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...
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
  - Self-Expression
  - Acceptance
  - Accomplishment

- **Common Factors—Social Interaction**
  - Responsiveness
  - 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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