

Table of Contents

Introduction	1
Chapter 1: Managing the Difficult Classroom	5
The Difficult Classroom.....	6
Behavioral Strategies	9
Activity 1.1: Control Tower	10
Activity 1.2: Electric Fence	11
Using Negotiation in Student-Teacher Conflicts	12
Facilitative Listening Skills	13
The Five “A’s” of Helping Students Connect	14
Survival Skills for the Classroom Teacher.....	15
Chapter 2: Attention Seekers	17
Helpful Hints for Dealing with Attention Seekers.....	18
17 Positive Interventions for Dealing with Attention Seekers.....	19
Gossipers	21
Helpful Hints for Dealing with Gossipers	22
“SHARE” With Attention-Seeking Students.....	23
Activity 2.1: Behind the Scenes.....	24
Reproducible Worksheet: Behind the Scenes.....	25
Activity 2.2: Refuse the Gossip Game.....	26
Class Clowns	27
Helpful Hints for Dealing with Class Clowns	29
Activity 2.3: Calming the Comedian	30
Activity 2.4: The Clowning Around Rap	31
Chapter 3: Manipulators	33
Interventions When the Student’s Need Is Power	34
Truth Benders	35
Helpful Hints for Dealing with Truth Benders	37
Activity 3.1: Media Lies.....	39
Activity 3.2: Games & Lies	40
Game Players	41
Becoming Game-Wise	43
Restructuring Student Games.....	45

Chapter 4: Hostile Students.....47

Nine Tips on Being Angry and Fighting Fair	48
How to Handle Conflicts Constructively	49
Glasser's Sevens.....	50
20 Extinguishers.....	51
Activity 4.1: A Ticket Out of Town	53
Anger Oasis	54
Unique Strategies for Dealing with the Angry/Aggressive Student	55
Suggestions for Handling Hostility in Students.....	58
Utilizing Sports' Terminology to Help Diffuse Aggressive, Hostile & Angry Students.....	60
Reproducible Worksheet: Sports Talk 101	63
Reproducible Worksheet: The 10 Hardest Things to do in Sports.....	64
Reproducible Worksheet: The Sports Page	65
Sherman Tanks	66
Activity 4.2: Non-Violent Alternatives to Fighting	69
Activity 4.3: Anger Pictures.....	70
Snipers	71
Helpful Hints for Dealing with Snipers	73
Activity 4.4: I Think "Knot"	74
Activity 4.5: Balloon Bash.....	75
Exploders	76
Helpful Hints for Dealing with Exploders.....	79
Activity 4.6: How Do You Spell Stress?	80
"DEFLATE" Your Anger	81
Activity 4.7: One-Minute Madness Manager.....	82
Win/Win Guidelines for Conflict Resolution.....	83
The Process of Crisis Intervention.....	84
Crisis Management.....	85
Immediate Post-Trauma Debriefing.....	86

Chapter 5: Apathetic Students.....87

Helpful Hints for Dealing with Apathetic Students	88
Unmotivated Students.....	89
8 Ways to Increase Motivation in the Classroom.....	92
Practical Tips for Motivating Students.....	93
Motivation Systems Theory	95
Mystery Motivators	96
Principal's Round Table	99
People Become Motivated When Their Basic Needs Are Met	101
Activity 5.1: Circle of Friends	102
Activity 5.2: Secret Admirer	103
Activity 5.3: Down In The Dumps.....	104
Reproducible Worksheet: Down In The Dumps	105

Research on Strategies for Motivating Students	106
Reproducible Worksheet: Underachievement Checklist	107
10 Gifts That Will Help Students Feel More Positive About Themselves	108
Ways to Say, “Good for You!”	109
Famous People Who Survived Difficult Times	110
Daydreamers.....	112
Activity 5.4: Beat the Clock.....	114
Activity 5.5: Dream Collage	115

Chapter 6: Trends in the Home117

Abuse and Violence in the Home.....	118
Television, Computers, Video Games	119
Health, Nutrition, Exercise, Sleep	122
Parenting in the 2000’s.....	124
Families, Marriage and Divorce.....	126
Bridging the Gap Between Home & School	128
Education Over the Years	129

References130

© YouthLight, Inc.

HELPFUL HINTS

For Dealing with Gossipers

1. Ask the gossip if he/she is willing to put into writing the juicy morsel he/she just peddled to you.
2. Expect students to be positive, instead of negative, in their comments about others. Hopefully, the attitude generated in the regular classes will spill over into the students' purely social contacts.
3. Help students, through class discussions, learn how to cope with gossip when they are the ones gossiped about. They will be able to add to these suggestions: ignore the gossip; refrain from counter-charging; talk to someone you can trust; don't talk to everyone.
4. Resist the temptation to get "in on" the gossip that you sense is going around. Promptly discount 90% of what you overhear and put the other 10% into mental cold storage, just in case it proves significant later on. Knowing what you do, you may, in an ensuing discussion, diplomatically avert embarrassing situations.



© YouthLight, Inc.

HOW DO YOU SPELL STRESS?

Activity 4.6

Purpose:

To help students explore alternative ways to respond to certain situations.

To teach students to learn their own style of coping with situations and how they can learn new approaches.

To help students brainstorm together different approaches.

Procedures:

1. Give the following scenarios to students and have them discuss in small groups how they would respond, and then explore alternative ways to respond.
2. Some students start talking about your “Moma” and you hardly know them. What do you do?
3. The teacher confronts you in front of the class about the “F” you received on a test. How do you respond?
4. Riding with some friends, you discover they are planning to “hit” a convenience store. You want to fit in, what do you do?
5. Every time you call your best friend and try to get together, your friend makes excuses for why he/she can’t get together with you. You sense something is up. What do you say to him/her?
6. Some students are planning to play a joke on a student who is very shy and doesn’t have many friends. What do you do?
7. Several people approach you with drugs at a party. What do you do?

Follow-Up:

Ask students to talk about what the outcome would be in each situation.

Have students discuss a time that they experienced a similar situation. What happened? How could you have approached it differently.

People Become Motivated When Their Basic Needs Are Met . . .

Reproducible Worksheet

According to William Glasser, "To understand what motivation is, it is necessary first to understand that control theory contends that all human beings are born with five basic needs built into their genetic structure: survival, love, power, fun, and freedom. All of our lives we must attempt to live in a way that will best satisfy one or more of these needs." Besides survival, our basic needs are:

Love - belonging, friendship, caring, involvement

Power - importance, recognition, skill, competence

Fun - pleasure, enjoyment, learning, laughter

Freedom - choice, independence, liberty, autonomy

Directions: Take a few minutes to complete the chart below. Are your basic needs being met in your personal life and in your present occupation or work setting? Are you trying to help your students meet their basic needs in your classroom?

	What are you presently doing in your personal life to meet these basic needs?	Are your basic needs being met in your present work setting? How?	List ways in which you are helping your students meet their needs in your classroom.
Love			
Power			
Fun			
Freedom			