Graphic Organizers: Tools to Build Behavioral Literacy and Foster Emotional Competency

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Abstract:

Too frequently, current approaches to discipline de-emphasize the importance of social, emotional, and behavioral instruction and overemphasize the use of punishment. When reactive, punitive consequences are the primary form of discipline, a negative school climate emerges. To prevent an unconstructive learning environment, educators need to teach students the knowledge, skills, and abilities that lead to the development of emotional competency. This article describes creative ways to use graphic organizers to effectively manage educational environments, build behavioral literacy in students, and create a learning community that celebrates diversity and empowerment.

Article:

Discipline is the bridge between goals and accomplishments.
—Anonymous

Discipline and students' behavior have been the primary problems confronting public schools for more than a quarter of a century (Research Connections, 1997). Educational professionals, parents, the public, and legislators have responded to this quandary by instituting zero-tolerance policies and increasing the implementation of punishment-based approaches. Despite the use of these aversive, consequence-driven techniques, discipline problems continue to wreak havoc in our schools, resulting in feelings of frustration, anger, and disempowerment among teachers.

In the quest to improve discipline practices, empower teachers, and promote prosocial patterns of student behavior (emotional competence and behavioral literacy), a reexamination of the definition of the word discipline is warranted (Martella, Nelson, & Marchand-Martella, 2003). *The American Heritage Dictionary* (Berube et al., 1993) defines *discipline* as "training intended to produce a specified character or pattern of behavior" (p. 202). In fact, the term *discipline* is derived from the Latin word *disciplina*, which means "to learn" (Berube, 1993, p. 202). Certainly, some students can learn prosocial patterns of behavior through the use of consequence-driven, punitive approaches to discipline. However, educators should question whether "after the fact" (i.e., reactive) responses are the most effective and efficient methods for teaching prosocial behaviors to all students. Are these negative approaches used to help students learn content in traditional subject areas such as reading, writing, math, social studies, and science? Obviously, they are not. On the contrary, educators employ a variety of robust, evidence-based, instructional approaches to promote students' content learning. Therefore, to effectively teach prosocial behavior patterns, teachers also need to use a variety of robust, evidence-based instructional tools.

The goal of behavioral literacy is the acquisition of core skills that lead to the development of emotional competency in students, including

• prosocial awareness,
• fluent interpretation of the behavior of self and others,

• accurate comprehension of behavioral functions, and
• strategic self-regulation and self-correction to monitor and adjust behavior in accordance with environmental and situational demands.

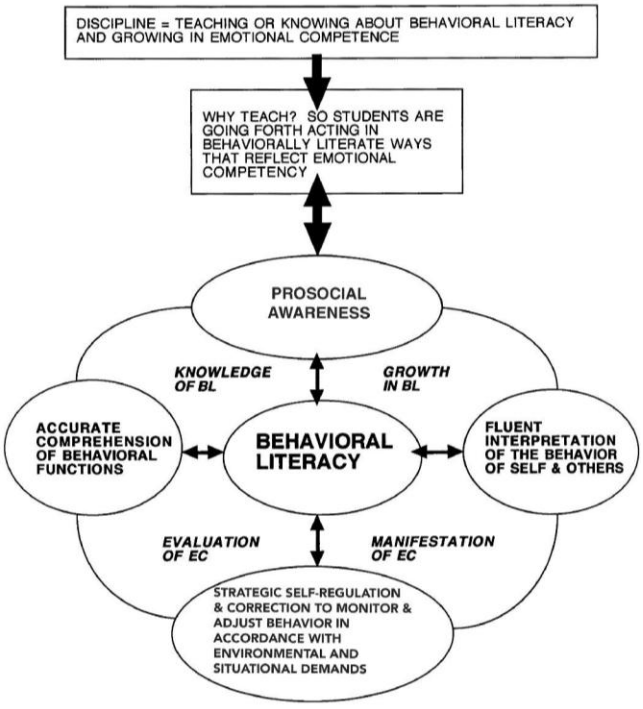


Figure 1. The synergistic relationship between behavioral literacy and emotional competency. *Note.* BL = behavioral literacy; EC = emotional compentency.

Guidelines for Effective Use of Graphic Organizers

- Provide explicit and direct instruction to students in the use of graphic organizers. Otherwise, students may become frustrated and view the graphic organizer as simply another worksheet to be completed.
- Scaffold instruction when teaching students how to use graphic organizers using the following format:
  - I do it (teacher models 1 time).
  - We do it (large group practices 5–7 times).
  - You do it (independent throughout the school year; Ellis, 2000).
- Use graphic organizers consistently by scheduling opportunities for students to use them in a daily and recursive manner (i.e., before, during, and after instruction).
- Select graphic organizers based on the quality of their design. The Makes Sense graphic organizers (Ellis, 2000) are ideal because of their whole-to-part, part-to-whole construction.
- Institute the use of graphic organizers by starting with one or two types. Increase the variety of graphic organizers after students have become proficient in their use.
- Publicize the graphic organizers by posting completed ones in the classroom and school. Refer to students' completed graphic organizers throughout the day to maximize their effective use and to provide feedback to students about their behavior.
- Devote 10 to 20 minutes, 5 times per week, to direct instruction in behavioral literacy using graphic organizers.
- To increase student involvement and ownership, and enhance motivation, encourage students to make design modifications to existing graphic organizers.
- Consistently acknowledge in many varied and unusual ways in the classroom and school the students who are demonstrating behavioral literacy and emotional competency.
- Provide naturally occurring and immediate consequences to students who are not exhibiting behavioral literacy and emotional competency in the classroom or school.

To promote the goals of behavioral literacy and develop students' emotional competency, teachers can employ a variety of graphic organizers—powerful tools to help students acquire, maintain, and generalize the components of behavioral literacy that lead to the development of emotional competency. Like many subject-related skills, all behaviors or actions are hierarchical in nature (Vallacher & Wegner, 1987). Therefore, just as teachers use graphic organizers to effectively teach diverse academic content, they can use them explicitly to help students learn prosocial patterns and behavioral hierarchies that foster emotional competence.

Ellis's (2000) Makes Sense graphic organizers are ideal because of their whole-to-part, part-to-whole construction, which is critical in promoting students' understanding of *how* to act or behave in desired ways and *why* they should do so. The sidebar offers general guidelines for the effective use of these graphic organizers in the classroom or school setting. The examples in the next sections illustrate how teachers can use graphic organizers as management/discipline tools to build students' behavioral literacy and enhance current approaches to class-room management and schoolwide discipline.

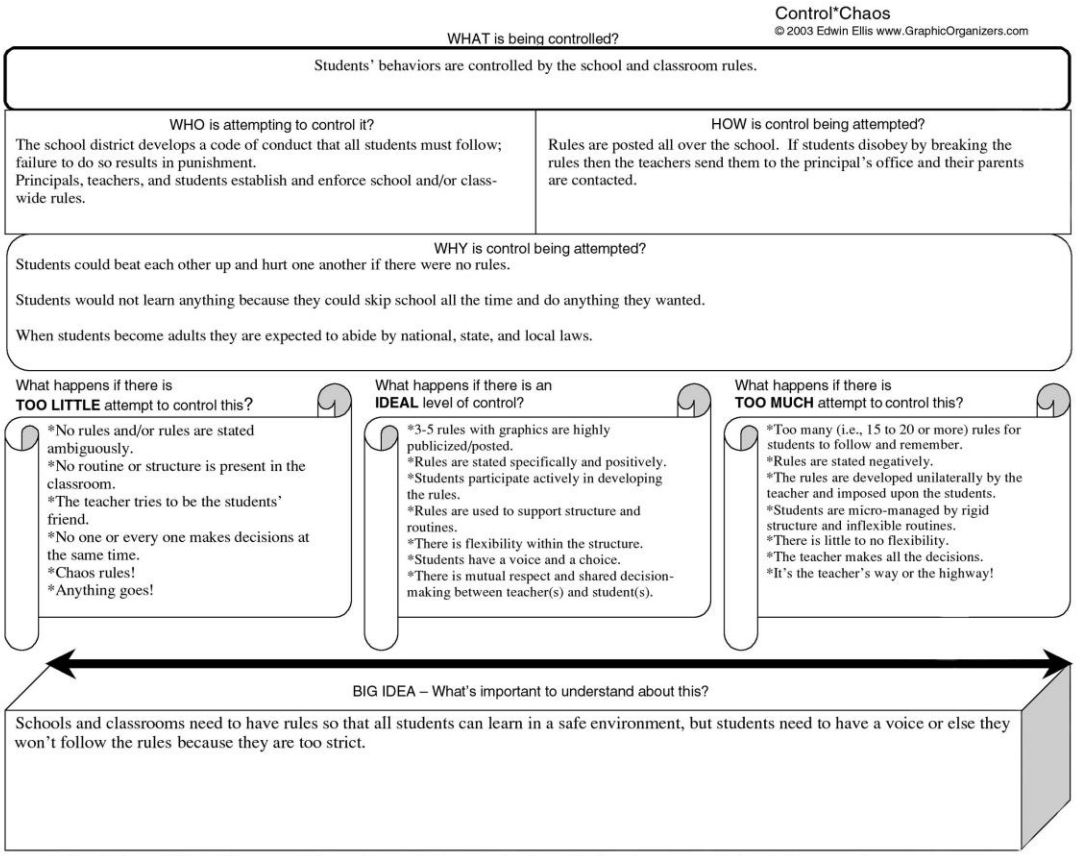


Figure 2. Sample Control/Chaos Phenomena Map used to teach the necessity of establishing classroom and schoolwide expectations.

Creating and Maintaining a Healthy Psychological Environment

Clearly Stating Expectations

Use a Control/Chaos Phenomena Map (see Figure 2) to help students develop a sophisticated understanding of why it is necessary to establish classroom and schoolwide expectations. The structure of this visual map helps students to differentiate between too little and too much control in an effort to identify the ideal amount; it also shows who will be responsible for implementing the desired level and why and how control is being attempted. The phenomena map also guides students in thinking about the big ideas underlying control and chaos (i.e., What is important to understand about this?).

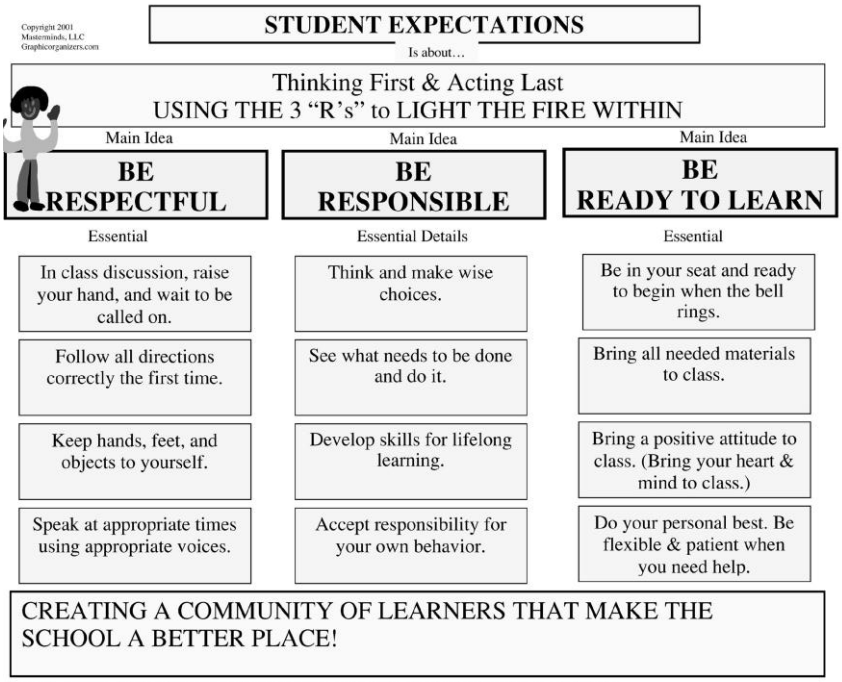


Figure 3. Sample Three Main Ideas/Hierarchic Frame used to develop school-wide expectations cooperatively.

After students have completed the Control/Chaos Phenomena Map, use a three or five Main Ideas Hierarchic Frame (see Figure 3) to cooperatively develop classroom or schoolwide expectations, rewards, and naturally occurring consequences. Expectations need to be limited in quantity (i.e., three–five), stated positively (e.g., " work quietly" rather than "no talking"), and illustrated through the use of visual or graphic prompts. The goal is for students to use the frame to identify the specific behavior patterns that they need to demonstrate consistently to meet classroom expectations: what they can earn (i.e., intrinsically and extrinsically) when they are successful in meeting these expectations and what naturally occurring consequences are the result when they are unsuccessful.

Teaching the Hidden Curriculum

Portelli (1993) and King (1986) described the hidden curriculum as the normative, or moral, component of the curriculum that inculcates values and expectations that are not openly acknowledged within the school environment. Hlebowtitsh (1994) believed that the hidden curriculum can foster disempowering behavior in students, and Gordon (1980) argued that it is a potential violation of the basic rights of students because they need to be aware of the forces influencing them. Unfortunately, the hidden curriculum often is not taught. Students who fail to comprehend this curriculum are at a distinct disadvantage and often unknowingly become discipline problems (Myles & Simpson, 2001). For students to develop this important social skill, they need to receive direct instruction in it.

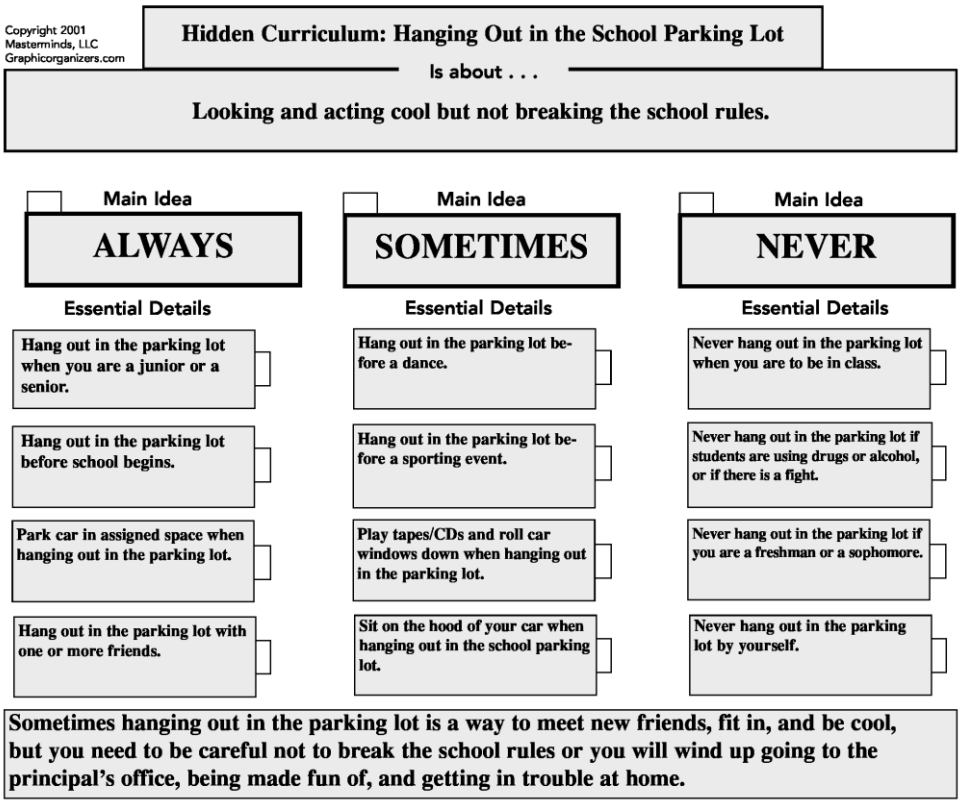


Figure 4. Sample Always, Sometimes, Never Concept Table used to teach the "hidden curriculum."

Use an "Always, Sometimes, Never" Concept Table (see Figure 4) to teach the school's hidden curriculum. For instance, an "Always, Sometimes, Never" Table can be developed with students to help them learn when it is always acceptable, sometimes acceptable, or never acceptable to not complete homework. Examples of other behaviors that could be addressed in this type of table include arriving late to a class, coming to class ill-prepared, or "hanging out" in the school parking lot.

Performing Social Autopsies

Levoie (1994) described a social autopsy as "an innovative strategy wherein an adult assists a socially deficient child to improve social skills by jointly analyzing social errors that a child makes and designing alternative strategies" (p. 5). Social autopsies are supportive problem-solving techniques that are led by an adult immediately after a social error occurs and are applied in an individualized way (Levoie, 1994). Moreover,

because students learn from examples and nonexamples, social autopsies should also be used to analyze social situations wherein the student has been successful in demonstrating prosocial behavior patterns (Levoie, 1994).

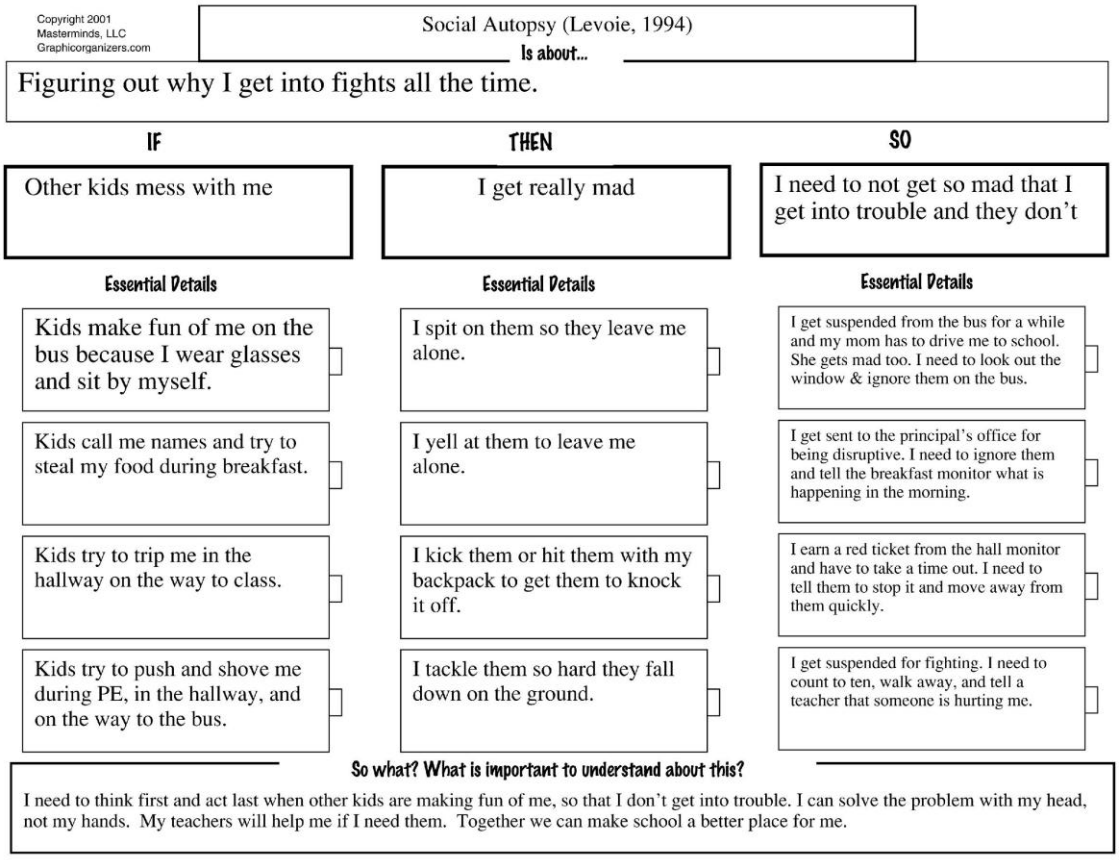


Figure 5. Sample Cause & Effect (If, Then, So) Frame used to conduct a "social autopsy."

Use Cause and Effect Frames to perform detailed social autopsies with students. In the example in Figure 5, a Cause and Effect Frame is used to help a student identify (a) the behaviors that contributed to a hallway fight with a peer that resulted in an in-school suspension, and (b) the specific prosocial behavior patterns (e.g., cognitive, anger-management strategies) he or she could use in the future to ignore taunting comments and avoid a physical altercation.

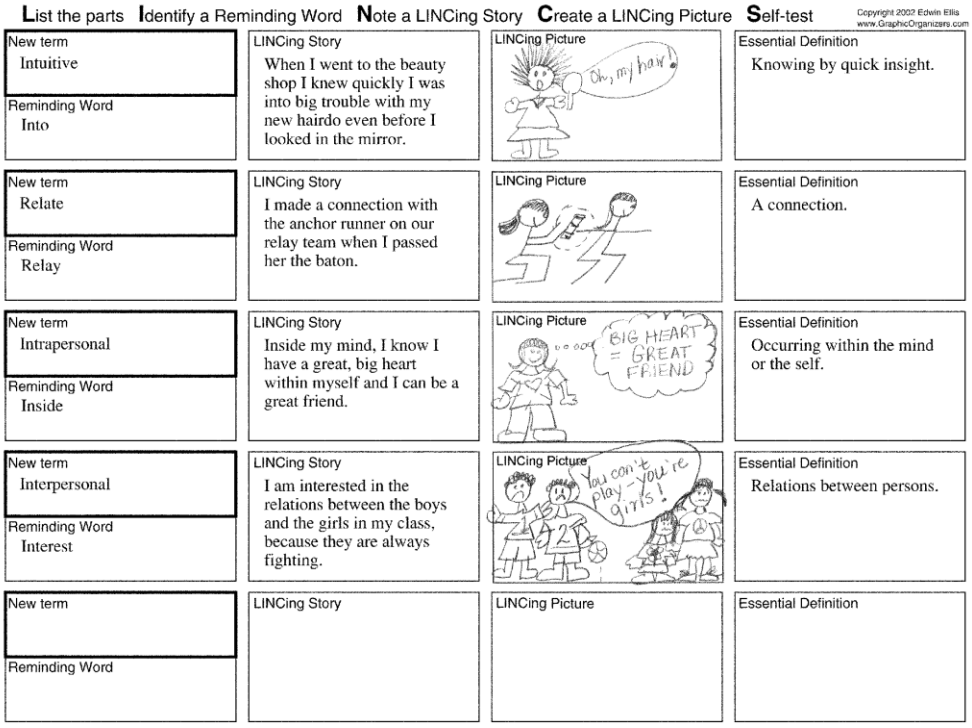


Figure 6. Sample LINCS vocabulary routine used to teach essential social, emotional, and behavioral terms.

Nurturing Inter- and Intrapersonal Intelligence

Gardner (1993) has suggested that interpersonal intelligence refers to the ability to relate or the act of relating or being involved with others (i.e., social relationships be-tween persons). By contrast, intrapersonal intelligence refers to the intuitive ability to understand oneself. Both types of intelligence need to be nurtured in students. Use LINCS (see Figure 6) Vocabulary Routines—a reminding word, the essential definition, a LINCing story, and a LINCing picture—to teach students essential vocabulary terms related to the concepts of intra/interpersonal intelligence (Ellis, 1998a, 2001). For instance, you could teach the term intuitive, which is integral to understanding the construct of intrapersonal intelligence, and the term relate, which is important to understanding inter-personal intelligence, via the LINCS strategy.

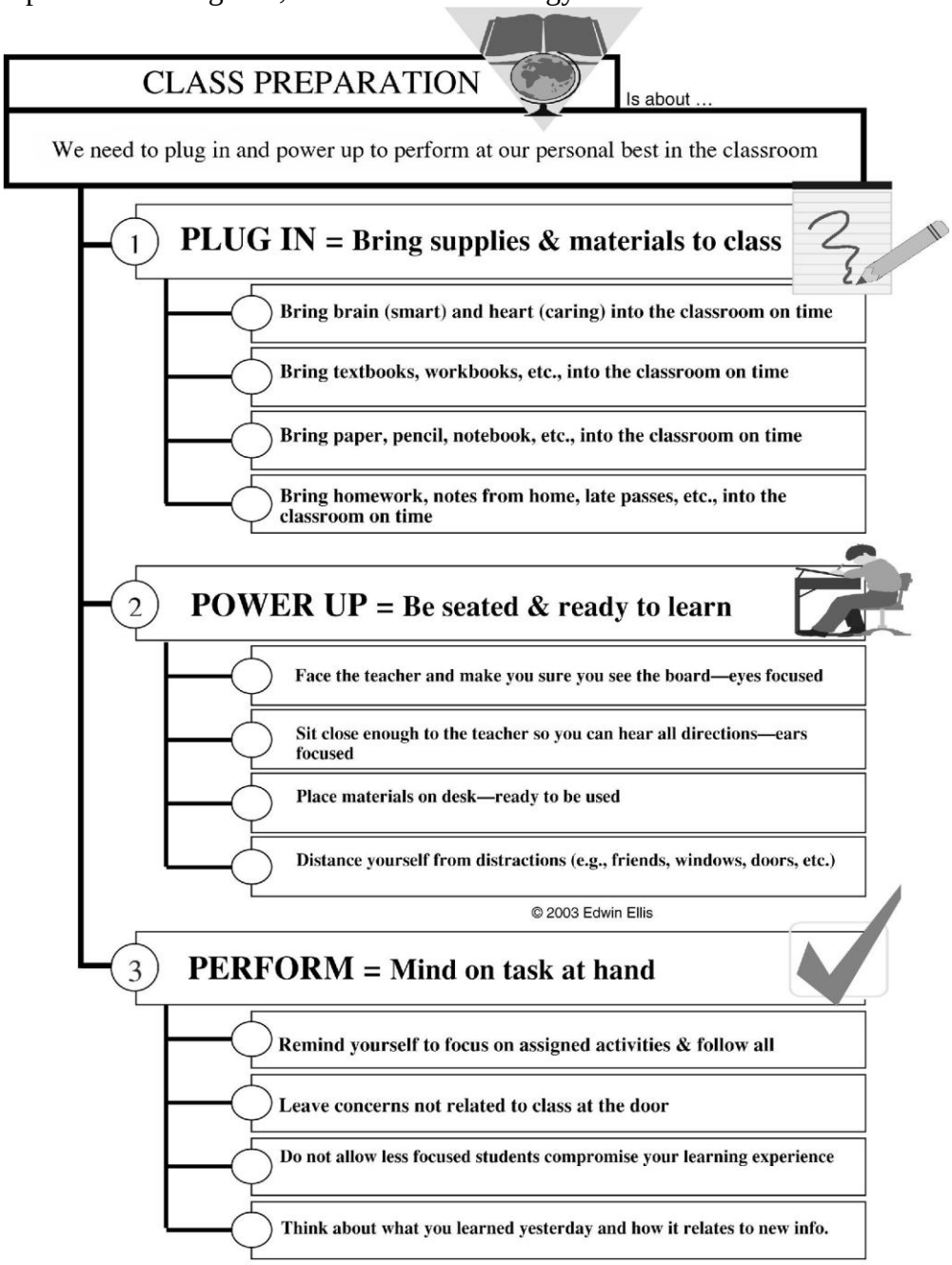


Figure 7. Sample Hierarchic Flowchart used to teach class preparation.

Establishing Transitions and Routines

Facilitating Class Preparation

When students come to class unprepared, frustration and frenzy often result. Use Hierarchic Flow Charts (see Figure 7) to disrupt this unproductive cycle and promote class preparation by teaching students what materials need to be brought to class on a daily basis and what behaviors are expected. For instance, you might list

textbooks, writing utensils, and notebook paper as necessary materials and the mind (i.e., focus/concentration) and the heart (i.e., care about the topic) as desired attitudes/behaviors. Use the hierarchical structure of the chart to indicate the order of preparation and any unintended consequences for not being prepared.

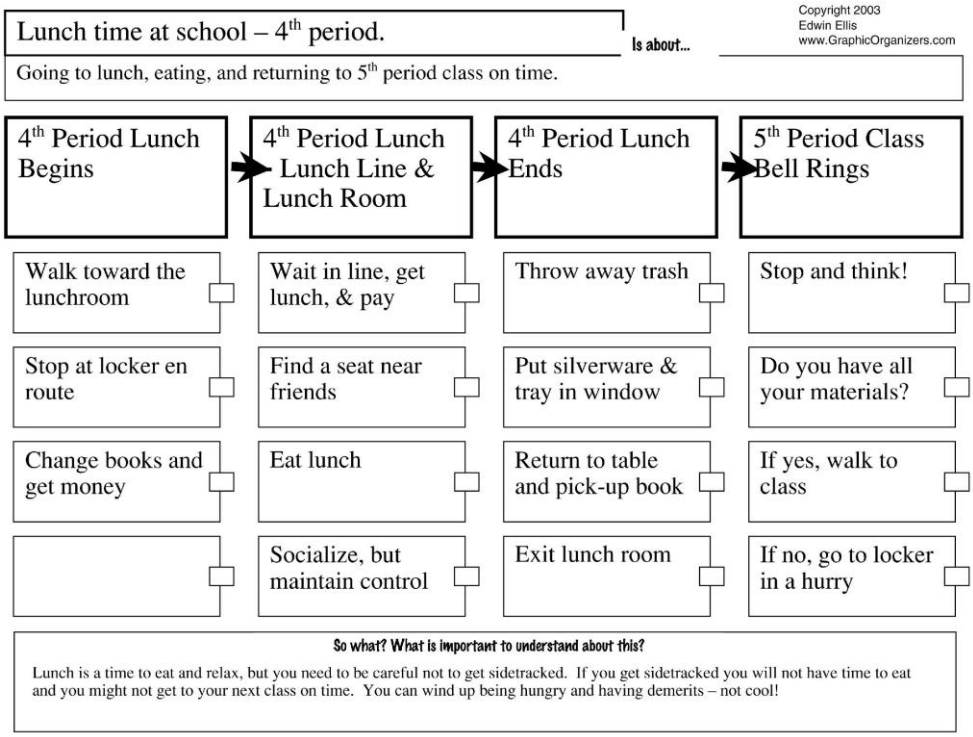


Figure 8. Sample Linear Sequence Frame used to teach and review daily activities/schedule.

Creating Smooth Lesson Transitions

Teaching students to become more efficient learners requires explicit instruction for transition times, also known as "hot spots." Use the Linear Sequence Frames (see Figure 8) to teach and review daily activities/schedules on a routine basis. This proactive approach teaches students how to deal competently with less structured times and maintains instructional momentum by establishing familiar patterns. When students are able to draw on existing organization patterns, they become more self-directed.

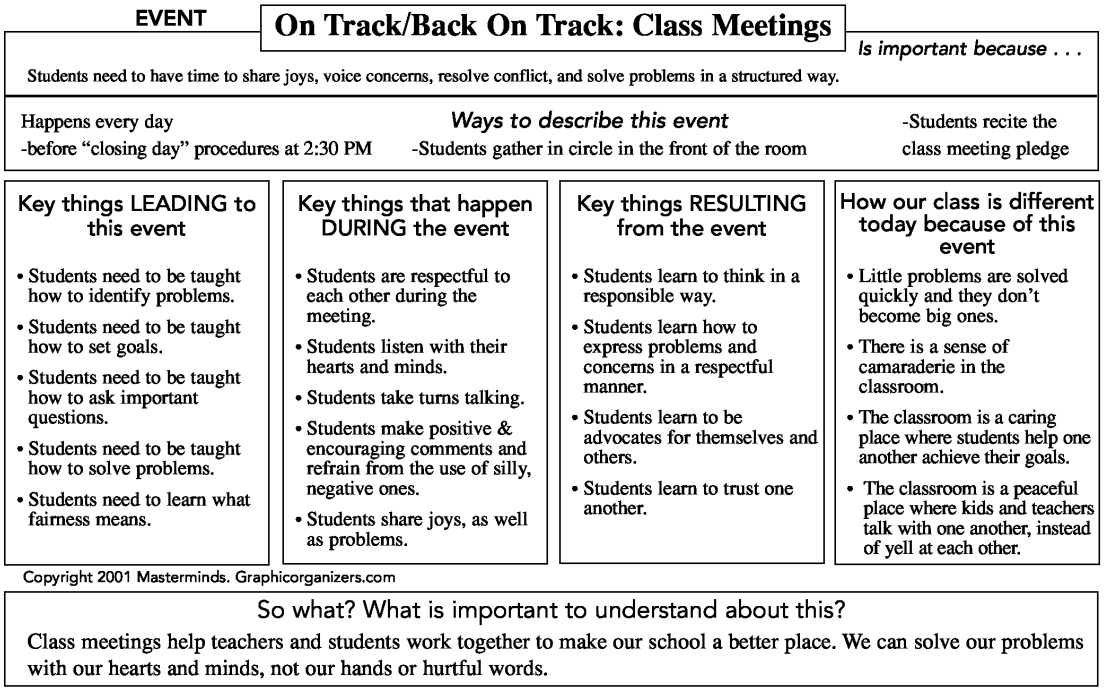


Figure 9. Sample Important Event Concept Table used to create caring rituals.

Co-Constructing Caring Rituals

Classroom rituals and celebrations are the hallmarks of a caring community of learners. Use Important Event

Concept Tables (see Figure 9) to construct significant rituals and celebrations with your students. Rituals should be varied, have a centering effect, and be organized into two categories:

1. individual (i.e., conducted personally) and

2. community (i.e., conducted by the group; Peterson, 1992).

An example of an individual ritual is the symbolic acts a student conducts prior to engaging in a reading or writing task (e.g., lighting a candle, sitting in a favorite chair, putting on "magic reading glasses"). Community rituals might be opening day ceremonies, closing day ceremonies, and regularly scheduled class meetings. Celebrations are organized into four types: birthday, special day, spur-of-the moment, and achievement (Peterson, 1992). Rituals and ceremonies should not become mindless classroom events; instead, they should be valued by the students and viewed as opportunities to demonstrate caring feelings for classmates. Some rituals and ceremonies may occur infrequently, but others—such as class meetings—may be conducted on a more regular basis.

The structure of the Important Event Concept Table effectively helps students learn the value of rituals and the procedures that establish their familiarity. The for-mat of this kind of graphic organizer will help students identify critical concepts associated with ritualistic class-room/school events, including why the event is important to celebrate, how to describe the event, key aspects leading to the event, what needs to happen during the event, significant results from the event, and the impact the event has on their school/classroom experiences (Ellis, 2000).

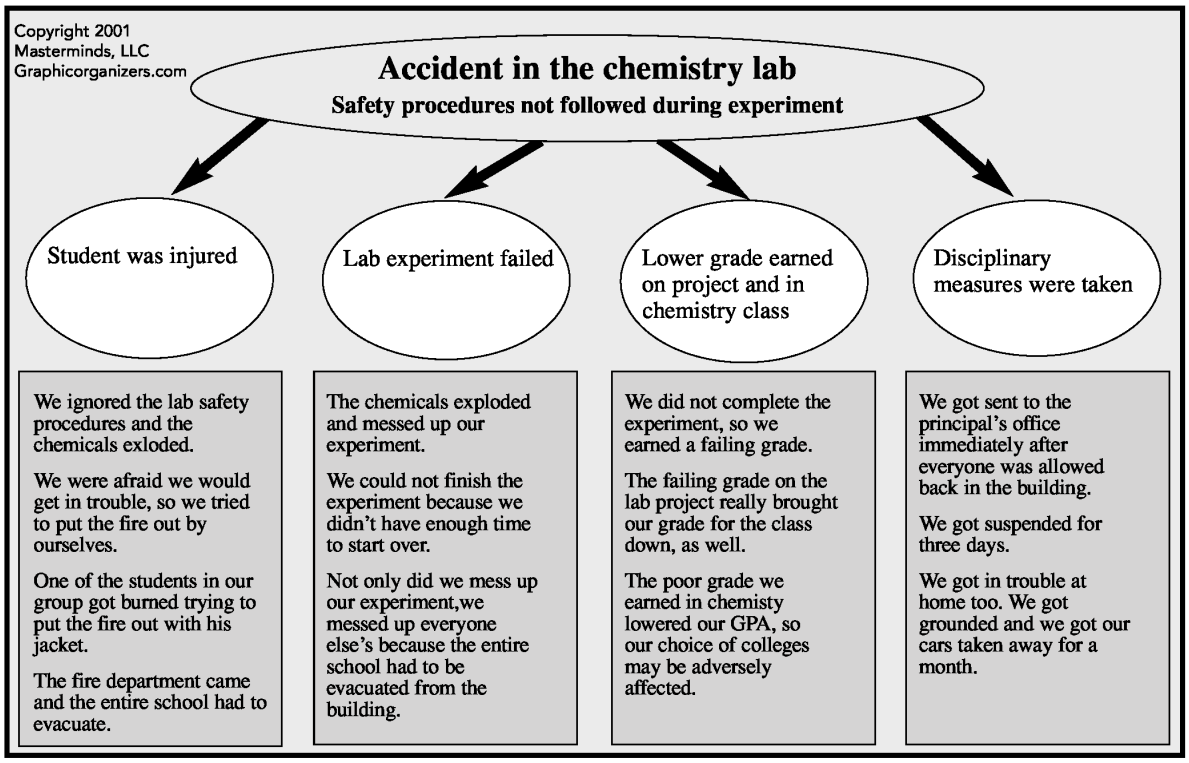


Figure 10. Sample Cause & Effect Web used to teach classroom and school-wide procedures.

Specifying Classroom Procedures

Effective and efficient classroom procedures help the instructional day unfold smoothly and also ensure students' safety. Use Cause & Effect Webs (see Figure 10) to teach essential classroom or school procedures, such as lab safety skills, playground regulations, lunchroom procedures, and bell regimens. The structure of this web is effective for creating examples and nonexamples of specific classroom or school procedures.
For instance, students could be given a biology accident lab scenario to review and analyze. They then may use the web to identify the cause of the accident (e.g., safety procedures not implemented) and the effects (e.g., student injuries, failed lab experiment). Using the Cause & Effect Web promotes students' understanding of the

relationship between specific actions and their desirable or undesirable outcomes. Moreover, the structure of this type of web also helps students understand why these procedures are vital to maintaining a positive classroom and school climate.

Promoting Active Engagement in Assignments and Activities

Engaging in Independent Seatwork

The relationship between learning and academic engaged time is strong and has been clearly established in the literature (Cancelli, Harris, Friedman, & Yoshida, 1993; Curry, 1984; Nystrand & Gamoran, 1989). In a seminal investigation of students' engaged academic behavior in secondary classrooms, Frederick (1977) concluded that high-achieving students were academically engaged 75% of the time. In contrast, students who were low achieving were academically engaged only 51% of the time. The longer attention falters or students remain disengaged from their immediate tasks, the more likely it is that their academic performances will suffer.

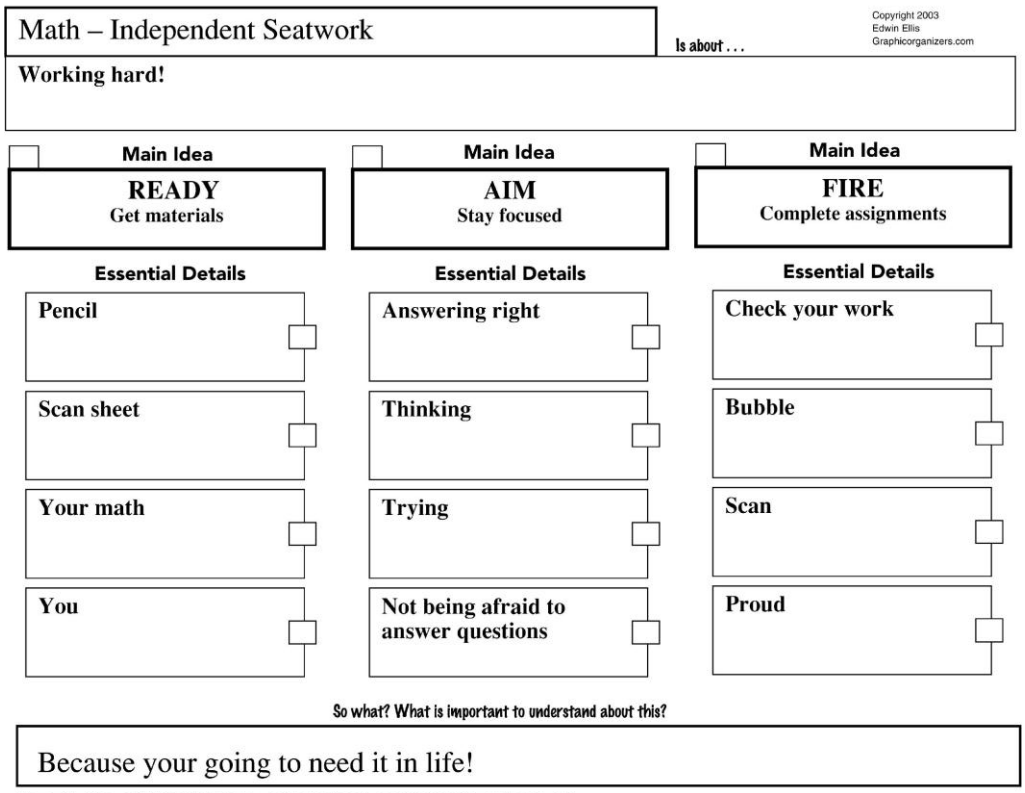


Figure 11. Hierarchic Main Idea Frame used to teach active engagement in math seatwork.

Use Hierarchic Main Idea Frames (see Figure 11) to teach students a strategy (i.e., "Ready, Aim, Fire") for remaining engaged in a task. For instance, the topic section of the Idea Frame is the academic content area (e.g., reading, math, biology, geography). The "is about" portion refers to assignment completion, concentration, and the like. The keyword used in the first main idea box is "Ready," which represents the task of preparing for independent math seatwork. "Aim" in the second main idea box signifies the behavioral aspects of remaining focused. "Fire" in the third main idea box characterizes the act of completing the assigned activity.

Ensuring Work Completion

Failure to complete assigned work at home or in school results in a number of undesirable outcomes: Students often fall further behind their same-age peers academically, students may also engage in quarrels with their parents and teachers, and parents and teachers become frustrated with these students because they require constant attention and prompting. Clarifying Tables (see Figure 12) may be used to help students construct an understanding of why it is important to complete assigned work. For instance, the "Don't confuse with . . . " section is particularly useful for demonstrating why homework is not punishment: Teachers do not assign homework to punish students but to help them move to higher levels of learning.

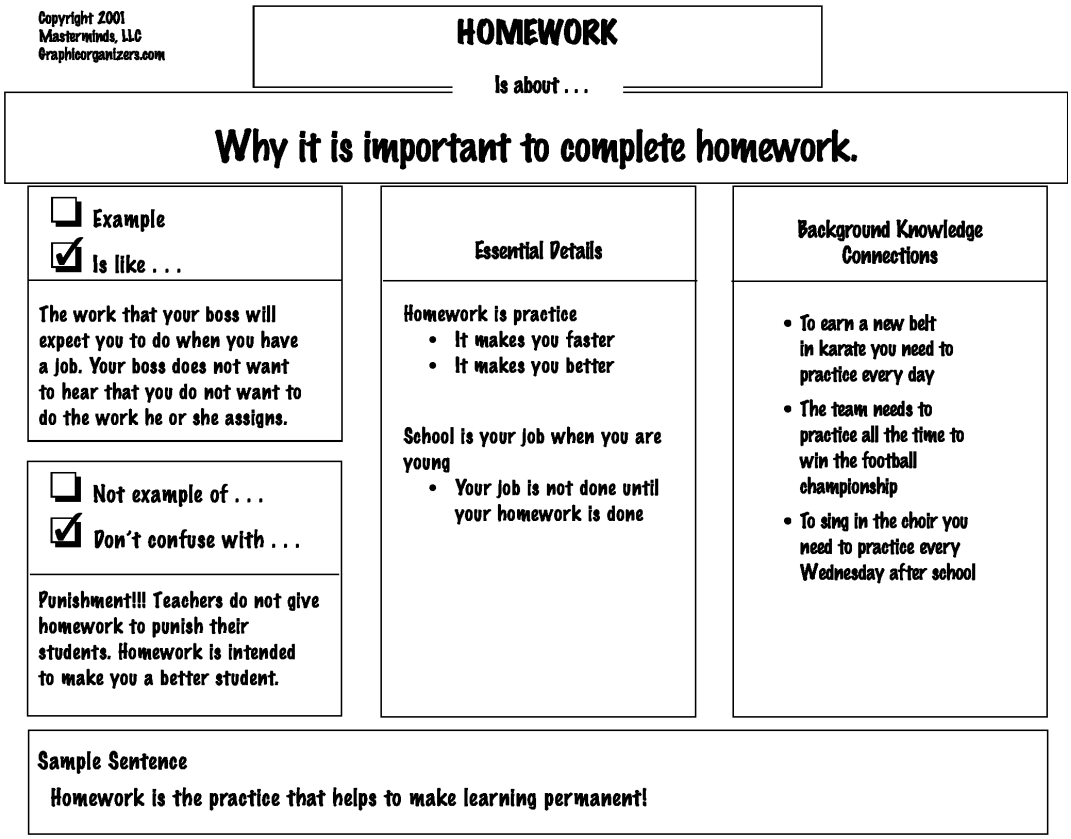


Figure 12. Sample Clarifying Table used to teach the importance of completing assigned work.

Increasing Participation During Instruction

Creative and continuous opportunities for student participation are the hallmarks of active engagement. To accomplish this, teachers need to include students in planning and provide multiple and simultaneous opportunities for responding during instructional activities. These opportunities should encourage active engagement that will promote students' learning and decrease the likelihood that behavioral challenges will emerge (e.g., if students are involved, they are less likely to be "tuning out" or "calling out").

Use a Compare and Contrast Matrix with a conclusions features analysis (see Figure 13) to facilitate this process. Use the structure of the graphic organizer to systematically show students how they could be actively involved in all aspects of the lesson.

The structure of the Compare and Contrast Matrix helps engage students in methodical brainstorming and analytical decision-making to identify their preferred modes of participation. Moreover, students experience a sense of ownership and investment, which in turn maximizes their success.

Teachers want to anticipate any problems that may arise during instruction as a result of active student engagement. For example, students may "bop" one another on the head while using response cards. Conduct brain-storming sessions with students on ways to prevent this. For the response card example, you could use modeling to provide examples of how students should and should not display their cards.

The Compare and Contrast Matrix is a powerful way to get students to "tune in" rather than "tune out." Transfer of power between the teacher and the students is also facilitated because students begin to assume increased responsibilities for their learning. Instructional interactions become more equitable and empowering for all.

Building Collaborative Spirit

Encouraging Motivation and Curiosity

Motivating students to be willing to learn in a collaborative manner can be a challenging and overwhelming

task that many teachers are tempted to avoid. When collaborative learning activities are approached in an unstructured fashion, competition, confusion, and chaos are often the result. For instance, topics for cooperative learning activities are frequently either assigned by the teacher or selected haphazardly by the students. Of course, allowing students to choose the topic is preferable because they then have ownership. Unfortunately, students rarely devote time to topic selection and choose one quickly be-cause it sounds good. The results are that students lose interest quickly and their initial motivation and curiosity are thwarted prematurely. The topic selection process needs to be structured in a manner that helps students think more deeply about choosing a topic.

WISE-steps Goal Setting for Incremental Change

Write a challenge statement Identify options State parameters Estimate values to select best

The Challenge	Parameters / Key considerations							
Ways I Can Increase My Class Participation	English	Math	Social Studies	Science	Physical Education	Art		
Options							**Totals**	**5 = high 1 = low**
Question & Answer	1	1	1	1	1	1	6/30	**Conclusion** I need to practice reading and answering questions aloud. I can ask some of my friends to help me. In time, I will be more comfortable.
Response Cards	4	5	3	5	3	3	23/30	
Take Notes	4	4	4	4	3	4	23/30	
Group Projects	4	5	5	5	4	4	27/30	
Independent Work	1	3	2	1	1	2	10/30	
Read Book Aloud	1	1	1	1	1	1	6/30	

Notes

I do not like to answer questions out loud in class. Response cards are okay –sometimes. I do like to take notes, and I enjoy group learning activities. I get bored during independent seatwork. I really don't like to read from textbooks in front of the class.

Overall, I participate more in math, science, and art than I do in English, social studies, & PE.

Figure 13. Sample Compare and Contrast Matrix with Conclusions Feature Analysis used to teach active participation in group activities.

To encourage motivation and curiosity during a co-operative learning activity, use a Decision-Making Matrix (see Figure 14). The use of this matrix helps teachers structure—not micromanage—the topic selection process, as follows:

1. Students use the potential topics section of the organizer to list several topics of interest.

2. They identify important dimensions for each topic that need to be considered and record them in the features section. Examples include interest to self, interest to others, availability of information, and real-world connections.

3. Students rate the important features of each topic individually, using a 5-point Likert scale (0 = the lowest and 5 = the highest).

4. They compute the score for each topic. The topic that receives the highest numerical ranking will be investigated.

This process can be conducted by a group or individually, followed by group comparison.

TOPICS	CATEGORIES: Interest to Self	Interest to Others	How Much Information is Available	Connections to the Real World
Creative Problem-Solving	5	4	3	5
Building Self-Esteem	4	3	4	5
Bully Prevention	1	1	3	5
Character Education	3	1	3	5

Figure 14. Sample Decision-Making Matrix used to encourage motivation and curiosity.

Determining Responsibility and Enhancing Cooperation

Helping students demonstrate responsible behavior during cooperative learning activities allows them to work together effectively. Frequently, when students work collaboratively, one or two students complete the majority of the work. The consequences for students are frustration and anger and poor work quality.

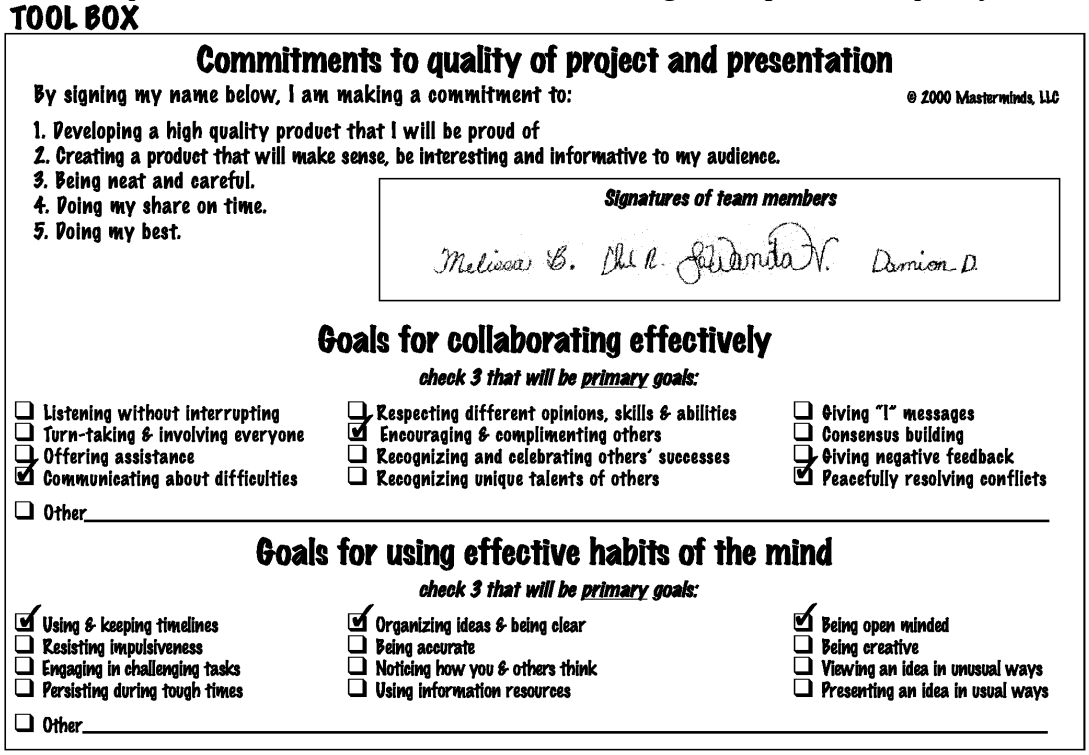
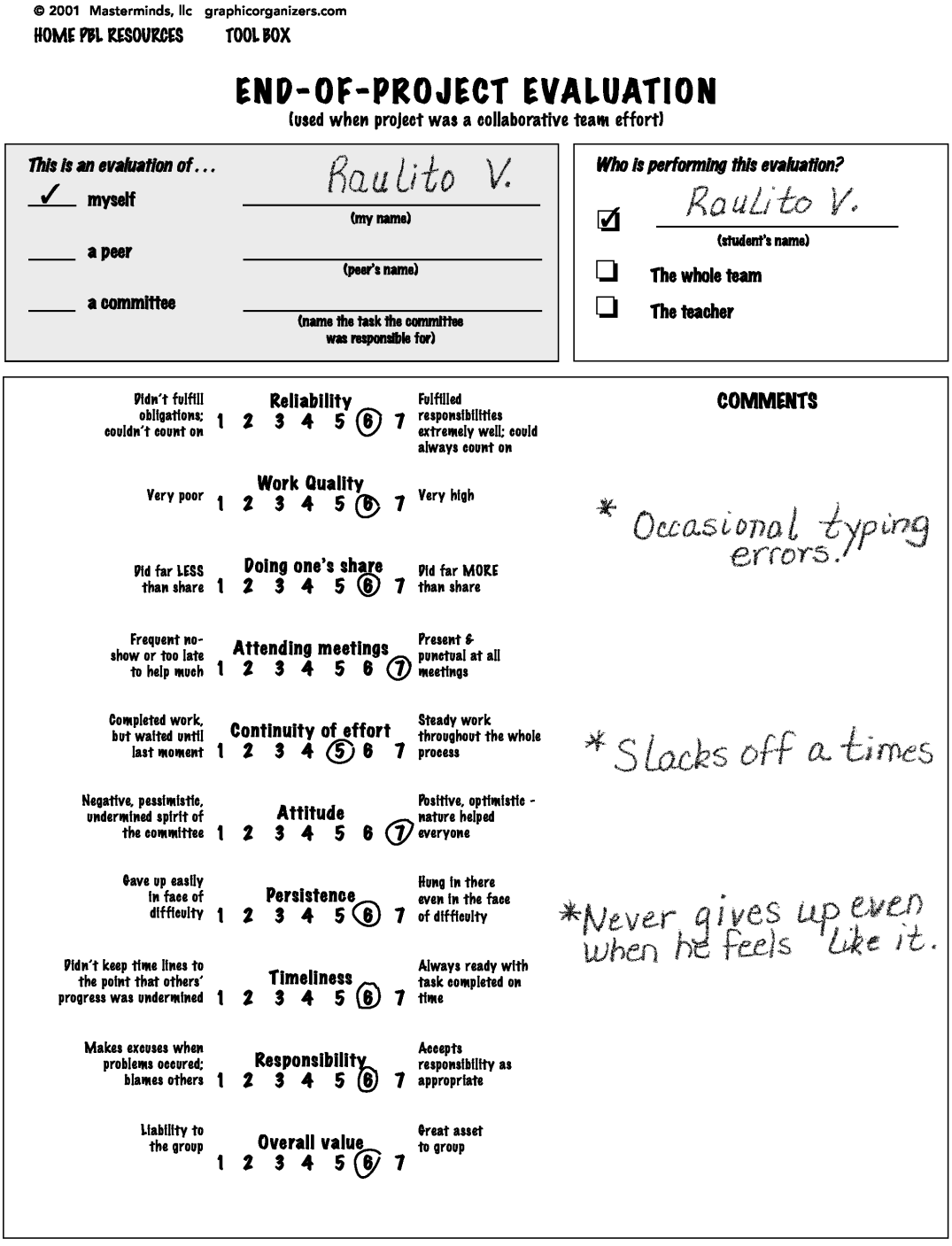


Figure 15. Sample Project-Based Learning Commitment Think Sheet used to determine student responsibility and enhance cooperation.

Use the Project Based Learning Commitment Think Sheet (see Figure 15) to promote a sense of shared responsibility among group members. This think sheet helps students address three important aspects associated with responsible group behavior. In the first section of the sheet, students make a commitment to quality and

sign it to publicly demonstrate their dedication. In the second section, students choose three primary goals for effective collaboration (e.g., encouraging and complimenting others, peacefully resolving conflicts, listening without interrupting). In the third section, students select three primary goals for exhibiting effective habits of the mind (e.g., resisting impulsiveness, noticing how you and others think, being open-minded).



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HOME PBL RESOURCES TOOL BOX

END-OF-PROJECT EVALUATION

(used when project was a collaborative team effort)

This is an evaluation of...

✓ myself — Raulito V. (my name)

____ a peer — _____ (peer's name)

____ a committee — _____ (name the task the committee was responsible for)

Who is performing this evaluation?

☑ Raulito V. (student's name)

☐ The whole team

☐ The teacher

Didn't fulfill obligations; couldn't count on	1	2	3	4	5	(6)	7	Fulfilled responsibilities extremely well; could always count on
Very poor	1	2	3	4	5	(6)	7	Very high
Did far LESS than share	1	2	3	4	5	(6)	7	Did far MORE than share
Frequent no-show or too late to help much	1	2	3	4	5	6	(7)	Present & punctual at all meetings
Completed work, but waited until last moment	1	2	3	4	(5)	6	7	Steady work throughout the whole process
Negative, pessimistic, undermined spirit of the committee	1	2	3	4	5	6	(7)	Positive, optimistic - nature helped everyone
Gave up easily in face of difficulty	1	2	3	4	5	(6)	7	Hung in there even in the face of difficulty
Didn't keep time lines to the point that others' progress was undermined	1	2	3	4	5	(6)	7	Always ready with task completed on time
Makes excuses when problems occured; blames others	1	2	3	4	5	(6)	7	Accepts responsibility as appropriate
Liability to the group	1	2	3	4	5	(6)	7	Great asset to group

COMMENTS

* Occasional typing errors.

* Slacks off a times

*Never gives up even when he feels like it.

Figure 16. Sample End-of-Project Evaluation Think Sheet used to foster student reflection and self-evaluation.

Fostering Reflection and Self-Evaluation

The aforementioned graphic organizers are used to lessen the occurrence of problem behaviors within a cooperative learning group. Promoting continued positive inter-personal group dynamics, however, requires that teachers provide recursive instruction in social, emotional, and behavioral domains throughout the cooperative learning experience. For instance, when difficulties within the group do emerge, students often erroneously focus on the need to change their peers' behaviors rather than their own. After a project has been completed, students can use the End-of-Project Evaluation Think Sheet (see Figure 16), to evaluate individual behavior and group behaviors in a number of areas through ratings and anecdotal comments. This think sheet uses a Likert scale from 1 (low performance) to 7 (high performance) to help students evaluate themselves and others in the

areas of responsibility, work quality, workload, meeting attendance, continuity of effort, attitude, persistence, timeliness, and overall value to the group. This graphic organizer provides students with important feedback about their own behavior within a group context. Because students use evaluation organizers both during and after the cooperative learning experience, the feedback can help students establish goals for enhancing future group interactions.

Promoting Social and Emotional Wellness

Building Positive Self-Esteem

Helping students overcome adversity and acquire resiliency involves building their self-esteem. Students with high self-esteem feel competent in their abilities, are able to learn from success and failure, and treat themselves and others with respect (Brooks, 1997). On the other hand, students with low self-esteem often feel incompetent and unworthy, are unable to learn from their successful and unsuccessful experiences, and lack respect for themselves and others (Brooks, 1997).

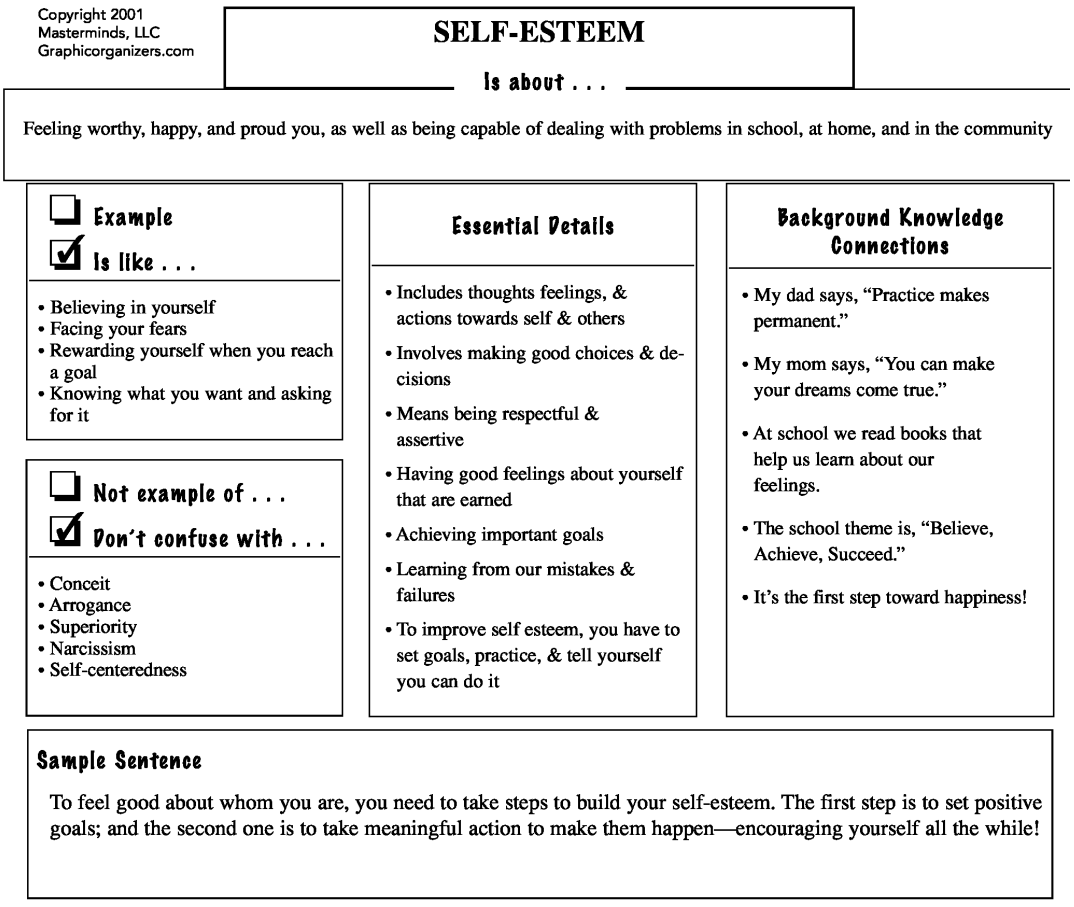

Figure 17. Sample Clarifying Table used to teach understanding of self-esteem.

Students also need to develop positive self-esteem by searching for their "islands of competence"—a student's unique strength or area that has the potential to be a source of great pride and accomplishment (Brooks, 1997). Use a Clarifying Table (see Figure 17) to help students understand the concept of self-esteem and how it plays a central role in people's lives. This graphic organizer may also help eliminate students' confusion regarding the difference between self-esteem and conceit, narcissism, and self-centeredness.

Fostering Self-Awareness and Self-Determination

Students who are self-aware and self-determined experience a higher quality of life than those who are not (Wehmeyer & Schwartz, 1998). An important educational function thus is to help students understand their strengths, challenges, learning styles, and interests (Pocock et al., 2002; Raskind, Goldberg, Higgins, & Herman, 2002). Merriam Webster's Collegiate Dictionary (10th Ed., 1993) defines self-determination as "free choice of one's own acts or states without external compulsion" (p. 1060).

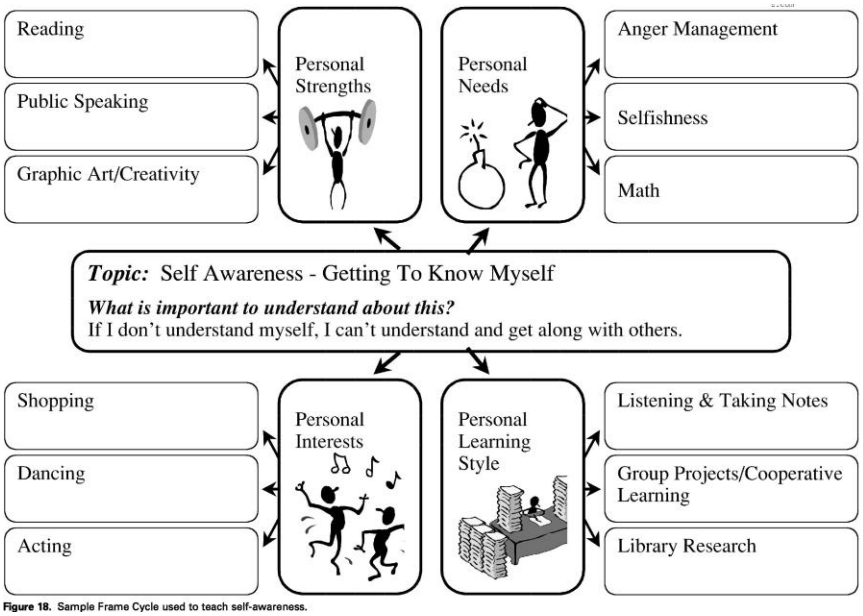

Figure 18. Sample Frame Cycle used to teach self-awareness.

To facilitate students' sense of autonomy, self-regulation, psychological empowerment, and self-realization, use a Frame Cycle (see Figure 18) and a Simple Tension Reaction Phenomena Map (see Figure 19). Begin with the Frame Cycle to teach students how to communicate their strengths, needs, learning styles, and interests to others. Follow this by introducing the Simple Tension Reaction Phenomena Map to teach students how to make self-determined decisions based on their individual awareness of a variety of options. For instance, the topic may be "The end of school is near, and you are graduating soon." Students need to identify sources of tension related to the topic of graduation (e.g., many students attend college, college costs a lot of money, work is a possibility rather than college). They next identify the main issue (e.g., "My parents want to pay for me to go to college"). Students then complete the "Pivotal Event" (e.g., "I apply for student loans and attend the local community college while working part-time"), and "Reactions" (e.g., "I give college a try without wasting my parents' money and get to work at a variety of part-time jobs to determine my interests") sections. The next step is determining unexpected and expected results (e.g., "Working and going to college is difficult. I have to keep my grade point aver-age up or I will lose my student loans and flunk out of college" or "The community college only lasts for 2 years, so I have to quit my job and find another college to transfer to in order to complete my degree"). Finally, students address the "Spin-off" section (e.g., "Trying to make my own decisions and not rely on my parents to make them for me. I know what is best for me"). The careful and consistent use of these graphic organizers over time helps students develop self-knowledge and self-value and ultimately promotes important educational and quality-of-life outcomes.

Teaching External, Active, and Dynamic Self-Regulation

The most successful students control their own learning efforts in a positive way (Schapiro & Livingston, 2000). Self-regulated learners understand, value, and engage in academic learning in ways that are vastly different from those of peers who experience chronic school failure (Paris & Newman, 1990). Iran-Nejad and Chissom (1992) posited that there are three sources of self-regulation: external (stimulus-regulated), active (person-regulated), and dynamic (subsystem-regulated). Students who are influenced by an external source of self-regulation tend to be under stimulus control and therefore approach learning in a piecemeal manner, whereas students who are actively self-regulated appear to be procedurally motivated and consequently make deliberate use of learning strategies. Dynamically self-regulated learners tend to be internally driven by subsystem or biofunctional control and are insightful, creative, and spontaneously reflective. Because external, active, and dynamic sources of self-regulation contribute to students' learning and behavior, it is important to teach active and dynamic qualities and try to change the interaction among the three self-regulation sources.

Use a Cause & Effect Web (see Figure 20) to change the interaction among the three sources of self-regulation; it prompts students to

• identify the topic (e.g., active self-regulation),

• decide what the topic is about (e.g., learning about deliberate strategies to improve learning and behavior),

• determine what the effects of the topic are (e.g., "My attention during math seatwork is deliberate"),

• delineate why these effects occur (e.g., "Because I used the Ready, Aim, Fire strategy to stay focused during independent seatwork in math"), and

• realize why the topic is important to understand (e.g., "Active self-regulation helps me to be a strategic learner. I feel better about myself because I get my math work done and the teacher stops hassling me").

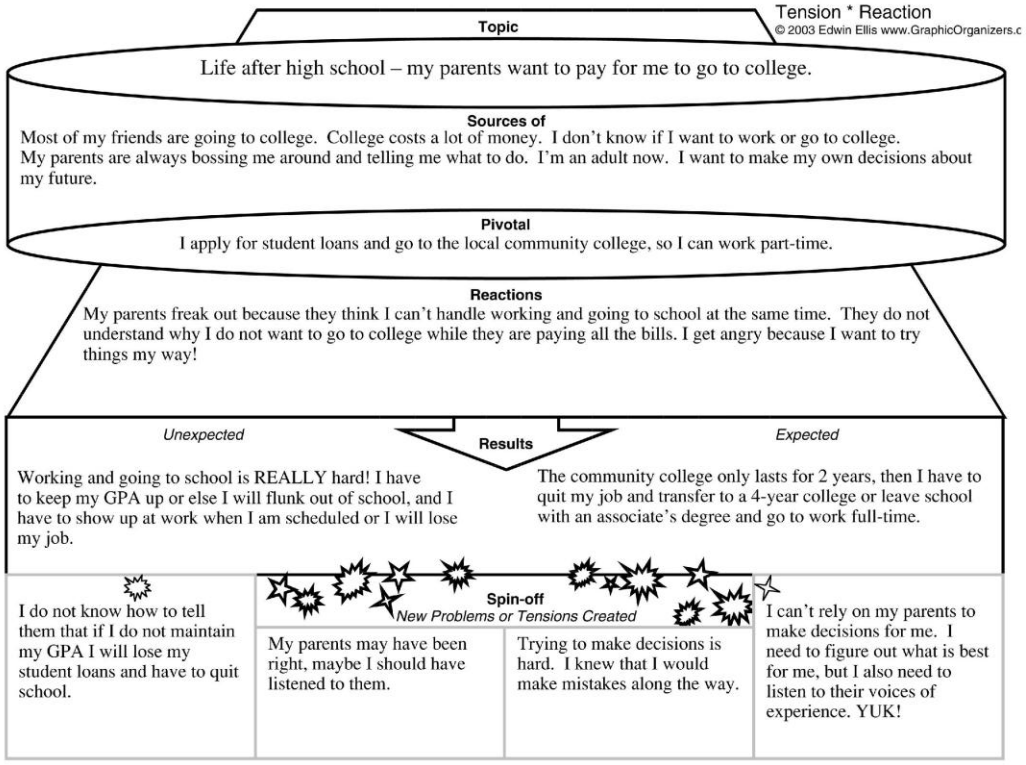

Figure 19. Sample Simple Tension Reaction Phenomena Map used to teach self-determination.

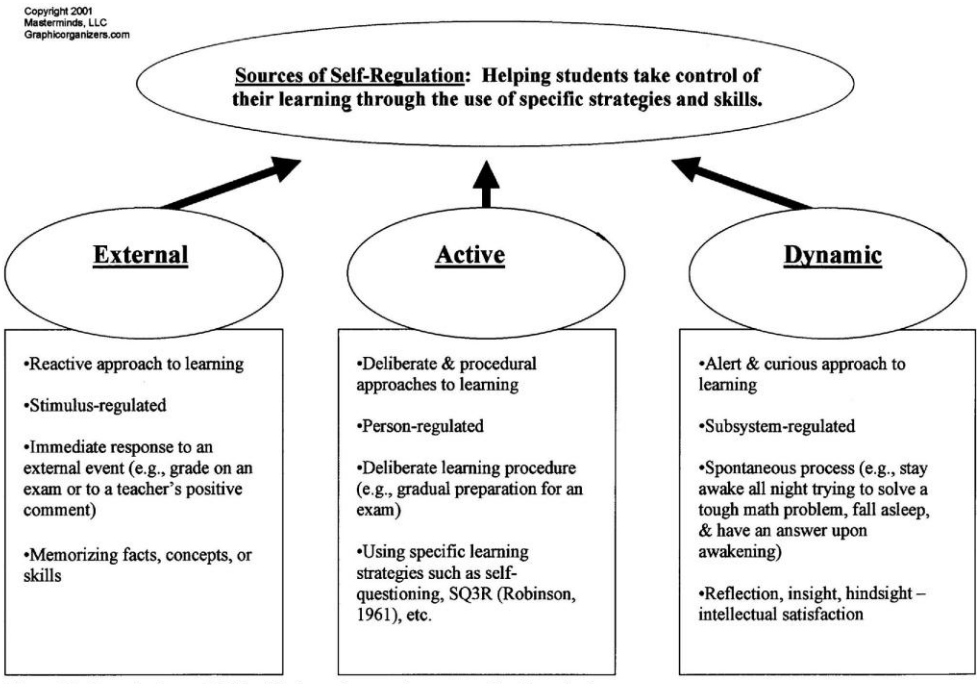

Figure 20. Sample Cause & Effect Web used to teach sources of self-regulation.

Ultimately, facilitating students' ability to move beyond the control of external sources of self-regulation and into active and dynamic modes may be one of the core factors in improving their academic achievement (Schapiro & Livingston, 2000).

Developing Immediate and Long-Term Goal Setting

For more than 20 years, researchers have clearly established the importance of goal setting in relation to fostering students' learning and behavior (Schunk & Gaa, 1981). Specifically, goal setting increases appropriate behavior in the classroom, positively affects motivation, and can change negative or self-defeating attitudes (Chang & Lorenzi, 1983; Hannafin, 1981; Martens, Hiralall, & Bradley, 1997; Morse, 1987; Quigney & Studer, 1999; Rasing & Duker, 1992). Moreover, goal setting increases productivity, homework completion, school attendance, report card grades, and overall academic achievement (Graham, MacArthur, & Schwartz, 1995; Grossi & Heward, 1998; Miller & Kelley, 1994; Morse, 1987; Principato, 1983; Tollefson, Tracy, Johnsen, & Chatman, 1986; Trammel & Schloss, 1994; Wickert, 1987). Finally, it fosters resiliency, healthy development, and social competence for all students (Bruce, 1995).

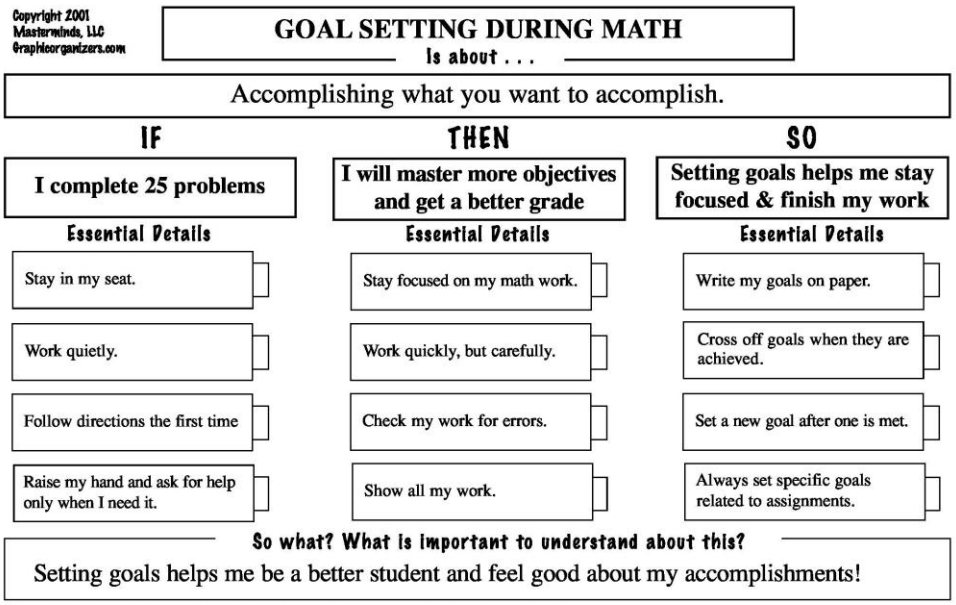

Figure 21. Sample Cause & Effect If, Then, So Frame used to teach goal setting.

To incorporate goal setting into the classroom activity schedule, use Cause and Effect If, Then, So Frames (see Figure 21). For example, prior to each math period, have students establish behavioral or academic goals using this organizer. Students begin by identifying the topic (e.g., independent math seatwork) and completing the "Is About" statement (e.g., staying focused and completing assigned work). In the body of the frame, students delineate the statements of "If . . . " (e.g., "I set a goal to quietly complete 25 math problems while remaining in my seat and asking for help only when I need it"), "Then . . . " (e.g., "I will master more math objectives and receive a better grade"), and "So..." (e.g., "Setting goals helps me stay focused and be a better student"). The structure of the Cause and Effect If, Then, So Frames helps students see, as well as experience, the relationship between goal setting and improved academic or behavioral accomplishment.

Promoting Strategic Problem-Solving and Life Skills

Successful students develop problem-solving strategies. Seminal psychological researchers (Bourne & Ekstrand, 1979; Johnson, 1944) have identified four problem-solving stages:

- preparation (i.e., identifying the specific problem),
- production (i.e., generating possible solutions),
- judgment (i.e., evaluating possible solutions), and
- incubation (i.e., temporarily withdrawing from a problem after the person has devoted considerable time

to a finding a solution but to no avail).

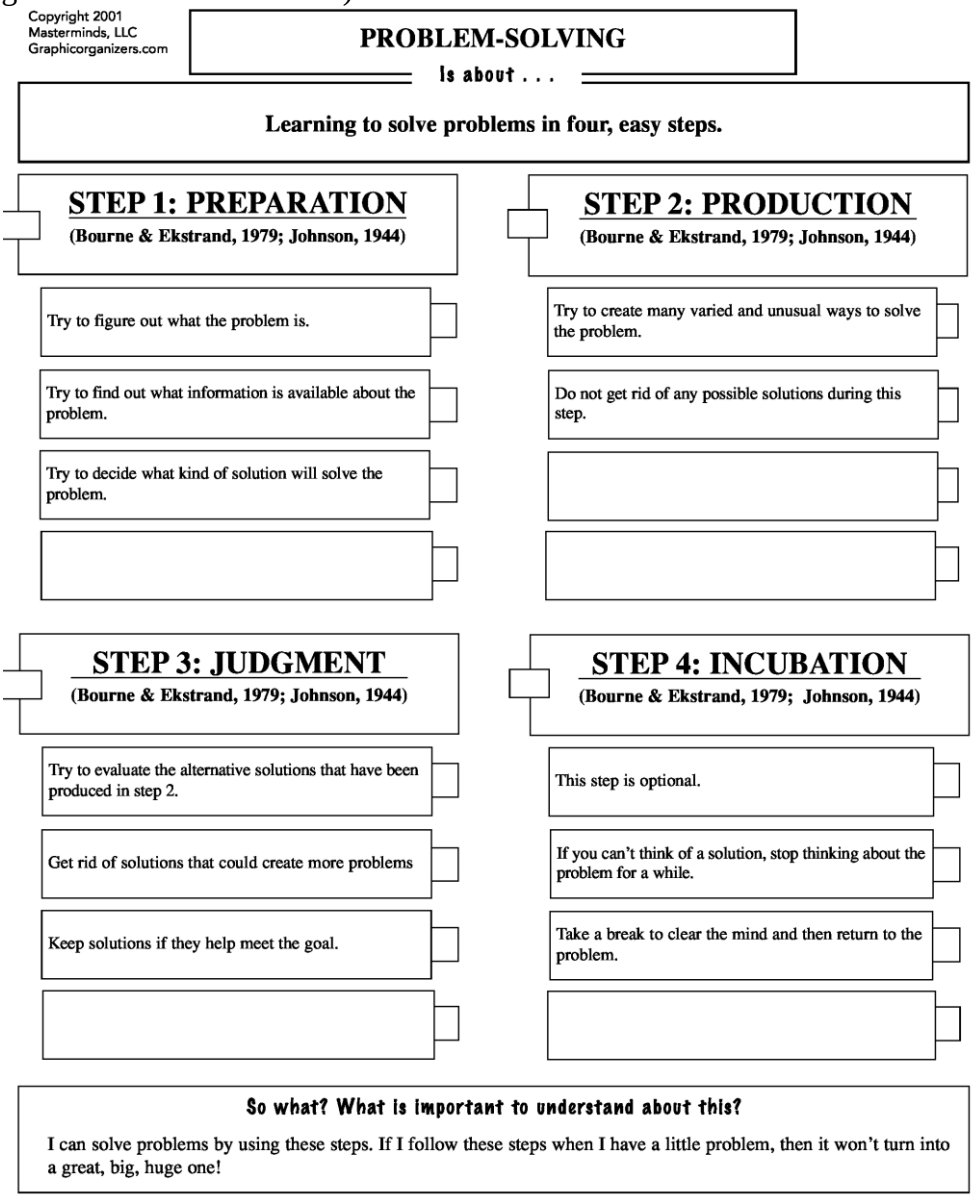

Figure 22. Sample Four Linear Events Sequence and Cycle Frame used to teach problem solving.

Use a Four Linear Events Sequence and Cycles Frame (see Figure 22) to teach students these four problem-solving phases. Use the main idea section of the frame to identify each phase and the supporting details portion within each phase to provide examples of typical student behaviors that would be appropriate to demonstrate during each stage. After students develop an understanding of the problem-solving process, use Phenomena Maps to help them deal with common tension–reaction patterns that they are likely to experience within the school set-ting. The Risk-Taking Phenomena Map (see Figure 23) could be used to help students effectively problem-solve the risks associated with cheating on a test. This map is composed of seven essential considerations:

- the sources of tension (e.g., "Lededrick, Levi, John, and Miles want me to cheat with them on the math test"),
- the tension (e.g., "I have never cheated before because it is the wrong thing to do"),
- the goal (e.g., "Get a good grade on the math test and not alienate my friends"),
- the advantages and disadvantages of taking a risk (e.g., "I will get a better grade and be cool with my

friends" and "I may get caught and get in trouble with my parents and the school"),

- the risk-taking action or behavior (e.g., "cheat and go along with my friends or don't cheat and make my friends angry"),
- the expected and unexpected results (e.g., "Get a good grade or possibly flunk the test"), and
- the spin-off tensions or issues (e.g., "I will have to keep on cheating to maintain good grades"; Ellis, 1998b).

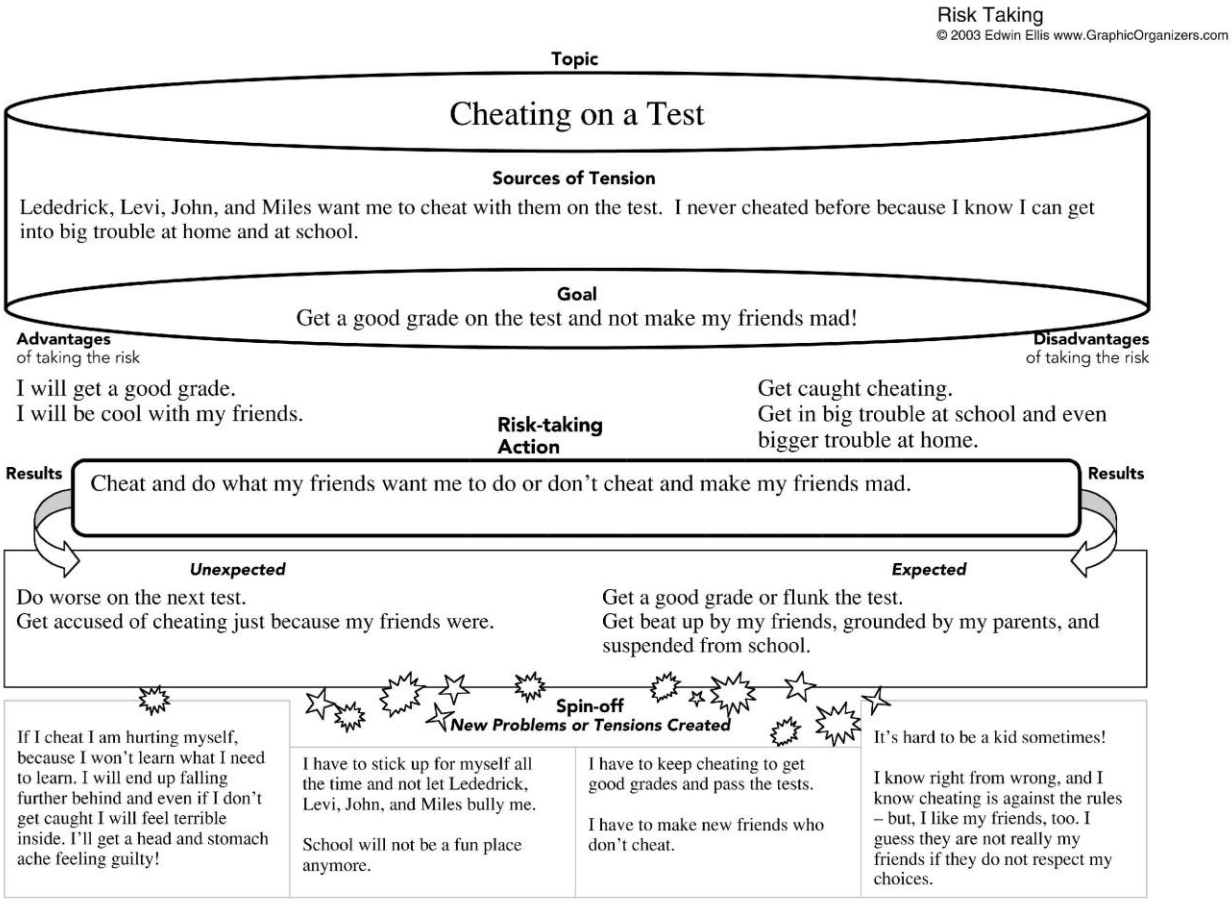

Figure 23. Sample Risk-Taking Phenomena Map used to teach perseverance and flexibility.

Some Final Thoughts

For more than a decade, teachers have been using graphic organizers—along with other strategies and techniques— to enhance the quality of their instruction in academic content areas such as reading, math, science, or social studies. In all likelihood, teachers are probably implementing many of the aforementioned management techniques in some way, either by talking to their students about their behavior or by telling them how their inappropriate behavior needs to change in accordance with classroom rules and schoolwide discipline policies. Many teachers have experienced frustration when these recurring conversations fail to produce the desired behavioral changes and students continue to engage in behaviors that challenge teachers' authority and disrupt the learning environment. Just as we do more than talk to our students about academic subjects, we need to do more than talk to students about behavior. Graphic organizers are useful tools for providing explicit behavioral literacy instruction and developing emotional competency in students, as well as enhancing current approaches to classroom management and schoolwide discipline.

Don't say you don't have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Theresa, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein.

— H. Jackson Brown, Jr.

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