

The Ocean Wave and My Teacher Behavior Continuum

Steven S. Bush
M.Ed. Candidate
Plymouth State College

The Ocean Wave and My Teacher Behavior Continuum



Photograph by Ron Romanoski

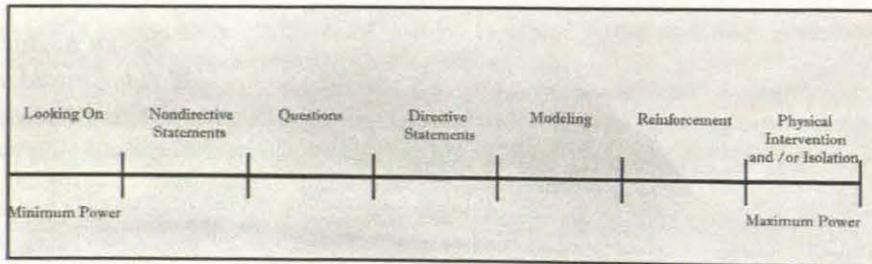
I have taken the image of an ocean wave to metaphorically show how I see my teacher behavior continuum working for me, the role of my emotions as being effective at discipline, and the external forces that influence a student's success or failure within the discipline, and the external forces that influence a student's success or failure within the educational environment of the school.

The sequence of events that contribute to forming ocean waves are: the building of the wave and the forces that contribute to the amplification of the swell, the increased tension of the water and wind versus the force of gravity, the breaking point and immediate release of power, nature's calmness after the wave has dissipated. I believe that the strategies that I use in my discipline model show a similar relationship.

I have found that there is a spiritual quality or a mystical identity in the symbolism. In my own interpersonal dealings with students and adults, I have always experienced emotionally the ebb and flow of the wave that has now been translated into my Teacher Behavior Continuum. There exists a symbolic parallelism in external forces impacting the direction, size and power of an ocean wave.

External factors such as wind direction and velocity, moon and tidal forces, sea floor topography, and shoreline landscape features, share in shaping the wave and influencing the uniqueness of each wave. Likewise, each student brings to the school behavior traits that directly affect their personal successes, thereby shaping the outcomes I will most likely experience when implementing and strategically maneuvering within my TBC. It is always my

desire to effectuate an early positive result with students when using my TBC. Early success lessens the need for the use of more power, allows attaining a more beneficial outcome, brings about a more immediate result, and promotes a better chance for a positive learning experience for the student. As with controlling student behavior, the ocean wave is influenced by external factors. These can build the wave to such a height and bring it forward with such power that it can't stop until maximum force is attained and it crashes doing damage, and then dissipates into a sea of foam. In similar ways emotional and physical influences significantly impact upon a student's ability to interact in everyone's best interests. As behavioral situations with students' progress, teachers will find the need to continue their forward movement along the teacher behavior continuum, picking up speed and momentum towards a more powerful solution. A student's behavioral success can be attributed to some of the following: the support system of a family, the social and economic structure of the family, proper health care, and adequate educational services and opportunities.



References

Romanosk, R., (n.d.). Photos. www.webshots.com/photo/wave2.html (2000, Nov. 11)

Wolfgang, C.H., (1999). *Solving discipline problems: methods and models for today's teachers*. New York, NY: John Wiley & Sons, Inc.

In Brief

