



Chapter 1: The Four Functions

The teacher decides the best way to establish a relationship with the students is to meet with them individually for 10 to 15 minutes and get to know the needs of each student. The teacher also advises the students that a letter will be sent home to all parents, with an introduction and encouraging parents to call the school if they have any questions or input they feel is important.

The teacher indicates a willingness to work with parents in partnership to best meet the needs of the students. The teacher notices that shortly after beginning individual interviews that students are asking more questions and that parents have been making contact to follow up with discussions about their child's strengths and areas of needed growth.

What *Function(s)* has the teacher used?

What outcome was the teacher trying to obtain and was it successful?

What directive or assistance should be provided to this new teacher to assist in the professional growth process?

Should a teacher take the same approach in an elementary and high school? Why or why not? Explain.

Scenario #3

The teacher notices that after a holiday break students are increasingly coming late for class. When questioned about their lates many of them state that they have slept in, are having trouble getting up, didn't hear the alarm clock and or/their parents are running late dropping them off.

The teacher spends time addressing the issue of increased need for sleep, earlier bedtimes and better organization of morning routines to get to school on time. The teacher advises that the increasing late times are interfering with the classroom routine and affecting learning time for all students which is not fair.

Students are asked to problem-solve around how this matter can be improved and students discuss various strategies that they use to help them get to school on time. It is agreed by the students to use a buddy system, where possible, to call each other in the morning for a wake up call.

The teacher also indicates that a letter will be going home to parents to reinforce when school starts and that students will receive a detention even if parents are running late dropping off students to school.

Photocopy ready versions of these scenarios and questionnaires are available at the end of this chapter. The questionnaires can also be downloaded as PDF files, for printing and adaptation, from the Data Based Directions website. See the inside back cover of this handbook for downloading directions.



What *Function(s)* has the teacher used?

What outcome was the teacher trying to obtain and was it successful?

What, if anything, should a teacher have done differently to influence the outcome of this situation?

Should the teacher take the same approach in an elementary or high school setting? Why or why not? Explain.

Scenario #4

The school has been dealing with the death of a student and the classroom environment is unusually “heavy.” Students are unfocused, emotional and generally distant and withdrawn.

The teacher takes the opportunity to acknowledge the loss of the student and allows the students the opportunity to speak about their feelings. Students are advised of the supports available in the school (e.g., guidance counselors, external agencies, support groups, peer supports) if required. The teacher listens and validates the fears, emotions, anger, loss and silence of the students. The students begin to communicate and process their grief issues as part of the classroom discussion.

They are able to discuss their memories of the deceased student and even laugh about some of her funny habits. Some decide to organize a tribute ceremony for her and others feel that a classroom card to the family would be appropriate.

What *Function(s)* did the teacher use?

What outcome was the teacher trying to obtain and was it successful?

Should teachers use the same approach in an elementary and a high school setting? Why or why not? Explain. What might a teacher do differently?

Scenario #5

The teacher is having trouble with a student in the classroom. This student is easily able to cause the teacher to react and become angry. This happens on a regular basis. The teacher is trying hard not react but cannot seem to stop.

These tools allow teachers to depersonalize from the students' behavior and reduce or eliminate student-teacher conflict.