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Service-Learning and Character Education as "Antidotes" for Children with Egos That Cannot Perform

Howard S. Muscott

The author describes an after-school service-learning and character education program for students with emotional, behavioral, and learning problems and their nondisabled peers. SO Prepared for Citizenship honors the memory and tradition of Drs. Fritz Redl and David Wineman 50 years after the publication of their book, Children Who Hate. Written in the style of that classic book, this article describes the characteristics of students who have "egos that cannot perform" and program strategies designed to help children and adolescents develop "controls from within."

Walking out of the after-school suspension room, 8-year-old Kevin mumbles barely audible obscenities as he leaves the building to go home (see Note 1). "I'm never going back there," he declares to his mother as he races to his room. "Everyone hates me and I hate them." Scenes like this were frequent for Kevin during his early years in elementary school. A teacher's routine academic corrections and behavioral redirections would quickly trigger agitated refusals to follow directions or complete assignments that would ultimately escalate into behavior that included destruction of work and school property as well as verbal threats to teachers and staff.

Rarely, if ever, did Kevin take responsibility for his behavior, instead blaming anyone and everyone but himself, even after he had calmed down. Although Kevin was a basically likeable child, his problems with managing impulses led to academic failure, rejection by peers and teachers, and identification as having an emotional and behavioral disorder (EBD). Kevin was progressing toward becoming a "child who hates" (Redl & Wineman, 1951).

Fortunately for Kevin, his teachers and guidance counselor cared about him and continued their efforts to help him develop prosocial goals, values, and behaviors. His school



Tiffany G. and her buddy, Kurtis, reflect on his handling of a frustrating incident in order to build satisfactory images as a resource against future frustrations.

had formed a partnership with Rivier College and created an after-school program called SO (Service-Learning Opportunities) Prepared for Citizenship that was designed specifically for children like Kevin (see Note 2). Three years later, Kevin's problems have not disappeared totally, but there has been significant improvement at both home and school. His teachers report fewer incidents of aggression, disruption, and refusal to do schoolwork. Ratings of his behavior, completed by mentors in the SO Prepared Program and his classroom teacher, show improvement in self-control and prosocial behavior as well. The gains noted

Note. All photos in this article are by Howard S. Muscott and are used courtesy of Dr. Muscott.



Elizabeth K., a student from Bishop Guertin High School, and Brian J., a Rivier College preservice teacher, help a boy from Dr. Crisp Elementary School handle his exaggerated reaction to a failure experience.

in school are consistent with those observed at home. In a recent interview, Kevin's great-grandmother remarked that the entire family has seen a change in him since he started the program. "He enjoys it so much," she said. "It's the highlight of his week. At home he gets along much better with his older brother and younger sister." When asked by a reporter from the *Boston Globe* to describe the most important thing he has learned from the program, Kevin responded, "Think before you do something."

The SO Prepared for Citizenship Program includes a number of components and strategies designed to help children who have "egos that cannot perform" or "delinquent egos" develop "controls from within" (Redl & Wineman, 1951; 1952). Although most of the students who participate in the program do not resemble in either severity of misbehavior or ego weakness the students described by Redl and Wineman, a select number fit their profile quite well. In their second book, *Controls From Within*, Redl and Wineman (1952) described these children as:

unable to meet the challenge of the tasks of everyday life without becoming a helpless bundle of drives. And, among the variegated impulses which they cannot curb and master, most vivid, most starkly sketched against whatever social backdrop forms the canvas of their life scene are the strivings and urges we have come to identify under the concept of Hate. (p. 15)

The SO Prepared for Citizenship Program

In the fall of 1995, the faculty and administration of two schools in southern New Hampshire, Dr. Crisp Elementary School and Presentation of Mary Academy, met with

the director of undergraduate special education and the dean of the School of Undergraduate Studies at Rivier College to discuss ways in which the college could help meet the needs of elementary and middle school students and families. In a series of planning activities, the educators from these kindergarten through Grade 8 schools identified their most pressing need to be developing an after-school character education program to advance the prosocial behavior of a growing group of students exhibiting either temporary or longstanding emotional and behavioral problems. According to the faculty members and principals, incidents of disrespect, irresponsibility, injustice, aggression, and uncooperation were on the rise.

Although programming designed to respond to these behaviors was being implemented during school hours, a small group of students required more services. With a small grant from the federal AmeriCorps program, a pilot program called Project SUPPORTS was initiated in the spring of 1996. This program was designed to serve six of the "neediest" students at each school. The informal program paired each referred child with an undergraduate student from Rivier College who was handpicked for his or her leadership skills and willingness to participate in a community service experience.

From this small beginning, the program has expanded to serve more than 50 children each year. In addition, students from Nashua and Bishop Guertin High Schools have been recruited to serve as mentors. A revised "needs analysis" completed in the fall of 1996 reinforced the previously identified community needs and added additional ones for the partnership to consider. These included:

1. fostering leadership development, team building, collaboration, and civic responsibility to enhance the essential skills of citizenship;
2. providing role models, experiential learning opportunities, and positive interactions among diverse ethnic groups; and
3. incorporating skill development in math, science, reading, and art.

Meetings with the faculty at Nashua and Bishop Guertin High Schools and Rivier College produced another set of needs that matched beautifully with those of the elementary and middle schools. The children also needed to understand the character education themes of respect, responsibility, justice, trustworthiness, and caring, and the program needed to provide experiential learning opportunities and positive interactions among diverse ethnic groups. Moreover, faculty members wanted to enhance the curricular experience of both high school and college students by infusing service-learning (SL) opportunities into their academic experience.



A young girl finds the supportive shoulder of her mentor, Rivier College student Ellen F., during an activity at Dr. Crisp Elementary School.

According to the definition in the National and Community Service Act of 1990, SL is a method of instruction in which students learn and develop through active participation in thoughtfully designed service experiences that meet actual community needs. The approach should be integrated into the students' academic curriculum and provide a structured time for a student to think, talk, or write about the actual service activity. Service-learning should also (a) enhance the school curriculum by extending student learning into the community and (b) help foster the development of a sense of caring for others.

As a result of the revised needs analysis, in 1996 the program was renamed SO Prepared for Citizenship to more accurately reflect its commitment to SL. In 1997, the program was expanded to include students without disabilities and students who exhibited leadership potential. The idea was to provide students who have emotional and behavioral problems with appropriate role models and to make the program more manageable for the high school and college students. The program now seeks a relatively equal balance between the primary recipients and their nondisabled peers.

Referral for participation begins with a nomination from teachers and guidance counselors. Once a child is deemed to be eligible, consent of the parents or guardians must be obtained. The sole criterion for selection is whether or not the faculty members and family believe the student would benefit from extensive character education programming and a relationship with a high school or college mentor. Students previously enrolled in the program are automatically eligible to participate in subsequent years. In its 6 years of operation, the program has encompassed more than 125 children and 200 high school and college students.

Since its inception, SO Prepared has been implemented annually at one inner city school (K-6) and one parochial

school (K-8). Another elementary school was added during the 2000-2001 school year, and plans are underway to add five more schools in the city of Nashua by the 2002-2003 school year. The program has been recognized as a national demonstration model by the Council for Independent Colleges, as a two-time Gold Circle Partnership Award winner by the New Hampshire Department of Education, and as the state's most outstanding multischool partnership in 2000 by New Hampshire's Partners in Education. Preliminary outcome data for the program have supported its overall effectiveness in teaching character skills and improving behavior (Muscott, 2001; Muscott & Talis O'Brien, 1999).

Teaching students social skills that will build character is the primary program goal (New Hampshire College and University Council, 1997). According to a program brochure for the Character Education Partnership (1997), the term *character education* refers to "the deliberate effort by schools, families, and communities to help young people understand, care about, and act upon core ethical values." To achieve its goal, the program relies on multi-age, cooperative learning teams in which college and high school students serve as mentors for their younger buddies.

The system is set up so that students get a broad exposure to a number of different age levels. Each learning team consists of one college student, one high school student, and their two student buddies. Two learning teams are arranged into "pods" by grade level of the children. College students majoring in education serve as curriculum coordinators for each pod. The coordinators are responsible for designing and teaching the formal curriculum. Some pods consist of students from one grade (e.g., sixth grade) whereas other pods are multigrade (e.g., first and second grades). In a typical year, four pods consisting of 32 children and 32 mentors participate at Dr. Crisp, while three



Helping her buddy build satisfactory images as resources, Bishop Guertin High School senior Kristin U. works with him to create a poster of people they can trust.

pods of 24 children and 24 mentors participate at Presentation of Mary Academy.

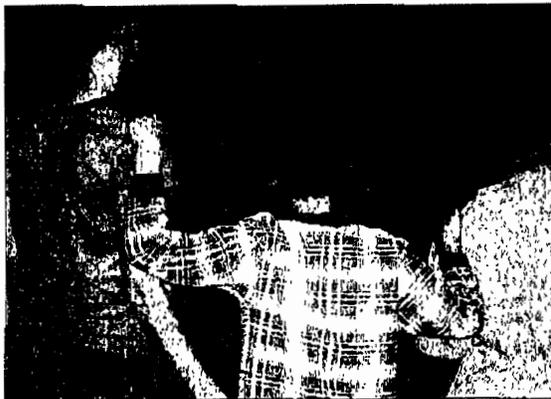
The mentors and coordinators participate in an intensive training process that includes 5 hours of instruction prior to the program and 2½ hours of follow-up training each month. Training content includes modules on mentoring, the nature and needs of students with emotional and behavior problems, behavior management techniques, interventions for deescalating conflicts (including techniques for the management of surface behavior), SL, and the character education curriculum. Faculty members from the schools and Rivier College provide on-site coaching, mentoring, and supervision for both mentors and coordinators.

SO Prepared takes place once a week, for 15 to 16 weeks, for 2 hours after school. The SO Prepared curriculum covers the "Six Pillars of Character" developed by the Josephson Institute of Ethics (1998):

1. responsibility and self-control
2. cooperation and teamwork
3. respect and appreciation of diversity
4. trustworthiness
5. fairness and justice
6. caring

Each trait is taught as a unit of study that lasts a month. Art, literature, social studies, math, or drama activities are incorporated into the formal lesson plans.

Regardless of the character trait being studied, each weekly session follows a structured format. Once the students arrive, they immediately report to their learning teams. After connecting with teammates, socializing, and eating



Holding on to his mentors, a fifth grader from Dr. Crisp Elementary School listens during the closing circle.

snacks, all the participants form a "community circle" to discuss the week's topics and their individual team's tasks. For example, if the week's topic is caring, the group will discuss what this really means and the ways people act compassionately toward themselves, toward others, and toward the larger community. Students from multiple learning teams then combine to form a larger learning pod at their grade level for a formal 1-hour lesson. Each lesson is designed to include (a) a definition of the trait, (b) exposure to prosocial examples, (c) a discussion of examples and nonexamples, (d) a hands-on guided practice activity, (e) a reflection designed to enhance generalization, and (f) a method for assessing student learning. The session ends with a community circle during which students share what they have accomplished and affirm the work of the SO Prepared community.

SL activities are included as an integral part of the program. Some indirect SL projects occur as natural parts of specific themes. The planning and implementation activities happen throughout the month and culminate in a full-day program. One example is the holiday food drive for local food banks that occurs in December and corresponds with the trait of caring. Other SL projects, like the school-wide recycling programs at each school, are ongoing throughout the year and are integrated into the weekly schedule.

A celebration and awards ceremony is held at Rivier College each May. This ceremony is a culminating event that highlights the achievements of the entire community at each school and is open to all the participants, their families, school faculty members and administration, and other invited dignitaries from the community. Each year, more than 200 people attend the 3-hour gala event that includes a large display of student work, student presentations of the various character traits, an awards ceremony, a live music performance, and refreshments.

Children Who Have Egos That Cannot Perform

Many of the students are referred to SO Prepared because of behavior problems resulting from "egos that cannot perform." In *Children Who Hate*, Redl and Wineman (1951) argued that the ego is routinely called upon to perform an assortment of 22 functions in coping with the gratification demands of the id. In moments of confrontation with tasks beyond its ability to cope, the aggressive child's ego is frequently unable to perform one or more of these functions. Three of these functions—frustration tolerance; newness panic; and reaction to failure, success, and mistakes—will be described and illustrated here.



Brian J. leads the SO Prepared community at Dr. Crisp Elementary School through closing reflections.

Frustration Tolerance

One of the more obvious defects in ego performance is the inability to tolerate frustrations for even short periods of time. The trigger for frustration during school can take many forms, including the need to have a desired object or participate in a preferred activity NOW, the inability to master a learning task or complete an assignment IMMEDIATELY, and the need to receive positive reinforcement for completion of work WITHOUT DELAY. A child's inability to (a) take turns during a reading lesson or share glue during an art activity, (b) delay participation in free time until work is done, (c) redo long division homework problems that are incorrect, or (d) complete a research assignment from multiple sources for a social studies report are all major impediments for successful school performance. Moreover, these frustrations serve as triggers that left on their own often escalate and lead to aggression (Walker, Colvin, & Ramsey, 1995) and counteraggression (Long, 1995; Muscott, 1995).

Charlie

Charlie has participated in the SO Prepared Program for 4 years. He is large for his age, but his gross-motor skills are well below age level and his athleticism leaves something to be desired. Subsequently, he avoids physical games and activities altogether, preferring to "sit out" rather than face the embarrassment of his clumsiness. During the first semester of his first year in the program, Charlie initially refused to participate in the cooperative games during the opening community circle or any activities out on the playground if his pod finished the formal lesson early and had free time. One day his mentor coaxed him into participating in a "human knot" activity (the pod holds hands, twists up into a pretzel, and tries

to untangle itself). No sooner had he started to twist into the pretzel when he let go, shouted "this sucks," let out a loud shriek that could be heard across the cafeteria, and stormed out the door. This pattern repeated itself frequently the first 2 years he was involved in the program, although during the 2nd year, the duration of time he participated in motor activities increased slightly. In addition to this slight increase in participation, he was also able to discuss his embarrassment over his clumsiness during debriefings with the program director and his mentor.

Newness Panic

Newness panic is the reaction generated when the child with a weak ego is exposed either to activities he or she has not experienced before or to experiences that are inherently strange and not related to his or her value system. According to Redl and Wineman (1951), typical reactions include a delusion of familiarity, assaultive mastery in which diffuse aggression manifests itself, or buffoonery and ridicule. Disorganized responses thwart the child's ability to participate in new activities or learning experiences that may be beneficial to his or her development. In school situations, newness panic can arise when the curriculum is altered to include a new program such as SL or mentoring, when students transition from elementary school to a departmentalized middle school, when a teacher assistant is assigned to monitor a student in general education classes, or when a substitute teacher replaces the child's teacher.

Jessica

For some of our students like Jessica, having a college student designated as a personal mentor is an uncomfortable position in which to be. Not having either an older sibling or any ongoing relationship with a young adult who isn't an authority figure in her life, Jessica reacted poorly to her hand-picked buddy the first few weeks of the program. The newness of the experience produced classic panic reactions that tested the commitment the education major had made when she signed a contract to stay with the program for the entire year. When introduced to her mentor for the first time, Jessica regressed and immediately displayed immature behaviors that included making animal noises, running around the cafeteria aimlessly, and knocking over refreshments. The next week, she added refusal to participate in any activities with her mentor. When her mentor showed up for the third week with a big smile and resilient attitude to keep trying to build a relationship, Jessica hurled insults at her for most of the "buddy

up' time before opening circle: "You must be a dork to do this program. Don't you have any real friends or anything better to do than baby-sit me? Why don't you go back to your stupid college?"

Reaction to Failure, Success, and Mistakes

A third function typical of the ego unable to perform is exaggerated reactions to failure, success, and mistakes. Redl and Wineman (1951) argued that the child's fatalistic fear of failure and belief in its inevitability leads him or her to withdraw or develop an incredible resistance to even trying certain activities. Common reactions include depreciation of the activity, a pretence of disinterest, or proclamations of total inability in the area. Similarly, mistakes or corrections often produce overreactions in the form of overt hostility expressed toward the person who provided the assignment or corrective feedback. Ironically, success is too often met with negative reactions as well. Success-hungry egos can easily become conceited, intolerant of others, and eager to seek out someone less able to insult or provoke. Exaggerated responses to failure, mistakes, and success can lead to constant problems in school because students are confronted by these types of situations almost constantly. Schoolwork and homework are frequently academically challenging for even the most academically capable students, and no program can antiseptically remove both failure and success from the classroom experience. Corrections are inevitable and common.



Courtney and her buddy.

Teddy

Having experienced so much rejection and public condemnation for mistakes, 6-year-old Teddy would not take part in any group activities for the entire first semester of the program. Initial attempts by his mentor Elizabeth, a high school senior from Bishop Guertin, to get him to participate in the opening or closing circles, small-group cooperative games, or formal character education lessons with his pod were met with immediate and complete resistance. Teddy's response to even the most gentle and caring attempts to engage him with peers would include withdrawing into his own thoughts and putting his head down on the table and his hands over his head. Verbal coaxing frequently led to Teddy making comments such as, "Leave me alone," and pulling his jacket over his head to add further emphasis to the point.

Helping Students Develop Controls From Within

Redl and Wineman (1952) believed the challenge of educating children who hate required a therapeutic milieu

that included techniques designed to help each child's ego assuage the daily stresses of battling impulse gratification. According to the authors, these battles were fought on four fronts: with their own conscience, with the process of change itself, with adults who serve as change agents, and in a search for delinquent support. Because so many of the students who are referred to SO Prepared exhibit problems with weak egos and impulse control, the program was designed to include a number of the 14 program structures for ego support and 17 techniques for the manipulation of surface behavior used by Redl and Wineman at Pioneer House.

Program Structures for Ego Support

Frustration Avoidance and Frustration Budgeting. In response to egos with low frustration tolerance, Redl and Wineman suggested creating a structure in which activities are designed to avoid frustration or at least reduce it to tolerable amounts. Design structures at SO Prepared that help achieve this goal include the one-to-one mentors, team formats that allow for small-group activities, and the use of cooperative games and activities rather than competitive ones.

Individual Antisepsis. No matter how useful an overall program design might be, some children, as a result of their previous learning histories, may be "allergic" to some of the program's aspects (Redl & Wineman, 1952, p. 98). After all, program structures should be assessed on whether or not individual children improve. The primary design structures used to deal with individual differences and needs are one-to-one mentors who can individualize programming and guided reflection activities. In addition, the mentors, coordinators, leadership team, and faculty members meet after each session and during training to develop ideas about how to best serve each student.

The Buildup of Satisfaction Images as Resources. The weak ego's inability to use previous satisfaction images or to visualize new gratification potentials in a present situation as resources for coping with frustrations or the loss of a supportive structure must be addressed in program design. Redl and Wineman identified four techniques for helping students gain satisfaction in "substitute" activities:

1. application of names or labels to positive activities or experiences
2. use of constant props to promote engagement in previously enjoyable activities
3. promotional buildup in between activities through frequent conversation
4. reliance on structural support by creating routines.

Design structure that helps build satisfaction images consists of a consistent weekly program that includes the use of "buddy up" activities, opening and closing circles, structured reflection, and labeling and discussions of positive experiences—both in anticipation of future activities and in reflecting upon past experiences.

Techniques for Manipulating Surface Behavior

Hypodermic Affection. One essential tool for managing surface behavior in times of high anxiety or impulse breakdown is to shower the child with affection. Although a few children with weak egos will not accept traditional, direct "injections" of affection, most will, especially in times of jealousy, anxieties over adult acceptance, or sickness. Mentors at SO Prepared are taught to use their relationships with children in general, and their capacity to show they care in particular, as therapeutic tools for all the children in the program.

Limitations in Space and Tools. One of the simplest surface management techniques is the strategic removal or selectively prescribed use of overly seductive objects and the limitation of space. Removing objects and limiting space is made operational at SO Prepared by having particular places where pod members congregate in the cafeteria

upon arrival, multiple rooms appropriate to the activity available for use (e.g., library for literature, art room for art), rules in place about what objects can and cannot be taken out and used at what times during the program, and the judicious removal of objects as needed.

Applying Controls From Within

There are 15 minutes to go before the program begins, and Elizabeth eagerly awaits Teddy's arrival by reviewing the day's agenda and preparing the opening materials with the seven other mentors and the curriculum coordinator from Green Pod. Krissy, the curriculum coordinator, moves the janitor bucket and mop from the area, gets the large "rules chart" from the materials bin, and places it on the table for emphasis. Teddy arrives on time, along with the 30 other children in Grades 1 through 6. Rather than waiting for him to make his way to where the pod is located, Elizabeth meets him near the entrance to the cafeteria with a big smile, a hug, and an excited discussion of how much she missed him all week and is looking forward to working with him again. As a third grader from Black Pod who picks on him during school moves closer, Teddy's head slumps forward and the smile disappears. Elizabeth moves between the two boys and continues to enthusiastically discuss how much she enjoys working with him as she guides him to his seat.

A prime goal for Teddy has been to increase his participation in cooperative group activities from less than a minute to 10 minutes. Although most SO Prepared students work in learning and pod teams, Teddy's program has been individualized to meet his unique needs. As a result, during the first semester of the program he has been "allowed" to



Using hands-on, experiential science activities and "hypodermic" affection, Cristina C. teaches the character trait of honesty to a student in the SO Prepared Program.



SO Prepared participants and members of their family gather at the annual end-of-year celebration.

participate in "parallel work" one-on-one with Elizabeth rather than with the rest of the pod or community. From the second week on, Teddy has been individually supported by Elizabeth and systematically moved physically closer and closer to either the other children and mentors in his pod during small-group activities or the entire SO Prepared community during opening or closing circles. The strategy has been successful, and the team believes he's ready for the next step.

At the end of opening circle, Elizabeth and the program director meet with Teddy to discuss their plan. After another dose of affection along with a brief review of his success in working near the group last week and again at buddy up time today, they take advantage of Teddy's interest in the program director's camera to offer a contingency reward. A plan is agreed upon in which Teddy can have his picture taken with Elizabeth and even hold the camera afterwards if he is able to participate for only 3 minutes with his pod in the cooperative game about to be played. As his smile disappears and his head begins to move down, Elizabeth says, "We're going to have so much fun together; I can't wait. I'll be right there to help you if you need it. I know you can do it and I can't wait to have our picture taken together by Dr. Muscott. Remember, you don't have to stay for the whole game, only for 3 minutes." "No thanks," says Teddy meekly. Elizabeth replies, "I know this seems hard but remember how much fun we had playing the 'hand game' together last time." In this game, the students lie on the floor and put their hands out. One child is leader and starts a pattern like tapping the floor three times; the other students repeat the pattern in unison. The leader then changes the pattern periodically. "You really liked it when I was the leader and you followed what I did," says Elizabeth. Do you remember what fun it was?" "Yes, you were so silly," Teddy replies. "Let's try it then," Elizabeth

says encouragingly. "It's only for a short period of time." "I'll be the timekeeper," says the program director. "I'll let you know when 1 minute, then 2 minutes, and finally 3 minutes are up and we can take the picture."

As Krissy is introducing the game to the pod, the noise level from the other three groups builds. Teddy looks around and starts to get up and leave. Elizabeth reminds Teddy that he only has to stay for 3 minutes, and the director interrupts by saying, "Let's move the pod to a quieter place in the hallway." The transition goes smoothly, and Teddy makes it through 3 minutes of the 10-minute game with periodic encouragement from Elizabeth and 1-minute signals from the director. Two of the first-grade girls spontaneously congratulate Teddy on his participation, and his semi-toothless smile during the photo opportunity lights up the hearts of his mentor, the director, and arguably all of the program participants. During the end-of-session reflection, Elizabeth takes out the Citizen-Leader Evaluation Form that is used to discuss each child's behaviors relative to the character traits being taught and to provide feedback for the teachers. When she gets to the trait of responsibility and asks Teddy whether he set a good example for others, she smiles at his reply: "I did excellent." Her response is sprinkled with direct references to the satisfactory image of his success along with exaggerated but heartfelt doses of affection and pride.

Over the next few weeks, Teddy's amount of participation with the group is gradually increased. By the end of the year, he is participating for periods of up to 20 minutes, albeit with continued ego support from Elizabeth and other members of Green Pod. At the year-end celebration at Rivier College in May, Teddy raises his head high and musters a reserved but polite smile as he stands on stage and receives a Resiliency Award and the applause of the more than 200 people in the audience for his achievements. The



The sixth-grade pod at Dr. Crisp Elementary School rehearses their skit about recycling for the year-end celebration.

semi-toothless smile that lights up the room on this night is reserved for later that evening when Elizabeth is recognized as one of the year's outstanding mentors.

NOTES

1. To protect the confidentiality of the children, all names have been changed.
2. For a more complete overview of the SO Program, see Muscott (2001) and Muscott and Talis O'Brien (1999).

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("What Adolescents Stir Up in Me" continued from p. 85)

therefore, their way should work on everyone else. Both tendencies, to correct or repeat a personal case history, may be great assets in teaching adolescents, but at a given moment a particular youth may need something else. I have learned to translate my own life. What particular thing is needed in the life of a student at any point in time may be very different from what I needed at that age. So, I continue to monitor my tendencies to correct, repeat, or redo my past when I deal with students.

Conclusion

Working with challenging youth is full of unavoidable compromises. I am learning to live with my shortcomings as I constantly examine and listen to what adolescents stir up in me. My students are able to sense my mood, and they have a sharp nose for my unconscious. Redl (1966) summarized the importance of examining what adolescents stir up in us:

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So frequently you may be angry and mad, but you remember that this isn't Johnny's fault, but somewhere, unless some of that anger is managed by yourself, somehow the kid smells that effect and even though you didn't mean to put it into the package you sent to him, the message is somewhere in there. So let's deodorize the behavioral messages before they reach the kids.

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