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Distracting Noises in Class



Difficult Student Type: Attention Seeking

Age Level: Fourth Grade

Class: Language Arts

Possible Foundation: Respect

Scenario: The class is reading independently. Darrien begins making bird noises and looking around as if a bird is in the room.

Teacher: Darrien you have a great sense of humor and you often make me laugh.
(SUPPORT)

Darrien: (Smiling) I saw you looking around for a bird.

INTENSITY
LEVEL
ONE

Teacher: Yes, that really did sound like a bird! The goal for right now is for everyone to get the assigned reading completed. (EXPECTATION). I'm concerned that making noises is keeping you and others from being able to focus on their reading. (BREAKDOWN). Getting your reading done in class will give you more time to complete the comprehension questions later and help you do your best. (BENEFIT) Remember to consider when it is the appropriate time to be funny and when it is the time to work. Think you can do that? (CLOSURE)

Darrien: All right.

Consequence: None.

Student's Response-Ability: To continue reading silently and complete the assignment.

Discussion: Remember to stay focused on your goal for the conversation. In this case, Darrien needed help seeing that being funny is not the issue, it is knowing the correct time and place to use his sense of humor. The teacher chose to use what many would see as the problem as the strength.

**INTENSITY
LEVEL
TWO**

Teacher: Darrien you have a great sense of humor and you often make me laugh.
(SUPPORT)

Darrien: (Smiling) I saw you looking around for a bird.

Teacher: Yes, that really did sound like a bird! The goal for right now is for everyone to get the assigned reading completed. (EXPECTATION). I'm concerned that making noises is keeping you and others from being able to focus on their reading. (BREAKDOWN).

Darrien: I'm already done.

Teacher: You are a pretty fast reader. (SUPPORT) This passage is long, it would be hard to get the reading done in that short amount of time.

Darrien: What? I am done! You don't believe me?

Teacher: If you are done, you could use this time to go back and reread key points or begin on the assigned questions that way you will easily complete the work in class and don't have to worry about having homework. If you feel you need to go back and reread some of the key points, you still have time. (BENEFIT/SUPPORT)

Darrien: All right. I'll reread it.

Teacher: Remember to consider when it is the appropriate time to be funny and when it is a time to work. Think you can do that? (CLOSURE)

Darrien: Yes.

Consequence: (Implied) May have to take work home as homework.

Student Response-Ability: To complete the assigned assignment without distracting others.

Discussion: Students often attempt to distract the teacher from the initial incident leading the conversation down a different path. It is important to come back to the goal of the conversation, which is what the student needs to work on. In the closure statement, the teacher redirected the conversation back to the issue of making distracting noises during class.

Choosing Not to be Part of a Team



Difficult Student Type:
Apathetic Student

Age Level: Fifth Grade

Location: Classroom

Possible Foundations: Cooperation, Responsibility, Effort or Respect

Scenario: Shondra is on a team for an assignment. Her group is continually reporting that she is not doing any of the work. She sits back and wants the others to do all the work.

**INTENSITY
LEVEL
ONE**

Teacher: Shondra, I have had several reports from your teammates that you are not working very hard today. They seem upset with you and that can't feel good to you. (SUPPORT)

Teacher: Are you helping your team and giving your best effort on this project? (EXPECTATION)

Shondra: My team doesn't let me help. They want me to do the boring jobs.

Teacher: That concerns me. I want everyone to feel a part of the team and we may need to look at how jobs are being chosen and make sure it is fair to everyone in the group. What I want to ask you to do is to try your hardest. When I see you sitting back and not working it seems like you are not trying to be part of the team. (BREAK-DOWN) I will meet with your team and I also ask that you give more effort in working with your group. Then I think we can get this team working better and it will be more fun for everyone. (EXPECTATION/BENEFIT)

Shondra: OK, I want to draw some of the pictures too.

Teacher: Sounds good, let's meet with the team. (CLOSURE)

Discussion: This scenario is a clear example of a student who may not have the skills to work out problems with their peers. At first, it appeared she was not doing her work. In the conversation we learn that she wants to do other jobs such as drawing. The focus shifts from not working to being able to communicate effectively with her team.