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Torey Hayden's Teacher Lore: Classroom Behavior Management of Children
with Emotional and Behavioral Disorders

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Abstract

Torey Hayden's portrayal of classroom behavior management in her teacher lore, autobiographical writings about teaching children with emotional and behavioral disorders, was examined. Five of her books were sampled: *One Child, Somebody Else's Kids, Just Another Kid, Ghost Girl, and Beautiful Child*. Each of these books unfolds within the space of an elementary age, self-contained classroom for children with emotional and behavioral disorders. Each technique Hayden used to respond to her students' problem behaviors in the five books was 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 roles of altruism and student empowerment in Hayden's storied model of classroom management are presented. Implications for Hayden as a role model for teachers of children with emotional and behavioral disorders are discussed.

“Torey Hayden’s Teacher Lore: Classroom Behavior Management of Children
with Emotional and Behavioral Disorders”

Teacher lore is the study of the knowledge, ideas, perspectives, and understandings of teachers (Schubert, 1992; Schwarz & Alberts, 1998). In part, it is inquiry into the beliefs, values, and images that guide teachers’ work. In this sense, it constitutes an attempt to learn what teachers learn from their experience. Teachers are continuously in the midst of a blend of theory (their evolving ideas and personal belief systems) and practice (their reflective action). To assume that scholarship can focus productively on what teachers learn recognizes teachers as important partners in the creation of knowledge about education.

Teacher lore is a neglected and necessary construct in the education of children with emotional and behavioral disorders. Teacher lore in the field of emotional and behavioral disorders in the form of teachers’ own true stories has much to say to anyone concerned about teaching troubled children. Teacher lore can reveal teachers’ work from the inside, holistically, within real life contexts. Narrative is perhaps the most natural way for humans to make sense of their work and lives and to share that sense, as scholars in many fields argue (Bruner, 1985; Sacks, 1987; Coles, 1989). Teacher lore lays bare the real stuff of teaching children with emotional and behavioral disorders, not generic abstractions, not an outside observer’s fragmented interpretation, not ungrounded theory. In teacher lore we can see real kids, classrooms, and everyday problems, the feelings and thinking of teachers. Florio-Ruane (1991) declares that “teachers’ stories” are a largely untapped source of information about teaching. Paying attention to

teacher lore simply makes sense in ongoing efforts to improve programs for children with emotional and behavioral disorders.

Torey Hayden

The nonfiction writings of Torey Hayden chronicle her work as a special education teacher and a child psychologist. Her books are first person accounts of teaching and working with children whose lives are marked by emotional and behavioral disorders, child abuse and trauma, anger and defeat. Her narratives offer readers a real-world look at the joys, challenges, and struggles of teaching children in conflict. Her writings illustrate how successes in this difficult and sometimes frustrating field can be few and hard won while simultaneously offering hope and joy in sometimes small, sometimes dazzling breakthroughs.

Her first book, *One Child* (1980), 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).

Her teacher lore documents the importance of altruism. Feminist scholars, in particular, have commented on how altruism, the nurturing side of teaching, has been too long ignored (Noddings, 1992). Hayden's narratives focus on the personal relationships and emotional connections involved in working with troubled children. Her stories give special voice to the feminine side of human experience – to the power of emotion, intuition, and relationships in human lives – and emphasize the synergistic power of relationships between a teacher and his

or her children. In her prologue to *Tiger Child*, she noted Sheila's powerful effect:

This little girl had a profound effect on me. Her courage, her resilience, and her inadvertent ability to express that great gaping need to be loved that we all feel – in short her humanness brought me into contact with my own. (1995, p.8).

The purpose of this research is to examine how classroom behavior management is portrayed in Hayden's teacher lore. There are a number of models for managing classroom behavior of children with emotional and behavioral disorders, for example, behavior modification, skillstreaming, but no models based on teacher lore.

A milieu of control remains the dominant modicum for working with students with emotional and behavioral disorders in the public school (Long & Morse, 1996). According to Knitzer, Steinberg, and Fleish (1990), authors of a major study of programming for students with emotional and behavioral disorders in the United States, the self contained 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). Similar observations about this preoccupation with control were made by an international group of visiting fellows who observed classrooms for students with emotional and behavioral disorders in North America (Brendtro

& Brokenleg, 1996). Among their poignant criticisms were the following: “How can you teach youngsters to be independent when there is so much control on their behavior? . . . I had a feeling of heaviness and immobility;” “Control is the word I hear most often here and, to me, it is the opposite of creativity;” “I see crisis intervention as a reaction to the aggression that these children show, but also as a cause for some children to be aggressive.”

Steinberg and Knitzner (1992) noted a pervasive lack of opportunity for normal social interactions within classrooms for children with emotional and behavioral disorders. Students performed via simple response modes, largely filling out worksheets while independently seated at their desks. The social context within these segregated class settings has been described as impoverished where it is possible for a child to go through an entire day without a single positive social interaction with another child or adult.

The field of emotional and behavioral disorders and its reliance on obedience training strategies is increasingly being called into questions (e.g., Center 1996; Nichols, 1996; Nelson, 2003). However, without viable alternative models, many who work with troubled children and youth still assume the curriculum of control to be necessary. In this study we will examine the foundations for an alternative paradigm situated in Hayden’s teacher lore.

Hayden’s Behavior Management: Searching for Response Patterns

We sampled the five books in which Hayden serves as a special education teacher: *One Child, Somebody Else’s Kids, Just Another Kid, Ghost Girl, and Beautiful Child*. Each of these books unfolds within the space of a public school,

elementary age, self-contained classroom for children with serious emotional and behavioral disorders. The diagnostic labels of the children include conduct disorder, depression, obsessive-compulsive disorder, learning disabled, gifted, childhood schizophrenia, autism, fetal alcohol syndrome, Tourette syndrome, and neurological impairment.

Hayden's self contained classroom rosters number nine in *One Child*, four in *Somebody Else's Kids*, and six in *Just Another Kid*, *Ghost Girl* and *Beautiful Child*. She is assisted by a teacher aide in *One Child*, *Just Another Kid*, and *Beautiful Child*.

Hayden's behavior management response patterns in the five books were 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 founded Pioneer House, a residential program for middle school boys with emotional problems. He also coauthored *The Aggressive Child* (Redl & Wineman, 1957), which describes the techniques that the staff at Pioneer House used to rehabilitate these youngsters. These techniques include accommodating classroom environments to students' emotional needs, managing their surface behavior without resorting to negative consequences, and preventing dangerous or disruptive behavior in nonpunitive ways. He is also responsible for the introduction of the life space interview, a therapeutic, verbal strategy for intervention with students in crisis. Redl's ideas are as relevant and poignant now as when they were first penned (Brendtro, Brokenleg, & Van Bockern, 1990; Long, Fecser, & Woods, 2001), and

his writings continue to have a significant impact on the entire field of child mental health, residential treatment, and special education (Long & Morse, 1996).

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, 2003).

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.

Each of the five books was initially analyzed independently by the two authors, then the results were compared. 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 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.

Thus, we placed Hayden's techniques into one of six categories: changing, managing without consequences, managing with consequences, tolerating, preventing, and accommodating. We each provided proof from text as we placed particular techniques in these six categories, checking each other's representations and discussing caveats continuously. This led us to saturation-each technique fit in one of the six categories, and no new categories emerged.

How Behavior Management is Portrayed in Hayden's Teacher Lore

Four hundred and fifty-seven techniques addressing problem behaviors were recorded in the five books. The grouping by intervention strategy categories across the five books is shown in Table 1. Managing without consequences was

Insert Table 1 about here

the most preferred intervention strategy (190 instances, 41%), followed by changing (99 instances, 22%), managing with consequences (81 instances, 18%), prevention (45 instances, 10%), toleration (32 instances, 7%), and accommodation (10 instances, 2%)

Managing Without Consequences

Hayden's 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:

- Ignoring argumentative or provocative behavior

While Tomaso's constant testing of the limits and deep rage were difficult to contend with, I found those nothing compared with some of his other behaviors. The kid figured out quickly that destructiveness and violence were not going to make me lose my composure. But they were not the only tricks up his sleeve. One of his most effective weapons was his ability to pass wind. To me it seemed he could do it any time he chose and at any decibel level. Up on one buttock he would rise and aim so that his victim received full benefit of the smell and sound. "It must have been the beans I ate," he would always say sweetly. My gosh, this kid had to be eating beans morning, noon, and night to accomplish what he was capable of. I am sure that if sheet

music were available, he could have farted *The Star Spangled Banner*. The crowning touch involved pulling his pants out in back and sticking a hand down to feel. God only knows what he was checking. I never asked. In fact I tried my best to ignore the entire business. For that kind of behavior, inattention seemed the soundest recourse.

(*Somebody Else's Kids*, 1982, pp. 86-87)

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

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. (*One Child*, 1980, p. 131)

- Helping students follow rules

“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.” (*One Child*, 1980, pp. 23-24)

- Helping students manage strong feelings, e.g., active listening, acknowledging feelings, relaxing students

The children couldn't go out and play and were wild with pent-up energy, so I decided to take them on an imaginary journey. We all sat down in a circle on the floor and closed our eyes. Then I told them to look inward, to envisage a deep-sea diving bell, because I was going to take them on an adventure trip under the sea. . . This worked fantastically. I had the children first imagine their diving bell – what it looked like, what was in it, how it felt and smelled – then they imagined the descent down deep into the water. Then we started looking for things and I asked different ones to describe what they saw. . . No one had to contribute but everyone did. We stayed in the circle, our eyes closed, and wandered around the sea for about fifteen minutes. When we finally emerged back into the classroom, the children were delighted. We made pictures of it to put on the wall in the hallway and talked about our trip for a long time. (*Beautiful Child*, 2002, p. 61)

- Eliminating environmental causes of misbehavior, e.g., restructuring, dealing with competing diversions, providing hurdle help

I realized my initial plan to talk about the collages as a group was going to have to be jettisoned. . . Indeed, in the moment it took me to contemplate this, Jeremiah scooped up Reuben's collage and sent it sailing through the air. "Hey, boog!" he shouted at Reuben, "Say fuck."

"Say fuck," Reuben echoed.

“Say fuck, Reuben. Fuck, fuck, fuck, fuck. Fuck it to you”

I jammed a record onto the record player and began a rousing chorus of “She’ll Be Coming Round the Mountain” to drown out Jeremiah. . .

We sang several verses in quick succession . . . Then when the song came to an end, I picked up the book I’d been reading aloud to them . . . to start a new chapter. I read until the recess bell rang. (*Ghost Girl*, pp. 65-66)

Changing

To help her students with emotional problems, Hayden uses affective reeducation to change the ideas that are the basis of their emotional reactions. Many of her students believe they are not worthy of attention, respect, love, or acceptance. Others believe they are incompetent or inept. Still others think of themselves as not being virtuous, viewing themselves as mean, selfish, and uncooperative. In *One Child* Hayden assists Sheila in overcoming feelings of guilt and unworthiness from being abandoned by her mother.

“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.” (1980, pp. 69-70)

In *Somebody Else's Kids* Hayden uses the metaphor of a hyacinth bulb in helping seven-year old Lori, brain damaged by parental beatings, overcome her school phobia by expressing her personal belief that Lori will learn to read. Here she reminds Lori how the class had to be patient for the hyacinth bulbs to grow roots in the refrigerator before planting them.

“People are like hyacinth bulbs. All we can do is make a good place for people to grow, but each person is responsible for doing his own growing in his own time. If we get in there and mess, all we do is hurt. No matter how well meaning we are. And sometimes growing is a very silent thing, like the bulbs in the refrigerator. Sometimes we can't even tell it's happening, but that doesn't mean it isn't.”

Still the solemnity as she watched me. She did not speak.

“So trust me Lor. I want to give you a little more time to grow. You'll read, but in your own time. Do you understand that?”

She nodded earnestly. “You're putting me back in the refrigerator to make more roots.” (1982, pp. 238-239)

Trusting adults is a prerequisite to learning from them. Many of Hayden's children have grown up with the belief that most adults cannot be trusted. A major hurdle for Hayden is to help her children build a new kind of relationship with an adult who can be trusted for support, understanding, and affection. In *Ghost Girl*, Hayden sits in a bolted

cloakroom after school and listens to a frightened Jadie's shocking story of abuse by a satanic cult.

"I know what that sign means now," Jadie said quietly, not looking over.

"What sign is that?"

"Over by Ninth Street, there's a brown church, and it's got that sign out front. It says 'Safe with God.' I kept reading it when we went by and I never knew what it meant." She smiled. "But I do now. I'm safe in here aren't I? I'm safe with you." (1992, p. 59)

A final example of changing occurs in *Just Another Kid* when Hayden helps Shemona, traumatized by the horrors of war in battle torn Northern Ireland, correct her distorted view of the world, and thereby avoid being manipulated by her exploitative, older sister, Geraldine.

"No men are going to come and put petrol bombs in your house. Geraldine's confused. . . What's happened to you in Belfast is over. It was horrible, but now it's over . . . You're here and your safe with Auntie Bet and Uncle Mike and their family. . . So if Geraldine tells you something scary about that time in Belfast, if she tells you that you have to do as she says or else those things will happen again, then you tell her *no*. You know it can't happen again, because it's *over*. That's the truth, Shemona. Those days are gone, and they won't come back."

With one finger, she gently wiped the unfallen tears out of her eyes. Then pressing herself against me, she clutched my arm and pulled it tighter around herself. (1986, p. 321)

Managing with Consequences

Hayden does not emphasize 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. Many of her children have boundary issues as their primary problems, and Hayden establishes clear limits and sticks to them.

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. (*One Child*, 1980, 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. (*One Child*, 1980, p.56)

Although not a proponent of behavior modification, Hayden views it as a useful tool where necessary. In *Beautiful Child*, faced with a group of children with a violent dislike for one another, Hayden implements a traffic light system to form a reasonably cohesive, unified group. Time out, reprimands, making apologies and restitution, are techniques Hayden used for 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.” (*One Child*, 1980, p. 44)

Prevention

Hayden prevents her students from acting out their emotional problems when she physically restrains them from escaping, from harming themselves and others, from destroying property, and from disrupting the class.

When Tomaso exploded and went off to destroy things or hurt people, I caught him in a tight, improvised bear-hug, his back to my chest, his arms pinned to his sides, and I hung on. . . Trial and error had brought me to the conclusion that a physical hold was what Tomaso needed to regain control. Forcing him to sit in a chair only escalated his anger. Ignored he would go from bad to worse. However, if I was quick and got a tight hold around the chest, he would calm down again. (*Somebody Else's Kids*, 1981, p. 85)

She also uses prevention when she removes upsetting stimuli from the environment (e.g., extricating Lori from the school's reading program) and when she provides the assistance students need in order they not experience frustration or anger (e.g., providing Lori with Tomaso as a peer tutor in reading and writing).

Toleration

Hayden overlooks misbehavior caused by extenuating circumstances, e.g., things did not go well for a student before school, and when a student slips back into old patterns temporarily because a situation is particularly upsetting. When Hayden uses consequences to manage her students' behavior, she tolerates expression of anger or resentment for her requiring them to behave more appropriately. Even though she is doing it for their benefit, she allows them 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. (*One Child*, 1980, p.52)

Accommodation

Where necessary, Hayden accommodates expectations, classroom routines, instruction and the like to those unchangeable aspects of her children's behavior problems. In *Beautiful Child* she struggles to break through the reserve of electively mute Venus. Using movement experiences to draw out Venus, she decides to incorporate the activities into the daily schedule to accommodate the short attention spans and distractibility of her other children.

Thus before every lesson – every single lesson, I did the shoulders, hips, knees, toes exercise with her. I included the boys who seemed to profit more visibly from this extra bit of activity inserted regularly into the day than Venus did. They liked the five minutes of jumping around, loved the predictability of it happening every hour, and adored having me choose one of them to pull through the exercises the way I did Venus. (2002, p. 124)

Reflection on Hayden's Classroom Behavior Management

While Hayden uses all five of Redl's strategies, she relies a great deal on managing without consequences and changing techniques in responding to children's problem behaviors. Accommodation, the polar opposite of changing,

was the least used response. As Grossman (2003) 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.

The ratio of managing without consequences techniques to managing with consequences techniques was more than 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 the dispensing of rewards and punishment. She has no need to triumph over her students to show them who's boss, which in reality would undermine her influence.

Redl (1966) is careful to caution the behavior manager about the problems associated with using rewards and punishers with troubled children. He noted that some children live only in the present and are not able to respond to possible future rewards, that many troubled youngsters cannot handle the deprivation of a reward without experiencing it as a personal attack, that unequal disposition of rewards can create sibling rivalry among classmates, and that rewards can communicate to youngsters that we only like him when he is being good.

Redl also raised troubling questions about how youngsters might interpret the process of punishing. Some youngsters with poor self-concept may in fact draw punishment to themselves. Others may seem to enjoy the punishment experience, perhaps because this is the way they have received attention in the past. Troubled youth may distort the intention of the punishing adult, and the adult becomes an enemy rather than one who is trying to help them change their

behavior. And for many youngsters punishment is not the end of a chain of causation, but the beginning of one; the punishment allows an excuse or reason for all manners of subsequent maladaptive behavior, such as, vengeance, aggression, withdrawal, and lowered self-esteem. Nevertheless, Redl is not suggesting that rewards and punishment cannot be used in the teaching process, but only that we need to be attuned to the inner processes that may accompany our dispensing of them, and Hayden reflects this awareness in her practice.

Like Redl, Hayden harbors a deep confidence that children can change given the psychological opportunity to do so, and she uses a variety of changing techniques. For almost catatonic Venus, its using a comic book heroine She-Ra as a role model and crafting a cardboard “sword of power” decorated with paste jewels. For angry Tomaso it’s being appointed as Lori’s peer-tutor. For relationship-resistant Sheila it’s reading the fable, *The Little Prince*, to her, 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."

(*One Child*, 1980, pp. 104-105).

Prevention was the fourth most preferred intervention strategy. Hayden follows Redl's caution and is not punitive when preventing emotional and behavioral problems. Her students often misbehave because their emotions are inappropriate. They do not mean to be willful, disobedient, mean or nasty. Thus, when Hayden physically restrains them, it is because they *cannot* control themselves, not because they *do not want to*. They do not deserve to be punished, nor will punishing them help them solve their emotional problems. In preventing students from misbehaving, Hayden treats them with kindness and understanding.

Toleration and accommodation were the least used strategies. Hayden tries not to feel resentful or discouraged when she has no option but to tolerate behavior. But Hayden only temporarily tolerates behavior, never tolerates behavior she can manage, and does not tolerate behavior as a substitute for trying to change it. Accommodation is only used when her students are physiologically unable to comply with classroom rules and procedures. Hayden uses a number of

techniques to accommodate for students with obsessive-compulsive behaviors, temperamental differences, and attention deficit hyperactivity disorders.

The German philosopher Martin Heidegger (1962) described care as the very Being of human life. Hayden makes caring the centerpiece of her approach to classroom behavior management:

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, and in my heart, because I did belong to the love-and-lost school, when the end came I could leave. It always hurt, and the more I loved a child, the more it hurt. But when the time came that we had to part or I had to honestly give up on the child because I could do no more, I could go. I could do it because I took with me, every time, the priceless memories of what we had had, believing that there is no more one can give another than good memories. (*One Child*, 1980, p. 204)

Hayden maintains a website, www.torey-hayden.com where she and her fans discuss her books and educational and personal topics. When questioned on her website about the extent of involvement in her children's lives and where one draws lines, she responded:

I work on a very personal level. This is my natural style. I find it easy to love people – anyone, literally – if this person's care is

given to me. I find it easy to get up close and personal and to stay there until I get the job done. I find it easy to care in a very real way. *But*, and this is an important “but,” I also find it naturally easy to be objective at almost all times, to keep *my* personal needs out of the picture, to keep an eye on the timeframe, and to know at all times where the boundaries are. . . I suppose the best analogy to what is going on here is akin to the comradeship in war – how men tend to form strong bonds during the time they are together under duress of war and matter greatly to each other for that time, but when the war is over, they all part and go their separate ways, often keeping in touch but nothing more. (Message posted to <http://www.torey-hayden.com>. 09/01/01)

Hayden extends the same qualities that mark her positive teacher-student relationships toward peer relationships among her children. A climate is created in which youngsters feel genuinely concerned for one another and become involved in helping one another, e.g., Tomaso becomes Lori’s “official reader” in *Somebody Else’s Kids*, Alice becomes Venus’ cipher in *Beautiful Child*. Hayden’s focus is on the creation of community, not compliance. Morning discussion, closing activities, the kobold box, singing, journaling, movement experiences, imagination activities, finger-painting, skits and plays, cooking, caring for plants and animals, and field trips all nourished inviting relationships in a culture of belonging. What Hayden’s children learn from being a part of the

classroom community can be applied to other settings, as they develop the skills to make new friends and become members of other communities.

Hayden's teacher lore offers an alternative paradigm to the rigid "curriculum of control." Hayden's emphasis is on first building relationships, not behavior modification. By focusing on relationships Hayden has better access to the internal, unobservable world of the child – his/her thoughts, fears, actions, reactions. Hayden refers to this as "getting to know the child," and it then allows her to choose which methods and techniques are best suited for the job of working with that individual child. This approach is opposed to the "one size fits all" approach which starts out with a strict behavior modification approach applied to every one.

Relationship primacy also allows Hayden to observe and understand group dynamics – which, of course, are different in each group. This gives her an idea of how to form a cohesive group and develop more appropriate social skills for a specific group within the context of the natural group dynamics – which are the dynamics that will be replicated in the real world. According to Hayden, starting with a behavior modification program often destroys normal group dynamics, because the focus is on the program and not on normal interactions (Message posted to <http://www.torey-hayden.com> 04/30/03.)

Hayden's teacher lore is a resource for growth and development for preservice teachers and those already in the field. In a series of research studies Marlowe and colleagues (1997; 2000; 2001) were able to document that reflective discussions around Hayden's books served a therapeutic reading purpose for

preservice teachers—promoting positive attitudes toward children with emotional and behavioral disorders and decreasing punitiveness toward children in general. In a follow-up survey of 132 teachers who had read Hayden in preservice teacher education over a ten year period, 1992 – 2001, 83% reported a strong tie between Hayden’s influence and their current teaching attitudes and practices (Marlowe, Disney, & Maycock, 2003). Teachers in the field viewed Hayden as a role model. They reported taking into themselves the attributes and personality characteristics of Hayden and felt them to be a part of their personhood. Self-ascribed characteristics attributed to reading Hayden included becoming more caring, patient, and empathic. Teachers reported modeling their classroom methods after Hayden and credited her with developing their interpersonal intelligence and relationship building skills.

Nel Noddings (1992) has examined what it means to care and be cared for and how caring functions in a classroom. Contending that caring – not control – is central to the teacher-student relationship, Noddings recommends that we “relax the impulse to control” (p.174), and give students more responsibility to govern their own classrooms and schools. For Noddings, the job of schools is to care for our children and to produce “competent, caring, loving, and lovable people (p. 174). The importance of caring relationships with students has been the major theme of humanist approaches to classroom management represented by Dreikurs, Grundwald, and Pepper’s (1982) *Maintaining Sanity in the Classroom*, Glasser’s (1990) *The Quality School*, Rogers and Freiberg’s (1994) *Freedom to Learn*, and Fay and Funk’s (1995) *Teaching with Love and Logic*.

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."

"But what are your goals?"

"To make them more humane and strong enough to survive."

She smiled. A knowing smile. "You're young still. And still an idealist, aren't you?"

"I hope so." (1982, p. 288).

Hayden's stories tell us there are no quick fix-its or generic panaceas in teaching children with emotional and behavioral disorders. Behavior management tips from effective teaching research are useless when a depressed student is troubled by abuse at home. Hayden's lore depicts managing problem behaviors of troubled children as the value-laden, complicated, multi-layered, context-dependent, uncertain work teachers know the work to be. She shares her tales of humiliation and of triumph, tragedy and transcendence. While some of her stories raise more questions than answers, each provides an honest look into the mind and heart of a caring teacher who teaches her children to care.

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Table 1. Frequency Distribution of Intervention Techniques

	Categories					
	<u>Mw/oC</u>	<u>C</u>	<u>Mw/C</u>	<u>P</u>	<u>T</u>	<u>A</u>
<u>Books</u>						
<i>One Child</i>	28	22	15	12	16	0
<i>Somebody Else's Kids</i>	47	18	2	8	10	5
<i>Just Another Kid</i>	9	4	16	7	2	2
<i>Ghost Girl</i>	27	25	9	4	1	0
<i>Beautiful Child</i>	79	30	39	14	3	3
Totals	190	99	81	45	32	10

Code: Mw/oC = Managing without Consequences; C = Changing; Mw/C = Managing with Consequences; P = Prevention; T = Toleration; A = Accommodation