

Dealing with Unmet Expectations

in a productive & positive learning-centered environment

Don't

- Focus on finding fault. Instead, catch students being right!
- Use rewards for good behavior. Students begin to work for the reward rather than because the work is interesting or the behavior is the right thing to do.
- Ask students to make promises. They often promise anything to get us off their backs.
- Nag, scold, and threaten. These may lead to immediate compliance, but there is high potential for resentment and frustration.
- Chastise in public. Names on the board is not acceptable practice!
- Blame the parents. We do not teach the parents. We have the next generation of parents in our classes today. If we miss the chance to influence difficult students, they may become even greater problems in our society later, as parents and citizens.
- Be overly concerned about your own authority base. Real authority comes from knowing what you are talking about and modeling respectful behavior.
- Use double standards. The same standards should apply for students and teachers.

Do

- Identify causes of inattentive or disruptive behavior and match your response to the perceived cause.
- Clearly communicate your expectations for work and behavior.
- Focus on future behavior rather than on past behavior.
- Establish a relationship based on trust and mutual respect with each child.
- Wait to hold discussions about inattentive or disruptive behavior, or unmet expectations, until both of you are calm.
- Use logical consequences directly related to the behavior. Logical consequences are designed to get students back to work.

**Beyond survival our
Basic Needs:
To Belong
To Gain Power
To Be Free
To Have Fun**

**William Glasser, 1986
*Control Theory in the
Classroom***

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DO

**Responsibility,
motivation, and
respect are not
the same as
obedience,
compliance and
fear.**

Kohn, 1996

- Teach that fairness has to do with equity rather than equality. That is, you get what you need when you need it rather than everyone getting the same thing at the same time.
- Distinguish between the behavior and the person exhibiting the behavior. Build self-efficacy by focusing on what effort is needed.
- Admit your own mistakes.
- Work for responsibility, motivation, and respect...not obedience, compliance, and fear.
- Remember that responsibility is taught by giving responsibility. Include students in developing procedures for handling inappropriate behavior or unmet expectations.

WHEN THE GOING GETS ROUGH...

- Stay calm, move slowly, get close, be quiet, and relax.
- Make eye contact.
- If you must talk, lower your voice rather than raising it.
- Try to keep situation in perspective. Don't overreact and escalate minor incidents into major confrontations.
- Avoid public confrontation. An audience for a confrontation escalates any differences.
- Avoid threats you can't or don't want to carry out.
- Keep both feet on the ground emotionally! It is easy to get knocked over if you try to balance on one foot!