

ECI 472

Unit: Cooperative Discipline

NCSCOS objective: ###

Topic: avoidance-of-failure – Interventions

**I. Focus and Review (5 minutes):**

I will read Alberto's scenario from page 87 to the class. They will respond by writing a few sentences or bulleted items about Alberto's situation. We will then discuss possible answers.

**II. Objectives (2 minutes):**

Students will be able to:

- Identify the difference between active and passive avoidance-of-failure behavior
- Identify the origins of avoidance-of-failure behavior
- Generate appropriate interventions and strategies for student success

**III. Teacher Input (70 minutes):**

There are **two** different types of avoidance-of-failure behavior

1. Active – students have frustration tantrums because they feel they can't be successful; sometimes there is power in play – students want teacher to back off and give into demand of student. Othertimes avoidance-of-failure manifests itself as class clown. These students say "Look at me and how funny I am but don't dig too deep at the cause."
2. Passive – students can exhibit the following characteristics as they passively do not succeed:
  - a. Procrastination / non-completion
  - b. Temporary incapacity – something is preventing student from success: embarrassment, fear of a class or unit, etc.
  - c. Assumed disability – if not diagnosed correctly or drugs for ADHD or other LD is used, CAN feed into the "I can't" attitude of some students; labels "tend to reinforce these children's notions of their inadequacies" (89)

Teacher's responses to avoidance-of-failure behavior:

ASK THE QUESTION – WHAT ARE TEACHER'S RESPONSES TO THIS TYPE OF STUDENT? (Go back to the warm-up if needed to activate prior knowledge)

1. We feel professional concern, frustration, perhaps despair (90) – sometimes teachers react that since we can't get through to the student we can begin doubting our own teaching ability.
2. We might give up trying to teach the student since we can't find a way to help; perhaps refer to support-service personnel
3. Many teachers give up on these students—they aren't bugging anyone so let them fail, right? The misbehavior does not go away—the student simply continues to avoid the task (90)

Factors which contribute to fear of failure: (MAKE A COPY OF THIS FOR YOUR STUDENTS TO USE AS PAR TO LECTURE AND INDEPENDENT PRACTICE)

Rule of Red Pencil	Students are used to red marks on papers—representing failure; therefore, they anticipate an F on work so don't try	
Unreasonable expectations	Realizing they can't reach a lofty goal that parents/teachers/society has set, they refuse to try which is less damaging to ego than achieving results that are not good enough.	
Perfectionism and Star Mentality	Society rewards results, not effort. If a student can't achieve perfectionism, he/she may shut down.	
Emphasis on Competition	<p>If they have to be branded a winner or loser, they would rather not play (91).</p> <p>Discuss this: What are the pros and cons of competition in classroom?</p> <p>Discuss: What is difference about competition in "Real-life" versus classroom? (<i>arena—students have no choice but to compete on the assignments and in classrooms.</i>)</p>	
Students' Legitimate Needs	Students don't know how to satisfy their needs in appropriate ways—they want to believe in themselves and feel success; they need to be successful	

Discuss – "Failure is an event, not a person" (92) – What does this mean? What look like in a classroom? What role does a teacher have in addressing? What responsibility does the student have? (*Answers will vary – you can't condemn a person for failing. No one is a failure, but they might fail everyone once in a while; students should not fail every assignment—there needs to be success for all students daily/weekly; teachers need to adjust teaching, grading, expectations individually...sometimes and carefully; students need to be willing to take risks and feel comfortable*)

*Incorporate into the discussion the following:* PREVENTION – Encourage "I can" belief and Foster Friendships with other students and a positive relationship with teacher)

REVIEW The following from yesterday:

Forming Relationships with Students We Dislike (and sometimes we end up disrespecting kids who choice to fail themselves):

- Change our Perceptions

Turn weakness into strengths; “stubborn” become “steadfast” or “persistent”

Use positive language

- Change our Reactions

Five A's of encouragement: acceptance, attention, appreciation, affirmation, and affection

- Act Confident in our ability

We must appear confident; students can sense weakness

- Demonstrate that we care

Caring is an action, not a feeling; we do it on behalf to the students. We can control our actions

## **FIVE STRATEGIES for helping students find success: (Chapter 12)**

### Strategy 1: Modify Instructional Methods

- Concrete Learning – attractive materials, self-explanatory, self-correcting, reusable (let them practice tasks over and over again until they've achieved mastery – Montessori method of learning/teaching)
- Use computer-based instruction (the material is attractive, self-explanatory, self-correcting and reusable)
- Teach one step at a time – students who are afraid of failure are overwhelmed—entice these students to participate by breaking apart complex tasks/materials into manageable parts.
- Teach to the seven intelligences –

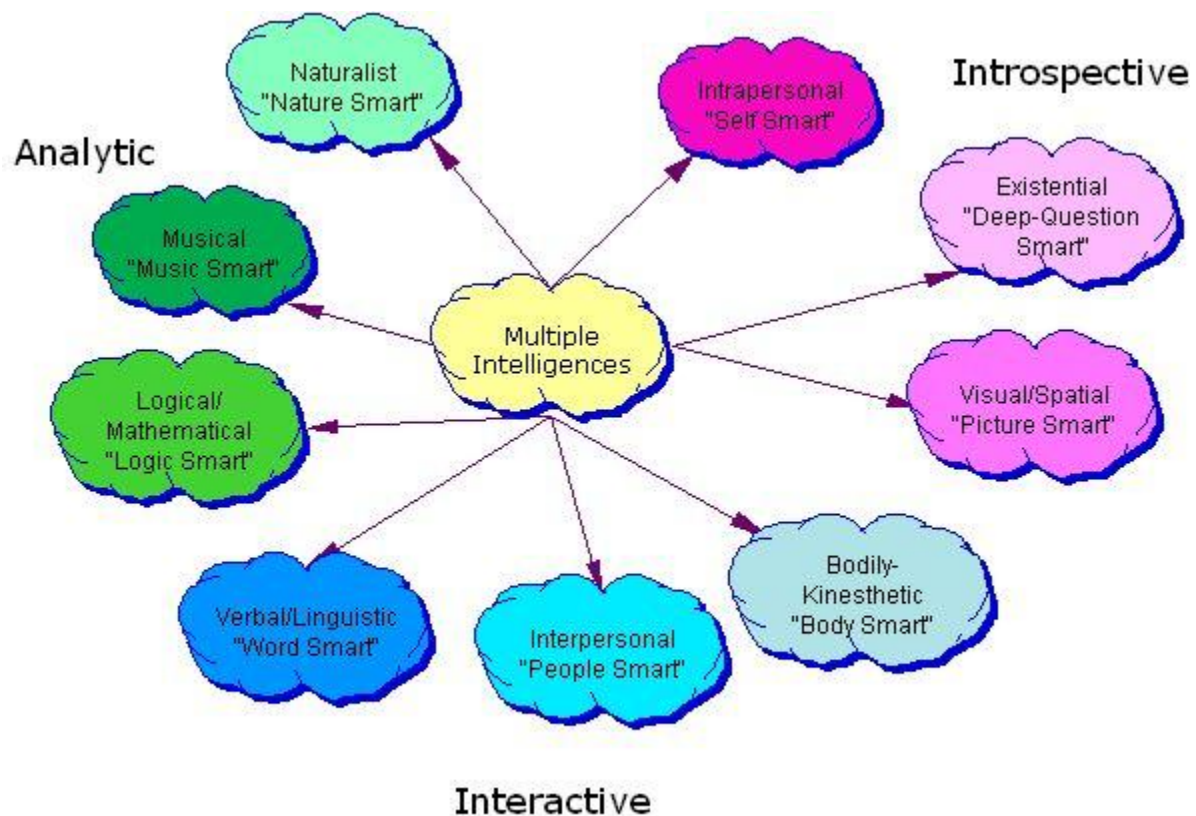


Image from [http://www.dmps.k12.ia.us/schools/2Goodrell/Multiple\\_Intelligences\\_diagram3.jpg](http://www.dmps.k12.ia.us/schools/2Goodrell/Multiple_Intelligences_diagram3.jpg)

Strategy 2: Provide tutoring/remediation

- from teachers, adult volunteers, peer tutoring, commercial learning centers

Strategy 3: Encourage Positive Self-Talk –positive internal messages

- Post positive Classroom Signs
- Require two “Put-ups” for every put down – if a student says something negative about themselves, they must state two positives statements about themselves
- Positive self-talk before tasks

Strategy 4: Reframe from the “I Can’t” Refrain

- State your belief in students’ abilities
  - Of course you can, what can I do to help?
  - Repeat after me: ‘I can’t right now but I’m willing to learn how.’
  - You have the ability. Now add some effort and your ‘I can’t’ will become ‘I can.’
- Stage an “I can’t” funeral where you metaphorically ban the phrase/thinking from your classroom

Strategy 5: Teach Procedures for Becoming Unstuck – empower them continue working rather than give up

- Brainstorm Ask-for-Help Gambits – make signals for students who fear failure to give to you during a quiz or assignment or discussion so you can help them refocus and overcome.
- Use sequence charts – break down assignment into steps; give them ownership (CRISS) to help them

Final Thoughts:

- Make mistakes OK
- Build Confidence
- Focus on Past Successes
- Make Learning Tangible
- Recognize Achievement

#### **IV. Independent Practice (10 minutes)**

Students will take the information from CHAPTER 12, the five strategies, and apply them to the chart, using the right-hand column. They need to write down which strategies might help students find success based on the factors.

#### **V. Closure (3 minutes)**

We have spent a lot of time today discussing how to deal with students fear failure. Our goal as teachers is to make students successful. By looking at why students fear failure and

implementing strategies to help them find success, and therefore self-esteem, students can continue to find success.