

I'm afraid to be away from my classroom for more than one day. I can never be sure how my students will react to the substitute and to each other. I cringe when I return—fearful of the upheaval in the room and the sense of disorder among the students. I know it will take me most of the day to get them back into our normal routine. But don't get me wrong; they really are a sweet group of students and well behaved for me.

Does this sound familiar? Most teachers feel they are teaching affective education and yet we see evidence of growing problems in managing behavior in classrooms and in developing positive social skills in students.

Do the students in the opening quote demonstrate responsiveness, acceptance, a sense of accomplishment, and understanding of authority? If they did, they would work regardless of who was conducting class that day. Affective education must be evident in the way students feel about themselves and the way they behave.

When affective education became popular in the late 60s, we saw many school districts jumping on the "values" bandwagon. As we enter the 80s, we are confronting a blatant breakdown in our social fabric. What we started in the 60s is obviously not working today, but there is an approach to teaching affective education that does work.

The Problem

We educators are skilled at diagnosing and prescribing for student needs in the cognitive domain, yet we haven't applied this approach to affective education. At the elementary school level, we assume that the teacher will teach attitudes and personal-social skills as part of the daily routine. Unfortunately, it is often a negative action or crisis that prompts a specific lesson on affective behavior.

On the secondary school level, we create one or two mini-courses to address student needs: "Values and You," "Health Education," or "Substance Abuse." If this approach to incorporating affective education into the school curriculum were truly working, we

Abby L. Hughes is Planning and Development Administrator and Karen Frommer is Curriculum Specialist; both at Board of Cooperative Educational Services Southern Westchester, Ardsley, New York.

A System for Monitoring Affective Objectives

Systemwide use of a rating scale and other materials provides consistency and a way to track students' long-range progress.

BUCES SOUTHERN WESTCHESTER		RAD Rating the Affective Domain		PHYSICAL CONDITIONS When Class... Necessary Non-Necessary No Teacher No Teacher			
Student Name _____ Age/Grade _____		Teacher/Ratee _____ Date of Initial Rating _____		Date of Subsequent Rating			
AREA	Task Individual Initiating Task	Analysis	Open	Time	Ratee	Not Appropriate	OTHER FACTORS
1	Establish and maintain eye contact with teacher (B0105-01-B0114-01) □ inability to focus on something for a period of time □ inability to look at someone who is speaking to him/her	0	0	0	0	0	Time Responsiveness
2	Accept task assigned by teacher (B0105-02-B0114-02) □ inability to agree to try an assigned task □ inability to do task because teacher asks	0	0	0	0	0	Acceptance Responsiveness Authority
3	Select appropriate materials (B0105-03-B0114-03) □ inability to match materials to task □ inability to get materials when directed □ inability to get materials as need is recognized	0	0	0	0	0	Autonomy Consequences Responsiveness Appropriate Person
4	Ask for assistance in beginning task when needed (B0105-04-B0114-04) □ inability to make a request □ inability to choose an appropriate person □ inability to recognize help is needed when task assigned	0	0	0	0	0	Autonomy Solicitation Appropriate Person
5	Begin task promptly (B0105-05-B0114-05) □ inability to start task when assigned	0	0	0	0	0	Autonomy Accomplishment Responsiveness
WORKING INDEPENDENTLY							
6	Follow through assigned task (B0105-06-B0114-06) □ inability to recognize what steps are involved in a task □ inability to work on steps in order □ inability to keep working in spite of distractions	0	0	0	0	0	Autonomy Accomplishment
7	Accept offers of help from teacher (B0105-07-B0114-07) □ inability to listen to what teacher has to say	0	0	0	0	0	Acceptance Situational Cues
8	Accept corrections from teacher or other expert (B0105-08-B0114-08) □ inability to recognize teacher or other person as expert □ inability to try to correct errors indicated by teacher or other expert	0	0	0	0	0	Autonomy Acceptance Responsiveness
9	Ask for assistance while working on task when needed (B0105-09-B0114-09) □ inability to make a request □ inability to choose an appropriate person □ inability to recognize help is needed when task assigned	0	0	0	0	0	Autonomy Solicitation Appropriate Person
10	Continue to work without unnecessary reinforcement (B0105-10-B0114-10) □ inability to keep working without asking for support □ inability to keep working even though recognition is not given	0	0	0	0	0	Self Control Autonomy Accomplishment

	Date of Subsequent Rating	Date of Subsequent Rating					Not Appropriate	COMMON FACTORS
		Always	Fairly Often	Fairly Rarely	Seldom	Never		
16. Independently initiate peer assignments (80205-10-80210-16) 0 inability to know the task 0 inability to start the next task		0	0	0	0	0	Autonomy Consequences Accomplishment Responsiveness	
16A. Social Interaction (Individual)								
17. Establish minimal relationship with one peer (80205-01-80217-17)		0	0	0	0	0	Acceptance Situational Cues Self-Expression Accomplishment	
18. Respond to verbal overture from one peer (80205-07-80219-18) 0 inability to know someone is speaking to him/her 0 inability to know a response is required 0 inability to choose an appropriate response		0	0	0	0	0	Self-Expression Responsiveness Self-Expression Autonomy	
19. Initiate verbal contact with one peer (80205-01-80219-19)		0	0	0	0	0	Self-Expression Solicitation	
20. Participate jointly with one peer (80205-04-80212-20) 0 to participate in a cooperative setting 0 to participate in a collaborative setting 0 to participate in a competitive setting		0	0	0	0	0	Autonomy Situational Cues Responsiveness	
20. Always help from one peer (80205-05-80219-20) 0 to accept verbal help 0 to accept physical help		0	0	0	0	0	Acceptance	
22. Give help to one peer (80205-06-80212-22) 0 inability to know if help is needed 0 inability to respond to teacher or peer initiated request for help 0 inability to show concern for peer by helping/self-initiated		0	0	0	0	0	Altruism Situational Cues Responsiveness	
23. Respond appropriately to social overtures of one peer (80205-07-80212-23) 0 over reacts 0 under reacts 0 mismatches response to situations 0 does not react		0	0	0	0	0	Self-Control Consequences Situational Cues Responsiveness	
24. Relate to one peer in non-aggressive verbal manner (80205-08-80212-24) 0 screams or shouts 0 uses obscene language		0	0	0	0	0	Self-Control Consequences Self-Expression Responsiveness	
25. Relate to one peer in non-aggressive physical manner (80205-09-80212-25) 0 pushes, shoves or hits 0 makes faces or gestures		0	0	0	0	0	Self-Control Consequences Self-Expression Responsiveness	
26. Large Group Maintain membership in large group activities (80205-10-80214-26) 0 inability to stay with group 0 inability to match type of participation required by specific group activity		0	0	0	0	0	Situational Cues Responsiveness	
27. Express own needs at appropriate time in large group (80205-11-80214-27) 0 does not express needs to group 0 interrupts verbally 0 interrupts physically 0 withdraws from group		0	0	0	0	0	Self-Control Attention Consequences Time	
28. Small Group React appropriately to what small group is doing (80205-12-80214-28) 0 inability to participate verbally with group 0 inability to participate physically with group		0	0	0	0	0	Self-Control Consequences Self-Expression Responsiveness Situational Cues	
29. Respond appropriately to verbal overtures from members of small group (verbal or non-verbal response) (80205-13-80214-29) 0 over reacts 0 under reacts 0 mismatches response to situations 0 does not react to situations		0	0	0	0	0	Self-Control Consequences Situational Cues Self-Expression Responsiveness Autonomy	
30. Initiate verbal contact with members of small group (80205-14-80214-30)		0	0	0	0	0	Self-Expression	
31. Participate with a small group (80205-15-80214-31) 0 inability to participate in a cooperative setting 0 inability to participate in a collaborative setting 0 inability to participate in a competitive setting		0	0	0	0	0	Situational Cues Responsiveness	

would not be facing a breakdown in the personal and social behaviors of our young people.

The Solution

We have developed a more systematic approach to which teachers define long range goals and identify and prescribe desirable behaviors and attitudes for students. The program has curriculum goals divided into major areas and delineated by instructional objectives.

These instructional objectives become the basis of a five point rating scale, Rating and Affective Domain (RAD), that teachers use to identify student needs and set objectives. System-wide use of the RAD provides consistency and continuity. Objectives selected for a student can be monitored for progress from year to year. Each teacher can follow the prescribed scope and sequence of objectives resulting in student achievement of long range affective goals.

The objectives selected for each student are used in both academic and social activities throughout the entire day. Because these objectives are written in behavioral terms, the teacher can systematically assess and monitor the student's progress.

Based on work with Mark Alter of New York University, we have identified a set of critical affective concepts (referred to as common factors) that underlie and govern the way people act and react in their environment. These Common Factors are the threads that interlock the components of the Personal/Social Behavior Curriculum (Instructional Objectives), the RAD-Rating, the Affective Domain, and the teaching-learning situation. The 14 Common Factors influence, and are necessary for, the acquisition of socially appropriate behaviors needed in a variety of situations.

• Common Factors—Personal Behaviors

Consequences Altruism
Self-Expression Autonomy
Acceptance Self-Control
Accomplishment

• Common Factors—Social Interaction

Responsiveness Appropriateness
Solicitation Authority
Situation Cues

• Common Factors—Environmental Influences

Time Quality

The System

The curriculum is divided into major behavioral skill areas: Task-Individual, Social, Interaction, Relationships to Teacher, and Emotional Responses. Each area is further delineated into sub-areas defined by benchmarks or annual goals. These clusters of skills, categorized by age levels, are written as instructional objectives in behavioral terms. They are criterion referenced to ensure a consistent approach.

1. **TASK-INDIVIDUAL:** This area includes objectives based on observable behaviors arranged developmentally according to age. The objectives relate to the child's ability to do a task required by his/her teacher. Sub-areas emphasize the sequencing of task-oriented objectives:

- Initiating a task
- Working independently on a task
- Completing a task.

2. **SOCIAL INTERACTION:** This area includes all observable behaviors involving peer relationships: one or two peers, small groups, or larger groups.

3. **RELATIONSHIP TO TEACHER:** This area relates to interaction between student and teacher. The objectives are to establish a positive working relationship

between the two.

4. **EMOTIONAL RESPONSES:** This area relates to establishing positive responses and accepting emotional responses. Objectives in sub-areas emphasize:

- Positive and accepting emotional responses (behaviors) towards others
- Behavioral responses in relation to environment when the student is under stress
- Response in behavior of an internal nature as student appears under stress conditions
- Symptom (physical) behaviors observed during a student's responses.

Rating the Affective Domain (RAD). The RAD is a 70-item, five point Likert-type rating scale designed to assess a student's current observable behavior and attitudes. The results are translated into positive instructional objectives. In addition, the RAD identifies critical common factors on which to focus.

Student or Class Profile Chart. A student profile card lists, in abbreviated form, all the instructional objectives found in the affective education curriculum. It provides a continuous visual picture for the teacher of each student's

past and present levels of instruction in relation to the entire curriculum and indicates specific areas that need concentrated effort.

Resource Bank. The Resource Bank provides teachers with methods for structuring student learning. It gives guidelines for integrating affective objectives and appropriate common factors into instruction in cognitive areas and activities. In addition, the Resource Bank includes learning activities, teaching strategies, and suggested materials that provide opportunities for students to develop, practice, and generalize sound affective functioning.

The Conclusion

Affective education cannot be left to an informal process of "warm fuzzies" that are assumed to be transferable to real-life interactions. The learning of social skills and attitudes demands a formal instructional program that is part of all areas of learning in a student's day. ■

For more information and materials contact: Instructional Services Department, BOCES Southern Westchester, Concord Rd., Ardsley, NY 10502



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