To the Student

This visual student preface provides you with an overview of the features that will help you to learn the material in each chapter.

BEGINNING OF CHAPTER

Teaching Stories

Each chapter opens with a real-life Teaching Story featuring an outstanding Canadian teacher's commentary on teacher–student interaction, classrooms, and educational issues related to the chapter content.

Preview

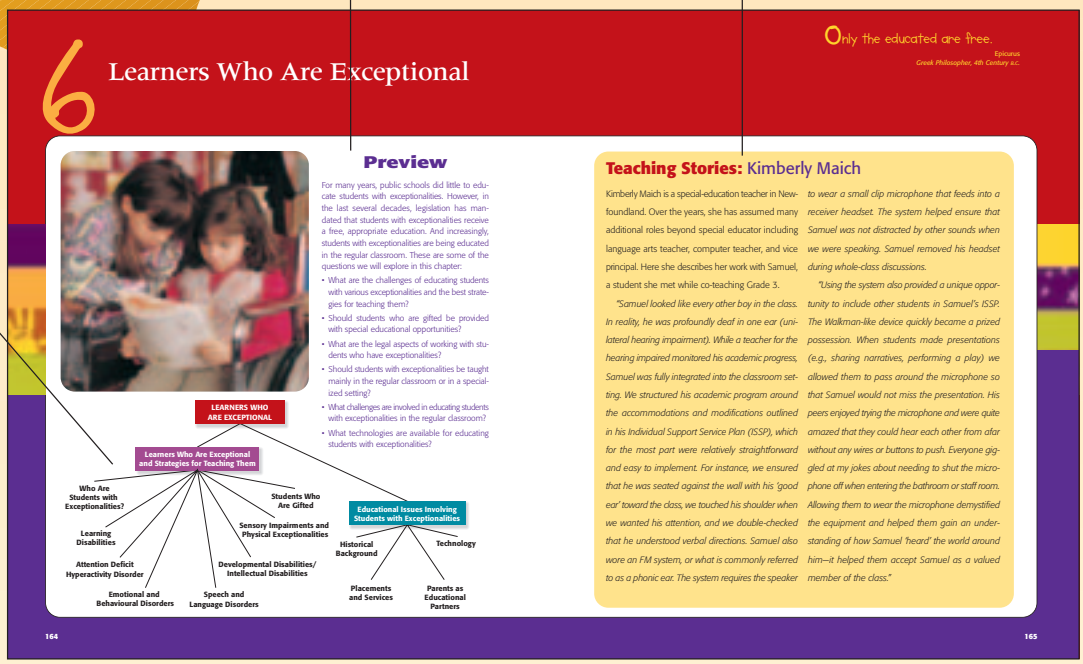
A brief look at what the chapter is about, including a series of questions that will be explored.

Chapter Outline

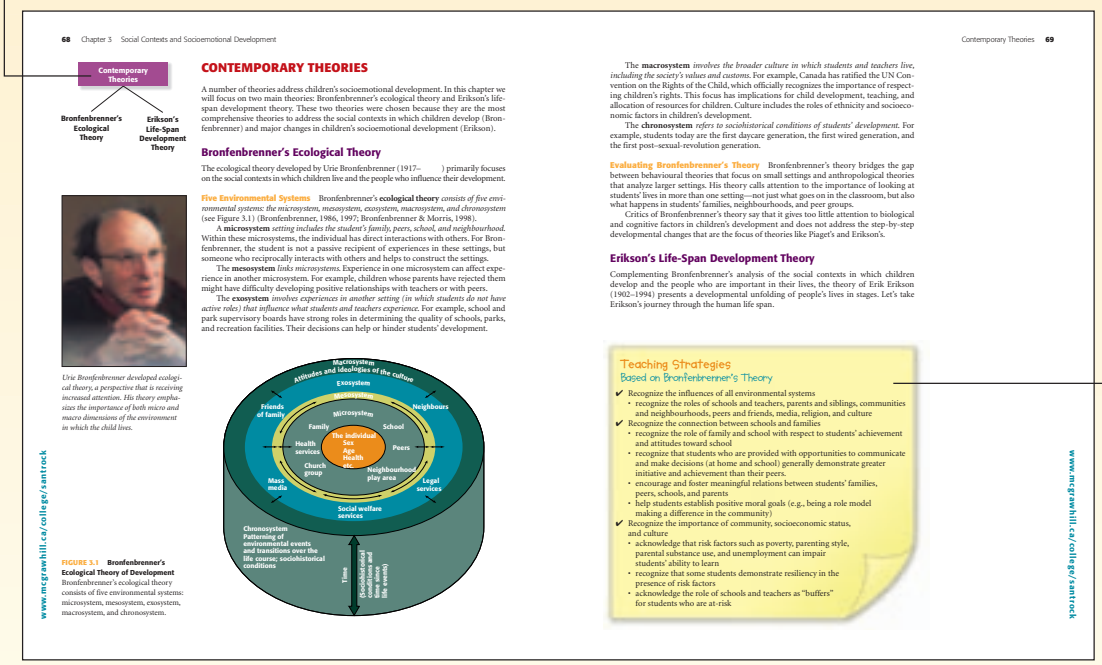
A cognitive map of the chapter shows the organization of topics by heading levels.

Mini Cognitive Map

These mini-maps appear three to five times per chapter and provide a more detailed look at the organization of the chapter.



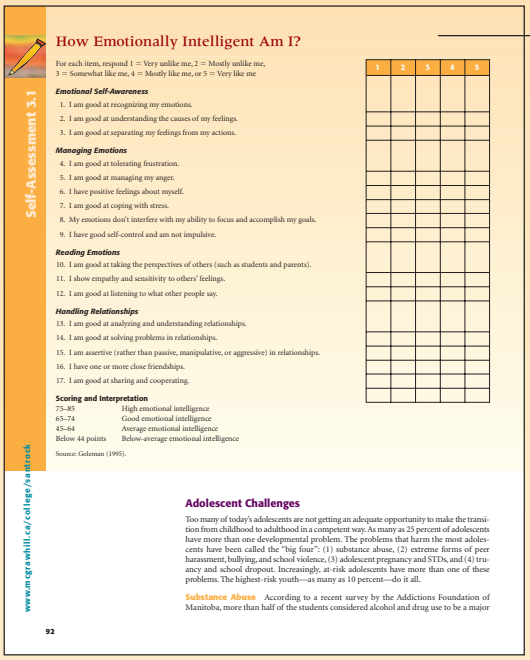
WITHIN CHAPTER



Teaching Strategies

This feature provides clear, practical, and specific strategies for applying theories and principles in the classroom.

WITHIN CHAPTER



Self-Assessment 3.1

How Emotionally Intelligent Am I?

For each item, respond 1 = Very unlike me, 2 = Mostly unlike me, 3 = Somewhat like me, 4 = Mostly like me, or 5 = Very like me

1	2	3	4	5

Emotional Self-Awareness

1. I am good at recognizing my emotions.
2. I am good at understanding the causes of my feelings.
3. I am good at separating my feelings from my actions.

Managing Emotions

4. I am good at tolerating frustration.
5. I am good at managing my anger.
6. I have positive feelings about myself.
7. I am good at coping with stress.
8. My emotions don't interfere with my ability to focus and accomplish my goals.
9. I have good self-control and am not impulsive.

Reading Emotions

10. I am good at taking the perspectives of others (such as students and parents).
11. I show empathy and sensitivity to others' feelings.
12. I am good at listening to what other people say.

Handling Relationships

13. I am good at analyzing and understanding relationships.
14. I am good at solving problems in relationships.
15. I am assertive (rather than passive, manipulative, or aggressive) in relationships.
16. I have one or more close friendships.
17. I am good at sharing and cooperating.

Scoring and Interpretation

75–85	High emotional intelligence
65–74	Good emotional intelligence
45–64	Average emotional intelligence
Below 44 points	Below-average emotional intelligence

Source: Goleman (1995).

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Adolescent Challenges

Too many of today's adolescents are not getting an adequate opportunity to make the transition from childhood to adulthood in a competent way. As many as 25 percent of adolescents have more than one developmental problem. The problems that harm the most adolescents have been called the "big four": (1) substance abuse, (2) extreme forms of peer harassment, bullying, and school violence, (3) adolescent pregnancy and STDs, and (4) truancy and school dropout. Increasingly, at-risk adolescents have more than one of these problems. The highest-risk youth—as many as 10 percent—do it all.

Substance Abuse According to a recent survey by the Addictions Foundation of Manitoba, more than half of the students considered alcohol and drug use to be a major

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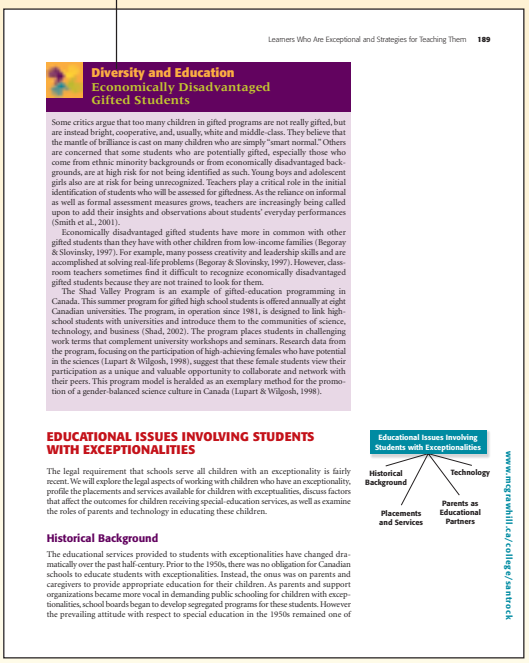
Self-Assessment

This box appears one or more times in each chapter and is closely related to the chapter content. It is a powerful tool that helps you to evaluate and understand yourself in your effort to become an outstanding teacher.

Diversity and Education

In each chapter, these boxes focus on important cultural, ethnic, class, and gender issues related to education.



Diversity and Education
Economically Disadvantaged Gifted Students

Some critics argue that too many children in gifted programs are not really gifted, but are instead bright, cooperative, and, usually, white and middle-class. They believe that the mantle of brilliance is cast on many children who are simply "smart normal." Others are concerned that some students who are potentially gifted, especially those who come from ethnic minority backgrounds or from economically disadvantaged backgrounds, are at high risk for not being identified as such. Young boys and adolescent girls also are at risk for being unrecognized. Teachers play a critical role in the initial identification of students who will be assessed for giftedness. As the reliance on informal as well as formal assessment measures grows, teachers are increasingly being called upon to add their insights and observations about students' everyday performances (Smith et al., 2001).

Economically disadvantaged gifted students have more in common with other gifted students than they have with other children from low-income families (Begoray & Slovinsky, 1997). For example, many possess creativity and leadership skills and are accomplished at solving real-life problems (Begoray & Slovinsky, 1997). However, classroom teachers sometimes find it difficult to recognize economically disadvantaged gifted students because they are not trained to look for them.

The Shad Valley Program is an example of gifted-education programming in Canada. This summer program for gifted high school students is offered annually at eight Canadian universities. The program, in operation since 1981, is designed to link high-school students with universities and introduce them to the communities of science, technology, and business (Shad, 2002). The program places students in challenging work terms that complement university workshops and seminars. Research data from the program, focusing on the participation of high-achieving females who have potential in the sciences (Lupart & Wilgosh, 1998), suggest that these female students view their participation as a unique and valuable opportunity to collaborate and network with their peers. This program model is heralded as an exemplary method for the promotion of a gender-balanced science culture in Canada (Lupart & Wilgosh, 1998).

EDUCATIONAL ISSUES INVOLVING STUDENTS WITH EXCEPTIONALITIES

The legal requirement that schools serve all children with an exceptionality is fairly recent. We will explore the legal aspects of working with children who have an exceptionality, profile the placements and services available for children with exceptualities, discuss factors that affect the outcomes for children receiving special-education services, as well as examine the roles of parents and technology in educating these children.

Historical Background

The educational services provided to students with exceptionalities have changed dramatically over the past half-century. Prior to the 1950s, there was no obligation for Canadian schools to educate students with exceptionalities. Instead, the onus was on parents and caregivers to provide appropriate education for their children. As parents and support organizations became more vocal in demanding public schooling for children with exceptionalities, school boards began to develop segregated programs for these students. However the prevailing attitude with respect to special education in the 1950s remained one of

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Summary Tables

To help you to review as you read, each major section of the text concludes with a summary table that recaps the section's main points in a question and answer format.

SUMMARY TABLE 6.3
Students Who Are Gifted

What are the characteristics of gifted students?	• Children who are considered gifted are those who have above-average intelligence and/or superior talent in some domain, such as art, music, or mathematics. • Broader definitions acknowledge both demonstrated skills and potential abilities. • Some students demonstrate outstanding abilities in more than one area; others demonstrate skills in specific areas or may have accompanying disabilities. • Some critics argue that too many students in "gifted programs" aren't really gifted but are instead bright, cooperative, and, usually, white. • Others are concerned that students who are potentially gifted, especially young boys, adolescent girls, and students from ethnic minority groups or from socially and/or economically disadvantaged backgrounds, are at risk for being unidentified.
What were the findings from the Terman studies?	• These studies revealed the successful lives of many children who are gifted. Many of the Terman gifted not only had superior IQs but also came from high-income families in which their parents guided and monitored their achievement.
What programs exist for students who are gifted	• Educational programs available for children who are gifted include special grouping ("pullout" programs); acceleration, enrichment, mentor, and apprenticeship programs; and work/study or community service programs.

"looking after the less fortunate: one of social responsibility or liberal educational services as part of residential programs or as part of self-contained, isolated classrooms within a school." These students rarely interacted with other students or teachers in the school (Smith et al., 1991). Curriculum designed for students with special needs during this period tended to focus on vocational training aimed at helping students find employment. Many students with exceptionalities who were less outwardly apparent or more behavioural in nature (the term learning disability was first used in 1963) were viewed as poor candidates for education, and public education for students who were gifted was a virtual nonentity until the 1970s (Weber & Bennet, 1999).

In the 1970s a series of landmark reports, for example *One Million Children: A National Study of Canadian Children with Emotional and Learning Disorders* (Roberts & Lazure, 1970) and *Standards for Education of Exceptional Children in Canada* (Hardy et al., 1971), were published questioning the value of special-education programs that paralleled regular education programs. Increasing public support for the integration of children with exceptionalities into the regular classroom slowly led to school boards mainstreaming or integrating students with exceptionalities into general education programs when it was deemed appropriate.

The 1970s were also marked by a series of court cases questioning the decisions of school boards to place students with exceptionalities in segregated classes. Legal advocacy has led to the increasing involvement of parents or their representatives in the day-to-day decision making associated with education for children with exceptionalities (Weber & Bennett, 1999). The mid-1970s in the United States saw the development of the Education for All Handicapped Children Act of 1975, which mandated that students with disabilities be provided an appropriate education designed to meet their unique needs in the least restrictive environment possible. The Act also required that students with disabilities be educated to the maximum extent appropriate with peers without disabilities (i.e., mainstreamed), and codified important practices such as consultation with parents and written individual education plans (IEPs) for students (Kayale, 2000). For Canadian educators

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WITHIN CHAPTER

230 Chapter 7 Behavioural Approaches, Social Cognitive Approaches, and Teaching

Butler (2002a) stresses that the primary emphasis of this model is *not* on teaching predefined strategies per se, as this type of didactic instruction excludes students from experiencing learning as a problem-solving exercise. Rather, the emphasis is on working collaboratively with students to discover a personalized strategic approach to learning that meets the unique needs of the individual and the task.

Social Origins of Self-Regulation The development of self-regulation is influenced by many factors, among them modelling and self-efficacy (Schunk & Zimmerman, 1997).

Models are important sources for conveying self-regulatory skills. Among the self-regulatory skills that models can engage in are planning and managing time effectively, attending to and concentrating, organizing and coding information strategically, establishing a productive work environment, and using social resources. For example, students might observe a teacher engage in an effective time-management strategy and verbalize appropriate principles. By observing such models, students can come to believe that they also can plan and manage time effectively, which creates a sense of self-efficacy for academic self-regulation and motivates students to engage in those activities.

Self-efficacy can influence students' choices of tasks, effort expended, persistence, and achievement (Bandura, 1997, 2000; Schunk & Zimmerman, 1997). Compared with students who doubt their learning capabilities, those with high self-efficacy for acquiring a skill or performing a task participate more readily, work harder, persist longer in the face of difficulty, and achieve at a higher level. Self-efficacy can have a strong effect on achievement, but it is not the only influence. High self-efficacy will not result in competent performance when requisite knowledge and skills are lacking. We will further explore self-efficacy, setting goals, planning, and self-regulation in Chapter 11, Motivating Students to Learn.

Teachers who encourage students to be self-regulatory learners convey the message that they are responsible for their own behaviour, for becoming educated, and for becoming contributing citizens to society. Another message conveyed by self-regulatory learning is that learning is a personal experience that requires active and dedicated participation by the student (Zimmerman, Bonner, & Kovach, 1996).

Through the Eyes of Students

How to Keep Students on Task

Students are well behaved if they're challenged and if teachers do fun and interesting things instead of making students write a whole bunch of notes. We do experiments in science where we really have to think. We learn important information without even realizing it because we're having lots of fun.

In math, we work in groups or we're allowed to work with a friend. My friend and I are really good at math so we work together to figure out answers. If we end up with different answers, we check the answer book. Our math teacher always leaves the answer book open on his desk. Nobody copies from the book, because we want to figure out the answer. I like this better than doing corrections, because it's easier to figure out what I did wrong when I know the correct answer. It makes everything more fun and I look forward to math now.

Nicole
Grade 7 Student
Skating, Reading, Swimming, and Shopping Enthusiast
Saskatchewan

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Social Cognitive Approaches to Learning 231

Through the Eyes of Teachers

Helping Students Become Self-Regulated Learners

Self-evaluation is a strategy that I like to use in my classroom. I use self-evaluation to monitor and improve my own teaching. I also use it to empower my students to monitor their behaviours and learning.

At the end of each day, I select a few students and ask them to explain whether they had a "good" or "bad" day. I try not to say much during these sessions, allowing students to use their own words to tell me about their day. If the student had a good day, I reinforce the positive behaviours that contributed to this success. If the student claims to have had a poor day, I try to find something positive to comment on and discuss strategies that the student can use to make tomorrow a better one. In this way, my students can begin to self-assess their actions and regulate their behaviours.

I also use self-evaluation when teaching students to monitor their academic work. Prior to beginning any classroom work, we discuss task expectations. After, I walk around the classroom asking students to evaluate their efforts—first by re-stating what is expected of them, and then by describing what they are doing to meet these expectations. As they describe their efforts, they can start to make connections between how they approach academic work and whether they meet task expectations.

Anita Wong
Kindergarten Teacher
Ontario

Evaluating the Social Cognitive Approaches

The social cognitive approaches have made important contributions to educating children. While keeping the behaviourists' scientific flavour and emphasis on careful observation, they significantly expanded the emphasis of learning to include social and cognitive factors. Considerable learning occurs through watching and listening to competent models and then imitating what they do. The emphasis in the cognitive behaviour approach on self-instruction, self-talk, and self-regulatory learning provides an important shift from learning controlled by others to taking responsibility for one's own learning (Higgins, 2000). These self-enacted strategies can significantly improve students' learning.

Critics of the social cognitive approaches come from several camps. Some cognitive theorists believe the approaches still focus too much on overt behaviour and external factors and not enough on the details of how cognitive processes such as thinking, memory, problem solving, and the like actually take place. Some developmentalists criticize them for being nondevelopmental, in the sense that they don't specify age-related, sequential changes in learning. Others worry that students with severe developmental or intellectual disabilities (e.g., fetal alcohol syndrome, acquired brain injury) may be unable to link consequences with behaviour or regulate their behaviour. And humanistic theorists fault them for not placing enough attention on self-esteem and caring, supportive relationships. All of these criticisms also can be, and have been, levelled at the behavioural approaches, such as Skinner's operant conditioning, discussed earlier in the chapter.

At this point, we have discussed many aspects of the social cognitive approaches. A review of these ideas is presented in Summary Table 7.4. This chapter focused on the cognitive approaches to learning that still retain some behavioural leanings. In the next chapter, we will examine approaches with a purely cognitive bent.

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Through the Eyes of Students

This feature provides thought-provoking comments from Canadian students about their attitudes and feelings related to each chapter's content.

Through the Eyes of Teachers

These boxes, appearing several times in each chapter, present motivating and revealing comments on relevant topics from Canadian classroom teachers.

Traditional and Constructivist Technologies for Students with Exceptionalities

Traditional applications of technology for working with students with exceptionalities involve the use of computer-based tutorials, drill and practice, and games. These applications are used to improve the decoding and vocabulary skills of children with learning disabilities, especially those who have reading problems. Game-type software is often used to motivate children with a learning exceptionality.

Increasingly, tutorial or drill and practice applications of technology are being replaced by constructivist computer-based learning environments. Such environments focus on developing students' understanding and thinking skills through the use of real-world problem-based simulations. For example, Science Court, an Ontario Ministry of Education licensed software program, has a module that is aimed at the Grade 6 curriculum and reviews scientific phenomena (e.g., electric current) in an entertaining and thought-provoking way. The software has many scenarios presented as cartoons, which lead students through a science problem that eventually is resolved as a court case. The case can be solved by having students view the video, meet in small groups, talk about and plan a solution, and wait for the final verdict. The software is accompanied by time for student group work, completion of the worksheets, and doing an experiment (**www.yrbe.edu.on.ca/~ccw/docs/software/profiles/ScienceCourt.PDF**). The use of problem-based simulations and programs has been shown to be both motivational and fun for students (Kosakowski, 2000).

Other constructivist technology applications that can be used effectively with children with exceptionalities are cognitive organizers, for example Idea Fisher and Inspiration. Word prediction software, voice recognition software, and text reader programs can also be used to help individuals with exceptionalities write or work on a computer, use e-mail, and access the Internet (DiPetta & Woloshyn, 2000).

Technology and Education

(a)

(b)

FIGURE 6.6 **Special Input Devices**
These special input devices can help students with physical exceptionalities use computers more effectively.
(a) A student uses a special input device attached to the student's head to send signals to the computer.
(b) Many students with physical disabilities such as cerebral palsy cannot use a conventional keyboard and mouse. Many can use alternative keyboards effectively.

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Technology and Education

This box occurs once in each chapter and highlights important issues involving how technology can be used to improve education.

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