

Running head: A Storied Model

Classroom Management of Children with Emotional and Behavioral Disorders:

A Storied Model: Torey Hayden's *One Child*

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## Abstract

Torey Hayden's style of classroom management in her nonfiction book, *One Child*, was examined. *One Child* unfolds within the space of a special education classroom for children with severe behavioral impairments and focuses on Sheila, a troubled six-year-old, who has tied a three-year-old boy to a tree and critically burned him. Each technique Hayden used to respond to Sheila and her other students' problem behaviors were categorized according to Fritz Redl's theory on managing behavior problems. Redl identified five strategies educators can use to handle their students' behavior problems: changing, managing, tolerating, preventing, and accommodating. The methodology used to categorize Hayden's techniques was analogous to constant comparative analysis of documents. Hayden is portrayed through Redl's strategies as a teacher who relies on managing without consequences and changing techniques. Narrative passages illustrating these techniques are presented. The role of caring relationships and student empowerment in Hayden's storied model of classroom management is discussed.

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How did Torey handle the field trip incident with Sheila in *One Child*?

Evaluate Torey according to professional criteria (i.e., what you know about teacher/student relationships, constructive behavior management, children's socio-emotional needs). Do you agree or disagree with her actions? How would you have handled this particular situation?

The in-service teachers were not surprised to find this journal entry response question because they had read Torey Hayden's *One Child* (1980) as part of an exceptional children education course in classroom management. The nonfiction writings of Hayden are first person accounts of teaching children whose lives are marked by emotional and behavioral disorders (E/BD), child abuse and trauma, anger and defeat. Her teacher stories offer readers a real-world look at the joys, challenges, and struggles of teaching children in conflict. Scenes from *One Child* describing her interactions with troubled children regularly served as springboards for our conversations about classroom management in special education settings.

It also was not surprising that one teacher responded to the above question so eloquently:

When Torey returned from her two-day absence, she was upset to find Sheila had been a holy terror with her substitute teacher. In anger Torey arbitrarily took away Sheila's privilege of going on the day's field trip. Later, upon reflection, Torey realized she was wrong to act on her hurt

feelings, apologized to Sheila, and restored the privilege. Torey shows we should never fear an apology. If we do or say something that is wrong, a sincere apology is usually gratefully accepted and a brief explanation is genuinely appreciated. This is not easy to learn, however, as we feel we are not allowed to make mistakes as educators. Torey's apology sent a welcome message to Sheila that she was in the presence of a sincere and honest person. Students need educators as role models as they learn the art of healing and learning from mistakes.

Because of our conversations around Hayden's true-life stories in which teachers grappled with the nuances of classroom relationships, we decided to examine how classroom management is portrayed in her narrative. As the teachers reflected on their own practice through their encounters with Hayden, we wondered, "What types of strategies in handling behavior problems are woven into her storytelling?" Thus, we began a research project to examine the classroom management response patterns of Hayden in *One Child*.

#### Narrative and the Shared Human Experience

The field of teacher research has embraced the role of narrative in inquiry, primarily because "the study of narrative is the study of the ways humans experience the world (Connelly & Clandinin, 1990, p.2) and is an effort to reconceptualize professional knowledge "through an opportunity for researchers to discover trends in experience and beliefs" (Weber 1993, p.71). These trends mirror the common elements of our lives as teachers and students, thus through the investigation of personal stories "researchers seek that meaning which is

underlying, widely-shared, or deeply rooted in some common element of human experience” (Weber, 1993, p.72). According to Bruner (1986), the narrative mode is a distinct form of cognition, of making sense of the world in a way that differs from the more analytical, linear paradigmatic stance. Like Bruner, Wells (1986) suggested that narrative “has its roots in the perceptual and cognitive processes through which as individuals, we make sense of all of our experiences” (p. 195).

Gudmundsdottir (1991) argues that the curriculum knowledge of experienced teachers is organized in narrative structures. Expert teachers, like Hayden, have a rich store of situated or storied knowledge of curriculum content, classroom management processes, academic tasks, and students’ understanding and intentions. Through story teachers transform knowledge of content into a form that plays itself out in the time and space of the classroom (Carter, 1993). As John Locke observed in his *Essay on Human Understanding* (1690), no person’s knowledge can go beyond his or her experience. For that reason the field of teacher education would do well to be more receptive to the truths and meanings that emerge from the storied experiences of others.

### *One Child*

Hayden’s first book, *One Child*, focuses on Sheila, a silent troubled six year old who has tied a three year old boy to a tree and critically burned him. *One Child* was followed by *Somebody Else’s Kids* (1982), *Murphy’s Boy* (1983), *Just Another Kid* (1986), *Ghost Girl* (1992), *Tiger’s Child* (1995), the sequel to *One Child*, and *Beautiful Child* (2002). Hayden maintains a website,

[www.torey-hayden.com](http://www.torey-hayden.com), where she and members discuss her books and educational topics, including issues in teaching children with E/BD.

*One Child* unfolds within the space of a public school, primary age, self-contained, special education classroom. Hayden's class is composed of nine children, including Sheila. The diagnostic labels of the children include childhood schizophrenia, neurological impairment, autism, and vision loss. Sheila is diagnosed with chronic maladjustment to childhood. All of the children have severe behavioral impairments. A teacher aide and a junior high student volunteer assist Hayden.

In Hayden's words, "Sheila's childhood was a 'pornography of life'" (p.28). Her father spent most of her early years in prison, and her teenage mother abandoned her on a roadside when she was four, taking her younger brother with her to another state. Found clinging to a chain link fence that separated the freeway lanes, she was taken to a juvenile center where she was found to have numerous abrasions and healed multiple fractures. Upon entering Torey's class, Sheila had already encountered the police three times. In addition to the burning incident, she had been reprimanded for setting fires in the migrant camp where she lived with her neglectful father, and for smearing feces in the restroom of a bus station.

Deep down behind those hostile eyes was a very little girl who had already learned that life isn't much fun for anybody; and the best way to avoid further rejection was to make herself as objectionable as possible. Then it

would never come as a surprise to find herself unloved. Only a simple fact. (p. 29)

#### Hayden's Classroom Management: Searching for Response Patterns

Hayden's style of classroom management in *One Child* was examined by first listing each technique she used to respond to problem behaviors, and second, categorizing each of the techniques according to Fritz Redl's (1966) theory on managing behavior problems. Redl identified five strategies educators use to handle their students' behavior problems: changing, managing, tolerating, preventing, and accommodating. Clinical experience indicates that most educators follow one or another of these five strategies in responding to students who are misbehaving (Grossman, 1995).

Techniques classified under changing try to modify the attitudes, values, motives, beliefs, self-concepts, expectations, and so on of students so they will not have to behave in the same inappropriate manner. Hayden helping Sheila to overcome her fear and avoidance of adults is an example of a changing strategy.

Managing refers to techniques that modify a situation enough to make it less likely a student will exhibit a behavior problem. Managing techniques are not designed to change a student; rather their effect is to help the students exert more self-control over their behavior until changing techniques can do their job. In the case of Sheila, Hayden certainly wants to change her fear of adults but until she can do this, she manages the situation by acknowledging feelings, assuring her she will receive the support she needs, and correcting her misunderstandings regarding relationships. These techniques will not change Sheila's emotional

reactions to adults, but they help her manage her fear so it doesn't affect how she functions in school as much.

Tolerating means to accept a problem behavior temporarily. This strategy is appropriate when students cannot control all their behaviors all the time, when it will take time for educators and others to eliminate the cause of the problem, or when management techniques won't do the job. When educators tolerate students' behavior problems, they allow students to misbehave, to give up too soon, to withdraw from the group, to pout or cry over an upsetting event, and so on, because the educators know the students cannot help themselves for the moment. They tolerate the behavior only temporarily, until they can manage it or until changing techniques affect the students so they no longer misbehave.

Preventing means to prevent students from doing things that will harm them or others or infringe on the rights of others. Preventing students from harming themselves, disrupting the class, destroying other people's property by removing them from the area, or placing yourself between the students and their intended victim, and so on does not change what is causing the problem. But when an educator's managing techniques do not work, prevention is certainly a necessary strategy while trying to deal with the causes.

The final strategy is accommodating. When educators accept the fact that some of the physiological causes of their students' behaviors are unchangeable, educators can help by accommodating demands, expectations, routines, disciplinary techniques, and so on to the unchangeable aspects of their students.

The methodology used to categorize Hayden's techniques under Redl's five strategies was analogous to constant comparative analysis applied to documents (Glaser & Strauss, 1967) in that analysis was on-going and categories were compared/contrasted throughout. Our analysis progressed through four phases: 1) initial coding and categorizing of techniques, 2) refinement of categories, 3) inter-rater reliability and continued refinement, and 4) data saturation.

During the second phase of this process we sought to refine managing strategies by discriminating between management techniques that involved consequences and those that did not. When educators use consequences to manage their students' behavior, they are using power to convince students to control themselves. To do this, they remind students what will happen if they do such and such, or they reward students for behaving the way they want them to behave and punish them for behaving in inappropriate ways. When educators manage students' behavior without consequences they do not use power. Examples of this approach are using proximity control, reasoning with students, and speaking softly and calmly to them when they are nervous or frightened.

We further refined management strategies by discriminating between teacher managed techniques and student managed (self-management) techniques. Teacher managed techniques involve teacher participation in helping students manage their behavior, e.g., delivering desist orders. Student managed techniques involve students managing their own behavior by using techniques teachers have taught them, e.g., voluntarily going to the "cool-out" area to regain self-control

when feelings become overwhelming. Thus, we placed Hayden's techniques into one of eight categories: changing, teacher managing without consequences, teacher managing with consequences, student managing without consequences, student managing with consequences, tolerating, preventing, and accommodating.

As we continued to refine categories in phase three, we each provided proof from text as we placed particular techniques in these eight categories, checking each other's representations and discussing caveats continuously. This led us to saturation-each technique fit in one of the eight categories, and no new categories emerged.

#### How Classroom Management is Portrayed in One Child

Ninety-four techniques addressing problem behaviors were recorded. Teacher managing without consequences was the most preferred intervention strategy (28 instances, 29%), followed by changing (22 instances, 23%), toleration (16 instances, 17%), teacher managing with consequences (15 instances, 16%), prevention (12 instances, 13%), and student managing without consequences (one instance, 1%). There were no strategies recorded under the categories of student management with consequences and accommodation. Hayden's response pattern relies a great deal on teacher managing without consequences and changing. As Grossman (1995) noted, teachers with this response pattern tend to believe they can change students by reasoning with them. Within this view children have an inherent capacity for being rational and capable.

### Teacher Managing Without Consequences

Hayden's teacher managing without consequences techniques do not require an in-depth knowledge of what causes her students' behavior problems, and they do not involve a great deal of time or effort that might better be spent teaching. Her managing without consequences techniques can be grouped according to the types of problems they are designed to handle. They include techniques for:

- Providing external control, e.g., proximity and touch control, signaling awareness and disapproval, issuing desist orders (15 instances)

She was still overly sensitive about corrections, going off into great sulks... if she made a mistake... Somedays she would spend the whole day ...in dismal despair over missing one math problem. But as a rule there were not many disasters. With a bit of extra cuddling and reassurance, she would usually try again. (p. 131)

- Helping students follow rules (three instances)

“Come over here.” I tugged her to the table . . . You and I have something to get straight.

She glowered at me . . .

“There aren't a lot of rules in this room. There are just two really, unless we need to make special rules for special times. . . One is that you can't hurt anybody in here. Not anybody else. And not yourself. The second is that you always try to do your best job. That's the rule I don't think you have straight yet. (p. 23-24)

- Helping students manage strong feelings, e.g., active listening, acknowledging feelings, relaxing students (five instances)

Seeing our beloved fish on the floor, their eyes gouged out, I had been livid. I had an intolerance of cruelty to animals. But now the anger had faded . . . I inched closer. . . All the while I spoke in gentle tones, reassuring her that I meant her no harm, that we would go back to the classroom together, that nothing would happen. I spoke of other things too; things the children liked to do in our room; things we enjoyed doing together; things she would do with us. (p.35)

- Reasoning with students, e.g., correcting misunderstandings, appealing to values (four instances)

“How come everybody likes {Tyler} so good?”

“For one thing, she’s polite. When she wants something she asks, and almost always says please. And thank you too. . .”

Sheila frowned... “How come you never tell me you want me to say please and thank you? How come you tell Tyler and you don’t tell me?”

I looked at her in disbelief. “I didn’t tell Tyler . . . it’s just something people do.”

“I don’t know that? . . . Nobody ever told me. . . I never know you want me to do that.”

“I’m sorry Sheil, I thought you knew.”

“I don’t. I can say them if I know you want me to.”

“I do. They’re good words to use...people will like you better for it.”

“Will they tell me I’m a nice girl?”

“It’ll help them see that you are.” (p.77)

- Ignoring argumentative or provocative behavior (one instance)

“You can’t make me talk, “ Sheila said.

I continued shuffling through the papers trying to find the marking pen. Three-fourths of being a good teacher is timing.

“I said you can’t make me talk. There don’t be no way you can do that. I looked over at her. “You can’t make me.”

“No, I can’t, I smiled. But you will. That’s part of your job in here.”

“I don’t like you.”

“You don’t have to.”

“I hate you.”

I did not respond. That was one of those statements that I find is often best left unanswered. So I continued my search for the pen, wondering who had walked off with it this time.

“You can’t make me do nothing in here. You can’t make me talk.”

“Maybe not. . . Shall we go to lunch?” I extended a hand to her.

Some of the anger had dissipated to be replaced by a less readable emotion. Then without further urging she got off the chair and came with me, careful not to touch me. (pp. 24-25)

### Changing

Hayden's changing techniques draw on her natural ability to love her children.

I had always been a maverick among my colleagues. I belonged to the better-to-have-loved-and-lost school which was not a popular notion in education. The courses, the professionals, all preached against getting involved. Well I could not do that. I could not teach effectively without getting involved. . . (p.204)

Hayden portrays the loving relationship not as an affect, but as an action –a process of giving, not a feeling. Hayden gives of herself: of her interest, her joy, her understanding, her knowledge, her humor, and her sadness. In giving, she enriches the lives of her children, and she helps change the ideas that are the basis of their emotional reactions

She fingered the clips carefully through the plastic wrapping. With a frown she regarded me. “How come you do this? . . . Be nice to me?”

I looked at her in disbelief. “Because I like you.”

“Why? I be a crazy kid; I hurt your fishes. Why do you be nice to me?”

“I just want to Sheila. That's all. I thought you might like something nice for your hair.”

“Ain't nobody give me nothing before. Ain't nobody be nice to me on purpose.” I stood watching her in bewilderment. There was nothing in my experience to relate to that.

“Well, things are different in here kiddo,” was all I could reply.

(p.64)

Hayden helps Sheila improve her behavior by overcoming her feelings of guilt and depression. As Sheila recounts being abandoned, Hayden avoids saying anything that would feed her guilt and accentuates the positive in their relationship.

“My mama take me out on the road and leave me there . . . She push me out of the car. You ain’t suppose to do that with little kids . . . My mama don’t love me so good. . . My mama take Jimmie and go to California. He be a nice boy to have in this here crazy class. Cept I don’t think he be crazy like me. . . She like Jimmie better’n than me, that’s why she tooked him and left me behind. . . He don’t do bad things like me.”

I hugged her to me. “Kitten, you’re the one I would want. Not Jimmie. He will have his own teacher someday. I don’t care what kids do, I just like them. That’s all.”

She sat back and looked at me. . . “You do be a funny lady for teacher. I think you be as crazy as us kidses be.” (pp. 69-70)

Hayden helps Sheila change her belief that she cannot overcome her past experiences by reading about others who have had experiences and problems like hers. Hayden reads the fable, *The Little Prince*, to Sheila, and afterwards they discuss the part where the little prince tames the fox:

“Why you do this?” she asked,

“Do what Sheil?”

“Tame me?”

I did not know what to say. Her water blue eyes rose to me.

“Why you care? I can’t never figure that out. Why you want to tame me?”

“Well, kiddo, I don’t have a good reason. I guess. It just seemed like the thing to do.”

“Do it be like the fox: Do I be special now cause you tame me. Do I be a special girl.”

I smiled, “Yeah, you’re my special girl. It’s like the fox says, now that I made you my friend, you’re unique in all the world. I guess I’ve always wanted you for my special girl. I guess that’s why I tamed you to begin with.”

“Do you love me?”

I nodded.

“I love you too. You be my special best person in the whole world.” (pp.104-105)

A final example of changing is when Hayden helps Sheila think she can influence her own destiny. Sheila experiences Hayden’s faith in her when they discuss why Hayden will not be returning next year to teach.

“How come you ain’t staying to make me good?” she asked at last.

“Because it isn’t me that makes you good. It’s you. I’m only here to let you know that someone cares if you are good or not. That someone cares what happens to you. And it won’t matter where I am, I still will

always care. . . I'm your teacher and when the school year ends, I will be your friend. For as long as you want me, I'll always be that." (p.206)

### Toleration

Hayden overlooks misbehavior caused by extenuating circumstances, e.g., things did not go well for Sheila before school, and when she slips back into old patterns temporarily because a situation is particularly upsetting, e.g., Sheila being mainstreamed for math. When Hayden uses consequences to manage Sheila's behavior, she tolerates expression of anger or resentment for her requiring Sheila to behave more appropriately. Even though she is doing it for her benefit, she allows Sheila to express negative feelings as a by-product of the goal she is striving toward.

Sheila screamed and yelled all through playtime. The ruckus had been going over an hour and a half by then. She stomped her feet and bounced and rocked the {quiet corner} chair. She pulled at her clothes and shook her fists. But she remained in the chair. (p.52)

### Teacher Managing with Consequences

Hayden does not emphasize teacher initiated positive or negative consequences, i.e., power, in shaping students' behaviors. Instead she focuses her efforts on mapping out structure and values and demanding mature responsible behavior.

I found establishing a structure a useful and productive method with all the children because it decreased the fuzziness of our relationship. Obviously, they had already shown they could not handle their own limits without

help, or they never would have arrived in my class to begin. As soon as the time came that they could, I began preparing the process of transferring the power to them. (p.24)

Hayden's transfer of power is reflected in the Kobold Box exercise. She told the children there was a kobold, a fairy type creature, living in the classroom, who had watched them all at work and was extremely pleased how thoughtful and kind everyone in the room was becoming. Therefore, every time he saw someone being kind he would be leaving a message in a box Hayden has brought for that purpose. During closing exercises each day Hayden would read the notes from the Kobold Box. A few days later Hayden informed the children the kobold was developing writers' cramp and needed a helping hand. Children were encouraged to be on the lookout for others doing kind things and to write a note and put it in the box.

Every night there were about thirty notes from the kids to each other over perceived kindnesses. This not only encouraged the children to observe positive behaviors in others, but they also knocked each other over being kind in hopes that their names would appear in the box. I loved opening that box every night because I seldom contributed to it myself except to make sure everyone had at least one note. (p.56)

Time out in the quiet corner chair, reprimands, and making apologies and restitution, are techniques Hayden used for teacher initiated negative consequences. Time out is used to stop or interrupt maladaptive behavior, which clears the way for exploring different means of meeting needs or expressing

feelings, and assists her children in building the internal structures of self-control and adaptive coping.

“Sometimes when things get out of control, the place I will have you go is over to the quiet corner.” I indicated our chair in the corner. “You go and you sit there until both of us think you have things under control again.

You just sit, that’s all.” (p.44)

The quiet corner was not intended as punishment. So I was not concerned when the children sat there crying or struggling. They were out of control and trying to regain it. But when the child simply went there and sat, it became punishment. Occasionally a few minutes of punishment were warranted, but not long stretches at a time. (p.79).

### Prevention

Hayden prevents Sheila from acting out her emotional problems when she physically restrains Sheila from escaping, from harming herself and others, from destroying property, and from disrupting the class. She also uses prevention when she excuses Sheila from situations she cannot handle. She allows Sheila to initially decline doing paperwork because of her phobia of having her mistakes documented. She also prevents behavior problems by adapting her demands and expectations to fit her students’ emotional states.

### Teacher Management versus Student Management

Perhaps because of the youth of her students and their emotional problems, Hayden did not teach specific self-management skills. While Hayden relied on teacher initiated management techniques, she demonstrated the

conviction that students can control their own behavior. Each morning Hayden began class with morning discussion, a roundtable for sharing feelings and solving problems. Here students discuss alternate ways of dealing with the inconveniences when Sheila disrupts the class.

Tyler suggested sending her to the quiet corner to save our ears. Sarah opted to get free time every time Sheila started a ruckus. . . In the end we decided...the other kids were to get busy at their own work and the more responsible ones were to keep an eye on Max, Freddie, and Susannah. (p.46)

#### Reflection on Hayden's Classroom Management

Hayden is portrayed through Redl's lenses as a caring, change oriented classroom manager. This portrayal provides mirrors and windows for us as educators to see more clearly the influential roles adults play in the lives of children. Hayden is a model for Sheila, or deeper yet a figure of identification, one who interacts and discusses with her, pointing the way to more successful ways of feeling and action. Caring induces identification, a powerful force dominating the long-term impact adults have on children (Noblit, 1993).

Sheila receives an abundance of love and affection, whether she deserves it or not. "Tax-free" nurturance is a given, no matter how hard Sheila tries to make herself objectionable. Hayden never uses affection as a bargaining chip in teaching Sheila. Hayden knows the withdrawal of love may well establish short-term control, but for Sheila love is her primary unmet need. Hayden challenges those who would reduce love to social reinforcement, to be employed as another

tool for manipulating behavior. She sees love, acceptance, and understanding as *prerequisites* to behavior, not its reward.

Hayden's storied model may provide an opportunity to open dialogue about the role of caring relationships in classroom management. There is substantial research from elementary, middle, and secondary school contexts reporting the effectiveness of a teacher's personal, caring relationship with students (Dillon, 1989; Ladson-Billings, 1994; Noddings, 1986; Phelan, Davidson, & Cao, 1992), and most workers with troubled children believe the quality of the interpersonal relationship is pivotal to the success of their efforts (Brendtro & Ness, 1983). Morse (1994) in a study of expert E/BD teachers found the underlying attribute shared by these teachers was their ability to persuade youngsters that they cared about them.

How can teachers be persuaded to go beyond lineal bureaucratic authority to foster caring as a source of influence leading to permanent changes in pupils? If teachers are going to make inroads on behavior problems, they obviously must be convinced they do have a profound source of influence. Hayden's storied model brings home the power of caring to teachers in training and those already in the field. Marlowe and colleagues (1997; 2000; 2001) were able to document that reflective discussions around Hayden's stories actually served a bibliotherapeutic purpose for preservice teachers—promoting positive attitudes toward children with E/BD and decreasing punitiveness toward children in general. A ten-year follow-up study of teachers who had read Hayden in preservice teacher education revealed that teachers (N =132) rated and acknowledged her influence on their

professional development as strong. Hayden was viewed as most influential in developing an ethic of caring (Marlowe, Disney, & Maycock, 2003).

There are many classroom management approaches, models, and systems available for teachers to deal with misbehavior. Most of these models claim to have the “right way” to discipline (among them teacher effectiveness training, reality therapy, applied behavior analysis, assertive discipline). In the real world one rarely sees a practicing classroom teacher who is a discipline purist (Wolfgang, 1999), and Hayden is no exception.

In *Somebody Else's Kids* a state department of education official visits Hayden's classroom and asks her under what treatment model she operates.

“You still haven't told me under what model you operate, Torey.”

“That's because I don't know.”

“Oh come on now. You have to have some model for treating these children.”

I shrugged. “I change what I surmise I have a chance at changing. The rest I accept, at least until I can figure out what to do about it. That's all. Nothing fancy.” (p.288)

In *Murphy's Boy*, Hayden reiterates her atheoretical model to a colleague.

“It's more like doing a jigsaw puzzle without the picture on the box to follow. You have a thousand little pieces to try and fit together and only so much time. I don't know what the picture looks like, so I forget the picture and I just try to get as many of the pieces together as I can. To me

all your theories are like sitting around trying to decide what the picture on the box looks like and then searching for the pieces to make up the picture. Maybe that works for some people. But for me it doesn't seem like the most effective way to go about it. I just try. I fit a couple of wrong pieces together sometimes, but that happens no matter how you go about it. All I want to do is get it together and get it together as soon as I can, because for the kids, every day is a day lost. It is for everybody." (p. 186)

Hayden is an agnostic amongst the pious. Monolithic approaches of any ilk, be they behaviorism or psychotherapy or any other circumscribed system are called into question. Hayden models a holistic synergy, using a synthesis of strategies that blend empathic listening, helpful talking, encouragement, positive reinforcement, kind and firm negative consequences, and creative outreaches to the inner world of the child. As Whitaker (1980) concludes in discussing treatment approaches for troubled youth, what we need most is not a single answer, but the wealth of resources of a "field of a thousand flowers."

Permeated with caring, Hayden's storied model stands in sharp contrast to obedience training models dominant in programs for children with EBD (Nichols, 1996). According to Knitzer, Steinberg, and Fleish (1990), authors of a major study of programming for students with E/BD in the United States, the E/BD classrooms they studied were characterized as being dominated by a "Curriculum of Control." "The curriculum emphasis is often on behavioral management first" with a central concern upon behavioral point systems. "Yet often, these seem largely designed to help maintain silence in the classroom, not to teach children

how better to manage their anger, sadness, or impulses” (p.65). Hayden presents an alternative model rooted in student empowerment rather than obedience.

The ratio of teacher initiated managing without consequences techniques to teacher initiated managing with consequences techniques is approximately 2:1. According to Glasser (1986) to have some feeling of power is a basic need in children. Hayden recognizes this need and is not preoccupied with teacher power and consequences. Observing Hayden at work one is reminded of Lao Tzu’s Taoist teaching, “He who has power does not use it, and he who uses power does not have it.” Hayden has no need to triumph over her children, to show them who’s boss, which in reality would undermine her influence.

Nel Noddings (1991) claims that “stories have the power to direct and change our lives” (p.157). The tenacity of Noddings’ claim is supported by the following journal entry by an in-service teacher in the classroom management course where we read *One Child*:

*One Child* is a very special book. I just finished reading it at a good time of the year for teachers—February, a time that seems to last an eternity until spring break finally arrives. Lately my patience has been worn thin, but after reading *One Child*, I have had pieces of wool pulled from over my eyes. It is so easy to let frustration and typical adolescent behavior cause my heart to be hardened and my face to form a permanent stern look. After reading *One Child*, a burden was lifted off of me in a weird sort of way. Torey’s book allowed me to enjoy my students . . . to avoid putting consequences with every discipline problem. As a teacher, if I let myself become so involved

with the behavior problems of my kids, I miss the fun and joy each day can bring. The more I read her book, the more I found myself trying to understand Torey, along with her thoughts and actions. I found myself wanting to be more like her. If she can treat the children she had with such love, respect, and understanding, I want to make sure I always do the same with my children.

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