



- create a situation where the positive regard and mutual respect that make up a balanced relationship replace negative attributions and blame
- cause the students to consider the positions held by the teachers/parents as those of authority and trust.

The structural lesson can be applied to other relationships. Teachers may consider the relationship between principals and teachers in the same structural manner. The dominant *Functions* of the principals may be different from those of the teachers and the relationship between them can be affected. There are additional structural elements to this relationship that are explored in Chapter 4.

It is necessary to:

- identify those relationships within teaching that are imbalanced
- identify the *Function* to adjust to resolve the imbalance
- make the necessary adjustments and observe the response by the parents
- continue to adjust until the balance is achieved.

Practising A Balanced Relationship Scenario #1

The teacher calls to speak with the parents of a student. The purpose of the call is to inform the parents that the student has received detentions for frequently being late for school. The mother answers the phone and once the teacher explains the mother angrily scolds the teacher for not calling sooner.

What *Function* is the teacher using?

What *Function* is the parent using?

What needs to happen with the balance of *Functions*?

Scenario #2

During a parent/teacher interview the teacher informs the parents that the student has had a significant drop in marks in the last month. The parents tell the teacher that they have been in the process of separating. The parents ask the teacher what they can do to help their child.

What *Function* is the teacher using?

Teachers need to be aware that their actions can cancel themselves out. This occurs when teachers over use a *Function*...



Chapter 3: Balance The Functions

What *Function* is the parent using?

What needs to happen with the balance of *Functions*?

Scenario #3

Sarah's mother is at the school everyday. She helps supervise the students during lunch break and is very involved in the school advisory committee. The teacher notices that Sarah's homework and some of her projects are done at a level she rarely demonstrates during her in class work. The teacher suspects that someone is helping Sarah.

What *Function* is the teacher using?

What *Function* is the parent using?

Is there an imbalance of *Functions*?

Scenario #4

When the teacher attempts to communicate with the parent about poor marks and problem behaviors, she hears about the student's history of problems at birth, the absence of the student's father and the family's financial challenges. The teacher feels that the student's mother is making excuses for his present problems in the class.

What *Function* is the teacher using?

What *Function* is the parent using?

Is there an imbalance of *Functions*?

Scenario #5

The teacher is not able to contact Sally's parents. Phone calls are not returned and the parents never attend at the school. Sally requires a lot of help and the teacher would like to assess for a possible learning disability.

What *Function* is the teacher using?

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.