

TEACHER/PROVIDER RESPONSIVE STYLES

Many teachers/providers are ineffective with guiding children's behavior because they are either wishy-washy and passive or hostile and aggressive.

PASSIVE RESPONSIVE STYLE: Instead of telling the student directly what to do, passive teachers tell or often ask the student to *try* or *think about the* appropriate action. The passive teacher might comment on the problem behavior without actually telling the child what to do differently: "Why are you doing that? Don't you know the rules?" or "Sam, are you disturbing the class?" Or teachers may clearly state what should happen, but never follow through with the established consequences, giving the students "one more chance" every time. Finally, teachers may ignore behavior that should receive a response or they may wait too long before responding (Woolfolk, 2005).

HOSTILE RESPONSE STYLE: A hostile response style involves different mistakes. Providers may make "you" statements that condemn the student without stating clearly what the student should be doing: "You should be ashamed of the way you are behaving!" or "You never listen!" or "You are acting like a baby!" Teachers may also threaten students angrily but follow through too seldom, perhaps because the treats are too vague—"You'll be very sorry you did that when I get through with you!"—or too severe. For example, a teacher tells a student during outside time that he will have to "sit on the bench for three weeks." And the next day the provider lets the student play. Often a teacher/provider who has been passive becomes hostile and explodes when students persist in misbehaving (Woolfolk, 2007).

ASSERTIVE RESPONSE STYLE: In contrast with both passive and hostile styles, an assertive response communicates to the students that you care too much about them to allow inappropriate behavior to persist. Assertive teachers/providers clearly state what they expect. To be most effective, providers often look into the student's eyes when speaking and address the student by name. Assertive teachers do not get into a debate about the fairness of the rules. They expect changes, not promises or apologies (Woolfolk, 2007).

Woolfolk, A. (2007). *Educational psychology* (9th edition). Boston, MA: Pearson/Allyn & Bacon