IMPROVING READING THROUGH SELF-ESTEEM:
A HANDBOOK FOR JUNIOR HIGH TEACHERS AND PARENTS,

MASTER'S PROJECT

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by

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DEDICATION

To all teachers and parents, may you enrich the lives of tomorrow's youth.

A special acknowledgment to Dr. Paul Lutz for his guidance and assistance in this project.
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CHAPTER I

INTRODUCTION

The affective domain is becoming increasingly important in assessing school reading programs and student progress. Educators see a need to assess growth in reading, not only in terms of skills, but also in the area of self-esteem and attitudes toward reading. Since attitudes play an extremely important role in establishing reading as a lifelong habit, the development of self-esteem and positive attitudes toward reading is an essential educational objective.

A study of the effects on achievement of changing attitudes toward reading was done by Groff (1962). He hypothesized that there would be a positive relationship between the attitudes of fifth and sixth grade students toward four content-type materials and their critical reading scores. Groff proposed that a student’s reading comprehension is influenced by his attitudes toward the material being read.

Another study concerned with attitudes and self-esteem in relationship to success in school was conducted by Purkey (1970). Purkey notes that self-esteem has two sources: an inner source which is based on one’s history of success or failure of it, and an outer source based on approval from significant others, including an individual’s parents.

The influence a parent exerts over the child’s self-esteem is illustrated in a study where a child’s level of self-regard was shown to be closely associated with
his parents' level of regard for him (Purkey, 1970). Teachers and parents can enhance a child's self-regard by providing a home and school environment which includes teacher and parental warmth and caring, high expectations, respectful treatment, clearly defined limits, encouragement, and firm discipline (Coopersmith, 1981).

These are just a few examples, among many, that show the need and concern for teachers' and parents' ability to recognize how students perceive themselves, the reading process, to better motivate and instruct for greater effectiveness and reading achievement.

Significance of the Problem

Junior high teachers and parents need to know how to develop a student's positive attitudes toward reading and build a positive self-esteem. They also need to know how to use and implement these techniques into the curriculum.

Statement of Problem

The purpose of this study was to create a handbook of strategies for junior high school teachers and parents to aid them in developing a more positive attitude and self-esteem relative to improving reading achievement.

Procedure

In order to design a handbook that meets the needs of the junior high school, an extensive search of the literature was done. Once the material was
gathered, guidelines were chosen that were appropriate for this particular situation. The exercises and techniques chosen include ideas that help junior high teachers and parents develop an awareness for the students’ self-esteem and attitudes toward reading.

**Subjects — Setting**

The subjects were junior high students living in a small American community in Central Ohio. Most of the students live in the rural area surrounding the small town where the school is located.

The junior high consists of seventh grade through ninth grade. The building is a ground floor plan that holds approximately 236 boys and 226 girls of whom are all Caucasian.

**Limitations and Assumptions**

This handbook was designed to be used in a seventh and eighth grade literature based reading program. It is designed for a rural area rather than an inner city setting.

**Results**

The result of this study is a useable handbook for informing teachers and parents on how important positive attitudes and a positive self-esteem are in relation to reading success and how to implement strategies for achieving this goal.
CHAPTER II
REVIEW OF RELATED LITERATURE

The purpose of this study was to investigate relationships among the three major concepts: reading achievement, self-esteem, and attitudes toward reading. The principal research question asked in this study was, "If a reader has a high degree of self-esteem, will that reading also score well on comprehension tests of prose passages and report a high attitude toward reading?" In short, if it is so that self-esteem is related to both reading attitude and achievement, then many questions of major importance to the teaching of reading could be addressed. For example, is the ability to have a positive self-esteem susceptible to instruction during reading? If so, what are effective and efficient methods of developing self-esteem during reading? What are long-term effects of positive self-esteem on positive attitudes toward reading? All of these and many other related questions would, however, be pointless without a demonstrable correlation among the three major concepts of reading achievement, self-esteem, and reading attitudes.

This review of literature describing several characteristics and factors relating to reading attitudes and self-esteem development of students selected from elementary through junior high school grades were reviewed from several studies. Interviews were conducted with elementary, junior, and senior high principals, guidance counselors, and students. This was done to get firsthand
information of some strategies on how to build positive attitudes and self-esteem for better reading achievement. While hypotheses will not be tested or developed, findings may provide backgrounds for future studies.

This study is based upon several assumptions. First, it is assumed that building a positive self-image and positive attitudes toward reading will enhance reading achievement. Secondly, it is assumed that reading achievement level, motivation for reading, reading habits, and influence from home backgrounds and parents affect students’ reading attitude development.

Since reading is essential in all content areas in grades 7-12, it is imperative that the students maintain a positive attitude toward reading.

"Students’ thoughts about reading, their notions or conceptions of its purpose and nature presents the most fundamental and significant problem for the teacher of reading" (Downing, 1969, p. 217).

It has been observed that at the junior high level, the progression of performance of low ability readers does not show expected improvement over the school year. Could this lack of improvement be related to their low self-esteem and their attitude toward reading?

Teachers’ ability to recognize how students perceive themselves and the reading process can better motivate and instruct for greater effectiveness and reading success.
The Importance of a Positive Self-Esteem

The importance of developing positive self-esteem in students is becoming more evident. Some authors maintain through research studies that there is a relationship between positive self-esteem and achievement (Berne, 1985).

It is generally acknowledged that building a positive self-esteem would benefit the student; therefore, developing positive self-esteem should be of prime concern to the teacher.

The factors that contribute to the development of high self-esteem were stated by Stanley Coopersmith and Jan Silverman. Dr. Coopersmith and his associates found through an intensive study that parental attitude was the key factor in the development of positive self-esteem. Children with self-confidence and an optimistic outlook on life come from families in which the parents take a genuine interest in their children, their activities, friends, and interests. The parents set high standards of behavior and were strict and consistent in the enforcement of rules, but should use rewards rather than corporal punishment as a disciplinary technique. Also, the children were allowed to have a voice in making family plans and the parents were open to the children's suggestions (Coopersmith and Silverman, 1976).

Dr. Coopersmith (1976) also suggests ways that educators could help build self-esteem in their students. First, they must examine their own values. How do they feel about themselves and their roles as educators? They must genuinely like and respect children and be interested in increasing the competence of each child. Second, a teacher should also set up realistic class standards that are clear and
definite. These standards must be established at the beginning of the school year and explained to all children with the assurance that they will not be changed in midstream.

Children in today’s society lack self-esteem, and too many adults do not recognize the need for it. According to Berne (1985) in *Instructor*, there are seven ways to explore students’ interest, capitalize on prior successes, and help feel good about themselves.

1. Build in success — "Success builds self-esteem, especially when the chain of successes remains continuous and unbroken."

2. State the positive — "Acknowledging the positive in a non-evaluation but validating way nurtures success."

3. Watch for growth sparks — "Children with low self-esteem tend to believe they cannot grow, learn, or successfully relate to other people. And often they won’t until a spark of interest is ignited."

4. Capitalize on successes — "Children will feel success is possible if you can help them build a history of similar successes."

5. Value and acknowledge — "Evidence of success that is visible and tangible has a strong positive effect on a child’s self-esteem."

6. Keep expectations realistic — "Clearly stating reasonable expectations will help children with low self-esteem feel less anxious about pleasing others."
7. Don't be boring — "Boredom depresses esteem; interest and excitement increase a sense of self. Active involvement in life nourishes self-esteem."

It is very important to use these seven secrets for building students' self-esteem. However, building self-esteem is a process that takes considerable time, patience, perseverance, and care. Students teach educators how to help heal them, how to guide and counsel them. They draw upon the educators' creative responses.

Building healthy self-esteem means helping a child love himself or herself. A part of that is the loving that comes from the teacher.

Important for this study is the work of Wasserman (1987) who notes that teachers can play a pivotal role in building children’s respect for themselves.

For some unhappy children, teachers can play the pivotal role; the power of a teacher to breath new life into children and empower them for all time is awesome.

Further, she notes that the teachers, particularly those who have been powerful forces in shaping adults, were remembered for how they empowered them. These teachers respected them. They seem to understand how they felt. They asked for their ideas and listened to them with serious consideration. They increased rather than crushed their choices. They asked for their opinions and they used them in making important decisions about what was happening in class. When such respect is shown for children, self-respect grows; with self-respect children are empowered. When children are empowered, they will have a better self-image.
The terms self-image and self-concept are often used interchangeably. The International Dictionary of Education (1980) provides the same definition for both terms. It is defined, in simple terms, as the picture or image a person has of himself. The image consists of an organized, learned cognitive and unitary configuration of conscious perceptions of one's self. The self-image has three dimensions: 1) the self as it actually is (perceived self), 2) the self as others are supposed to see (other self), and 3) the self as it would most like to be (ideal self). Self-concept (self-image) is important in learning and achievement.

The strength of one's self-image is manifested in classroom behavior and performance. A positive image of one's self as a person positively influences scholastic performance. This relationship exists even when intelligence is factored out (Brookover, 1964). Achievement in school is, therefore, limited by the student's image of his ability. A student who possesses a low self-image rarely performs at his ability level. Those who exhibit major negative self-images usually demonstrate less mature behavior. They tend to be withdrawn, lack self-reliance, lack a sense of personal worth, and possess a feeling that they don't belong.

Parental Influence

The effect that certain parental practices have on a student's self-concept and motivation for achievement are considerable (Hamachek, 1978). These effects include the emotional relationship between the parent and child, attitudes that parents hold toward school and school achievement, and parental concern in the child's achievement. Case studies by Kimball (1953) have supported
Hamachek's findings. Kimball reports that lack of sufficient acceptance of the child by the parent is a fundamental antecedent condition for the development of a low concept of self, low self-esteem, and a low-level feeling of personal security. Lack of parental acceptance usually leads to low security and high dependency in the child from reaching his potential.

Several other studies have concluded that self-esteem and related concepts stand in a causal relationship to school achievement. Zimmerman and Allebrand (1965), in a study of fourth and fifth grade students, reported that poor readers lacked sufficient sense of personal worth, freedom, stability, and adequacy to the extent that they avoided achievement. Brookover (1962, 1965) concluded that self-concept is associated with achievement. Purkey (1970) concluded that certain attitudes a student possesses about himself and his abilities significantly influence school performance.

Purkey states that there is a tendency by individuals to acquire a lower general self-evaluation following failure. This is true for achievers and underachievers. He indicates that success or failure in school significantly influences the way in which students view themselves. Students who experience repeated success in school are more likely to develop positive feelings regarding their abilities, while those who encounter failure tend to develop negative views of themselves.

Parents influence the self-esteem and subsequent school performance of their children. Early positive reinforcement and encouragement from the home help the child feel more positive about himself and in his ability to accomplish
tasks. Positive self-esteem results in increased probability for success in early school performance. Increased success in school in the early years subsequently results in increased affective responses to future school tasks (Hamachek, 1978). The causal relationship proceeds from positive reinforcement and perceptions of adequacy of self to positive attitudes toward school performance. This relationship is supported by Coopersmith (1967), who reported a statistically significant relationship between self-esteem and academic performance (grades).

Work by Hamachek (1978) verified this significant effect of parents' attitudes toward school and school performance and the child's motivation for achievement.

Other factors contributing to a child's motivation or achievement include that teachers do not waste much time doing postmortems on the failures of their students. Instead they should look for strengths that others have overlooked and ways to encourage the gifts in their students (McGinnis, 1985).

More than anything else it is the attitude toward the students in the classroom that will determine failure or success at achievement. If students know a teacher expects good things from them, they will in most cases to go great lengths to live up to that expectation. If teachers expect the worst, they will meet those predictions with disappointing accuracy (McGinnis, 1985).

For a teacher to build positive self-esteem, he needs a deep-rooted belief in people. They have to master the art of finding the good side of everyone and building on that.

In any business that involves others — either as students or as customers — attitude is everything. In the simplest terms, the people who like people and who
believe that those they lead have the best of intentions will get the best from them. However, the police-type leader, who is constantly on the watch for everyone's worst side, will find that people get defensive and self-protective and that the doors to their inner possibilities quickly close.

McGinnis (1985, p. 30) notes that psychological studies show that a person has the power to call out worst of the best in people by their expectations.

The executive who believes "you just can't get good help anymore" and the teacher who is convinced that most kids are lazy hold a remarkable negative power over those people.

According to John Lagemann (1978), the tendency of certain kinds of predictions bring about conditions that make them come true. The essence of it is that one person's predictions of another person's behavior somehow comes to be realized. The expectation is communicated to the other person, sometimes in unintended ways, influencing the student's actual behavior. Goeth (1985), as in McGinnis (1985), stated the principle this way:

Treat a man as he appears to be, and you make him worse. But treat a man as if he already were what he potentially could be, and you make him what he should be.

A famous study in the classroom by Robert Rosenthal, a Harvard psychologist, and Lenore Jacobson, a San Francisco school principal, furnishes a good illustration of this. They asked the question: Do some children perform poorly in school because their teachers expect them to? If so, they surmised, raising the teacher's expectations should raise the children's performances as well. Kindergarten through fifth grade students in a cooperating school were given a "new test of learning ability." The following September after the tests, teachers
were casually given the names of five or six students in each new class who were designated as "spurters" possessing exceptional learning ability.

What the teachers did not know was that the names had been picked in advance of the tests on a completely random basis. The difference between the chosen few and the other students existed only in the minds of the teachers. Because the teachers had been led to expect more of certain pupils, those students came to expect more of themselves.

The explanation probably lies in the subtle interaction between teacher and pupils. Tone of voice, facial expressions, touch and posture may be the means by which — often unwittingly — teachers communicate their expectations to their pupils. Such communication may help a child by changing his perceptions of himself.

Rosenthal

The importance of developing positive reading attitudes in students is evident by the amount of literature related to this topic in textbooks, professional journal articles, and reports of field studies. A strong, positive attitude is not only a "good thing, but insurance for the growth of strong capabilities and competencies in reading (Dubin, 1978). Once the necessity for the positive attitude is established, the next logical question might be, "How is this attitude measured, and how does it relate to reading achievement?"

Some authors maintain through research and studies that there is a relationship between attitudes and achievement (Roettger, 1980; Fredricks, 1982), and there are scales and inventories that seemingly measure this behavioral attitude to an accurate degree (Estes, 1971; Mikuleky, 1977). It is generally
acknowledged that building a positive attitude toward reading should be of prime concern to the teacher of reading.

A comprehensive reading curriculum is one that provides for the development of basic reading skills, teaches students to use reading as a tool for learning, and fosters appreciation in literature, building permanent interest in reading. The goal of skill instruction then is to develop fluent readers who enjoy reading. However, classrooms that have an overemphasis on skill development may be conveying to students that it is the isolated skill mastery that is important, rather than the application of the skill to reading. Karlin (1971), Strickler and Eller (1976) reported that students derive clues as to what is important by the amount of time allotted for an activity. If books are made available to students and specific time given for reading books is offered only on a haphazard basis, then reading may tend to be viewed as an activity not worthy of much attention by students. In reference to these attitudes, the assumption could be made that this inattention and dislike of reading as an activity is a reflection on the process by which students have been exposed to and experienced print during reading instruction. This hypothesis is supported by the study of Strickler and Eller (1976) in their conclusion that if children are to develop attitudes toward reading that result in interest in reading and in personally constructive reading habits, they need other reading related experiences in addition to direct instruction in reading skills.

Other reading related experiences which should be in the home include parental modeling, exposure to libraries, verbal discussion of reading material,
and good listening techniques. Additional ideas also include giving children books as gifts; giving praise, encouragement, and love to children; plan family trips together; play games involving reading; limit television guide; and importantly, allow time for silent reading.

According to Joe Whyte, School Counselor of Lakewood Junior High, positive attitudes toward reading is a major problem with disadvantaged students because of the home environment. Such children need immediate feedback. Most reluctant readers are on the low cognitive level. Therefore, educators must take them where they are. The key factors lie in the external support from the parents. Then group relationship should be developed with the parents. Whyte feels that constant communication between teachers and parents is vital.

Research supports Mr. Whyte's view of disadvantaged children needing motivation and feedback from the parent. Gary W. Bates and Sally L. Navin (1986) wrote about a program called "Effects of Parent Counseling on Remedial Readers' Attitudes and Achievement." This program worked directly with parents of remedial readers in a counseling setting so as to impact on their children's reading attitudes and achievement. The intent was to assist parents in understanding and dealing more effectively with their child's difficulty with reading. Conclusively, counseling parents of remedial readers does improve the students' reading comprehension and reading attitudes primarily because the reduced tension for both parents and children allowed the readers to take more risks as they read because they didn't fear parental anger or punishment.
Another study by David S. Martin (1979) addressed the problem of what teachers can do to improve attitudes about reading. He mentioned several specific actions that educators could take, not only to improve the reading attitude of students, but parents and the public as well. Included in his suggestions was the idea to go public with any worthwhile project or lesson, sending home newsletters, making Board of Education presentations and publishing in the local newspapers were all mentioned as ways in which to meet the challenge of building better attitudes about reading.

Conclusion

This current research does substantiate a high relationship between reading achievement and attitudes and positive self-esteem. Teachers should continue to emphasize the positive aspects of reading with their students. More investigations should be done to examine the relationship between reading achievement, self-esteem and attitudes, so that teachers can learn to separate achievement from the affective aspects of reading.

Thus, it may be said that, in general, the conclusions of this study support the idea that a more positive self-esteem and positive attitudes toward reading are related to a better reading achievement. Furthermore, these positive attitudes and self-perception contributed greatly toward the failure or success of reading achievement.
CHAPTER III

IMPROVING READING THROUGH SELF-ESTEEM:
A HANDBOOK FOR JUNIOR HIGH TEACHERS AND PARENTS

by
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"People influence people" (Mager, 1968, pg. 3). Since teachers and parents are people, then they influence people. That's simple enough. But do teachers and parents know just how to influence people? Do they know that they can have a great deal of control over the favorability of their influence?

That's what this handbook is all about. It is about some of the principles teachers and parents can apply to influence their students' or children's attitudes positively, about how they can find out how well they are doing, and about how they can find out how to do better. The sole intent is to aid in sending children away from teachers or parents with a positive self-esteem, anxious to use what they have taught them — and eager to read more.
Conventional wisdom states if a person genuinely accepts a child, the child will remain the same. Furthermore, nearly universally accepted is that the way to help children do something better or change to something better in the future is to criticize or point out what is unacceptable about them now. Consequently, in working with children most teachers and parents rely almost on "correcting messages" — on criticizing, judging, preaching, name-calling, blaming, lecturing, moralizing, warning, threatening, ordering, and directing — all messages that convey directly or indirectly nonacceptance of children.

In the past years, researchers in the helping professions have found ample evidence that a necessary condition for helping others change is accepting them the way they are.

Most teachers and parents are totally unaware of how often their everyday communication with children conveys nonacceptance and an intent to change them.

Listed below is an adaptation of a simple exercise from a T.E.T. and P.E.T. class that usually convinces teachers and parents that the language they typically use with children is, in fact, the "language of nonacceptance."

In the exercise, how might you respond to the following typical problem? It involves an eighth grade boy who is having a problem with homework.

"I hate school. I just can’t get down to doing my homework. They teach you nothing important for life and make you read books that you don’t want to. When I’m old enough, I’m going to drop out of
school. You don’t need to read books and graduate from school to get ahead in this world."

In the left-hand column are listed the typical responses of typical teachers or parents. In the right-hand column are the categories in which such a response falls.

<table>
<thead>
<tr>
<th>TYPICAL RESPONSES</th>
<th>ROADBLOCKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;No kid of mine is going to quit school — I won't allow it.&quot;</td>
<td>ordering, directing, demanding</td>
</tr>
<tr>
<td>&quot;Learning is the most rewarding experience a person can have.&quot;</td>
<td>moralizing, preaching</td>
</tr>
<tr>
<td>&quot;Drop out of school and you'll get no financial help from me.&quot;</td>
<td>threatening, warning</td>
</tr>
<tr>
<td>&quot;No problems at the dinner table! How's football going?&quot;</td>
<td>withdrawing, distracting</td>
</tr>
<tr>
<td>&quot;What would you do without an education? How do you expect to live?&quot;</td>
<td>probing, questioning</td>
</tr>
<tr>
<td>&quot;Why don't you make a schedule for yourself to do your homework?&quot;</td>
<td>advising, giving solutions</td>
</tr>
<tr>
<td>&quot;A college graduate earns more than a high school graduate.&quot;</td>
<td>lecturing, teaching, giving facts</td>
</tr>
<tr>
<td>&quot;You're being stubborn and your thinking shows immaturity.&quot;</td>
<td>judging, blaming, criticizing</td>
</tr>
<tr>
<td>&quot;I know how you feel, but school will be better in high school.&quot;</td>
<td>reassuring, sympathizing</td>
</tr>
<tr>
<td>&quot;You're talking like one of those long haired dropouts.&quot;</td>
<td>name-calling, ridiculing</td>
</tr>
<tr>
<td>&quot;You've always been a good student with lots of potential.&quot;</td>
<td>praising, buttering up</td>
</tr>
<tr>
<td>&quot;You don't like reading because you won't try.&quot;</td>
<td>interpreting, analyzing</td>
</tr>
</tbody>
</table>
These responses carry a high risk of producing negative effects on students.

In reaction, the students may:

Stop communication.
Feel you are trying to change them.
Become resistive.
Feel inferior or feel wrong, bad, sad, guilty.
Feel unaccepted as they are.
Argue, get belligerent.
Become resentful.
Feel you don’t trust them to solve their own problems.
Feel you have taken over their problem.
Feel they are not understood.
Feel you do not care, that you want to get rid of the problem.
Feel cut off.
Feel their feelings are not justified.

Adapted from *P.E.T. Parent Effectiveness Training*, 1970

The heavy use of the language of nonacceptance is found in several studies by David Aspy and Flora Roebuck of the National Consortium for Humanizing Education (Aspy and Roebuck, 1983). Their principal findings:

- The average level of empathic understanding genuineness and respect for students among teachers was about the same as that of the general population.

- The average level of competence in interpersonal helping skills of teachers and administrators was below the minimally effective threshold of 3.0 on the researchers’ measuring scales for empathy, genuineness, and respect for students.

Adapted from *Teaching Children Self-Discipline: At Home and at School*, Gordon, 1989
The genuine acceptance of a person, just as he is, is the critical factor in fostering that child's constructive change, in facilitating the child's problem solving, encouraging movement toward greater psychological health or producing learning. "It is a beautiful paradox of life that when people feel genuinely accepted by another as they are, the person is free to think about how they want to develop, grow, change, be more of what they are capable of being" (Gordon, 1989).

Teachers and parents can be taught how to better communicate genuine acceptance of children. When they learn how to show acceptance, they find they are in possession of a skill for helping children solve their problems that life brings.

Consequently, it is not enough just to feel acceptance toward another or to avoid the roadblocks. The acceptance must come through the other person; it must be felt by him. This means the teacher or parent must demonstrate their acceptance, transmit it, and overtly communicate it.
THE THREE BASIC WAYS TO DEMONSTRATE ACCEPTANCE

1. **Nonintervention**

   Teachers and parents can show acceptance by refraining from intervening in a child’s activity. A child will interpret that to mean that what they are doing is acceptable to their parents or teachers, because they don’t pick up any messages of disapproval from them.

2. **Attentive and Passive Listening**

   Teachers and parents need to allow the child to express feelings or share a problem by remaining silent, but attentive. They show attentiveness by certain postures and by steady eye contact.

   **Example:**

   Child: I got sent down to the principal’s office today.

   Parent: Oh?

   Child: Yeah. Mr. Jones said I was talking too much in reading class.

   Parent: I see.

   Child: I can’t stand that old guy. He sits up there and expects us kids to be silent and read from these books he selects for us. We can’t even choose the ones we want to read!

   Parent: Mm-hmm.

   Child: We have to sit and read for 30 minutes — no talking or anything! You’d go crazy. John and I sit there and make jokes. Oh, he’s just the worst teacher you can imagine. It makes me mad. He wants us to read all these old classics I
can't even understand. I wish he would let us choose our own books.

Parent: [Silence]

Child: I suppose I'd better get used to it, 'cause I'm not always going to get good teachers. There are more lousy ones than good ones and if I let the lousy ones get me down, I'm not going to get the grades I need to get into a good college. I'm really hurting myself, I guess.

The mother's attentive and passive listening facilitated her son's moving far beyond admitting he'd been sent to the office. His mother's silent acceptance helped him feel safe enough to say why he was punished, to release his anger, to face up to the consequences of his negative reactions to bad teachers, and finally to conclude he was hurting himself.

Contrast the mother's passive listening above with responses that parents or teachers typically make:

"You what! Oh, no! You weren't really telling jokes?"
"Well, you asked for it."
"Who made you an expert on teaching?"
"Well, you have to learn the hard way all the time, don't you?"

These are non-accepting roadblocks, and will probably stop the son's communication and thus would prevent his constructive, self-directed problem solving.

3. **Active Listening**

Attentive passive listening does not prove to the sender that he has been accurately understood. However, there does exist an effective way of communicating proof of accurate understanding. When
teachers and parents use active listening, the receiver doesn't remain silent but rather gets deeply involved with the sender in a special kind of two-way communication. The receiver focuses attention exclusively on understanding the message being sent and what it means. Then what the receiver understands, he puts into his own words and feedback to the sender to get verification or correction of what the receiver understood the message to be. This simple feedback procedure gives positive proof to the sender that he has been accurately understood. People seldom feel accepted without feeling understood.

The following diagram illustrates these techniques.

Whenever a child communicates a message to a teacher or parent, it's almost invariably because the child has an unsatisfied need. For example, a child is frightened entering a reading class. The child can't always communicate his actual fear — that's a complex physiological process going on inside the child. To tell his teachers about his feelings, the child must first choose a symbol or code that he hopes his teacher might know stands for being uncomfortable or frightened. This process is called encoding or coding. The code, not the fear, is actually communicated:
When the teacher receives that coded message, he has to decode it to understand what the child is experiencing inside. Decoding is a form of translating, sometimes even guessing. The teacher guesses accurately here when he senses the child is feeling frightened. However, the teacher can’t know for sure that it’s fear going on inside the child. To check on the accuracy of the teacher’s decoding, he feeds back what he hears. He does not send a new message of his own, but rephrases and feeds back the child’s message, as in the last diagram.

The feedback process, essential to the Active Listening, does two things:

1. This enables the child to know whether he’s been understood accurately.

2. The teacher receives from the child’s subsequent response to the feedback if he has understood the child’s message accurately.
There is an example of Active Listening and its effect. This involves a teacher and student in a brief verbal interaction.

Sandy: I wish my mom would let me stay out of school to go on a vacation. Kathy always gets to go to Florida.

Teacher: You feel you’re sort of getting gypped.

Sandy: Yes. She gets to stay out of school and I never do.

Teacher: You really would like to stay out of school more.

Sandy: Yes. I don’t like to go to school everyday.

Teacher: You really get tired of school.

Sandy: Sometimes I hate it.

Teacher: It’s more than not liking it. Sometimes you really hate school.

Sandy: That’s right. I hate the classes, I hate the homework, and I hate the teachers.

Teacher: You just hate everything about school.

Sandy: I don’t really hate all the teachers — just two of them. One I can’t stand.

Teacher: You hate one in particular, huh?
Sandy: Do I ever! It's that Mrs. Jones. I hate her reading class and I have her class for the whole year, too.

Teacher: You're stuck with her for a long time.

Sandy: Yes, I don't know how I'll ever stand it. You know what she does? Every day we get a long lecture. She stands up there smiling like this [demonstrates] and tells us how a responsible student is supposed to behave, and she reads off all these certain books you have to read to get an A in her class. It's terrible!

Teacher: You sure hate to hear that stuff.

Sandy: Yeah. She makes it seem impossible to get an A, unless you're into "certain" books or a genius.

Teacher: You feel defeated before you even start because you don't think you are capable of getting an A.

Sandy: Yeah. I'm not going to read all those stupid books. I'm already a slow reader and don't really like to practice reading.

Teacher: You don't feel good about your reading skills.

Sandy: Yeah. I know I probably need to practice reading every night. I like to read certain types of easy girl books. I just don't do it every night.

Teacher: You like certain girl books, huh?

Sandy: Yeah, I like a lot of Paula Danziger or Judy Blume books. I suppose if I would practice every night, my reading skills would pick up. I could at least read faster in class.

Teacher: You feel like you read too slow in class?

Sandy: I'm always afraid I'll say some word wrong in class or something. So I just hope the teacher never calls on me to read orally. It's terrible.

Teacher: You sure hate that feeling?
Sandy: Yeah, I hate to be always afraid someone will know I'm a slow reader. I suppose if I would practice every night, I could read faster and better.

Sandy moves deeper, redefines her problem on her own, develops insights about herself, and makes a good start at solving her problem. Also, the teacher, like a good counselor, puts aside whatever thoughts or feelings he had. Active Listening demands this, because one's full attention is required to listen carefully, decode accurately, and then finally feed back what has been decoded. Note how the teacher's Active Listening responses generally began with "You," indicating that the teacher was attending to Sandy's thoughts and feelings, not his own (they would come out as I-messages).

Active Listening may sound mechanical, gimmicky, insincere, if the proper attitudes or intentions are not used. It should be viewed only as the vehicle for communicating an accepting message: "I really know what you are experiencing and understand why you're feeling or thinking that way." For this to come across, these conditions are important:

1. The teacher or parent must want to hear what the child has to say. This means they have to take the time to listen. If they don't have time, they need only say so.

2. The teacher or parent must genuinely accept the child's feelings, however different they may be from his own feelings or from the feelings they think a child should feel. They must not want to change the child.
3. The teacher or parent must genuinely want to be helpful to the child at this time and with this particular problem. If they don’t want to, they should be honest and say so.

4. They must have a deep feeling of trust in the child’s capacity to handle his feeling, to work through them and find a solution to the problem.

5. They must appreciate that feelings are transitory, not permanent. Therefore, they need not be afraid when feelings get expressed; they’ll not become forever fixed inside the child.

6. The parent must be able to see his child as someone separate from him, an individual having his own life and identity. Only by mastering this will you be helpful to the child.

7. The teacher or parent must want to understand with empathy how the child feels from his point of view. They must put themselves momentarily in the child’s shoes and see the world as the child sees it, putting aside their own perspective.

8. They must be willing to take the risk of having your own attitudes, values, or opinions changed by what you hear. When a person understands another, they invite a reinterpretation of their own experience. A needy person or someone who is defensive cannot afford to listen to views too different from his own; it’s too destabilizing.
When these conditions are met, Active Listening will communicate acceptance, empathic understanding, and respect for the individuality of the other person.

This writer will summarize the key points made in these last few pages and their importance to discipline.

Teachers and parents sometimes are confronted with children who behave in ways that are unacceptable. Teachers and parents want to try to eliminate or change those behaviors. They want to influence the children to change out of the consideration for the needs of the parents or teachers. However, to acquire this influence, a teacher or parent must be seen by the child as someone who has been helpful to him when he has had a problem. In other words, the relationship must be felt by the child as reciprocal and fair. When teachers and parents demonstrate a willingness to listen when their children have a problem, the children will be more willing to listen when the teacher or parent confronts them with "your behavior is causing me a problem."

These effective helping skills will actually prevent a lot of behaviors teachers and parents don't like to see in their children. The children who have unsolved problems, unmet needs, or troubles that won't go away often react to their frustration with self-destructive and antisocial behaviors. However, if parents and teachers gain knowledge of these skills to spot troubled children and then help them solve their problems, those unacceptable behaviors will be greatly reduced. (Adapted from Teaching Children Self-Discipline at Home and at School, Gordon, 1989)
"Kids don't learn from people they don't like" claims the title of a book by David Aspy and Flora Roebuck (1977). Also the teacher-student relationship has a lot to do with how much children learn.

There are a number of different elements that contribute to promoting good relationships between teachers and students; however, none is more effective than a classroom climate where students are encouraged to express their ideas and opinions and are made to feel those ideas and opinions are respected, understood, and accepted by the teacher.

Young people who are understood and accepted by adults experience a sense of importance and self-worth. The encouragement and happiness of being understood, added with increased self-esteem, causes the child to develop positive feelings toward their teachers and parents.

In this type of relationship, fewer discipline problems or rebellious behavior are encountered in the classroom. The students are more self-controlled, responsible, and self-disciplined.

However, these assertions are not accepted by all. Teachers enrolled in Teacher Effectiveness Training (T.E.T.) classes by Thomas Gordon, Ph.D., often ask the question how to learn to listen empathetically. They argue, "We are not counselors; our job is to provide information to students, not to listen to student discussions."
Furthermore, school administrators use similar arguments to justify turning down proposals for teacher training in the helping skills. They see no direct relationship between teachers' effectiveness as helpers, facilitators, and listeners and their effectiveness in promoting the acquisition of knowledge. "It's nice to be nice, but our teachers have to teach them something" is the conventional attitude.

Nevertheless, there is considerable data that show conclusively that the student-centered, facilitative, empathic skill helps teachers achieve even the traditional goals of our schools, such as strong learning motivation, good attendance, scholastic achievement, and self-discipline. (Adapted from Teaching Children Self-Discipline at Home and at School, Gordon, 1989)
RESEARCH SUPPORTING FACILITATIVE SKILLS TRAINING

Aspy and Roebuck (1983) did a study involving six hundred teachers and ten thousand students from kindergarten through grade twelve. The students whose teachers were trained in the skill of communicating empathic understanding, respect, regard for students as persons, and acceptance were compared with students whose teachers were not trained in these facilitative skills. The teachers who got the training had students who were found to:

- Be more spontaneous.
- Use higher levels of thinking.
- Present fewer disciplinary problems.
- Commit fewer acts of vandalism.
- Increase their scores on IQ tests (from kindergarten through fifth grade).
- Make greater gains on academic achievement measures, including both math and reading scores.
- Miss fewer days of school.
- Show increased scores on self-esteem measures.

The study also found that teachers who were trained in the helping skills had classrooms in which there was:

- More eye contact with teacher.
- Higher levels of cognitive thinking.
- More student asking of questions.
- More student involvement in learning.
- More verbal response to teacher.
- More student problem solving.

Note: Students who had untrained teachers suffered an actual decrease in their self-esteem scores.
Alternatives to discipline that parents and teachers can use to modify the behavior causing them a problem are:

1. Find out what the child needs.
2. Let's make a trade (involves infants and toddlers).
3. Modify the environment.
4. The confrontive I-message is non-blameful, non-evaluative message that tells the child what the adult is experiencing in response to some unacceptable behavior of the child.

Note: One of the principal educational objectives of the Effectiveness Training courses is to encourage the use of I-language as an alternative to traditional, blameful, and often coercive You-language. You-messages contain heavy loads of blame, judgment, evaluation, criticism, and coercion, as in these examples:

"You are acting like a brat."
"You stop that noise or I'll send you to your room."
"You ought to be ashamed of yourself."
"You are driving me crazy."
"Now you've done it; get in your room."
"If you don't start doing your homework, you'll get a spanking."

I-messages keep the responsibility with the adult (because it's the adult who "owns" the problem), and they are more likely to make a child want to change his behavior out of consideration for others. When children are not put down or blamed for their behavior, they are more willing to respond helpfully, or modify their behavior themselves after hearing that someone has a problem with it.
For many teachers and parents, it is a shock to discover for the first time how much of their normal conversation is filled with You-messages.

You-messages:

- Provoke destructive arguments.
- Provoke name calling.
- Cause children to feel guilty, put down, hurt, criticized.
- Communicate a lack of respect for the needs of the other person.
- May cause the child to feel like getting back at you.

Teachers and parents need to learn to drop You-messages and learn to use I-messages. This is more than acquiring a new skill. It is a major perceptual transformation when they accept that they own the problem when some behavior of a child is unacceptable to them.

I-messages meet three important criteria for effective confrontation:

1. They do not injure the relationship.
2. They promote a willingness to change.
3. They contain minimal negative evaluation of the child or student.

One teacher, after her first use of I-messages in her classroom, reported this incident:

I was reluctant to try an I-message with the kids I have. They are so hard to manage. Finally, I screwed up my courage and sent a strong I-message to a group of children who were making a mess with water paints in the back of the room by the sink. I said, "When you mix paints and spill them all over the sink and table, I have to scrub up later or get yelled at by the custodian. I'm sick of cleaning up after you, and I feel helpless to prevent it from happening." I just stopped then and waited to see what they would do. I really expected them to laugh at me and take that "I don't care" attitude they've had all year. But they didn't. They stood there looking at me for a minute like they were amazed to find out I was upset. And then one of
them said, "Come on, let's clean it up." I was floored. You know, they haven't turned into models of perfection, but they now clean up the sink and tables every day whether they've spilled paint on them or not.

Gordon, 1989, pp. 116-117

Another teacher pointed out how difficult it was for him to shift from the blaming, guilt-producing You-messages to I-messages:

It was really hard for me to send I-messages, even though I could understand what my You-messages were doing to the students and our relationships. I kept having trouble changing. For one thing, I had been taught that it was rude to use the pronoun I. Teachers used to mark my papers all up with red pencil when I wrote about myself in the first person. Another thing, probably worse, was that as a child I had been taught not to expose my feelings, that it was unmanly and a sign of weakness to let people know how I was feeling. Even though I've been working on it, I still have trouble knowing what I am feeling. It seems like I'm upset all the time, and I know I've got to get past the upset and find out what's really bugging me.

Gordon, 1989, p. 117

I-messages do not include giving solutions — "You must do this,"
"You should have do this," "Here's what I think they should do."

Instead, they let the child come up with their own solutions for helping solve the adult's problem.

5. The Preventive I-Message means to disclose a need whose fulfillment will require future support, cooperation, or direct action from the child. It is a message that lets others know ahead of time what is needed. Here are some examples of clear preventive I-messages:
"I'd like you to tell me when you plan not to come home right after the football game, so I won't get worried when you don't."

"We are going on a trip to the museum next week, so I'd like us to decide what special rules we'll need to prevent any problems."

6. **Shifting Gears to Reduce Resistance.** This means when there is a resistance or some other feeling reaction to the I-message, the parent or teacher needs to make a quick shift from the sending/assertive posture to listening/understanding posture. For example, "I want to be sensitive to the feelings my assertiveness brought out in you," "I will delay trying to get what I want and listen to what you're feeling now." This shift of gears lets others know that they are not out to get their needs met at someone else's expense. The teacher or parent shouldn't feel that they need to abandon their needs; they just want to empathize and understand the nature of the problem their assertive I-message caused the person to whom it was directed. Hopefully, this will lead to seeking a compromise solution.

Here is an illustration of shifting gears after a teacher confronts a student who is often late to class:

**Teacher:** David, your being late to class is causing me a problem. When you come in late, I have to stop whatever I'm doing. It's frustrating for me.

**Student:** Yeah, well, I've been having trouble with my lock on my locker and sometimes I just can't get here on time.

**Teacher:** [shifting gears to listening] I see. You're having some problems of your own lately.
Student: Right. Mr. Baker said he would help me get a new lock, but he never does. Every time I go to talk to him, he’s too busy.

Teacher: [still listening] You’re really upset he hasn’t helped you.

Student: Right! I will probably have to get him early in the morning. Mr. Baker is usually free in the morning before school.

Teacher: [still listening] You seem like you will solve your problem soon.

Student: Yeah. I know you’re upset about me being late. I didn’t think it would be such a problem. You know, I tried to sort of slip in quietly.

Teacher: [still listening] You’re surprised that it’s such a problem to me even when you try to be quiet.

Student: Well, not really. I can see your point. You do have to stop and change the attendance sheet and stuff. I’ll try to get here early tomorrow and see Mr. Baker about the lock. Okay?

Teacher: That would sure help. Thanks, David.

Student: No problem!

In this incident, the teacher stated his problem with his initial I-message, but then shifted to a listening posture to enable David to work through his own problem to the point where he was able to come up with an acceptable way to help the teacher with his problem.

7. **Problem Solving** means to start mutual problem solving steps.

The I-message tells the child precisely why his behavior is unacceptable to you. He still may have some strong need to continue the behavior for reasons unknown to you at the time. So
when the child doesn’t modify his behavior, the parent or teacher
own the problem. The parent or teacher doesn’t like his behavior,
and he does!

    This doesn’t call for giving up (permissiveness). The
parent or teacher’s needs are not met, so they still have a problem.

Their job is to start mutual problem solving, which involves four
steps:

a. What are the parent or teacher’s needs? What are the
child’s needs? State the problem.

b. Generating possible solutions.

c. Evaluating each solution.

d. Making a mutual decision on some solution acceptable to
both.

8. When angry, find the "Primary Feeling".

Anger is something we generate after we have experienced some
other feeling as a consequence of having experienced a primary
feeling. Here is an illustration of how this happens:

I am driving along on a freeway and another driver
cuts in front of me, precariously close to my right front
fender. My primary feeling is fear; it really scared me.
As a response to my fear, some seconds later I honk
my horn and "act angry," perhaps even shouting
something like "You jerk, why don’t you learn how to
drive!" — a message that no one could deny is a pure
You-message. The function of my acting angry is to
punish the other driver or to make him feel guilty for
scaring me, so that he might learn a lesson and not do
it again.

Gordon, 1989, pp. 126-127
"As a secondary feeling, anger almost always becomes a You-message — one that communicates negative evaluation and blame to the child" (Gordon, 1989, p. 127). Most anger expresses blaming, teaching a lesson, punishing — showing the person his behavior caused some unpleasant feeling (the primary feeling). When the parent or teacher gets angry, they purposefully play a role to influence the child — to show them what they have done, persuade them not to do it again, teach them a lesson or get back at them. The anger is real and it can make one's blood boil inside and shake outside. However, these reactions usually come after the parent or teacher has acted angry. It's the acting angry that brings on the physiological changes. People make themselves boil and shake with anger because they were first made to feel hurt, embarrassed, jealous, lonely, or afraid.

In conclusion, parents and teachers need to hold a mirror up to themselves and ask, "What is going on inside me? What needs of mine are being threatened by the child's behavior? What are the primary feelings I don't like?" (Adapted from Teaching Children Self-Discipline at Home and at School, Gordon, 1989)
William Glasser, a renowned psychiatrist and consultant to schools, has shown a clear analogy between the traditional manager-worker relationship and the teacher-student relationship. In his 1986 book, *Control Theory in the Classroom*, he states:

Teachers are also considered managers, at least to the extent that they direct their students and use their power to reward or punish them to try to get them to follow their direction. As managers, they rarely go beyond this traditional managerial role of direct reward or punish. Most teachers have given little thought to what managers might do that goes beyond this traditional concept, because they perceive themselves much more as workers than managers, and workers don't spend much time thinking about what managers can do. Until they begin to see themselves solely as managers and their students not they, as workers, there will be little change in the amount of effort that most students now make in school.

Glasser, 1986

Glasser (1986) states that teachers who become modern managers would be willing to share power, while a traditional manager is never willing to give up any power and is generally looking for more. The traditional teacher sets up her class his way, directs all work, sets up the goals, grades all the work, makes all the assignments, develops all the standards of student performance, and identifies the poor students whom he either tries to help or fails in order to get rid of them.

Glasser challenges a remedy for our schools called the *cooperative learning team*, which would also promote teachers' functioning as *participative managers*. This new approach involves a radical redistribution and sharing of power within an organization. Here is Glasser's comparison of the learning-team model and the traditional teaching model (the traditional model is printed in italics):
1. Students can gain a sense of belonging by working together in learning teams of two to five students. The teams should be selected by the teacher so that they are made up of a range of low, middle and high achievers. *Students work as individuals.*

2. Belonging provides the initial motivation for students to work, and as they achieve academic success, students who had not worked previously begin to sense that knowledge is power and then want to work harder. *Unless they succeed as individuals, there is no motivation to work and no ability to gain the sense that knowledge is power.*

3. The stronger students find it need fulfilling to help the weaker ones because they want the power and friendship that go with a high-performing team. *Stronger students hardly even know the weaker ones.*

4. The weaker students find it is need fulfilling to contribute as much as they can to the team effort because now whatever they can contribute helps. When they worked alone, a little effort got them nowhere. *Weaker students contribute little to the class initially and less as they go along.*

5. Students need not depend only on the teacher. They can (and are urged to) depend a great deal on themselves, their own creativity, and other members of their team. All this
frees them from dependence on the teacher and, in doing so, gives them both power and freedom. *Almost all students, except for a few very capable ones, depend completely on the teacher. They almost never depend on each other and there is little incentive to help each other. Helping each other now is called cheating.*

6. Learning teams can provide the structure that will help students to get past the superficiality [sterile facts, shallow thinking] that plagues our schools today. Without this structure, there is little chance for any but a few students to learn enough in depth to make the vital knowledge-is-power connection. *The students' complaint that they are bored is valid. Bored students will not work.*

7. The teams are free to figure out how to convince the teacher and other students (and parents) that they have learned the material. Teachers will encourage teams to offer evidence (other than tests) that the material has been learned. *The teacher (or the school system) decides how the students are to be evaluated and they are rarely encouraged to do any more than to study for the teacher-designed tests.*

8. Teams will be changed by the teacher on a regular basis so that all students will have a chance to be on a high-scoring team. On some assignments, but not all, each student on the
team will get the team score. High-achieving students who might complain that their grade suffered when they took a team score will still tend consistently to be on high-scoring teams so as individuals they will not suffer in the long run. This will also create incentives regardless of the strength of any team. *Students compete only as individuals, and who wins and who loses is apparent in most classes, except some honors classes, after only a few weeks of school.*

Glasser, 1986
HELPING CHILDREN USE THE PROBLEM-SOLVING PROCESS

When people solve problems successfully, they usually have utilized a certain process, consciously or unconsciously. This problem-solving process uses six steps that involve in tackling a problem, finding a good solution to it, and implementing the decision.

Step I — Identifying and Defining the Problem

Step II — Generating Alternative Solutions

Step III — Evaluating the Alternative Solutions

Step IV — Decision Making

Step V — Implementing the Decision

Step VI — Follow-Up Evaluation

Gordon states that it is very useful for parents and teachers to keep these steps in mind when called on to help a child with a problem. Remember, the parent or teacher is only a facilitator of the child’s problem-solving process; these are the steps the parent or teacher wants the child to go through. (Adapted from Teaching Children Self-Discipline at Home and at School, Gordon, 1989)
Treat people as if they were what they ought to be and you help them become what they are capable of being.

Johanna Von Goethe

These guidelines offer ideas that parents and teachers can use to work together to help the child develop a lasting value for reading.

1. **Treat the child as a person growing toward self-direction and effectiveness.** Teachers and parents should view children as capable of making decisions, understanding limits and guiding their own behavior according to rules appropriate for their age.

2. **Actively model and share a value for reading.** What children see and hear from teachers and parents is probably the most lasting of everything they learn from us.

3. **Consistently offer a sincere expectancy that the child can read effectively.**
   a. In order to read, a child must believe that he can read.
   b. The parent is the most important adult in the child's life, so show it.
   c. Whatever the teacher or parent says or does in regard to the child's ability to read will have a major impact on his self-confidence as a reader.
d. When the child has difficulties with reading, use patience and calmness to express faith in helping the child redeem the situation.

e. No matter what the learning difficulty, it is best to see it as a problem to be solved. This reduces frustration and blame because such a framework creates some emotional distance for everyone and implies that there is a solution.

f. Another area that reveals teacher-parent expectancy for children as readers is how they handle their mistakes in reading. To enjoy reading, children must be allowed to make mistakes without punitive consequences. If children are to learn from their mistakes, they cannot be frightened to make them.

g. Treating children's errors as information about what they still have to learn shows faith that they can learn and helps them to find personal use in errors rather than self-abuse.

Remember, dwelling on the errors of people does little good. This is true at every level of learning.

4. **Help the child to structure appropriate study habits.**

a. Establishing this priority as a routine or fact of home life will greatly aid in overcoming the many distractions and attractive options that can prevent a child's involvement in academic learning.
b. Teachers should provide clear guidelines for studying and homework. These may include a rationale regarding the merits of the work, labor-saving methods, techniques to aid memory and transfer, and whatever else might make learning more rewarding in both its effort and its result.

5. Parents need to get involved with the child's school throughout all the years of formal education.
   a. Parent involvement improves student achievement (Mell, 1984).
   b. It improves positive attitudes toward school and helps motivate children to succeed.

6. Teachers and parents need to help the child to develop an identity as a reader. Identity is a powerful motivational force. People do many things because they literally tell us who they are and what they expect from themselves. "I am a parent and it is important for me to be the one to help my child with this problem."

   Adapted from Eager to Learn, Wlodkowski, Jaynes, 1990
A positive relationship between the school and the home is an important contributor to students’ achievements in school.

Ashton, Webb, 1986

1. Teachers can open the door to building direct communication and mutual trust with parents by contacting parents through personal phone calls during which the teacher introduces himself and expresses his willingness to answer their questions and listen to their concerns.

2. For the teacher with many students and many classes, individual phone calls may be impossible, so they can send a letter to parents communicating the same message stated in #1.

3. Some teachers send students home with an open-ended questionnaire asking parents for information that might be helpful to the teacher. This questionnaire may ask about the student’s health history, the student’s study habits, reading habits, special family situations, and recent events in the family, such as the birth of a child or parental illness. The request must be made in the context of assisting the child and must indicate that the option of not completing all items of the questionnaire is acceptable.

4. Teachers may also express their availability to parents during school open houses, parents’ nights at school, PTA or PTO meetings, and parent conferences.
What Parents Can Do

1. Parents can take the initiative and contact teachers either by phone or in writing, giving teachers any information that may be useful and expressing availability should more information be needed.

2. Parents can help the teacher by responding to invitations to school events or requests for information or assistance, even if the response means letting the teacher know that such participation may be difficult.

3. Parents can help by giving attendance at school events a high priority.

Adapted from Eager to Learn, Wlodkowski and Jaynes, 1990

What Parents and Teachers Can Do Together

1. Start by defining the problem.
   a. Collaborate an effort toward solving school problems by reading a mutually, agreed-upon definition of exactly what the problem is.
   b. Parents and teachers can work toward defining the problem similarly by sharing the goal of describing the situation in a way that avoids blame.

2. Experiment to find the solution.

   In this way, trying to solve the problem is not something that seems only in terms of success or failure, but rather as an attempt to find the best path to resolve the problem together.

Adapted from Eager to Learn, Wlodkowski, Jaynes, 1990
GUIDELINES ON HOW TEACHERS CAN ENLIST THE HELP OF PARENTS

When a teacher identifies a problem with the child, it is far more helpful to enlist a parent's help with it early on than to wait until the problem has become unmanageable.

Compare these two approaches.

1. "I've recently noticed some signs that Steve isn't concentrating and reading his textbook in class as he used to. Have you noticed any similar behavior at home? Do you know if he is troubled about anything? Do you have any ideas or suggestions about this that can help us decide what to do?"

2. "Steve hasn't been concentrating or reading his textbook in class for months now. I don't know what to do with him. What do you suggest?"

The first approach assumes that the sharing of information and ideas before the problem has grown will be effective in addressing the problem. The second approach throws the problem at the parent and then only when things have gotten out of hand, destroying any possibilities for collaboration.

Adapted from Eager to Learn, Wlodkowski, Jaynes, 1990
SUCCESS TIPS FROM SUCCESSFUL PARENT INVOLVEMENT PROGRAMS

Following is a compilation of techniques which appear time and time again in successful parent outreach efforts — strategies which ensure sustained family involvement throughout the curriculum. Garnered from a host of effective projects from around the country, this is not intended to be a finite list, but rather a collection of ideas you should consider in developing your own parent engagement program. Obviously, not every one of these criteria will be appropriate for every classroom, school, or district; rather, you are encouraged to regard these as proof that successful efforts employ a multiplicity of factors that can and do lead to improved relations between school and home.

- Outreach efforts need to offer life-like activities that capitalize on the natural and normal relationships between parents and kids. In other words, don’t offer suggestions that are a repetition of school-like activities, but rather provide opportunities for families to interact in mutually supportive pursuits.

- Be willing to make mistakes in developing an outreach effort. Success may not come the first, second, or third time — but needs to be built on a foundation of EFFORT extending over a period of time.

- Encourage parents to participate continuously throughout the education of their children. Effective programs are built over time
and should not be viewed as "one-shot" affairs, but rather a lifelong commitment.

- Be patient with parents. Some may be reluctant to get involved with your efforts due to a number of extenuating circumstances. Keep trying and never give up on ANY parent.

- Recognize students' academic interests and achievement as much as possible. Parents like to see their children succeed — capitalize on that "need to succeed" and make it a foundation for your program.

- Provide parents with a multitude of opportunities to discuss their children with you. Use students as a common "meeting ground" in effecting positive partnerships.

- Encourage parents to participate in the affairs of the classroom through volunteering, observing, or sharing their hobbies, vocations, or vacations. Keep this process as non-stressful as possible and provide a host of sharing opportunities throughout the curriculum and throughout the year.

- Make a daily effort to communicate with parents through a brief phone call or short note (this is particularly appropriate for those parents who do not participate regularly).

- Meet parents on their own "turf" — in their homes, the local shopping mall, or at a community building. Move away from the school occasionally and parents may be more comfortable and more willing to meet with you.
Parents must know that your outreach efforts are a natural and normal part of the curriculum and not an "add-on" service of the school designed for just a few.

- Get kids involved in any project — use them as "recruiters" for their own parents. Solicit their ideas as much as possible.

- Make sure that any of your parent engagement efforts are built upon the needs of parents and not necessarily on the desires of educators. More programs have failed because they were built on what teachers assumed parents needed than on any other single factor.

- Teachers and administrators must be good role models for parents; i.e., they must be enthusiastic and committed to the idea of parent engagement. That desire will rub off on families and stimulate greater participation. In short, the ultimate success of a program is determined by the level of enthusiasm demonstrated by school personnel.

- Parents need to be constantly and continually informed about the existence of a program. Keep your "public relations" efforts current and long-range and provide parents with a constant flow of information.

- Get as many people as possible to participate in any outreach effort. Everyone, from the president of the school board to the school
secretary, should be aware of and be able to participate in any parent engagement effort.

- Develop a logo, slogan, symbol, or theme for a program — something that will be easily recognizable to people. Be sure to get students involved in designing any "advertising" effort.

- Communicate to parents the fact that their involvement in any outreach effort is ultimately for the benefit of their children and is not designed to satisfy the needs of school-based personnel.

- Whenever possible, try to get any and all family members involved in outreach efforts. Moms, dads, grandparents, siblings, and extended family members can all lend an air of credibility to a project and help to promote its benefits.

- Don't be satisfied with a single outreach effort. Be aware that today's families lead hectic and busy schedules and should be offered a diversity of options from which to choose and which can be integrated into their lifestyles.

- Make sure parents are rewarded and/or recognized for their efforts, however small. Everyone likes to receive some form of recognition and parents are no exception. Certificates, awards, letters of commendation, or blue ribbons are all possible in rewarding parent participation.

- Keep the local media informed of your efforts through public service announcements, letters to the editor, news releases, or
shopping mall displays. Even simple classroom projects can benefit from some community "advertising."

- Give parents an active voice in the affairs of the classroom or school by involving them on school-wide committees. Solicit their input and include their ideas in any future plans. They are "stockholders" and do need a voice!

- Set up a "telephone tree" system by which one parent calls two others, each of whom call two more, and so on. This system can help spread the news about a project in an informal and very effective manner.

- Place a suggestion box in a prominent place in the school. Also, consider putting a suggestion box in the local shopping mall or bank. Be sure to respond to inquiries or concerns immediately.

- Have students periodically write to parents to solicit their support for an outreach effort. Superintendents, principals, and other administrators should also be encouraged to participate in a letter writing campaign throughout the year, too.

- Make any parent program as visible as possible. Get the word out and keep parents and family members informed periodically and regularly throughout the year.

- Don’t attempt to do too much too soon. Keep the initial efforts small and well-focused. Establish a firm foundation and the program or programs will grow accordingly.
- Keep recruiting new parents whenever and wherever possible. Don’t be satisfied with just a few participants; rather, continually seek the involvement of more families. Everybody loves a parade — give everyone a chance to march in yours.

- Coordinate your outreach efforts with some local community agencies. They can be most effective in helping contact families and spreading the word about your project.

- Whenever possible, get some sort of written commitment from parents. Many schools have utilized "parent responsibility contracts" between home and school which establish a list of responsibilities for parents, teachers, and students.

- Utilize the talents of a local college or university. Contact the teacher education department and work out a program by which college students can participate in your outreach efforts.

- Prepare and provide a special packet of information for new families moving into your area. This information notebook would also be appropriate for all families at the beginning of each school year.

- Get parents involved in establishing standards and policies about homework. Home support can be guaranteed when parents are involved in establishing homework guidelines.
• Actively solicit the participation and involvement of fathers. Most successful parent engagement projects make a fervent attempt to engage fathers in every aspect of a program.

• Provide videotapes of activities and projects parents and students can engage in at home. The proliferation of VCRs makes this an ideal way to reach out and share home involvement projects with more parents.

• Create a parental support system for parents. Parents need to feel as though they are part of a larger "family" — thus, ways should be offered by which parents can establish and maintain contact with each other.

• Make any outreach effort contagious. Get as many parents, teachers, students, administrators, and community members informed and involved as possible. The "safety in numbers" philosophy is one of the most potent for successful parent projects.

• Monitor the program constantly. Be aware of changing needs and interests and be prepared to modify or restructure program components as necessary.

• Make sure parents and their children have regular daily opportunities to share, discuss, and work together on a host of pleasurable activities.
- Make sure all participating children understand the relevance and importance of what they and their parents may be working on together.

- Capitalize on students' interests, hobbies, and free time activities in developing appropriate sharing opportunities for family members.

- Outreach efforts must promote and extend the natural relationship between parents and children. As such, any outreach effort must not place undue pressure on parents, but rather should subscribe to the notion that parent-child interaction time should be unhurried, pleasant for all parties, and tolerant of one another's feelings.

- Programs should not be established as an evaluative tool for parents, but rather to provide a supportive structure by which families can learn and grow together.

- Sufficient planning always ensures the success of a program, but informality is what keeps it running. In short, don't formalize the project so much that parents will be reluctant to participate.

- A spirit of shared responsibility needs to be built into any outreach effort. That is, educators and parents must be willing to work together in a mutually supportive atmosphere that goes beyond traditional "roles."

- Effective and dynamic outreach efforts go beyond typical parent-school programs. In fact, research demonstrates that typical one-
time projects such as "Meet the Teacher Night" and "Open House" are ineffectual in terms of establishing overall home-school bonds.

- Long-lasting, comprehensive, and well-planned parent participation projects have the greatest chance for success.
- Successful programs are built on the concept that most parents, regardless of economic, social, or educational backgrounds have the ability and/or desire to help their children succeed academically.
- Effective parent participation efforts are predicated on the dedication, desire, and ability of teachers to promote strong home-school bonds.
- The most important word in strong parent engagement efforts is "we."
- Seek alternate strategies for parent participation. Brothers or sisters can fill in for parents, as can older students.
- Provide parents with opportunities to endorse or provide testimonials for an outreach effort. This form of "advertising" can be some of the most effective for both classroom and school projects.
- Provide some visual "proof" of your parent engagement efforts by taking plenty of photographs, slides, or videotapes of parents in action. These reminders have proven to be a powerful recruiting tool for other parents and verify that the program has merit.
When sending any written information to parents, be careful that you do not use educational jargon. Keep your tone informal and to the point — don’t talk down to parents and don’t insult their intelligence.

Employ local media sources in promoting your program. Whether you are implementing a classroom project or a school-wide event, you can garner additional support and interest by preparing items such as informal brochures, signs for local businesses, exhibits in shopping areas, newspaper inserts, or letters to community people. The most effective programs, even those which center on a few families, are those which build a broad base of support outside the classroom, too.

Always let parents know that you are proud to have them as partners in the education of their children. Establish an "open door" policy within and throughout your entire classroom or school curriculum.

Keep parents actively engaged by involving them in most, if not all, decision making within any scheduled project. Parents will be more willing to "buy into" a project they have had an active role in developing.

Interests sometimes wane — and you need to be aware of some alternate strategies when parents seem to be losing interest in the program. Put together a "bag of tricks" that can be used during
those times of the year when schedules become overcrowded and interests tend to lag.

- If necessary, provide transportation to your school or meeting site. This can often be accomplished through a parents’ cooperative.
- It is vitally important that you be friendly, down to earth, and truly interested in parents and their children. A sincere interest to work together will provide the fuel for any type of outreach effort.
- Listen to parents periodically throughout the length and breadth of a project. Provide ownership of a program by basing it on the desires of all participants — both current and potential.
- It is imperative that educators take the first step in communicating with parents. Although most teachers have not been educated in how to work with parents, it is critical that teachers initiate contact and make those first, albeit tentative, steps.
- Don’t worry about why some families are not involved, but rather devote time to methods and procedures on how they can become informed, stay informed, and become functioning members of the classroom or school community.
- Use the telephone frequently . . . to relay news, solicit support, or just to share information. Often the telephone is seen as an instrument of negative news — reverse this trend and let parents know that you want to communicate some positive news, feelings, and ideas, too.
• Don’t punish non-participants for not getting involved in your outreach efforts. Take time to find out why they aren’t participating. You may discover that non-involvement may have more to do with lack of sufficient information than lack of interest.

• Be enthusiastic!
  
  Be daring!
  
  Be sincere!

What makes any outreach effort successful is the creative vision of educators and parents working together in a spirit of mutual cooperation. It implies a partnership of common goals, common ideals, and common needs. Above all, strong projects are predicated on the desire of all individuals to work for the academic, social, and affective achievement of each and every youngster. The bond built between school and home can be one of the most powerful and most influential in the lives of students — both now and well into their future. Engaging parents in the educational dynamics of their offspring can be one of the most challenging tasks we face as educators, but it can also be one of the most rewarding for all of our students.

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Note: Dr. Fredericks has given the author permission to use this material.
GUIDELINES ON HOW PARENTS
ENLIST THE HELP OF THE TEACHER

When a parent begins to suspect a problem, child’s lack of effort or achievement in school, it is far more helpful to enlist a teacher’s help with it as soon as they emerge. This will allow the opportunity for issues to be clarified firsthand and for all concerned to express their views of the situation to one another face-to-face. It is sometimes helpful to include the student in these conferences.

When the parent speaks with the teacher, they need to describe the concerns without blaming the teacher for the problem. For example, if the parent feels the child is not getting enough feedback on written papers, it would be more helpful to explain this and ask for clarification than to criticize or attack the teacher.

Compare these two approaches:

1. "Sandy doesn’t seem to understand why she received a C on last week’s book report. Can you help clarify this?"

2. "How are students supposed to know how to improve when all they get is a letter grade?"

The first approach assumes that the teacher wants to help and may have an explanation for what has happened. The second is critical and accusatory and is unlikely to result in cooperative problem solving.

In summary, it is most helpful for both parents and teachers to assume that:

• Both need support in their efforts toward problem solving.
Both have to contend with pressures and responsibilities.

Both are making their best efforts for the good of the student.

Both are concerned and competent people.

Adapted from Eager to Learn, Wlodkowski, Jaynes, 1990
1. **Appraise the seriousness of the situation.** Children are very emotional, but they are also very resilient. In most cases, if the parent gives time, patience, and listens, they can help accommodate the situation. For example, a child is complaining about a low test score. However, the test was only a short quiz, and the score will have only a small impact on the child’s overall evaluation. The child is feeling upset and is blowing off steam. By being patient, listening, and not jumping in with solutions, agreement, or blame, the situation eventually reveals itself for what it is—a child's small burst of frustration. However, if the situation appears to be serious, continue to consider the following actions.

2. **Be compassionate.** Children need to know we are on their side. The parent estimates, without being too dogmatic, what they think their feelings and concerns might be, letting them know they are available to help and listen.

3. **Emphasize the positive side of the situation.**

4. **Decide what the problem is.** This step involves diplomacy and sensitivity on the part of the parent. This step is excellent for the child to learn and use permanently as a means of solving academic problems.

5. **Consider and select solutions.** Questions like "What are some of the different ways that we might solve this problem?" are helpful as a starting point. Parents need to use diplomacy and sensitivity here.
6. **Make a plan and follow it.** When there is more than one problem, it helps to write them down and organize them into some order of priority. If this doesn’t seem necessary, the parents should check for understanding to make sure the plan is clear. For example, a child plans to improve his learning as reflected by higher quiz score by the first of the month. He will budget more time on study habits and if this doesn’t work, he will tell his parents and investigate getting a tutor.

7. **Encourage!** Encourage! The parents involved need to show the child that no matter how the plan works out, they are respected as people, that the parents trust and believe in their effort to improve, and that they believe they can do it.

8. **Evaluate the results.** The parents need to temper being judgmental and, even when the child’s responses appear to be out of sync with reality, it is best to explore these with them without assigning blame. For example, "You believe you can stay up all night reading that novel and do well on the novel’s exam the next day. How are you going to handle the fatigue and lack of concentration that comes from not having enough rest?" is better than "You’re nuts! There’s no way you can stay up all night and finish that novel. You won’t be able to think straight the next day and you’ll be a basket case!"

Do not use the third degree. If the child perceives the parent as the enemy, they are very likely to resist their efforts to help.

Adapted from *Eager to Learn*, Wlodkowski, Jaynes, 1990
ENHANCING SELF-ESTEEM: THINGS A TEACHER CAN DO TO MAKE A STUDENT FEEL ADEQUATE

1. Make a special effort to show these students patience, understanding, and acceptance.

2. Discover the students' special interest areas — hobbies, talents, sports — and arrange to have opportunities for them to "star" before the group.

3. When answers are solicited orally, ask a question that the student can answer even if the student never volunteers.

4. Set standards and levels of attainment, gearing all goals according to their abilities and handicaps.

5. Give a smile, a pat on the back, or a whispered positive word — such an act can often boost a child over a difficult hump.

6. Recognize the importance of peer approval — give students ample opportunities for success when performing before others.

7. Dispense encouragement and praise freely, but fairly — if they make errors, help them find the correct answer, and then reward them.
Here is a list of six tips that can help parents to lower the stress from bad grades.

• Sit down with your child and look over the report card.
• Praise your child. Say at least one positive thing: no tardies, improvement in a subject, attendance.
• Be calm. Let your child tell you about his poor grades.
• Ask your child how you could help him do better.
• Make a plan with your child’s teacher and your child about how to improve low grades.

Research has shown that all parents should remember if their child brings home a bad report card, the child is probably much more sorry and upset than you are.

So don’t make it any harder than necessary. Use the steps mentioned above and remember "encourage."

The steps are adapted from suggestions of the Virginia Chapter of the National Committee for the Prevention of Child Abuse.
ROLE OF THE TEACHER ON FOSTERING SUCCESS IN READING

In addition to being part of the problem-solving process, when necessary, the teacher can restructure their instructions to encourage successful reading situations.

1. **Varied, quality instruction** that will help students to learn if they try to learn. In addition to the main instructional techniques, have some alternatives available to meet the needs of individual students. Some alternative techniques might include:
   
   • Small cooperative group study procedures on an as-needed basis that require two or three students to meet regularly to go over points of difficulty in reading.
   
   • **Other suggested textbooks** that may offer a clearer or more extensive discussion of the material the students are having difficulty grasping in the textbook.
   
   • **Programmed instruction** and computer-assisted instruction that provide the drill and specific tasks that regular instruction cannot. Some students need small steps and frequent feedback to overcome particular learning difficulties.
   
   • **Audiovisual methods** that can provide illustrations and vivid explanations often not found in regular reading material.
   
   • Tutorial help is often a last resort, but teachers can make this available or guide students to such outside resources.
2. **Concrete evidence that student effort makes a difference.**

3. **Continual feedback regarding the process of learning.**
   - Focusing on personal improvement helps students remember that almost everyone can succeed at "getting better."
   - Graphing or charting progress makes it more concrete and shows a record of increasing improvement.
   - Shortening the interval before feedback is given helps students to maintain motivation and concentration.
   - Segmenting learning into smaller units allows progress to be more easily understood by the learner. Counting how many pages you have read gives a quicker sense of progress than counting how many chapters have been read.
   - Frequent use of formative evaluation would include diagnostic exams and tests that are not graded. This will assist student progress, reveal learning mastery and indicate points of learning difficulty. These materials allow students opportunities for corrective strategies and positive feedback with no penalty. This will let the student be aware of what they know and what they can do to help themselves.

Adapted from *The Skillful Teacher*, Brookfield, 1990
ENCOURAGEMENT FOR LEARNING TO READ

The primary foundations for encouragement are our caring and our acceptance of young people. Parents and teachers can encourage a student in these ways.

1. Give recognition for real effort.
2. Demonstrate a confident and realistic expectancy that the young person will learn to read.
3. Emphasize learning from mistakes.
4. Be available, especially at the beginning of a difficult task.
5. Minimize mistakes while the young person is struggling.

At the heart of dealing with lack of success in learning to read is the interlocking of the efforts of the student, parents, and the teacher. It starts where it probably did centuries ago, with a strong desire and good problem-solving strategy. Teaching methods that incorporate determination and mastery are more recent elements in this network. And yet the glue that holds all this together is encouragement. In their writings, Cicero and Seneca refer to "kindness to the good" as a noble trait. Seneca wrote, "All mankind is beholden to him who is kind to the good." This is what encouragement is — To seek and support the better and healthier qualities in someone. To encourage a child is beyond common sense or the mere expediency of another helpful educational method that might work. It is wisdom (Wlodkowski, 1990).
Adolescents can use books to help establish their own identities. It is very important for preteens and teens to see themselves in the characters, plots, and themes of the books they read. If readers find stories unbelievable, themes obscure, or characters unrealistic, they will call the book "boring" or stupid and will not read it. If they do continue reading (perhaps because the book is required), it will be read painfully. Here lies another danger. Adolescents who frequently read books that do not meet their egocentric needs may decide that all books are a waste of time. Therefore, when we suggest books to preteens or teens, we should seek books with young characters who deal with the real concerns and problems of adolescents.
ENCOURAGING PRETEENS AND TEENS TO READ

"The peak of reading interests often occurs around age 12; that is also the age when many readers lose interest in books" (Reed, 1988). There are several reasons for this. Students are required by schools or forced by parents to read books for which they are not emotionally and intellectually ready. Many young readers have trouble finding books with young characters who face the problems of adolescence. Some teachers, librarians, and parents are unaware of appropriate books to recommend. Some adults even discourage young readers from selecting books on certain topics or themes of interest.
Teachers and parents need to be aware of these stumbling blocks and understand our adolescents' egocentric reading interest. They can encourage the beginning of mature, aesthetic, reading patterns. There are several things they can do.

1. **Help make reading fun.** For example, teachers and parents must remember that preteens need to play with language, and they should encourage books in which language is fun. Comic and joke books are often a good bridge to higher levels of reading development. Teachers and parents shouldn’t discourage preteens from reading these books. Instead, they can help preteenagers to broaden their interest by suggesting humorous young adult books like Paula Danziger's *The Cat Ate My Gymsuit*, which is appropriate for preteenage girls, or Roald Dahl's *Charlie and the Chocolate Factory*.

2. **Never push.** Teachers and parents shouldn’t push young readers beyond what they are willing to tackle. Many girls are interested in romance. Do not discourage this interest. In fact, teachers and parents need to encourage it by suggesting to some young readers romances of high literary quality. This will keep girls reading and at the same time help them mature in their literary tastes. To help broaden reading interests, look carefully at the books they select.
For example, girls who read romances may have enjoyed several Gothic romance novels. These books are set in a different time, in a distant land and contain many of the literary concepts of mystery novels. Also, teachers and parents might help these readers broaden their reading interests by introducing them to young adult mystery and historical fiction.

3. **Encourage a wide range of reading interests.** Teachers and parents should encourage a wide range of reading interests in preteens and teenagers. Many teachers and parents praise children when they select adult, classic works, but we say little or even criticize them when they select young adult books. The aesthetic reader, who is becoming a mature adult reader, has a broad range of reading interests. The young reader who reads a novel over the weekend, picks up in the library on Monday, and reads *Seventeen* magazine that evening is becoming an aesthetic reader. Teachers and parents should encourage all of these reading interests.

Adapted from *Comics to Classics*, Reed, 1988
WHY SOME YOUNG PEOPLE DISLIKE READING

1. Many adolescents equate reading with ridicule, exclusively school related tasks or failure.

2. Some adolescents are not excited by ideas. Adults need to help adolescents see that books can make life more exciting. For example, if a boy is going camping and plans to do some white water rafting, parent or teacher could purchase a book on the topic.

3. A great number of adolescents do not want to sit, and in some cases are incapable of sitting for prolonged periods. Most young adult books have short chapters that begin with "hooks" to force the reader to keep reading and end with "clinchers" to make the reader turn to the next chapter.

4. Adolescence is a time of intense egocentrism. Young adult literature encourages teenagers to keep reading. Unfortunately, most reading programs in middle and junior high schools do not encourage the reading of young adult books. In most cases, many of these reading programs aim at drills on reading skills and require the reading of classics that are often far removed from the egocentric needs of young readers. These reading programs are designed to develop mature readers, but often keep the reader from becoming a mature reader by ignoring their egocentric stage of reading development. Teachers and parents can help by introducing adolescents to young adult books.

5. Many adolescents demand to be entertained.
6. Many adolescents are pressured to read. It is difficult for teachers and parents to encourage adolescents to read without pressuring them. The line between the two is thin; however, encouragement has some characteristics that help to distinguish it from pressure. In the encouraging environment, a wide range of reading material is available. Adolescents are allowed to select their own reading material. Teachers and parents need to be aware of the adolescents' interests and needs to select books addressing these.

7. Many adolescents grow up in an atmosphere where there is no reading material, but it's never too late to change the environment.

8. Reading is considered antisocial by many adolescents, particularly if the teenager is part of a non-reading peer group. Adolescents who rarely read are most likely to be attracted to covers that are realistic, similar to magazine covers, and paperbacks instead of hardcover books.

9. Some adolescents view reading as part of the adult world and reject it. Some adolescents reject anything that appears to be for adults. This problem usually decreases as the adolescent grows older.

Adapted from Comics to Classics, Reed, 1988
Several thousands books for young adults are published each year, making it challenging for preadolescent and adolescent readers.

The following annotated bibliography lists books appropriate for readers from ages 12 through 18.

An indication of the general age range for which the book is appropriate is provided in each entry. This age range should guide teachers and parents in selecting or suggesting books.

PA  Preadolescent (ages 11-13)
EA  Early Adolescent (ages 13-15)
LA  Late Adolescent (ages 15-18)
M  Males are more likely to enjoy the book.
F  Females are more likely to enjoy the book.
*  A star if books are appropriate for poor readers.
+  A plus if books are especially good for reading aloud.

**Coming of Age**

**Anywhere Else but Here**, Bruce Clement. Farrar, Straus & Girous, 1980.

Molly wants to begin a new life anywhere else but here. Through determination she succeeds despite people who attempt to get in the way of her dream. EA, LA, F

James is trying to establish his own identity when his mother forces him to attend a strict parochial school. Finally, his mother comes to terms with her son’s need to establish a personal ethic. EA, M


A Newbery Award book about a ten year old who dreams of being the fastest runner in the fifth grade, but learns that friendship is more important. PA, EA, +


This book about Cat, who sets out to establish herself at a time when women were not expected to be heard, could be classified historical fiction. EA, F

Dark but Full of Diamonds, Katie Letcher Lyle. Coward, McCann, & Geoghegan, 1981.

Scott, 16, is hopelessly in love with his English and drama teacher. When his father and the teacher announce that they plan to be married, Scott gets drunk and treats the people around him badly. His actions make Hilah and his father give up their marriage plans, but Scott experiences no victory. EA, LA


A story of life and death on a Vermont farm. Because of the simplicity of the plot and the complexity of the theme, this book can be read and enjoyed by readers of all ages. EA, +

Pete’s parents leave him with his uncle when they flee to avoid prosecution for a crime. Pete must try to find his own identity without telling anyone who he really is. EA, LA, *


Buddy’s world seems to collapse when he falls in love and then discovers that his grandfather is a Nazi war criminal. EA, *


A 15 year old girl and her teacher are attracted to one another. Through his honesty and concern, both grow in confidence and courage. EA, F


Harry and Hortense learn about hero workshop from Jason, a schizophrenic who believes he is the reincarnation of Icarus. When Jason commits suicide, Harry and Hortense learn about the hero within each of them. LA

Jacob Have I Loved, Katherine Paterson. Crowell, 1980.

In this Newbery Award book, Louise searches for her own identity while fighting jealousy of her talented, beautiful, and fragile twin. EA, F

The Leaving, Lynn Hall. Scribner, 1980.

Roxanne graduates from high school and decides that a job in the city is the ticket to happiness. EA, LA, F

Ned must deal with his guilt after injuring a cat with an air rifle.

Eventually, he learns to understand what he has done. EA, LA


Sixteen year old Bob is forced to care for his aunt and grandfather in their Appalachian mountain home. He finds his own identity in the rugged mountains. EA, LA


This stream of consciousness monologue takes Stephen from childhood to early manhood. For very mature adolescent readers. LA


An unspoken rivalry between two friends in a New England prep school mirrors the beginning of World War II. Peace Breaks Out is its long awaited sequel. EA, LA


A Jewish girl feels all alone in her Arkansas town during World War II until she befriends a German prisoner of war. In its sequel, Morning Is a Long Time Coming (Dial, 1979), Patty searches for the prisoner's parents to tell them of his death. EA, LA, F, *, +


Lorne searches for himself through photographs he takes to complete a class project. EA, LA, M

Karen feels overshadowed by her older sisters and nearly destroys her relationship with her family. EA, F


After her father's murder, Davey meets Wolf whose father is dying of cancer. EA, LA, F, *


Jack has built a superman image of his father who was killed in Vietnam. In learning the truth about his father, he learns much about himself. EA, LA, M

Underneath I'm Different, Ellen Rabinwich. Delacorte, 1983.

An overweight girl learns to overcome her problems when she meets a fellow student with serious psychological problems. He helps convince her of her own worth and enables her to move out from under her mother's overprotection. EA, F, *

Adapted from Comics to Classics, Reed, 1988
ENCOURAGING SELF-SELECTION

Eventually, selecting books for adolescents becomes counterproductive. They could start relying on teachers’ or parents’ selections and fail to develop their own selection skills. To avoid this, here are some guidelines to help adolescents become confident in their ability to select books.

A Guide to Help Adolescents Choose Their Own Books

• Make sure the adolescents visit the public library.
• Make sure the adolescents know where they can find appropriate books in the library or bookstore.
• Ask the adolescent about the books they read and enjoy.
• Purchase an annotated bibliography for your adolescents and share other book lists with them. Encourage them to use these sources in making selections.
• Encourage adolescents to purchase books from school book fairs and school book clubs.
• Suggest books or authors you think adolescents might enjoy.
• Respect your adolescent’s choices.

Annotated Books and Book Lists

Two valuable books that help adolescents select their own books are *Your Reading* by the National Council of Teachers of English, designed to be used by
middle and junior high school students. It annotates over 3,000 books published within an eight year period. Another is *Books and the Teenage Reader* (A guide for Teachers, Librarians, and Parents), Harper & Row, Publishers, Inc.

Many organizations update and publish reading lists of books for young adults. These lists will annotate about thirty recently published books recommended for adolescents and are available free or for a small charge. Parents or teachers need to send a stamped, self-addressed envelope. Several lists to write for include: "Best Books for Young Adults," Young Adult Services Division, American Library Association, 50 East Huron Street, Chicago, Illinois 60611; "Books for Young Adults," N231 Lindquist Center, University of Iowa, Iowa City, Iowa 52242; and "Books for the Teenager," The New York Public Library, Office of Branch Libraries, 455 Fifth Avenue, New York, New York 10016.

Conclusion

The best way to help preteens and teens choose reading material is to be a model. As young adults observe the selection procedures of adults, they begin to transfer the techniques to their own book selection.

The best way to be a valuable tool in the reading material of adolescents is by knowing what they will enjoy reading. Teachers and parents can do this by being aware of their reading interests and by matching these interests to books at appropriate reading levels. It is essential that teachers and parents assist preteens
and teens in learning to select their own books by developing an environment in which reading and books are central.

Adapted from *Comics to Classics*, Reed, 1988
CHAPTER IV

RESULTS

Results

This handbook is constructed to give teachers and parents techniques, ideas, and suggestions to successfully empower a child's self-esteem so to enhance his attitude and achievement in reading.

Findings and Recommendations

A teacher or parent decides to tell his student or child all the negative things he is doing. So when the student or child responds with a low attitude or self-esteem towards the subject or himself, they say he is a low achiever.

A student with severe reading problems hears his teacher say he has a severe reading problem.

The student recovers from his reading problem. He states, "You heard the teacher. I have potential."

A student fails suddenly after hearing the teacher say, "She is a classical example of a low achiever." The student believed the teacher.

The power of suggestion can be seen in a number of other ways, including its effects on attitude toward a subject or self-esteem.
Teachers and parents need to realize that feelings and beliefs are chemical, and that hope, positive expectations, and peace of mind are physiological.

As a teacher, the author has been surprised by the way that hopeful, positive students sometimes recover from so-called reading problems: poor attitude toward reading, low self-esteem, low test scores, and a host of other problems. Teachers need to study these "success stories" and understand how the recoveries occurred. Clearly, human beings have a tremendous potential for self-healing.

This isn't to say that students who don't achieve have in some way failed.

Human potential for success can only take people so far; in the end everyone comes short of achieving something. Nonetheless, students' chances of achieving at school work have a great deal to do with their attitude, and their teachers and parents care. If they say and do things that cause students to lose hope, they diminish their chances of achievement.
APPENDICES
Dear Parents,

Please take a few minutes to help me get to know your child better by answering these questions. Sharing this information with me will help me prepare for our upcoming conference. All information you share will remain strictly confidential.

Academic Progress

1. What does your child have to say about his or her progress in school?

2. In what ways is your child working up to your expectations?

3. In what ways is your child not meeting your expectations?

4. What does your child like most about school?

5. In what one area would you most like to see your child improve this year in reading?

6. In your child's opinion, what would make life at school more interesting or enjoyable?

7. What aspects of schoolwork does your child consider most difficult?

8. What things at school tend to upset your child?

Homework and Reading Activities

9. How do you feel about the homework your child is expected to do?
10. How does your child react if you help with homework?

11. How often do you and your child read together?

12. What activities do you and your child especially enjoy doing together?

13. How does your child act if you correct a mistake or suggest an area to work on?

14. What types of activities take up your child’s leisure time?

15. What does your child do when upset or angry?

16. What observations can you share about your child’s relationship with peers?

17. How do you encourage good behavior at home?

18. How much sleep does your child usually get each night?

19. What does your child usually eat for breakfast?

20. Are there any health, medical, or family concerns that might affect your child’s performance in school?

Parent Signature ____________________________________________

Teacher Signature ____________________________________________

(All responses confidential — for professional use only)

APPENDIX B

PARENT QUESTIONS FOR TEACHERS

We will be meeting soon to talk about ________________________'s progress and success in school. I am providing you with a list of questions to help you think through what you would most like to know. We won't have time to discuss all these questions at this conference, but circle the ones that are most important to you and let me know which ones they are. Complete and return the tear-off section with your child. Keep the list of questions for your files and bring them to the conference with you.

Sincerely,

(Teacher’s Name)

Classroom Behavior

1. How well does my child get along with you?

2. How well does my child get along with other students?

3. When my child gets angry, how does he/she express it?

4. How does my child solve conflicts with others?

5. Does my child bother other children or disturb the class?

6. In what ways does my child contribute positively to the class?

7. What ways do you reward?
8. What are the consequences for misbehavior?

Work Habits

9. How does my child behave when working with a group?

10. How well does my child pay attention in class?

11. How well does my child perform S.S.R. (Sustained Silent Reading)?

12. Do any activities seem to frustrate my child?

13. How well does my child stick to a difficult task?

14. What activities does my child seem to enjoy most in school?

Academic Progress

15. What does my child really do well?

16. Does my child recognize this strength?

17. In terms of grade level, how is my child doing?
   Reading

18. What do you take into account in deciding grades?

19. What does my child need to work on most?

20. How can I help?
Homework

21. What kind of reading homework help do you expect us to provide?

22. How much time should be spent on reading assignments each night?

23. How often do you assign written homework over reading assignments?

24. Does my child complete homework assignments on time?

25. What are the consequences for incomplete or late homework?

Tear-Off Section

I am looking forward to our conference on __________ (date) at __________ (time).

I am unable to attend at the time you have scheduled for me. The best for me are ________________ (date and time) or ________________ (date and time).

The six questions I most need answers to are # _____, _____, _____, _____, _____, and _____.

(Parent Signature)

INTEREST INVENTORY

NAME ____________________________________________________________

SCHOOL __________________________________________________________

AGE ___________ GRADE _______________

School

1. What are your favorite subjects?

2. What do you do best in school?

3. What do you not like about school?

4. What do you like about reading class?

5. What would you do different if you were the reading teacher?

6. What change would you make if you were the classroom teacher?
Entertainment

1. Who is your favorite TV performer?

2. Name three of your favorite TV shows.

3. What was the best movie you ever saw?

4. Mark the types of books you like to read.
   - [ ] Sports  [ ] Science  [ ] Jokes and Limericks
   - [ ] Mystery  [ ] Biography  [ ] Fairy Tales
   - [ ] Folk Tales  [ ] Science Fiction  [ ] Movies and TV

5. Do you read comics? What are your favorites?

6. Do you read the newspaper? What part do you like best?

Personal

1. Do you have any hobbies? List them.

2. Do you have any pets? What?

3. If you could have one wish which might come true, what would it be?
APPENDIX D

SELF-ESTEEM INVENTORY

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (√) in the "yes" column.

There are no right or wrong answers.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My parents and I have a lot of fun together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I spend a lot of time feeling sad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I find it hard to talk in front of the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I never worry about anything.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I'm easy to like.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I often wish I were one of my friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I wish I were younger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I wish I could change lots of things about myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I get upset easily at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I can make up my mind without too much trouble.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I usually do the right thing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I'm proud of my school work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Someone always has to tell me what to do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I'm often sorry for the things I do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I give up very easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I'm never unhappy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. My parents expect too much of me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I like to be called on in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Things are all mixed up in my home life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>20.</td>
<td>I never get yelled at at home.</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I really don't like being a boy/girl.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I understand myself.</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>I would rather play with children younger than me.</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>I'm not doing as well in school as I'd like to.</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>I'm pretty happy.</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>I have a low opinion of myself.</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>I can't be depended on.</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Things really bother me a lot.</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>I often get discouraged in school.</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>I usually feel as if my parents are always putting me down.</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>I always know what to say to people.</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Some of my teachers make me feel I'm not good enough.</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>I often feel ashamed of myself.</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>My parents usually understand me.</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>I'm a failure.</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>I'm never shy.</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>There are a lot of times when I'd like to leave home.</td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>Kids pick on me very often.</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>I always tell the truth.</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>It takes me a long time to get used to anything new.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Coopersmith’s Self-Esteem Inventory
### WHAT MOTIVATES ME

**NAME __________________________  CLASS __________  DATE __________**

**DIRECTIONS:**

Read each of the following statements carefully and circle Yes or No for each one. Your answer will tell your teacher something about what motivates you to learn.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I read my assignments only when class time is provided to do so.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>2</td>
<td>I like to help my teacher select my reading assignments.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3</td>
<td>When I am right, the teacher can tell everyone; when I am wrong, she should tell just me.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>4</td>
<td>The more I like a subject, the more likely I will complete my reading assignment.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>5</td>
<td>I like to receive a reward when I complete my reading assignment.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>6</td>
<td>I like long reading assignments.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>7</td>
<td>Other people moving around or talking in the classroom make it hard for me to concentrate.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>8</td>
<td>I like to read about things I can make or use in my daily life.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>9</td>
<td>I like to be told soon, if my answers to questions are correct or incorrect.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>10</td>
<td>When it is noisy in the classroom, it is difficult to complete my reading assignment.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>11</td>
<td>I don’t like to be called to read aloud in class.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>12</td>
<td>I complete my reading assignments even if I don’t like the reading material.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>13</td>
<td>When I do something right, someone should tell me so.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>14.</td>
<td>I like to take books home from the library and read them in the evening.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>15.</td>
<td>I like to be able to answer correctly questions asked by my teacher.</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Adapted from Teaching Content Area Reading Skills, 1976
APPENDIX F

READING ATTITUDE SCALE

NAME ___________________________________ DATE ____________

SCHOOL ___________________________________ TEACHER ________

GRADE IN SCHOOL _________________________ SEX ______________

Directions:

This test is called an "attitude inventory." Instead of measuring what you know, it is designed to measure how you feel about something.

I. The first part of the inventory consists of a series of choices to be made between different leisure-time activities, some dealing with reading and others not. You’re to indicate your choices by marking a series of scales, and it works like this.

At each of the two ends of each scale there will be activity, something you could do in your spare time if you wanted to. If you’d much rather do one of the activities than the other, mark the box nearest to that activity, like this:

<table>
<thead>
<tr>
<th>READ A BOOK</th>
<th>X</th>
<th></th>
<th>WATCH TV</th>
</tr>
</thead>
</table>

OR

<table>
<thead>
<tr>
<th>READ A BOOK</th>
<th></th>
<th></th>
<th>X</th>
<th>WATCH TV</th>
</tr>
</thead>
</table>

Or, if you’d sort of rather do one or the other, mark the box second from that activity, like this:

<table>
<thead>
<tr>
<th>READ A BOOK</th>
<th></th>
<th>X</th>
<th></th>
<th>WATCH TV</th>
</tr>
</thead>
</table>

OR
Or, finally, if the two activities are absolutely equal in your mind, mark in the middle box, like this:

| READ A BOOK |   | X |   | WATCH TV |

Which Would You Rather Do?

This . . . or This . . .

<p>| LISTEN TO RADIO |   |   | READ A BOOK |
| READ A BOOK |   |   | LISTEN TO RECORDS |
| READ A BOOK |   |   | FIX SOMETHING AROUND THE HOUSE |
| READ A NEWS-PAPER |   |   | READ A BOOK |
| DRAW OR PAINT A PICTURE |   |   | READ A BOOK |
| LOOK AT PICTURES |   |   | READ A BOOK |
| CALL A FRIEND ON THE PHONE |   |   | READ A BOOK |
| PLAY SOME KIND OF SPORT |   |   | READ A BOOK |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>DO SOME WORK AROUND THE HOUSE</th>
<th>FIX SOMETHING AROUND THE HOUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on a Hobby</td>
<td>WORK ON A HOBBY</td>
<td>READ A BOOK</td>
</tr>
<tr>
<td>Watch TV</td>
<td>WATCH TV</td>
<td>READ A BOOK</td>
</tr>
<tr>
<td>Play Games on My Computer</td>
<td>PLAY GAMES ON MY COMPUTER</td>
<td>READ A BOOK</td>
</tr>
<tr>
<td>Take a Nap</td>
<td>TAKE A NAP</td>
<td>READ A BOOK</td>
</tr>
<tr>
<td>Play with My Pet</td>
<td>PLAY WITH MY PET</td>
<td>READ A BOOK</td>
</tr>
<tr>
<td>Read a Magazine</td>
<td>READ A MAGAZINE</td>
<td>READ A BOOK</td>
</tr>
</tbody>
</table>

Adapted from Dulin-Chester Reading Attitude Scale
APPENDIX G

SELF-CHECK INVENTORY FOR TEACHERS

Teachers need to ask themselves the following questions.

1. Do I take every opportunity to establish a high degree of private or semiprivate communication with my students?

2. Do I project an image that tells the student that I am here to build, rather than destroy, him as a person?

3. Do I let my students know I am aware of and interested in him as a unique person?

4. Do I serve as a model of authenticity for my students?

5. By my behavior, do I show well-defined standards of values, demands for competence, and guidance toward solutions to their problems?

6. Do I convey my expectations and confidence that the student can accomplish work, can learn, and is competent?

7. When working with parents, do I enhance the academic expectations and evaluations which they hold of their children's ability?
APPENDIX H

SELF-CHECK INVENTORY FOR TEACHERS RELATED TO CLASSROOM ATMOSPHERE CONducive TO DEVELOPING POSITIVE SELF-ESTEEM IN STUDENTS

Challenge

1. Do I create challenge by identifying a task that is achievable by the student?

Freedom

2. Do I encourage students to try something new and to join in new activities?
3. Do I allow students to have a voice in planning and do I permit them to help make the rules they follow?
4. Do I avoid unfair and ruthless competition in the classroom?
5. Do I permit students to challenge my opinions?

Respect

6. Do I give a basic feeling for worth and dignity of each individual student?

Warmth

7. Do I learn the name of each student as soon as possible, and do I use that name often?
8. Do I share my feelings with my students?
9. Do I practice courtesy with my students?
10. Do I arrange some time when I can talk quietly with each student?
11. Do I spread my attention around and include each student, keeping special watch for the student who may need extra attention?
12. Do I notice and comment favorably on the things that are important to students?
13. Do I show students who return after being absent that I am happy to have them back in class, and that they were missed?

Control

14. Do I remember to see small disciplinary problems as understandable, and not as personal insults?

15. Do I usually make it through the day without punishing students?

16. Do I have and do my students have a clear idea of what is and what is not acceptable in my class?

17. Within my limits, is there room for students to be active and natural?

Success

18. Do I permit my students some opportunity to make mistakes without penalty?

19. Do I make generally positive comments on written work?

20. Do I set tasks which are, and which appear to the student to be, within the student's abilities?

21. Do I take special opportunities to praise students for their successes?

22. Do I recognize the successes of students in terms of what they did earlier?

23. Do I give extra support and encouragement to those students who need it?
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---. "The relationship of Teacher-Offered Conditions of Meaning to Behaviors Described by Flanders International Analysis." *Education,* 95 (Spring 1975).


Fredricks, Anthony D. "Developing Positive Reading Attitudes." Reading Teacher, 36 (Oct. 1982).


