INTRODUCTION

This is a Behavior Improvement Packet. Its purpose is to help you think about your behavior in class and how it affects you and others. This packet has been given to you to help you understand that bothering others in class is unacceptable. It is hoped that you will see there are good reasons for you to improve in this area. It is also hoped that you will see the many benefits that will come to you if you are successful.

We all make mistakes. How a person handles his or her mistakes is what matters. Acknowledging mistakes and not repeating them is a sign of maturity. Denying mistakes and continuing to make them is not. The best approach when it comes to mistakes is to learn from them and take corrective actions.

BORHERING OTHERS: THE PROBLEM AND ITS CONSEQUENCES

You are not being fair to yourself or others when your behavior is distracting. Not only do you miss out on learning, but so do the people you bothered. Your teacher is also affected. Your behavior makes it difficult for him or her to do his job. How can someone teach a lesson while being distracted? The best learning environment is one where the classroom is free from disturbances. This makes it possible for everyone to focus and be productive. The teacher can present the lesson and the student can concentrate on the task at hand.

Teachers and students expect to be able to enter a classroom that is conducive to learning. It is not fair when someone is selfish and takes time away from those who are in class for the right reasons. Think about your reasons for being in class. If you want everyone’s attention, you can either bother them and they will look at you and think negatively, or work hard and impress them with your ability to do something constructive. It is your reputation: how do you want others to think of you? If others look at you as a nuisance, they soon lose respect for you and wonder when you will grow up. Do you really want people to think of
NEGATIVE BEHAVIORS

you as immature? Wouldn’t you rather have them view you as a productive and contributing person who respects the rights of others? Another consequence of bothering others might be a lower grade. Teachers often take behavior and attitude into consideration when calculating a student’s final grade. For example, if you are on the border between a “B” grade and a “C” grade, your attitude and behavior in class may be the determining factor in what grade you will receive.

Disturbing others also means you are not paying attention to what is being taught. This could mean you will miss out on something needed to do well on a quiz or test. Is this really what you want for yourself?

BORRING OTHERS: CASE STUDIES

You have read about the problems and consequences of bothering others. Study the stories below and think about why the students acted the way they did and how they reacted to the problem they created.

NEGATIVE NED

Ned never had a good word for anything or anyone. When he was in elementary school, his parents bought him a new mountain bike. Ned’s only comment was “I hate yellow, I told you that I wanted a red bike.”

It was this type of attitude that carried over to school as well. When his eighth grade science teacher called on him to answer a question about the earth’s crust, Ned, snapped back with, “I can’t believe you’re calling on me again today. Don’t forget to call on some of the other students in this class!”

Ned’s attitude also showed up in his lack of respect for classmates. When other students were trying to study, he would tease and taunt them. One of his favorite ways of bothering someone was to make fun of how long it took them to do an assignment. Ned would say, “Hey Bill, you’ve been working on those twenty problems the entire class period—everyone else was done twenty minutes ago.” Then he would turn to Amanda and bother her by closing the book she was reading. As soon as she reopened it, Ned would again slam it shut.
### NEGATIVE BEHAVIORS

<table>
<thead>
<tr>
<th>BOTHERING OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUISANCE NORM</strong></td>
</tr>
</tbody>
</table>

Norm didn’t impress too many people. He rarely told the truth and his immature actions irritated many of the students and teachers.

When Norm decided to be a bother, he was a bother for the whole class. He would stand at his seat and say things like, “Hey look Mrs. Thompson, there’s a mouse in the corner by the pencil sharpener!” And of course the class would yell or scream, giving Norm just the reaction he wanted. This delighted Norm and angered everyone else.

Then there was the time when Norm waited until everyone was in the middle of taking their final exams in science. He got up from his seat and pretended to trip. As he fell, he brushed against the rack of test tubes on Mr. Wallace’s table. They all came crashing down on the tile floor, breaking into thousands of little pieces. Mr. Wallace saw the whole thing develop. He didn’t hesitate to make Norm clean up the mess as well as serve an after school detention. The next day Norm got a bill for the broken test tubes.

Everyone is wondering whether Norm will ever grow up. They’re all getting tired of his immature ways.

**CRANKY CHARLIE**

There was a reason they called Charlie, “cranky.” He complained about everything. His classmates often asked, “Charlie, did you wake up on the wrong side of the bed again?” He would just look at them and frown.

Besides being cranky, Charlie was poky. He would lolly-gag at his locker and then realize he was running late for class. He would then dart off to class, only to be late again. As he tried to slip unnoticed into his seat, he would give some silly excuse, such as the teacher in his last class made him late.

Just as the class settled down for the day’s work, Charlie started complaining that he forgot his book. His teacher found him a book and tried to continue with the lesson. Within a few minutes, Charlie interrupted the class by complaining that the room was too hot. Again, everyone stopped working and listened to Charlie complain.
NEGATIVE BEHAVIORS

Giving Charlie detentions didn’t seem to help, so his teacher referred him to the school counselor. The counselor explained to Charlie how much better his life could be if he simply quit complaining and took responsibility for himself. She had Charlie set some goals that could help him with his problems. Within a few weeks, Charlie saw an improvement. He was getting to class on time, he was prepared, and above all, the negativism stopped. Even his parents told him how much better he seemed to be. Charlie’s next report card also showed how his attitude and behavior changes had made a difference.

BORUHERING OTHERS: SOLUTIONS AND GOALS

The first step in improving your behavior is to realize that what you are doing is wrong. Try to think about others: the best way to do this is to put yourself in their place. Would you like to be bothered when you are busy? The answer is probably “no.” Most people don’t want to be interrupted when they are doing something that is important to them. For most students, learning is important.

Second, ask yourself why you do what you do. Are you seeking attention? If so, then there are probably better ways to get others to notice you. Try cooperating and you will see that people will notice a difference in you right away.

Try to find something that you “shine” at and you’ll be noticed. You’ll discover that just by trying hard you will earn respect and get noticed in a positive manner. There are plenty of ways you can meet your needs for friendship and attention without being a bother to others.

Charlie found a solution by listening to his counselor: he discovered some new ways to behave. It didn’t take him long before he saw improvements in how people viewed him. And his grades improved as well! You, too, can make changes and see improvements. Set some goals for yourself. If you can stick to your goals, they will help you overcome problems and avoid making the same mistakes. You’ll have a chance to set some goals in the Student Response Packet that follows.
Now that you have read the packet on bothering others, you should be able to answer the questions below. Think about what you have read and what you have done as you answer these questions. Let your complete and thorough answers demonstrate how you are going to handle this problem.

If you need additional space to answer a question, please use the space on the reverse side of the page. Should you have any questions about this material, please ask the person who gave you the packet.

1.  What did you do that resulted in you being given this packet?

2.  Why were your actions unfair to your teacher or classmates?


4.  Why do you think there is an expectation that students will not bother others?
5. According to the packet, what is the best learning environment?

6. List several consequences of bothering others.

7. Explain why Ned was so negative. What do you think caused him to be such a problem to others?

8. What advice would you give to Ned to help him overcome some of his problems?

9. Explain why you agree or disagree with the following statement: “People who bother other people think only of their own needs.”

10. What can you do the next time you feel like bothering other people? List three positive ideas and then explain how each can keep you out of trouble and help you to be more successful.
Now that you have read the packet on **bothering others**, you should be able to answer the questions below. Think about what you have read and what you have done as you answer these questions. Let your complete and thorough answers demonstrate how you are going to handle this problem.

If you need additional space to answer a question, please use the space on the reverse side of the page. Should you have any questions about this material, please ask the person who gave you the packet.

1. What did you do that resulted in you being given this packet?

2. How does it make you feel when you are concentrating on something and someone bothers you? How do you think others feel when you bother them?

3. In what ways are you being selfish when you disturb other people? Is what you did fair to all concerned?

4. How could bothering the class result in a lower grade for someone?
STUDENT RESPONSE PACKET 2  BOTHERING OTHERS

5. What consequences did Norm pay for breaking the test tubes? What do you think the other students in class think about Norm’s level of maturity?

6. What were some of Charlie’s problems?

7. What steps did Charlie take to make himself a better person?

8. List two ideas mentioned in this packet that could help someone stop bothering others.

9. If you could give Norm some advice, what would you tell him?

10. Now set two goals for yourself so that you won’t be tempted to bother anyone else.