened here with Irene. He said emphatically, "Yah!" I told him that I thought that it was very important that he try to talk first because usually that is all that is needed, then he would not have to hurt anyone. He said that he usually liked to talk first, that he hardly hit anyone anymore. I told him that all this takes practise and that I thought he was doing a very good job of remembering. He said, "Yah, I know I am".

This week David worked on his journal twice, using some of his dictionary words. He also generated a hypothesis and tested it about plants growing more slowly in a dark place.

He told me this week that he did not want to silent read during our scheduled time (the whole school participated in USSR).

I reminded him that the whole school did this, that we do not have a choice in this matter. He said that he did have a choice. He would do a quiet other activity so that everyone else could do their reading. I said, "I see." I said that he must have given this some thought, he said that he had. So during our SR time, he played with

plasticine at his table.

David called me "Maw" by mistake one day, and giggled, then said, "You would be a nice Maw." I said, "Thank-you, and you would be a nice son." We both glowed and hugged each other. Children standing nearby laughed when they saw David and I clutching each other. Neither of us was affected by their reaction.

One morning David arrived very early, 8:15. The school doors do not open for children until 8:30. He tapped on my classroom window, I let him in. He was not wearing a coat and it was very cold outside. I asked him how he managed to get to school without freezing. He replied that he was not cold, "And anyways, my Maw says that my coat needs a wash, and she would not let me wear it today."

Later this day, David wrote at the bottom of his spelling study page,
"I Love You", and handed it to me. I looked into his eyes and said,
"I love you, too." Once again, we hugged, kids teased, and we felt good. We were inseparable the next two days.

David intervened in a fight between Stephen and Steven.

Stephen was crying very hard and clutching his tummy. David realized what had happened instantly and began to berate Steven for "hitting a smaller kid". He insisted that they should have talked before they fought and that this was "stupid". He said that he was disappointed in Steven. He then turned to me and told me that I should punish Steven. I asked him if he really thought that it was fair I punish Steven since he so rarely fought. David said, "Of course, then he will never do it again." I asked Stephen what he thought I should do.

He said, "Nothing", that he was partly to blame, that Steven was still his friend. David's mouth was agape. He could not understand that Stephen did not want to get even. He said, "It's not fair. You should have Steven punished."

David asked Terry and Graeme to sit with him. They both thought that they would. David seemed to be prepared for either answer, but was happy when they moved beside him. He played with these two boys at recess breaks and ate lunch beside them. He often said to them that they should work hard so that they will be smart. He worked on his journal entries with them.

At T-ball, the captain of his team called another person to be first at bat, even though David held the bat. He looked over to me, smiled, handed the bat to the person who was called. I smiled back and winked.

Interpretation. David seemed to be coming out of himself every day this week. He could recognize what fighting led to, he also seemed to see himself in the fight between Stephen and Steven, he became more comfortable with my acceptance of him, he was freer with his affection towards me and the other children, he could accept second place in T-ball. These signs were indications to me that he belonged. Since his last attempt to get Graeme to sit with him, he learned to find an acceptable way of asking friends to join him. There seemed to be a balance being created in his day - time alone, time with group, time to indulge in his own play, time for academic involvement. His mind seemed clearer.

Teacher's feelings. I felt close to David this week. I began to trust him more, began to understand him and his need for acceptance more than ever before. And I began to realize that I needed him to accept me, too. It was very gratifying for me to be held by him and for him to allow me to hold him. This physical communication conveyed to me that he was ready to be open to others, that he was beginning to trust others. This week, more than ever before, I felt that Raths was right. I was overwhelmed also with his caring for Stephen in the fight with Steven.

Week of May 23

David was cheerful most mornings as we greeted each other.

He seemed to be relaxed, joined our groups and participated in many discussions and thinking activities. Irene generated a thinking activity of her own in which David was interested enough to contribute his thoughts. She had a bucket of clam and oyster shells which she brought for sorting. As David watched her and some other children, he found a discrepancy in her sorting. Very gently, he picked out the wrongly sorted shell and showed how it was that she made a mistake.

This week was David's brother's birthday. He made him a card and printed loving words on the card with his "best printing". Later that day, David decided to empty his tote tray. Near the bottom, very crumpled up was his own birthday card given to him by the class. I happened to be at his side when he found it and I gasped. I asked what happened to his card, the names were all scratched out, partly

erased, partly rubbed out. He said that all the kids signed their names in messy printing and he did not want his card to look messy, so he was rubbing out all the names.

The last two days this week, David was most disruptive. refused to speak in turn in group sessions, he teased the children, disrupted their work at their tables, threw eraser pieces, etc. of my conversation with him was behavior management these days. the time he fought with Christine, I was too worn out to be patient. I asked him briskly why he hurt her, what was the reason for this. He said that she would not go outside at recess break and he told her to many times. When she did not leave he "hit her in the head". I asked him what made him think it was his responsibility to send her outside anyway. He said that I always told them to look out for each other and he was trying to save her from the duty teacher. "Oh, that was nice of you, David, but I still don't understand your reason for hurting her. Couldn't you do something else?" "Yah, I could have left her here and she could get in trouble with the duty. She is so stupid. She deserves to get into trouble." I backed off. "I'm very happy that you tried to help. I'm sorry that it did not work out for you this time."

Interpretation. Following the rules seemed to be important for David this week. Christine had to go outside, the children had to print their names on his card correctly and neatly, Irene could not get away with making a mistake in sorting her shells. I could not help wondering what kinds of rules his father may be enforcing

this week. There is certainly some safety in following the rules; it works at home.

Teacher's feelings. My feelings about David were very fragile. When situations were showing me that he was having some trouble, that he may have been regressing a little, I panicked. His bullying Christine and his disruptions aroused my anxiety, they also tired me out. I found that management intervention was exhausting. for me, and annoying. There should have been a better way for me to spend time with David and the other children.

Also, I was disappointed. By now I had expectations that "all the work I had put in" should have had a more consistent payoff.

Week of May 29

We started the week with some new animal books from the library. David was excited all day, flipping pages, surprised at the appearances of some unusual animals. Many times today, he came to say to me that he was the smartest boy in the whole classroom because he knew more animals than anyone else, except for maybe Stephen, but he said that he was sure that he was even smarter than Stephen. I replied that I knew what a wonderful feeling it was to feel smart. He said, "Yah", sigh.

After recess of the second day this week, David slumped into the classroom, tears rolling down his eyes, his body limp from crying. He walked over to me and fell into my arms and sobbed on my shoulder.

When he stopped crying enough to be able to speak, I asked if he wanted to tell me what was hurting him. He said that he would not, shaking his head. He clutched onto me for some time, then walked to the reading center to look through more of the animal books. Several times before lunch, I walked over to him, placed my arm on his shoulder and glanced at some pages with him. He seemed physically drained and said nothing. I told him that whenever he wished to talk to me about what he found upsetting that I would be ready. He replied that he would never talk about it.

For two days this week, David was sad that he could not draw a "good enough airplane" for a drawing contest. He really wanted to win the \$50.00 prize, but knew that he could not do a proper job. He repeated over and over again that he really wanted to win the money. In the end, he decided not even to try.

In one group situation, the subject of "change" was introduced in connection with seasons. It was extended to changes in us, changes in us over the past year. David said that he changed. He used to like to fight to get his way, but now all he has to do is talk and he usually gets his way. This way, he said, no one gets hurt and he gets what he wants.

Interpretation. David seemed to be experimenting with his self-esteem - the smartest kid in the class, but his perception of himself must not have been too strong - he could not tolerate a failure, the airplane contest was too risky for him, better to avoid the attempt than to try and fail.

There were two other breakthroughs this week. His conscious realization that his fighting days were ending, his trust of another (me) in time of deep despair (his crying in my arms after recess break one day). He did not seem to fear revealing a weakness to me and that was significant to his learning to trust others.

His strong desire to win the \$50.00 drawing contest made me wonder once more if he felt the need to contribute to his parents' financial goals. Also, it seemed likely that at least a big part of him saw his worth in terms of achievement (win) and especially when such achievement resulted in financial gain.

Teacher's feelings. I felt that this week we achieved a balance between David's emotional growth and his academic involvement. Even though I had been convincing myself, as Raths suggests, to concentrate on David's emotional needs, I felt that it was time for academic involvement. This week I was able to stimulate David in academic tasks and thinking activities. This caused my joy.

I was also feeling very satisfied that David was trusting me. I needed to help him out of his pain, but when I could not, it was enough for me that he turned to me.

Things seemed to be going very well, yet, I asked myself,
"Am I the eternal skeptic? What is restraining me from relaxing
with David? Why do I expect another regression? Why do I fear
another sign of his regression to his previous behavior?" I was
still very conscious of David. He did not blend in with the other
children in my mind's eye. I knew when he was in the classroom, my

attention was alerted to him unconsciously.

Week of June 6

By the time David arrived at school on Monday morning, I was speaking with Christopher about his work, evaluating his progress with me. David seemed very interested and Christopher did not mind that he listened, so David stayed with us. After Christopher left, David sat in my lap and asked that we evaluate his work. He said that he wanted to say lots of nice things about himself. suggested that I help him out with his concentration and his "bugging other kids". I said that I would. We planned his day together and for the entire day, he worked. I needed to remind him only once about his fooling around, he thanked me and said, "Oops, I forgot." After school, he stood beside me to evaluate his day again. I asked how he thought he did with his plans this morning. He answered that he did well. He said, "I didn't know that I could control myself," million dollar smile! He also said that his brain hurt from concentrating so much and, "Wait till my Maw hears about this." I called Mrs. X that evening and she said, "That's nice about David's working hard. I wonder how long it will last?" I suggested that if we believed that he could do this forever that it would help him immensely. She said that she doubted this, but she would try to convey encouragement to him. I said that I sure would as his teacher.

I was away one day this week. Once again the substitute knew David from last year. She wrote that as soon as she saw him, she was

prepared for a tough day. What a surprise she had. She said that a few times he "acted up", but it only took one gentle reminder from her to calm him down. She concluded her note to me with, "Something very nice must be happening for David this year. He is so happy." Also, our part time physical education teacher commented to me on my return the next day that whenever I was away, he wondered how David would be in class. Once again David was fine, so whatever was happening in class with him lasted even when I was not around. He said that he was finally beginning to find David quite likable.

One of David's projects this week was writing his own story. He began with a table of contents which took him many long hours of work. When it was complete he asked if I liked it, I did. Then he asked if he could show it to the rest of the class. This time he was not nervous. The class applauded his efforts. He told them that it took him five hours to do this much. They applauded again.

The day before the school track meet, David seemed very quiet, did not participate in any activities and did not work on any of his started projects. He sat quietly, seemed to be thinking, but did not tell me what about when I asked him.

The track meet seemed to be fun for him. Except I noticed at one station that he was visibly upset. I walked to him and asked what was wrong. Tears exploded into his eyes. When he could speak to me he told me that the leader of his team was making promises to him, but not fulfilling them. I asked if he wished to speak to her and tell her how he was feeling about this. He said he would, and

he did. She apologized and David continued happily.

Interpretation. David got some practise in controlling himself. With all the rules and regulations at home and at school, he must have not had much of an opportunity to test his own strength. Also, his asking for help and responding to help in keeping his mind on his work was a positive sign that he was not afraid to admit to some weakness, and a sign that he was truly trying to improve himself. Also, his willingness to announce his successes to the rest of the class was a sign that he might have been ready to take more risks with people, a sign that he was feeling surer of himself.

He had the desire to make his track leader fulfill her promises to him. In the past, he would have left the situation in disgust or may have kicked the leader before he walked off. This week, he was prepared to speak for his rights. The encouragement from me was all he needed to carry on. It seemed that he was learning some socially acceptable ways to communicate his needs.

Teacher's feelings. I was elated that I was seeing David use some of the strategies of communicating his needs, and elated that they were working for him. First, his evaluating his progress with me like Christopher did, then, his showing the class his good work (instead of "bragging" to them as in the past), and his revealing to the team leader that he was expecting her to fulfill her promises. Finally, his realization that he was more in control of his behavior.

I felt a part of his growth and this made me happy. It was not so taxing for me anymore to be with him, he was picking up clues everyday from me and the children about how he could avoid hurting inside, how to avoid feeling alone and rejected. So not only was he receiving a lot of acceptance from me and the children, but he was learning the strategies to get along without us.

Week of June 13

David was upset this week. His first day back after the weekend consisted of his running around, shrieking, fidgeting, interrupting, teasing. By the second day, I told him that I was having a hard time keeping up with him and that it was very hard for me to teach when he had so much energy. He said that he didn't care. He said that he just couldn't calm down even if I wanted him to.

Although he did not want to help me by calming down, he fought with anyone who sat next to me in our group discussions and gatherings.

When he was near me on these occasions, he clutched on to my arm or my leq, or twisted my hair with his fingers.

Only one time this week did I notice some involvement in a thinking activity. We had experiments with water. He designed his own. By making a trough around his table top he created a huge container for water. He filled this trough "full to the brim". He then asked himself the question, "What will I do when I want to empty this thing?" At first he considered opening a gate, but that would make the water "flood out", and it might miss his pail. He thought for a long time, then he asked for a straw. He siphoned, it worked!

He was happy.

Interpretation. The children had been talking of the end of school term and planning their vacation activities this week. David may have been reacting to the prospect of leaving a safe setting. He was disturbed most of the week.

Teacher's feelings. I felt taxed once again being with David as I was earlier this year. It seemed that the hint of that difficult period brought back the full intensity inside my stomach that I felt way back then. I knew that he was so different now, but the pain was nevertheless there for me. Intellectually, I could see so many differences, but there I was worrying again that he may injure himself or the other children, that he may regress permanently. Once again I was to feel helpless. The year was coming to an end, there was nothing more I could do to help David. I so feared that without my constant loyalty and warmth, he might be caught up in his own downward spiral again.

The Last Week

His rambling, running, shouting, teasing, and fighting continued for two days this week. At one point he shouted out that if he was placed in the team teaching situation in Grade Three, he would quit school. Only if he was placed with the single Grade Three teacher would he continue. I told him that this was possible and I would be sure that this occurred. He seemed relieved, but his disposition did not change much. I could not get close to him,

nor could any of the children. Only when he wished to be near me was he content. Then he clutched as he did last week. Later in the week he and I talked about summer vacation and his plans to go "down to the States to our cottage". He said that it was really boring there sometimes, but that there was more to do there than in Richmond.

The last day was very busy for all of us. We were removing some remaining wall decorations, cleaning up, etc. I noticed that David was supervising many clean-up projects and was saving many wall displays to take home with him. He seemed quite relaxed and often came by my side to hug me. He did not speak much.

Then after lunch, we were all called to Assembly in the gymnasium. Everyone was excited about the older grades receiving awards. David was high. Within three minutes of commencing, the Principal picked David out of the crowd of children and sent him outside the gym for misbehaving. I watched David as he sheepishly left the whole crowd of parents and other guests. He was red with embarrassment. I was angry.

When we returned later to the classroom, I could see that David had been crying, but just then, he was tidying up the sink.

I asked if he was OK. He replied, "Yah. But I didn't do anything in the gym, you know." We hugged.

At the end of the day, David's mother came to see me. She said that she had quit work and was happy that she made that decision for David's sake. She hugged me and thanked me for helping David. David hugged me, too, saying that he would visit me every day next year to see how the new Grade Twos were doing.

Interpretation. It was clear that the impending end of the school year was upsetting David, and me. He finally was feeling that he belonged, and, that his feeling more accepted by me and the class contributed to his acceptance of self as a worthwhile person. Did he fear that this would all end with the end of the year? Was his positive experience here adequate and deep enough to endure a change of surroundings? David's regressive behavior was indicative, according to Raths (1972, p. 34-35), of a threat to emotional security, i.e., the end of the year and the loss of his teacher.

Teacher's feelings. Saying good-bye to David was hard. He was limp in my arms as we hugged, tears flooded my eyes. Did we do all we could together to help him? Who will be the supportive persons in his life from now on?

The anger I felt for my Principal was nearly unleashed in the gym filled with guests. How could he do such a thing to David, or for that matter to anyone? His constant accusation of David's chip on his shoulder was too obvious today - he didn't know David at all!

My only hope for David was that his good reputation which had been created for him this year would prevail among the teachers and children.

CHAPTER IV

FINDINGS, CONCLUSIONS, IMPLICATIONS

The purpose of this study was to demonstrate by a case study approach, how certain teaching strategies were used by a teacher in a regular primary classroom with a selected Grade Two student with emotional problems. Further, this study intended to illustrate the strategies that the teacher employed to cope with the strain in the process of applying the teaching strategies.

To achieve these purposes, the investigator chose a student according to specified criteria (p. 47 - heading: Criteria for the Selection of the Subject: 1) the child's behavior impeded him from engaging in the learning process, 2) the behavior of the student interfered with the learning process of other children in the classroom, and, 3) the teacher was frequently occupied by the student's behavior). Information was collected on the subject's classroom and playground behavior, his family background, his physical health. Following the procedures suggested by Raths and Burrell, a diagnosis, which took the form of a working hypothesis, was then generated. On the basis of the working hypothesis, the teaching objectives were planned. Then during the period from January, 1979 to June, 1979, the investigator, in her role as classroom teacher, applied the planned teaching strategies within the context of a regular classroom situation. Daily anecdotal records were kept of the subject's behavior, the administration of the

strategies, and the interpretation by the investigator of the subject's behavior.

Daily records were also kept to illustrate the way the teacher handled the stress resulting from the process of employing the teaching strategies. These daily records were analyzed to determine the possible root causes of the stress and to discover ways to alleviate the stress so that the teacher was able to return to the classroom the following day with a plan of interaction strategies.

The contents of this chapter include the findings, conclusions, and implications of this study.

Findings

It was the intention of this study to intensively analyze a teacher's interactions with a troubled student during the school year in order to learn what happens in the process of applying certain teaching strategies - to discover what happens to the student and to the teacher in this process. No hypothesis was being tested in this study, and there was no statistical design. The study instead utilized the approach referred to in the literature as case study. Therefore, the findings will be qualitative and descriptive in nature. It is important to note that while such research methodology is helpful in gathering and interpreting data in a single case, thereby informing classroom practice in that case, the data are not seen to be generalizable without further study.

The presentation of the findings will be organized into three parts. The first part will consider the findings which relate to the

observed changes in the student's behavior:

- a) changes in his degree of participation in classroom activities,
- b) changes in his behavior on the playground,
- c) changes in his emotional needs-related behaviors,
- d) changes in his behavior which continue into the next school year.

The second part of the findings will deal with discoveries relating to the application of the teaching strategies employed in the study:

- a) the extent to which the teacher's personality attributes affected the interaction strategies employed,
- b) the investigator's role "teacher"? or "helper"?
- c) usefulness of a daily anecdotal record,
- d) time allotment with student.

The third part of the findings examine the strain on the teacher as a result of applying the teaching strategies:

- a) personal feelings about the student,
- b) the stress regarding expectations of the school personnel and parents,
- c) the teacher's curricular expectations for the subject,
- d) teacher "burn-out".

The fourth heading considers separately the form which the investigator chose to use in the anecdotal records:

a) description of student's behavior,

- b) teacher's interpretation of student's behavior,
- c) teacher's feelings.

Findings Related to Changes in the Student's Behavior

Degree of participation in classroom activities. During the early part of the school year, David did not participate in classroom activities. He either sat alone in a corner of the room or he roamed about the classroom not becoming involved in any activity, for any length of time. By December, David sporadically began to attend group gatherings, but never spoke in turn. Instead, he shouted out a comment or acted silly to gain attention. Once he had the attention of the class, he fooled around and the children laughed at him in response. By mid-January (see Anecdotal Notes for January 18 and January 19), David began to speak with purpose at group gatherings. But his manners were not consistently evident until late in the year.

David's willingness to become involved in curricular tasks gradually increased from total rejection early in the school year, to becoming involved intermittently in the mid-year, to engaging in a task at the suggestion of the teacher and initiating his own activity late in the school year. His determination to keep on with an activity without giving up at the first sign of difficulty was first evident in March (see March 5 Anecdotal Notes). Before that, he gave up if something was not instantly successful for him.

In late February, David began to keep more of his written efforts long enough to have them evaluated by the teacher. But this was not consistent behavior for him, and so to the end of the year, he deliberately threw away his work because according to him there was something either wrong with his printing or the whole thing was dumb or his mother threw it out when he took his work home. So that this year much of David's academic involvement was oral and conducted on a one-to-one basis with the teacher.

Until the end of the year, David's "moods" controlled the amount of his involvement in curricular tasks and discussions. If he was angry, he remained detached or became disruptive. If he was happy, he was open to thinking and writing and he was gentle with other students. Examination of the Anecdotal Records showed that David was more consistently happy, therefore, academically more productive during the last three months of the school year.

Changes in the subject's behavior on the playground. The investigator's assessment in March of David's behavior on the playground as seen by supervising duty teachers showed a marked change since September to December. In those early months, teaching staff viewed David as cheeky, aggressive, and mean on the playground. They preferred to avoid him than to confront him with wrong-doing. By March, their comments were different. He did not bully young children on the playground, he often walked beside the duty teachers as they made their rounds over the play area, he giggled more often and played with other children. They felt much more relaxed to be

near him. One teacher said that she still believed that David had a "chip on his shoulder", but he was observably less aggressive than he was early in the year. David's physical education teacher commented in February (see Anecdotal Notes for February 19) that he was beginning to enjoy David in his class. By March, he commented that so seldom was David belligerent in his class that he hardly remembered what David was like early in the year and how aggressive he had been the previous year.

Changes in the subject's emotional needs-related behaviors.

Early in the school year, the teacher-rating scales were administered to two teachers within the school who knew David well. Each one had identified David as aggressive. His previous teacher added more to the description on the rating scale: "David makes the teacher feel frustrated and sometimes angry. He is a defiant child, sneaky, devious, frequently daring to do the unacceptable. Often he complained about other children cheating in game situations. Teaching him was exhausting." The other teacher added some observations as well: "David initiates trouble for the sake of it or to get a reaction. He feigns affection for devious purposes. He seeks attention in negative ways. David seems to know what consequences are in store for him and for you, but doesn't seem to care if he's hurt as long as it hurts you. I have never seen David smile or laugh unless he is making fun of someone. I simply don't trust that child."

Observations of David in the classroom early in the year were made by the investigator. David regularly engaged in punching,

pinching, kicking, strangleholds, and name-calling. He seldom spoke to other children unless it was to make fun of them or tease them. Children seemed to avoid him in their play or avoid him when working groups were assigned. David hated to be touched by children or teacher. He spent much of his day sneaking around other children to surprise attack them. His behavior elicited so much disruption and tears that the teacher felt "on guard" most of the day.

In June, the investigator once again administered the teacherrating scale to the same two teachers. David's previous teacher said that she found him so different, that although she would have to say that David was still slightly aggressive compared to other children, he did not show up like he did before. She said that as a supervising duty teacher, she "enjoyed" David's company. Never did she visualize herself saying this, but now it was true. "I still feel that he has a 'chip on his shoulder', but he seems so much more mellow and happy. As a matter of fact, I don't remember when I've seen him picking on another child. That was normal behavior for him not so long ago. I'm still suspicious of him, but that may just be a residual feeling about him from the past because if I met him today, I think I would consider him a little tough, but not mean." The other teacher, also, felt that his aggression was low key now. She noticed that he seemed more confident in his ability to gain attention in positive ways. She said that often he walked beside her during her supervising times and asked to hold her hand. She felt that she could genuinely like David, a possibility she thought

inconceivable last year and earlier this year.

The investigator noticed a change in David, particularly, by rereading the notes recording his behaviors. By the end of the year David was more a part of the classroom - children involved him in their play and their work. He more regularly joined group gatherings and spoke in turn; he did not become uncomfortable with positive attention. Touching was not unacceptable to him - not only the teacher's touch, but the children's also. He seemed happier in the classroom, and his joy did not come from teasing as it had in the past. Because David still at times behaved aggressively, the teacher found that she still had to maintain careful vigilance whenever he was near other children.

Changes in the subject's behavior continue into his following year. David's future Grade Three teacher visited the investigator as soon as she was told that David would be in her class the following year. She was concerned that David not revert back to his aggressive behavior that had been so prevalent during all of Grade One and the beginning of Grade Two. She was concerned about the reputation he acquired with his fighting in the past and wondered how she might continue to prevent his returning to his old patterns. The investigator summarized to her the process that seemed effective with David. She concluded that her most important attitude toward him should be that she view him positively.

In the third week of September of the following year, David's new teacher once again spoke to the investigator. David was showing

no overt signs of aggression. He seemed very concerned that he complete his assigned tasks. She noticed that sometimes he giggled nervously and it was those times that she placed a reassuring hand on his shoulder (as the investigator had suggested to her in their earlier discussion about David) and he seemed to respond by showing signs of relaxing. She said she was beginning to breathe a slow sigh of relief because she expected David to regress and to her pleasant surprise, he had not.

David also came to visit the investigator in her classroom. He came by every day for the first month. Sometimes he dropped in to hug the investigator, sometimes he stayed to chat. His conversation usually included his expressed desire to continue to be a "good" boy and his intention to complete all his work everyday. Often he spoke of his interesting trips to his parents' second home, of some new interests in his new classroom, of some of the activities happening in the investigator's classroom. Nostalgically, it seemed, he spoke of some things he did while he was in Grade Two. investigator enjoyed his visits. He seemed happier, calmer, and more self-assured than he was one year ago. On one of these visits, he seemed unusually happy - his mother had quit work and was "taking care" of him. Another time he said that he would not be fighting anymore because he just didn't get as mad as he used to when he was "a kid" last year. He also wondered if there were any "bad" boys like he was in the Grade Two class this year.

In early October, David's mother came to the investigator's classroom after school. She said that it was about time that she

thank the investigator for the time she spent with David the previous year. By now, David's mother had quit work. She said she realized that David needed more attention. "He was just not old enough to be left alone so much." She said that she saw David as different from her two older boys. He was smarter and more sensitive and she wanted him to have every chance to go beyond his two brothers in school and personal achievements. She also said that she thought David seemed to know (although he could not articulate) that something special happened to him with the investigator in his second grade. She said that he often spoke about the investigator and told her that "my Grade Two teacher really loves me." This seemed very important to her. She also said that she spoke to David's third grade teacher and felt so pleased because David started out so well in her class.

David's mother was in the school several times during David's third grade. Each time she came by to visit the investigator. Each time she said that she was thankful for the help he received in Grade Two.

The investigator observed that David was usually playing with other children in the playground during breaks, he seemed happy. In addition to her own observations, other staff members (particularly the two teachers interviewed during the study) commented on David's changed behavior. Both expressed skepticism that his behavior would sustain the changes within another classroom environment, but his current teacher told them that she was not experiencing any difficulty.

Also, the investigator visited David's new classroom during recess and lunch breaks. The children spoke of their Grade Three

accomplishments and more often than not included comments about how nice David was this year. "He finishes all his work everyday!"

Barbara said one day in October. Very often on these visits, David was eating his lunch and playing a board game with some friends.

There was no evidence, as there had been last year, that these children feared or avoided him.

Findings Related to the Application of the Teaching Strategies

Teacher's personality in relation to interaction strategies. The extent to which the teacher's personality attributes affected the interaction strategies employed: Carkhuff and Truax observe that "1) all interpersonal learning or relearning processes may be for better or for worse and 2) constructive or destructive results can be accounted for by the level of facilitative and action-oriented dimensions offered by the more knowing person, for example, the parent, the teacher, or the counselor" (Truax and Carkhuff, 1967, In order for the interpersonal learning or relearning to be for the better, Carkhuff and Truax define the necessary attitudes of the helper to be 1) empathy, 2) respect, and, 3) genuineness. the presence of these, the helpee is helped. However, without a high degree of genuineness, help does not occur. It is this component of genuineness which involves the helper's personality in the helping process. In examining the data of this study, the investigator was cognizant of the effects of her own personality on the changes observed in the subject. It appeared that it was not only the interaction strategy alone, nor the teacher's personality alone, but a combination of both which seemed to affect changes in the student.

The investigator's role - "teacher?" or "helper?". In the course of developing a sensitivity to David's emotional needs, the investigator often became so concerned with David as a needy person, that her role as a teacher seemed secondary. It was important to her that David's needs be met first -- in order that he might be enabled to learn. Attention to curriculum as the first order of business seemed irrelevant. She saw David as a lonely child, without friends, without the ability to make friends. He seemed so sad, this sadness at times prevented her from focusing on so impersonal a topic as curriculum often required. More appropriate was a casual conversation focusing on David's feelings of security, instead of an interaction which emphasized academic content. Consequently, the teacher's interactions tended to try to provide David with psychological comfort and security, and this was often at the expense of academic content.

But the teacher's tendency toward meeting emotional needs instead of teaching the curriculum came as well from other than compassionate reasons. One other reason was that the investigator unconsciously became involved in an unspoken battle between David's parents and many staff members on one side and herself on the other regarding the "best" ways to deal with a "problem-child" like David. Their view supported punitive methods, hers non-punitive. David became the subject of an experiment to show them that acceptance and understanding work. Consequently, the Raths and Carkhuff methods

which the investigator intended to employ frequently became skewed in favor of "helping".

Another reason for emphasizing meeting emotional needs rather than teaching the curriculum was that the investigator needed to score some personal gain in her interactions with David. She needed to see some move forward in his behavior in some area. So, after discovering that academic gains were not easy with him, she often resorted to his personality gains to satisfy her need to see some progress in him.

His personality gains were noticed, not only by her, but by other staff members. As a result, the investigator glowed with pride when David walked down the corridor, instead of ran. She was delighted when other teachers spoke kindly of David in assemblies on Fridays taking note of his improved self-control. Without some kind of evidence that David was improving, the investigator became discouraged. In order to prevent discouragement, therefore, the investigator maintained her focus on meeting David's emotional needs instead of teaching him second grade curriculum material.

The investigator's need for reinforcement of David's progress diminished during the last three months of the school year when the investigator found David to be a more willing participant in academic activities. His behavioral gains were clearly observable, and it seemed a good time to begin to take more initiative in engaging David in curriculum. It was during this period in which the investigator felt that she created the balance required for full application of the Raths and Carkhuff strategies.

Usefulness of daily anecdotes. Throughout the study, the investigator recorded her interactions with David daily. From these records, the investigator could determine the tone of her interactions. Was there too much emphasis placed on "helping"? If that were the case, the investigator attempted to be more "teacher" on following days. The anecdotal records provided other information which was employed to place David's behavior into proper perspective. With the daily recordings, it was possible for the investigator to observe any slight change in David's behavior. Also, it was possible for the teacher to examine the result of employing certain approaches with David. Without the awareness of David's slow change, the investigator believed that her job as teacher was more frustrating.

Detailed anecdotal records, also, provided the investigator with material to compare with the Raths and Carkhuff methods. She was able to determine when she interacted with David inappropriately. With the addition of recording her feelings aroused by her encounters with David, she was able to be in touch with the reasons which prompted her behavior with him. In this way, she became more able to monitor her behavior and therefore interact with David in ways more consistent with the Raths and Carkhuff interaction strategies.

Examining the records daily offered another way for the investigator to become acquainted with David. For instance, the records showed the investigator that David's perception of fairness often prompted his behavior. On January 15th, for example, David tore up Johnny's "meter monster". Without having first analyzed

David's harrassment of Irene (see Anecdotal Notes, January 9th) about getting even with Christopher, the investigator may have admonished David before seeking an explanation for his destroying Johnny's property. But after analyzing the incident concerning Irene, the investigator had a clear opinion that David's sense of fairness is real to him, even though it may not be considered fair to anyone else.

Time allotment with the subject. The investigator found that she spent "quality" time with the subject outside of classroom hours, times during which she was able to more intensively use the Raths and Carkhuff theories. These were times when the two could be alone to speak in depth about events of the day or the mood of the day. During classroom hours, the investigator could incorporate her feelings about the subject which she developed by talking with him out of the classroom.

While in the classroom, the teacher employed the Raths and Carkhuff theories with all students in the class. The subject was able to notice her caring and respect for all children and became gradually open to her acceptance of him, too. So that in the classroom, her direct time with David did not disproportionately exceed her time with other students. But her responding to all students in the Raths and Carkhuff models did exceed any other methods of responding in the classroom.

Findings Related to the Strain on the Teacher

Personal feelings about the student. "The process of self-growth sometimes involves an internal struggle between dependency needs and strivings for automomy, but the individual eventually feels free to face himself if he is in a relationship where his human capacity is recognized and cherished and where he is accepted and loved" (Moustakas, 1959, p. 1).

Much as the teacher wished to be the person in the student's life who was accepting and loving, it was very difficult for her at times. Some of David's actions triggered an opposite response in her feelings for him. When he fought or abused children, she disliked him. When he cheated in a game, she disliked him. When he stole or lied or destroyed property, she disliked him. To her David often appeared deliberately mean and hurtful. There was so little about him that the teacher could find lovable. These feelings caused an interminable conflict between how she felt and how she thought she should have felt. "Teachers, really good teachers, should not feel this way." The resolution of this conflict seemed paramount in order for the teacher to function also as helper; not handling her feelings appropriately meant to this teacher that she was inadequate. The urgency to solve this conflict was exacerbated by her recollection of a warning by Clark Moustakas (1974, p. 1): "What the therapist says and does is important. How he feels is even more important. The feeling tones behind the therapist's statements and actions

are of the greatest significance."

Realizing the importance of developing positive feelings for David the teacher began to take some steps. First she found, by examining her feelings about his hostility, she could understand that he might be so aggressive because he was lonely. He had not learned socially acceptable ways of attention-getting nor socially acceptable ways of striking up friendships with his peers. Faith in him developed from her belief that if he were taught social skills, perhaps by example, he would decrease his aggressiveness. Also, the investigator recalled one of her own teacher's advising that if we had the past experience of some of our most hostile children, we ourselves would likely be hostile, too. This made the investigator feel that her feelings of dislike for David resulted from her not taking time to fully understand him. It helped her to be aware of the fact that she too might have been like David if she had had his early life experiences. Gradually, as she spent more time listening to David's perceptions of situations, she grew more and more in her ability to be accepting of his perceptions, even though they differed significantly from her own. Her personal feelings for him changed. She began to view him as a "good" child who required some skills in his social behavior. This replaced her initial feelings for him which were negative; a "bad" boy who deliberately did bad things to people. From this realization, the teacher was able to follow more accurately the Raths and Carkhuff interaction suggestions.

Expectations of the school personnel and parents. Another source of stress for the teacher came from school staff and David's parents. They expected that the teacher treat David punitively in order to teach him to control his behavior. So that whenever David was aggressive outside the classroom, the teacher felt threatened. She was often told that her "gentle way with David was not working"; that what he needed was "strict discipline". Frequently, the investigator became involved in exchanges with these staff members in order to defend David or her teaching method. Most of the time, these exchanges were discouraging. David was not to be understood, punishment was the only successful method "with a child like that".

Curricular expectations for the subject. Recalling Combs' observation: "A deprived self is so busy filling up its wells of inadequacy that time cannot be spared for broader, richer voyages of exploration and discovery" (Combs, Avila, and Purkey, 1971, p. 235), the investigator postponed many curricular obligations with David in order that concentration on the development of his "self" could occur. Often, in the classroom setting, the investigator held the subject in her lap as she worked with other children or she did not interfere if he chose to play with blocks instead of working on curricular tasks. But very often, these decisions to set aside curriculum provoked a certain amount of stress. For one thing, the principal regularly entered the classroom and always noted what David was doing. If he was not engaged in a curricular task, the investigator was expected to

provide a "legitimate" excuse. Sometimes this was difficult. Also, the investigator often felt that she was being unjust to David. He needed to be learning certain skills this year in order to cope with his next grade. So that when a long period lapsed between David's involvement in curriculum, the teacher became stress-ridden. Many times the conflict was unbearable, so the investigator pushed the student into curricular tasks, or modified the tasks so that David would orally complete the task with her. Unfortunately, pushing produced David's anger, so the class would often be disrupted for several minutes; and, working orally with David meant exclusive time with him. Both of these attempts proved disadvantageous to other children. Also, both attempts were stressful to the teacher.

Teacher "burn-out". As revealed in the Anecdotal Records

(Teacher's Feelings), the teacher in the study suffered exhaustion —

both mental and physical. Mental exhaustion was a consequence of

constantly being attentive to all the children's needs in the class—

room. It was not only exhausting to deal with the subject — although

this of course was true, but it was also extremely taxing to be

sensitive to all the children's feelings. Yet, there seemed not to

be another reasonable way to work with children. The investigator

realized that it was not only David who required to be treated

respectfully, genuinely and with caring. It was a way that all her

students deserved to be treated.

For example, the investigator realized that a little girl in her class required a great deal of affection and attention or else

she sat in a corner and cried. It was clear that when the investigator paid special attention to this little girl, before this little girl asked to be hugged, then there was no crying. If the investigator failed to take time to be warm and affectionate many times during the day, this little girl cried and her learning was interrupted.

Also, another little boy needed special attention. Early in the year, Stephen's mother conferenced with the teacher. Her fear was that Stephen was "slow, maybe even retarded". She did not want this to be true, so she asked the teacher to be very certain that Stephen concentrated well on all his tasks. This meant one-to-one time with Stephen to help him concentrate.

There were other children, too, who had special needs: one girl had a wetting problem which resulted in extra problems for her and the investigator because she had no friends, another boy had to be watched because he fainted if he ever was jabbed (even slightly) in the area of the solar plexis, another boy was always being teased because he was overweight, a little girl had such extreme allergies that she had to be held everytime she went into a paroxysm of coughing.

Without support from colleagues in the school, nor from the parents, and with the principal functioning as a "policeman" rather than an educationally supportive leader, the investigator often left the classroom tired, frustrated, and lonely in her endeavors. The absence of adult and professional contact added to the drain on this investigator's positive energy.

A source of physical exhaustion was the teacher's planning before and after school hours to ensure that she covered as many academic and interest needs of the children as possible. For example, there was no support staff in her school to do such preparation as locating books, maps, and other special needs for any group of children's special interests.

Findings Related to the Anecdotal Records

Description of student's behavior. Recording the student's behavior each day provided the teacher with the data about the situations which occurred. She tried intensely to record only the data relating to each situation, taking care not to provide an evaluative description of each incident. As a result, the labels and stigmata were removed so that the behavior could be viewed in terms of the thoughtful analysis required for helping the student. For example, questions like, "What did the behavior indicate in relation to the student's emotional needs?" and, "Which unmet emotional need was likely to arouse such behavior?", and "What strategy is likely to help meet the unmet need(s)?" helped to serve that analysis.

Also, the non-evaluative descriptions of the subject's behavior provided points of comparison through the study year. Had his behavior changed as a result of one month, etc. of applying the Raths and Carkhuff interactive strategies?

Teacher's interpretation of student's behavior. This component of the anecdotal records provided the teacher with a

method to view the student's behavior in relation to the identified unmet emotional needs. While the teacher became more understanding of the student's behavior in this process, she also developed an insight about the student as a person. She learned of his strong sense of fairness, his construct of rewards and punishment, likes and dislikes, his fascination with death, his loyalty to his family, and his aspirations for himself. These insights provided material for exploring academic possibilities with him as well as providing areas to consider for working toward the enhancement of his self-concept.

The interpretations required a great deal of thought, sometimes extra reading, sometimes speaking to one of the other teachers in order to obtain a proper perspective. Although exhausting, the payoff for the student and the teacher was immeasurable. The teacher felt that she was on track with helping him. The student seemed to be showing improvements in his behavior as time progressed.

Teacher's feelings. The recording of the teacher's feelings allowed the teacher to view herself as a "whole" person (not just "teacher") in the relationship with the student. For example, in the early months, David's physical aggression against the other children was repugnant to her, to the point of her beginning to dislike David. Disturbed by her inability to like him, she sought the root of her anger whenever he fought. After some analysis of her feelings, she realized that when she saw David hit another child, she felt so sorry for that child that she wanted to hit David so that he, too,

experienced pain. Not being able to accept in her idealized self this desire to strike at David (not to mention the legal ramifications), she instead reacted with anger. This was one moment of catharsis for her. She began to view David's aggression as an expression of frustration instead of an intention to hurt. Finally, she realized that he was already in pain; he needed no hurt from anyone else to feel pain.

Also, it was difficult for her to understand David's strong structure of rewards and punishment. Analysis of her feelings in view of David's apparent experience with this kind of system at home resulted in her acceptance of his feelings. She could no longer be annoyed about his belief. Instead, she focused on altering his resulting behavior.

The investigator soon found that analyzing her feelings promoted more genuineness with the student. She grew to truly respect and care for him and was more able to uncover and resolve her own hidden feelings about his behaviors and beliefs.

Conclusions

- 1. In the process of applying the Raths and Carkhuff methods of interactive responses to the subject, a number of positive changes appeared in the subject's behavior:
 - a) His aggressive behavior diminished in frequency and intensity.
 - b) He chose more positive approaches for his attempts at friendships with his peers.

- c) He became comfortable with his teacher's and classmates' affection for him.
- d) His willingness to become engaged in curricular activities increased.
- e) He became more self-assured in his interactions with children and school staff.
- f) He showed more frequently a more happy disposition.
- g) He spent far less time disrupting group activities in the classroom.
- h) He was being sought by other children to play and to work with him.
- i) The changes in the subject's behavior lasted through the following next year.
- 2. The investigator found that she was able to employ the Raths and Carkhuff interactions within the classroom situation. Furthermore, the use of these interactions with all the children appeared to have a positive effect on both David and the classroom as a whole.
 - a) Showing her affection and caring for other children at first caused David to giggle and tease. Gradually, he seemed to become used to affection in the classroom and appeared to accept the teacher's affection for him, also.
 - b) Mistakes or misbehaviors by other children were treated with understanding by the teacher. No form of punishment was employed. David often insisted that misbehaving

- children be punished or be sent to the principal. Later, he began to expect that his misbehaviors also could be discussed.
- academic tasks. Whenever possible, they presented their projects to the entire class. Gradually, David, too, began to prize their contributions and slowly he began to realize that his efforts, too, were worthy of presenting to others.
- d) Children were given the opportunity to evaluate their performance on all tasks. Watching this process many times, David, too, began requesting conference time. In time, he became somewhat comfortable with recognizing his own efforts.
- e) Thinking activities (from Raths, Wassermann, Jonas, and Rothstein, 1967) used as discussion starters gave children the opportunity to present some of their incidental knowledge and to use their thinking skills.

 David became involved in these discussions and began to feel comfortable with his contributions. Since there were no right or wrong answers, there was no threat of losing.
- f) The teacher attempted to remove the singular emphasis on writing and reading which most children seemed to believe was the only form of learning. Children were assured

that their questions and thoughts were just as important. This seemed to have a positive effect on David's participation in oral activities - he attributed the word "work" to these activities and seemed to derive some feeling of success each time he participated (at the beginning of the year he called our oral activities a waste of time and refused to participate).

- 3. The anecdotal records proved to be invaluable for ensuring that the teaching strategies were being appropriately employed.
- 4. Examination of the daily records provided the teacher with a proper perspective regarding the gradual effects of the Raths and Carkhuff procedures on the subject's behavior.
- 5. The experience of using the Raths and Carkhuff interactive responses to students broadened the investigator's view of her tolerance and acceptance of differences in individuals.
- 6. Even with the use of a daily analysis process, the teacher found that she was extremely exhausted mentally and physically with the constant need to search out ways to meet the needs of all the children in her classroom.
- 7. The investigator found that her interactions with the subject outside school time were invaluable in using the Raths and Carkhuff interactions effectively.

Implications

Teacher's Attitude

The teacher found that it was necessary for her to change her

attitude about the subject. Because he did "bad" things originally meant that he was a "bad" boy. Instead of labelling him, the investigator needed to change her attitude and focus on assessing his behavior in terms of understanding him and helping him.

Class Size

The teacher noticed immediately the value of interacting with children in ways that show caring, respect and genuineness. She found that in her class of 25 students, she was not able to give each child the attention she would have liked and that they deserved. Lowering the class size would allow more time for one-to-one interactions with each student.

Teaching Style

The investigator chose to use the Raths and Carkhuff interactions with all the children in her classroom. Perhaps, if she used instead authoritarian interactions (where the focus is on competition, no peer interaction, and no movement in the classroom), her use of the Raths and Carkhuff interactions would not have been as effective with the subject.

Paraprofessional Staffing

The investigator found that her interactions with the subject outside school hours (morning, recess, lunch, after school) were poignant, times during which the Raths and Carkhuff interactions could be employed most effectively. Yet, she found that she was spending an abundance of time outside the classroom on supervisory

duty, searching for resources for topics of interest to the class.

It may be worth considering that schools hire support staff or organize parent help to assist with out of classroom duties so that teachers have more time for students.

Planning Time for Teachers

In this study, it was found that the teacher spent a great deal of time assessing her performance relative to the Raths and Carkhuff teaching strategies in order to be as effective as possible with the troubled student. This extra time was spent at home, well after classroom hours. Perhaps, the school scheduling structure could incorporate more teacher planning and evaluation time in which such an examination of teaching strategies could regularly occur. Under the usual school scheduling in which the investigator worked, she found no time for this assessment. Many evenings, she needed to force herself to over-extend her energies in order to make such as examination. Late evenings may not be the best time to do an assessment as important as this.

Administrators' Support of the Teacher

The application of the Raths and Carkhuff methods revealed an attitude of the teacher which was a startling contrast to the attitudes of other teachers on the school staff regarding children. Sometimes this caused an alienation and aloneness which interfered with the teacher's well-being. It may be helpful if administrators were to take an active role in encouraging teachers to be accepting

of the varieties of effective ways of interacting with students - even if these ways are not commonly familiar to the majority of the staff.

Implications for Further Study

- 1. It is important to research the permanency of the student's changes. Does one year with a teacher using the Raths and Carkhuff theories incite changes which will continue indefinitely, regardless of the changes in environment?
- 2. The stress that the teacher experienced is a factor requiring more study. What are all the causes of the stress? How can the causes be avoided? In what ways can the stress be treated?
- 3. Without staff support, the caring teacher becomes alienated. In what ways can administrative staff support teachers who value the dignity of each child? In what ways can administrators assist teachers to accept other teachers with differing attitudes about children? about teaching philosophies?
- 4. There are so many varieties of environments created in classrooms by teachers. Further research may be carried out to determine which qualities need to be present in order to provide for favorable learning conditions for those troubled students who so frequently appear in our regular classrooms.
- 5. Since it appears that "troubled" students frequently appear in our classrooms, it may be necessary to examine ways of more effectively preparing teachers in training to be prepared for those students.
- 6. In considering the Raths and Carkhuff theories, further study is

required to determine the relationship among the unmet emotional needs. For example, if one identified need is fulfilled, will this diminish the effect of other identified unmet emotional needs?

7. Further study is required to determine whether or not a teacher should be a helper. This may have some implications for teacher selection.

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The Submissive Type

This is the child who has little sense of direction for himself. He has great difficulty making decisions and continually looks to others for support and guidance. He is generally resistant to newness or change, preferring activities that he has become accustomed to. He seems afraid of making mistakes. Frequently he is imitative. He yields to authority and group opinion with little hesitation and hardly ever argues or protests. Frequently he is the kind of child who gets "pushed around" but rarely, if ever, resists. Quite often he lets you know that he feels other students know much more and can do better than he can. He tends to have very few, and sometimes no real companions.

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The Withdrawn Type

This is the child who seems to isolate himself from others. He spends a great deal of time by himself. He goes to and from school alone; he may spend recess and lunch away from the other students. This type of child overtly avoids contact with his classmates and peers by perhaps dawdling a long time in the washroom or lingering at his desk before going outside. (He often takes a seat that isolates him from his classmates.) He prefers the association of adults rather than his agemates. He engages in activities which in a quite natural way divorce him from others. He continually seems to be on the fringe of things, spectating rather than participating.

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The Child With Psychosomatic Symptoms of Illness

This is the child who has a whole variety of illnesses, or is subject to frequent and acute attacks of one type of illness. The important issue in these illnesses is that they do not seem, by physician's diagnosis, to have a physical cause. This child may suffer from attacks of allergies, skin disorders, headaches, stomach aches, respiratory difficulties. What is more, when the child experiences difficulties with school work, when he experiences anxieties or pressure in the classroom, his symptoms seem to either begin, or to intensify. This child may be absent frequently and/or frequently ask to be sent to the school nurse. This is a child whose physical symptoms give him a great deal of difficulty and who is intensely involved with his aches and pains.

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The Regressive Type

This is the child who reverts to more immature, or "babyish" behavior, after having already advanced to more mature and independent stages of development. This may be a seven year-old, who suddenly begins to act like a three year-old, sucking his thumb, or wishing to sit in the teacher's lap, or asking for help with his overcoat and boots. He may engage in baby-talk, or he may whine or cry a good deal. Or, this may be a fourteen year-old, who regresses to the behavior of a nine year-old, wanting to play with only younger children, or with toys that seem more appropriate to younger children. Sometimes, his academic performance suddenly falls to a much lower level. In either case, this is the child who has clearly advanced to more mature levels of development and who suddenly reverts or regresses backwards to behavior associated with a much younger child.

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The Aggressive Type

This is the child whose hostile behavior presents great problems to the teacher and to the other students. He seems always to be angry. He habitually engages in acts which are hurtful to other children, to the teacher, or to school property. His aggression may take a verbal form, in which he swears, or yells, or engages in name calling -- heaping verbal abuse on his victims. his interactions with other children, he may dwell on topics of killing, or hurting, or maiming, or various other cruelties. Or, his aggression may take a more physical form, in which he overtly engages in pushing, hitting, punching, kicking -- actions which are intended to hurt others. Sometimes, this overt hostile action is directed towards property -- defacing desks or walls, breaking furniture, destroying supplies and equipment. This child seems always to act in ways which are hurtful to others and his hostile behavior seems to bring him continued punishing and rejecting reactions from those with whom he comes in contact.

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