



2-14: Student Attitudes And Behaviors

What Affects Learning?

- Life experiences
- Motivation
- Adult responsibilities
- Confidence
- Learning style variations

Demographic Factors

- Age
- Gender
- Culture and ethnicity
- Educational background

Age Categories

- Traditionalists
- Baby boomers
- Gen Xers
- Dot coms, Millennials, or Nexters

Traditionalists

- May only have slight contact
- Born between 1920 and 1944
- Life experiences are plentiful
- Values include loyalty, patriotism, hard work, and education
- Tend to be fiscally conservative

Traditionalists

- Place a high value on institutions
- Bring a sense of history and respect for authority
- Most will leave workforce by the first decade of the 21st century
- Continuing resource as classroom speakers and mentors

Baby Boomer

- Largest native-born U.S. population
- Born between 1946 and 1964
- Idealistic
- High value on fairness, equality, hard work, and competition
- Question authority
- Why is something important

Baby Boomer

- Fire service leadership and upper ranks are members
- Life experiences include war, social turmoil, and economic recession and affluence
- Place a high value on education, family, and personal leisure time

Gen Xer

- Children of baby boomers
- Born between 1961 and 1980
- Require personal flexibility
- Thrive on feedback from instructors and supervisors
- Do not like constant supervision and prefer to work independently

Gen Xer

- Entrepreneurs
- Try to balance work and leisure time in their lives
- Tendency to bring personal concerns into the classroom
- Accustomed to change
- Majority of fire services organizations

Dot com, Millennium, or Nexter

- Could be considered the future of society
- Born after 1980
- High knowledge of technology
- Enjoyment of visual stimulation
- Appreciation of diversity
- Broad worldview

Dot com, Millennium, or Nexter

- Acceptance of nontraditional families and lifestyles
- High expectations
- Exposed to terrorism and war
- Military activation caused drastic changes in their lives

Does Gender Affect Learning?

- Differences thought to include the ability to learn
- Misconception that they had different mental characteristics
- Led to stereotyping
- Women were discriminated against in all levels of education

Effects of Gender on Learning

- Learning related more to the gender perception of the instructor and student
- Tendency of instructors and male class members will be to treat females unequally

Culture and Ethnicity

- Bring a worldview based on customs, behaviors, attitudes, and values
- Instructors need to recognize and understand that there are individual differences in every class
- Instructors should attend cultural diversity training programs

Educational Background

- Influences individual attitudes, confidence, and ability to handle new learning experiences
- Education level
- Literacy level
- Learning disabilities
- Learning impediments

Low Literacy Levels

- May need assistance to overcome
- Referrals
- Use visuals and other training aids
- Reading materials with special features
- Simple vocabulary
- Glossary of terms

Learning Disabilities

Wide variety of disorders that may be neurological in origin and affect the individual's ability to understand, think, use the spoken or written word, perform mathematical functions, or perform fine psychomotor skills

Learning Disabilities

- ADA divides into 3 major categories
 - Speech and language disorders
 - Academic skills disorders
 - Miscellaneous learning disabilities

Disability Indicators

- Problems with concentration
- Problems with memory
- Problems with auditory and visual perception
- Problems with oral language

Disability Indicators

- Difficulty in speaking, listening, and writing
- Problems in reading, such as word recognition and comprehension
- Problems in mathematical areas such as calculation and reasoning

Disability Assistance

- Tutoring, developing individualized instruction, and providing feedback
- First eliminate the possibility of other impediments
- Consult the policies of your organization or school

Gifted Students

- Have outstanding abilities
- Capable of high performance
- Recognize gifted adult students
- Emphasize positive traits
- Reduce those that may be a barrier to learning

Slow Learners or Students

- Borderline intelligence
- Can identify soon after class begins
- May need to arrange for assistance
- May need to reevaluate/revise subject matter or instructional methods used
- Provide positive feedback

Shy or Timid Students

- Hesitant or at a loss for words
- Afraid to participate in discussions
- Avoid calling on at first
- Encourage participation
- Talk with during breaks to help them become comfortable

Quiet or Bored Students

- Many may be above-average in ability but may drift mentally
- Redirect attention
- Be alert for signs of daydreaming and boredom

Uninterested Students

- Display little energy and attention
- Be curious about the lack of interest
- Determine if the student is having difficulty in handling personal or other problems

Talkative, Aggressive Students

- Can monopolize a discussion
- Make a private appeal
- Assign a special project
- Tell any small groups to have their discussions after class

Show-offs

- Use classroom to perform and gain attention
- Redirect the attention of the class
- Tell them other students need an opportunity
- Tell them behavior won't be tolerated
- Always follow discipline policies

Successful Students

- Nondisruptive and participating
- Majority of students in most fire service courses
- Actively engaged in the learning process
- Eager to contribute from their knowledge and experiences

Behavioral Management

- Difficult skill to master
- Important skill to acquire and maintain
- Peer pressure
- Failure to manage behavior
- Give clear outline of all expectations

Behavioral Management

- Create an environment where all students can achieve positive results

Handling Behavior Issues

- Attempts to force acceptable behavior generally fail
- Provide appropriate guidance and positive reinforcement that stimulate and motivate students to perform properly
- Some undesirable behaviors will simply stop; some will not

Progressive Discipline

L-E-A-S-T method

L Leave it alone

E Eye contact

A Action

S Stop the class

T Terminate the student

Behavior Management Tools

- Counseling
- Coaching
- Providing peer assistance
- Mentoring

Counseling

- Usually to discuss progress in class
- Must be private
- Be sincere
- Redirect students and help them adjust to certain situations

Counseling

- Can involve resolving both learning and behavior issues
 - Giving advice
 - Having discussions
 - Giving tests that help identify problem areas
 - Providing vocational assistance
- Don't assume the role of therapist

Coaching

- Motivational correction
- Positive reinforcement
- Constructive feedback
 - Positive
 - Immediate
 - Direct
 - Frequent

Coaching

- May involve a formal session
- Private industry subscribes to a formal four-step coaching model

Peer Assistance

- A peer is someone who is equal in status to another
- Students assist other students
- Have grasped the knowledge and skill; can explain it well to others

Mentoring

- Student is guided by a professional or another student
- Occur outside the classroom, usually in the job environment
- Prepares students for advancement
- Both mentors and students should be volunteers