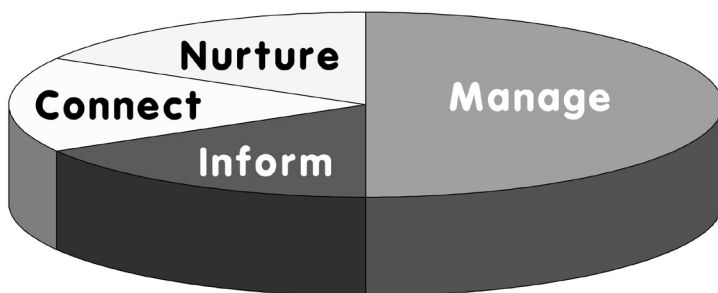




Teachers go about the day interacting with students and utilizing the *Four Functions* illustrated in the diagram below. These interactions and the choices that teachers make can be analyzed by using the *Four Function* model. This model helps to identify to what degree teachers might choose one *Function* over others to address classroom situations.



The frequency and intensity with which teachers use the *Four Functions* causes the graph to shift and expand. The proportion of the circle that relates to any *Function* is either expanding or contracting. When teachers expand the use of any *Function* it limits the use of other *Functions*. Whatever *Function* teachers use provides insight into teachers' methods, beliefs and attitudes toward their roles. These differ from teacher to teacher. The *Functions* that teachers choose have roots in the teachers' cultural backgrounds, training and personalities.

The Use Of Manage And Nurture

Two of the *Four Functions* are most commonly used by teachers. These are *Manage* and *Nurture*. The philosophy of “reward and punishment” or “carrot and stick” influence the approaches used by many teachers. Teachers who tend to be more authoritarian may have come to rely on the *Function* of *Manage* to deal with many situations. As a result, they feel more comfortable when utilizing this *Function*. It is just as common to see teachers preferring *Nurture* over the other *Functions*. The tendency to use one *Function* more frequently than others, makes a particular *Function* a teacher's dominant *Function*. There is no right or wrong choice when it comes to which is the dominant *Function*. The dominant *Function* reflects a pattern that is reinforced over time because it suits that teacher. A dominant *Function* also emphasizes a skill set that the teacher has come to rely on to influence students.

Teachers who tend to be more authoritarian may have come to rely on the *Function* of *Manage* to deal with many situations.



Teachers' dependence on the use of their dominant *Functions* can emerge from strongly held personal beliefs.

When A Function Dominates

In some situations, teachers turn to their dominant *Functions* in an extreme or intense way rather than in a measured or incremental adjustment. Likewise, teachers may constantly expand the use of their dominant *Functions* and hold this position for long periods of time. In this situation, the dominant *Function* causes the other *Functions* to fall short and the students' need for the three remaining *Functions* is not adequately met.

The overuse of any one *Function* can produce increased:

- student-teacher conflict
- lack of respect between teachers and students
- teacher-parent conflict
- student apathy
- student misbehavior
- student truancy
- student disruption of classroom setting.

Teachers need to objectively analyze that the over use of their dominant *Function(s)* can cause the *Four Functions* to become unbalanced.

A balanced approach to teaching ensures that students feel:

- a sense of security that teachers understand and interpret students' behavior in a way that helps to reduce their anxiety, fears, hurt, anger and helplessness
- respect between teachers and students when teachers are repeatedly successful in addressing students' behavior
- the benefit of personal growth and maturity within a competently managed framework.

Teachers' dependence on the use of their dominant *Functions* can emerge from strongly held personal beliefs. When this is the case, teachers see the students' behavior as calling for more of the same rather than coming from the possibility that the teachers' limited use of the other *Functions* is not meeting the students' needs.

It is natural that teachers have one or more *Functions* which are less comfortable for them to use. Their skills in these areas will be less developed than with their favored *Function(s)*. Often teachers who have a dominant *Function* of *Manage* have *Nurture* as their least used *Function*. Teachers whose dominant *Function* is *Nurture* may make less use of *Manage*.

Teachers who are careful to not over or under use any of the *Four Functions* as they interact with their students see the benefits in the relationships they form. There are teachers who utilize these *Functions* in planned and deliberate ways over the course of the school year.