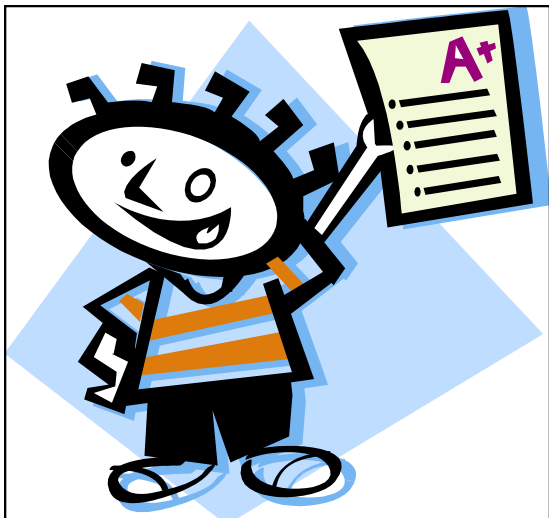


# Types of Underachievers and How Parents and Teachers Can Help Them Become Achievers



to



## General Help

Type: Dependent (Conformer and Non-Conformer)

### Characteristics and Behaviors:

- Some find that talking about sad feelings is a passive way to control an adult (can be a way to avoid problem-solving techniques).
- Often lacks organization skills
- Avoid competition/fear of failure
- Often afraid to contribute creative ideas/they are highly critical
- Establish ways to avoid doing homework
- Rarely set realistic goals for themselves
- Overwhelmed with long-term assignments

### What can Parents and Teachers do:

- Words of encouragement for parents (Appendix C)
- Don't do for your children those things that they are capable of doing and should do for themselves.
- Remove yourself from the scene of attention-getting dependence, but give compliments when the job is complete.
- Reversing a dependent pattern
  - Explain the task briefly and include children in the plan of how to complete it
  - Move attention from an incomplete task to the completed task
  - Reward completion
  - Emphasize positive accomplishment
- It is better to be too strict or lenient than to teach children to manipulate their parents.
- Have them compete against themselves
- Identify which organization behaviors a child struggles with and help them correct them. (Appendix B)
- Don't give attention to poor losers
- Encourage risk-taking
- Social skills for some boys: Help them know some sports language
- Don't agonize about loneliness. Encourage them to do activities related to their interests.
- Model intrinsically interesting activities (noncompetitive: stamps, dolls, coins, etc.)
- Teach children to defer judging their ideas
  - Ground Rules for Brainstorming (Appendix C)
- Checking homework:
  - Brief perusal over work for effort and completion. If necessary, send them back to redo. Don't go over every problem and scold.
- Don't tell kids they are doing superb work if effort has improved only slightly
- Ask students to speak up or volunteer once a day (Parents can ask kids each night what they contributed)
- Teach goal setting
- Help students break down long-term work (Appendix D)
- Punishment doesn't work with these kids; only personal attention, inspiration, individual interest, persuasion, creativity, and short-term activity reinforcements will be effective.

## General Help

Type: Dominant Conformers

### Characteristics and Behaviors:

- They rarely fail courses; do just enough to get by
- Frequently multi-talented
- Manage to avoid learning to cope with failure by only engaging in activities that they are good at or can win
- Will become a non-conformer if they don't dominate their area anymore (might become depressed, rebellious, manipulative, etc.)
- They might not become underachievers until later on in school (high school or college)
- Manipulate home and school environments to avoid competition
  - Root cause for their patterns is that they have received too much attention for excellence. They become addicted to attention.
- They usually live in highly competitive families
- They rarely have developed sensitivity to the feelings of others that may be less successful (brag, boast, poor winners)
- Prefer to do things their own way; feel good when they control their activities
- Often have a defensive response to criticism
- Will only show parents work/tests that get an "A." Parents are probably not seeing anything else.
- They see a lack of praise as criticism
- They don't laugh at themselves easily
- May engage in power struggles often to show power

### What can Parents and Teachers do:

- Parents can separate their own dreams and aspirations from their child's.
- Emphasize the message, "We want children to try, to be responsible, and to make positive, sincere effort" over the message of "winning is everything."
- Parents should try to get involved in activities where they don't always win (be a model)
- Encourage kids to participate in activities where they can develop intrinsic motivation (not competitive or rewarded)
- Help students realize that academic learning is central. Extracurricular activities are important, but academic learning is the priority.
- Help encourage empathy (Appendix A)
- Have these kids try coaching or teaching in their area of expertise
- Evaluate these students first in writing (will help these kids not be so defensive)
- If kids are defensive about criticism, begin the process of reversing this behavior with a new area of learning first (they won't be so protective over it).
- Don't criticize during initial idea production and don't get into the pattern of over evaluating
- Help students realize that they should engage in areas of excellence, but should pursue a good education so that all the doors don't close later on
- Begin criticism with a compliment first
- Create class assignments to foster intrinsic interests (Appendix A)

## General Help

Type: Dominant Non-Conformers

### Characteristics and Behaviors:

- Most resistant to change
- Often belligerent, cocky, rebellious, hostile, negative, angry, violent
- They are easily hurt
- Feel confident when they are in control
- Feel they don't have an area of expertise to get attention from
- Will push adults continually
- Alcohol and drug abuse becomes ways to restore power in their lives
- They are "show-people" and like to have an audience
- Might have been given too many things and don't know the idea of "wish, want, work, wait." They want to be instantly smart or successful.
- Consistently compete with everyone (for them to feel good, others must feel bad)
- Will have emotional highs and lows
- Will become very depressed by the word "no."
- Life for them is boring if they are not busy
- Will often try and manipulate adults against each other
- Will blame the pressure they feel on their teachers and parents

### What can Parents and Teachers do:

- Some of these kids might need psychological help
- Before responding to them, give them plenty of time to talk
- When talking, be direct and confident; show them you are listening.
- Any answers given should be firm and irreversible (stay strong and don't be wishy-washy)
- If students try to argue, walk away; don't engage.
- Direct them according to their needs, not their present wishes
- Remove their audience if they are acting out
- Teach kids how to work and wait
- Use the Parent Anti-Arguing ALLIANCE (Appendix A)
- Do not give in to irrational sadness and depression, but threats of suicide should always be taken seriously!
- Use a negotiation inventory with strengths, weaknesses, controls, and rewards (make a chart). (Appendix B)
  - Mention strengths once a day, pick only the highest priority problems to respond to, select the least potent control that works, and the smallest reward that will be effective.
- Set realistic grade goals
- Tell students you expect effort (safe message)
- Be patient in awaiting improvement
- Adults need to provide a united front
- Write a contract for behavior problems, work completion problems or other projects. The more signatures the better. Make copies for everyone involved.
- Don't use attention-getting reprimands.
- Help students find balance

## Appendix A

(From Why Bright Kids Get Poor Grades by Dr. Sylvia Rimm)

### Sample Statements to Encourage Empathy

The key is to comment on the success for the child's performance first, and they suggest how others could use their support.

- "\_\_\_\_\_, that was a really great game! You truly were a sports hero, and your dad and I were impressed. But I think your friend \_\_\_\_\_ had a really bad game. I never saw him play so poorly. Do you think he could use some of your encouragement?"
- "\_\_\_\_\_, your brother is really in a bad mood. He did terribly at the track meet. You've always handled losses well. Do you have any ideas on how you could make him feel better about trying again in the future?"

### Class Assignments to Encourage Intrinsic Interests

- Projects graded by pass/fail
- Self-graded assignments
- Individually selected projects
- Special-interest trips and speakers
- Discussion sessions on personal interests and hobbies
- Small group projects
- Total class cooperative projects (i.e. murals, plays)
- Community member interviews
- Surveys and questionnaires
- Extra-credit projects

### Parent Anti-Arguing ALLIANCE

**A**—Ally with them by making positive true statements or by identifying common interests (this might take time...)

**L**—Listen to what the child says (don't say yes or no immediately and ask them for their reasons)

**L**—Learn about what the child is thinking

**I**—Inquire to determine if there are other issues missed

**A**—Answer only after taking adequate time to think about the request (This will teach them to be patient, give you time to stay calm and think). Try not to be persuaded by their pushiness.

**N**—Name two or three reasons for your response if the answer is no. DO NOT REVERSE OR CHANGE YOUR DECISION.

**C**—Consequences if the child continues to argue. They must learn to accept "no."

**E**—End. Do not reengage in an argument. This may mean you remove yourself from the room.

## Appendix B

(From Why Bright Kids Get Poor Grades by Dr. Sylvia Rimm)

### Sample Negotiation Chart

Strengths	Weaknesses	Controls	Rewards
Creativity	Disrespect for parents and teachers	Allowance	Additional money for clothes, gas, or special events
Intelligence	Procrastination	Specific social events	Special trips
Creative Writer	Poor Study Habit	Concerts	Use of the car

### Types of Organization Skills

- Putting like things together
  - Example: Organizing incomplete homework from complete homework
- Predicting Time
  - Example: How long it takes them to get ready in the morning or to study for a test
  - Help: Timers, stop watches
- Scheduling
  - Help: Prepare a weekly schedule
- Remembering
  - Help: Assignment notebooks, planners, explain the importance or writing things down, adults should model this
- Prioritizing
  - Help: Discuss priorities with children and help them learn to evaluate; encourage kids to do homework before TV or friends
- Eliminating
  - Example: What activities may be too much?
- Reviewing
  - Help: Review decisions every few months and make adjustments
- Establishing Good Habits
  - Example: Study, chores, organization, re-checking assignments
- Maintaining Flexibility
  - Help: Teach children to make some exceptions to their schedules and adjust to change

## Appendix C

(From Why Bright Kids Get Poor Grades by Dr. Sylvia Rimm)

### Teacher Anti-Arguing ALLIANCE

- A**—Ally with them by making positive true statements or by identifying common interests (talk to that student privately/ don't make them have an audience)
- L**— Listen to what the child says (don't say yes or no immediately and ask them for their reasons)
- L**—Learn about what the child is thinking. If you're not sure how to respond say, "Let me think about it; I'll get back to you."
- I**—Initiate an experimental compromise, if possible. If the student is obviously trying to avoid work, you will have to say "no."
- A**—Add a written agreement/contract with two copies.
- N**— Nurture your relationship as a role model
- C**—Consequences if the child continues to argue or does not follow through on the written agreement.
- E**—End discussion by positively encouraging the student to initiate new ideas in the future.

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### Words of Encouragement for Parents

- If you don't permit your children to work independently now, they will surely fail later and blame you for that failure.
- If you overprotect and do too much for your children, they will resent you for stealing away their independence.
- Your children can't learn independently when you don't believe that they are capable of independence.
- Your children's dependence causes you to unintentionally diminish their self confidence.
- If your children use tears, whining, complaints, physical ailments, or non-eating as manipulations, you are being unkind if you respond to them as though they were truly suffering.

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### Ground Rules for Brainstorming

- **Criticism is ruled out:** This is deferred judgment and will allow a more creative atmosphere
- **Freewheeling is welcomed:** The wilder the idea, the better. It could start out crazy, but might lead to a workable solution.
- **Quantity is wanted:** The longer the list, the more likely a solution will be found.
- **Combination and improvement are sought:** Allow students to "hitchhike" on others ideas.

## Appendix D

(From Why Bright Kids Get Poor Grades by Dr. Sylvia Rimm)

### How to Plan a Long-Term Assignment and Fight Procrastination

- Determine how many study days remain between today and the due date (for example, 15 days)
- Divide the assignment into parts for the number of days available. Students may need help in the dividing up of the assignment.
  - Example:
    - Five days: library research and notecards
    - One day: organizing notecards
    - Two days: forming an outline, three sections to outline
    - Three days: writing one section each day
    - Two days: revisions and changes
    - One day: preparing final draft
    - One day: extra in case needed
- Students should then describe each part of the assignment in their assignment notebook/planner for each day that it is to be accomplished.
- One or two extra days should be left over should any part of the assignment take more time than expected.

## Types of Underachievers

### Card A

Type: Dependent Conformer

Name: Perfectionist Pearl

#### Characteristics:

- Works well when assignments are concrete and specific
- Struggles with thinking abstractly and taking risks
- Paralyzed by fear of failure
- May only be perfectionistic in particular areas (i.e. grades, intellectual abilities, clothes, organization, cleanliness)

#### Behaviors:

- Neat and tidy
- Obedient until middle school; middle school brings rebellion (i.e. anger, eating disorders, depression)
- Sets impossibly high standards and feels helpless and out of control
- Will procrastinate or feel anxious when fearful they cannot meet their own high standards
- May experience headaches and stomachaches when they worry they will make mistakes
- Will sometimes make excuses and blame others for their problems

#### Strategies:

- Use statements that are more moderate, help convey that students have done their best, and don't compare (i.e. "excellent" vs "perfect", and "You're a good thinker" vs "You're brilliant")
- Explain that mistakes are part of the challenge
- Teach appropriate self-evaluation
- Read together (or encourage older students to read) biographies where successful people learned from failure, and share your own stories
- Help children to laugh at their mistakes (humor and gentle teasing)
- Explain how bragging impacts others and teach students empathy
- Encourage parents to purposefully break routines so they learn to not be enslaved by them
- Help students gradually increase effort and show them how that relates to their progress.



<http://cdn8.steveseay.com/wp-content/uploads/2011/07/Perfectionism.jpg>

## Types of Underachievers

### Card B

Type: Dependent Conformer

Name: Poor Polly

#### Characteristics:

- Sad
- Finds a sympathetic ear among adults
- Seems to thrive on anticipating negative outcomes
- Afraid to try new things
- Learns that self-doubt and negative thinking are effective ways to get attention from adults and comments of support
  - All the attention to avoidance techniques prevents child from gaining confidence in anything
- These students are often described as immature, and sometimes these students are held back unnecessarily

#### Behaviors:

- Claims school work is difficult and peers don't accept him/her
- Tries to persuade adults to reassure her about skills, confidence and intelligence

#### Strategies:

- Refocus attention on different activities
- Encourage better problem solving techniques
- Keep sympathy sessions brief
- Reward completion of homework with personal one-on-one attention



<http://healthandwelfare.idaho.gov/Children/EarlyChildhoodInfo/ActiveParenting/tabid/161/ctl/ArticleView/mid/1373/articleId/580/Childrens-Feelings.aspx>

## Types of Underachievers

### Card C

Type: Dependent Conformer

Name: Passive Paul

#### Characteristics:

- Liable, pleasant, nice kid
- Assignments are rarely complete, and if complete, are not completed well
- Doesn't seem to worry about work not getting done
- Books and assignments don't usually make it home for study
- Parents often wonder if child has an attention disorder

#### Behaviors:

- Slouches at desk
- Yawns and daydreams
- Raises hand to ask questions but never to answer them
- Gives non-responses (i.e. "I don't know," "I don't understand," or "I forgot.")
- At home, child withdraws to the television. Doesn't respond well to parents
- Will lie to parents about homework completion

#### Strategies:

- Get students involved in non-competitive intrinsic interests
  - There is little risk and they will find these activities initiate self-confidence and personal control.
- Actual completed work and effort are rewarded over grades.
- Identify which organization behaviors a child struggles with and help them correct them.
- Communication between home and school is key to keeping manipulation/lying at bay
- Explain the connection between effort and the wiring of kid brains. This is especially effective for boys.
- Attention:
  - Actively reciting or writing material, summarizing material, using mnemonic techniques



## Types of Underachievers

### Card D

Type: Dependent Non-Conformer

Name: Sick Sam

#### Characteristics:

- Is often absent from school because of "illness"
- Mom (or dad) can add to the problem:
  - "I'll talk to the school about lessening your schoolwork"
  - "You just relax."
  - "If the teachers wouldn't give so much homework, he could relax and not feel so much tension."

#### Behaviors:

- Complains that he is not feeling well when it is time to go to school, but feels much better later in the day
- Complains that it is difficult to keep up with schoolwork because he is so far behind

#### Strategies:

- Get students involved in non-competitive intrinsic interests
  - There is the possibility to focus attention on productive activity instead of illness.
- Record instructions for assignments; these students can listen to them at home (even if they haven't made it to school), so they don't get too far behind.
- Reward completion of homework with personal one-on-one attention



## Types of Underachievers

### Card E

Type: Dependent Non-Conformer

Name: Taunted Terris

#### Characteristics:

- Is probably overweight; may or may not be gay (is teased often for these characteristics)
- Dad might try to get him to play sports, but that attempt usually ends in failure
- Doesn't see how he can finish work without mom's help

#### Behaviors:

- Wanders alone on the playground
- He says he doesn't have any friends
- After school, he complains to his mom about how mean the other kids are (mom wishes the teachers would protect him)
- Assignments usually aren't finished
- Works slowly and daydreams
- Often brings home work to complete with mom
  - Will often not even start without help
- May find solace at the computer and complete assignments that relate to computer skills

#### Strategies:

- Parents should plan to prepare for an initial struggle (might suffer aloud with moans and complaints)
- Establish the stage with a new desk or clear off a messy desk (in a place away from family traffic).
  - If teenagers say they need music, explain that they have not been successful with music. With success comes options.
- Be firm, but positive
- Reward completion with personal one-on-one attention
- Heighten their awareness of how dependent behaviors have caused them to become alienated from friendship groups
- Pair this child with other students that are accepted by the class (as long as that child is not too dominant)
  - Also give hints about what it means to be a successful team member.



[http://www.planetkram.com/pkblog/2008/09/song-of-day\\_16.html](http://www.planetkram.com/pkblog/2008/09/song-of-day_16.html)

## Types of Underachievers

### Card F

Type: Dependent Non-Conformer

Name: Depressed Donna

#### Characteristics:

- Can be a more extreme form of any of the dependent types
- Can occur with dominant children who feel like they have lost power
- They have a feeling of inefficacy

#### Behaviors:

- Sadness and crying
- Frequent sleeping or sleeplessness
  - Adolescents often don't sleep at night; they watch TV, play games, or talk to friends through the computer
  - Will sleep or doze at school and nap right after school
- Binge eating or non-eating
- Inactivity
- Preoccupation with sad themes or suicide
- May call herself a "night person"

#### Strategies:

- Probably need professional help
- Get students involved in non-competitive intrinsic interests
  - There is little risk and they will find these activities initiate self-confidence and personal control.



<http://tactilesoul.com/2010/12/02/how-to-recognise-teenage-depression/>

## Types of Underachievers

### Card G

Type: Dependent Non-Conformer

Name: Torn Tomas

#### Characteristics:

- Suffering from the transition between two homes (usually from divorce)
- One house may be pro-school and one may be anti-school
- There is a lack of communication between homes regarding bedtime and expectations
- Feels mixed up about who to live with

#### Behaviors:

- May be tired at school on days with a anti-school parent
- May only be completing homework at the pro-school home

#### Strategies:

- Parent-teacher communication (with both houses) will be key; also, the use of the school counselor will be helpful.
- Encourage student to join after school homework help group (finish work before going home)



<http://space2live.net/category/make-a-difference/>

## Types of Underachievers

### Card H

Type: Dominant Conformers

Name: Jock Jack, Social Shaundra, Dramatic Dan

#### Characteristics:

- Thrive in competitive settings
- Personable and socially deft
- Can be natural athletes, skilled actors, talented musicians, and good leaders
- They give their parents great joy in high school—through awards and leadership opportunities
  - Their high school accomplishments might be the pinnacle of their careers
- They do not see themselves as winners in academics

#### Behaviors:

- They choose to participate in activities that they are good at (in which they can be winners)
- Although they are probably very intelligent, they complain that schoolwork has never had that competitive challenge they need
  - It was, however, probably too competitive and since they couldn't be first place or the best, they just became average.

#### Strategies:

- Don't burden them with personal pressures (from parents mostly)
- Emphasize the importance of effort over the importance of winning
- Explain that learning to work in areas where they are not stars is an essential component of learning to function effectively in a competitive society
- Help them find activities to engage in that are not competitive or rewards/possibly outside of their area of excellence
- Keep the message clear: Academics are central!
- Help them develop sensitivity and empathy
- All them to coach or teach others in their area of expertise
- Help them learn to accept criticism



[http://www.ehow.com/list\\_6467514\\_social-skills-activities-high-school.html](http://www.ehow.com/list_6467514_social-skills-activities-high-school.html)



## Types of Underachievers

### Card I

Type: Dominant Conformers

Name: Academic Alice

#### Characteristics:

- Extremely gifted (high IQ)
- 4.0 GPA, honors classes, many awards and scholarships
- May not struggle until late high school and college when she begins to struggle for the first time; she is no longer the smartest at school

#### Behaviors:

- When she begins to struggle for the first time:
  - Initially spends hours preparing for tests to keep the "A"
  - Becomes obsessed with worry about performance
  - Finds it difficult to concentrate on the material
  - Test anxiety
  - Becomes depressed with grades that are less than the expected "A"

#### Strategies:

- Help them find a "learning sanctuary." This is a place with other students who have similar academic skills, and the student can feel secure in the uniqueness of the group; they will feel less stress of having to feel the most intelligent
  - This group must emphasize non-competitiveness and solidarity
- Help them learn to accept criticism
- Help them find activities to engage in that are not competitive or rewards/possibly outside of their area of excellence
- Study biographies where successful people fail multiple times and persevere or change direction.



<http://sheniqua-sheniqua.blogspot.com/2010/10/becoming-successful-person.html>

## Types of Underachievers

### Card J

Type: Dominant Non-Conformers

Name: Manipulative Maria

#### Characteristics:

- Charming and persuasive (manipulative)
- Parents believe she is a sweet, good, helpful child; she may be spoiled
- Social life is a high priority, but circle of friends is unstable because friends don't trust her (they don't want to be manipulated)

#### Behaviors:

- Talks a lot in class
- Goes from friend to friend
- Asks teachers for improved grades, with promises of future improvement

#### Strategies:

- Learn to reframe complaints that the student may be using to manipulate
  - If student says, "My parents never help me with my homework."
  - Teacher can say, "Good. That means that you are growing in independence. Always try things at least three or four times before you ask for help. I'll always be happy to help you if you've really tried."
- Find interests that gives them an intrinsic sense of accomplishment (will help build inner confidence)
- Use the Teacher Anti-Arguing ALLIANCE (Appendix C)
- Keep things as positive as possible.



<http://www.lovingyourchild.com/2010/10/parenting-daughters-girl-fighting-child/>

## Types of Underachievers

### Card K

Type: Dominant Non-Conformers

Name: Creative Chris

#### Characteristics:

- Gets poor grades from teachers because he doesn't turn in work, but probably knows the content and can pass the test (often gets that "C" average)
- Thinks it's more important to be creative and learn than to get good grades
- Determined not to conform
- Parents might say, "He marches to his own drumbeat."

#### Behaviors:

- Writes poetry/stories, loves drawing, and adds unique comments to class discussions.
- Creates reasons why he should not have to do homework and persuades mom to join his side (she may become his advocate)
- Reads extensively, but does not complete book reports (or other required assignment)
- Does not pay complete attention in class; may miss information and begin to have holes in learning
- Might start dressing uniquely, listening to unique music and having unique friends
- May start doing drugs, so as not to conform

#### Strategies:

- Have student jot down creative ideas on a notepad to share later; then they can focus more on material in class.
- Help them find a "learning sanctuary." This is a place with other students who have similar interests/skills, and the student can feel secure in the uniqueness of the group; they will feel less stress of having to feel the most creative
  - This group must emphasize non-competitiveness and solidarity
- Encourage child to be engaged in at least one area of creative expression at all times
- Don't allow them to use creativity to evade schoolwork
- Use creative strengths to build up weaknesses
- Find appropriate models and summer opportunities



<http://www.goodreads.com/topic/show/897304-high-school-characters>

## Types of Underachievers

### Card L

Type: Dominant Non-Conformers

Name: Rebellious Rebecca

#### Characteristics:

- Bedroom is usually messy (and often to make a point to her parents)
- Writing, phone and music becomes an outlet for anger
- Might get depressed and feel alone
- Doesn't know what she is for, but knows what she is against
- Grades fluctuate between "A's" and "F's"
- Doesn't see any purpose in higher education
- Might be extremely idealistic and be with a friendship group that fights social norms in the name of improving society

#### Behaviors:

- Keeps her bedroom door closed and blocks out her parents
- Might be smoking and drinking
- Complains about her parents
- Tells counselors that grades don't matter
- Works well for teachers she likes

#### Strategies:

- Help this student find balance
- Appeal to her altruism; try and find somewhere to volunteer
- Learn to reframe complaints that the student may be using to manipulate
- Use the Teacher Anti-Arguing ALLIANCE (Appendix C)
- Keep things as positive as possible.



<http://mongoliamel.edublogs.org/>

## Types of Underachievers

### Card M

Type: Dominant Non-Conformers

Name: Hyperactive Harry

#### Characteristics:

- Disorganized and sloppy
- Messy backpack and locker
- Nonstop high energy
- Schoolwork is not complete because many papers may not make it home
- Handwriting may be illegible
- Grades vary between "A's" and "F's", but there may not be a clear explanation why

#### Behaviors:

- In and out of his seat
- Constantly tapping pencil or touching other children
- Listens to the teacher inconsistently (tunes out information)
  - Usually hears positive information, but not warnings and rules
- Chaotic behavior at school and home

#### Strategies:

- Use strengths to improve weak areas
- Try appropriate behavioral approaches before jumping to medication
- Use the school psychologist
- Don't use attention-getting reprimands or punishments/discipline. Use personal signals, quiet reprimands, and brief time-outs.
- Withdrawal of privileges could be an effective negative consequence



<http://www.ronitbaras.com/focus-on-the-family/parenting-family/from-the-life-coaching-deck-3-hyperactive-kids/>

## Types of Underachievers

### Card N

Type: Dominant Non-Conformers

Name: Bully Bob

#### Characteristics:

- Temper tantrums control the family
- Family learns to walk around him carefully, so they don't set him off
- No one pushes him to complete homework because they want to avoid a tantrum
- Poor grades
- Doesn't take responsibility for his actions and will blame others (i.e. "They started the fight. They don't like me.")

#### Behaviors:

- Will through temper tantrums to get whatever he wants
- Might yell and throw things
- Complains that kids don't like him and that he doesn't have any friends
- Has many fights on the playground

#### Strategies:

- Try to appeal to any altruism; try to get them interest in some form of volunteering
- Learn to reframe complaints that the student may be using to argue
- Use strengths to improve weak areas
- Use the Teacher Anti-Arguing ALLIANCE (Appendix C)
- Find interests that gives them an intrinsic sense of accomplishment (will help build inner confidence)
- Don't use attention-getting reprimands or punishments/discipline. Use personal signals, quiet reprimands, and brief time-outs.
- Keep things as positive as possible.



<http://teachingselfgovernment.com/help-my-out-control-kid-how-handle-temper-tantrums-1100>