

# **YOU CAN HANDLE THEM ALL** *Quick-Action* Card Deck **Second Edition**

## **A Discipline Model for Handling 124 Student Behaviors at School and at Home**

**By**  
**Robert L. DeBruyn**  
**and**  
**Jack L. Larson, Ph.D.**

**THE MASTER TEACHER®**

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# INTRODUCTION

The purpose of the *You Can Handle Them All* Quick-Action Card Deck is to provide you with an easy-to-use classroom resource for handling 124 different student behaviors. These cards take the guesswork out of your treatment of discipline problems by offering quick actions that work to curtail misbehavior. However, the quick actions listed on these classroom management cards are just that—quick, immediate actions you can take to handle specific misbehaviors when they arise in the classroom. These cards **do not** offer permanent solutions to discipline problems. Permanent changes in behavior require firm professional foundations, patience and understanding, and private counseling with students—sometimes over a long period of time.

Refer to the book *You Can Handle Them All*, 2nd Ed., for the foundation principles and actions that are needed to effectively and permanently change problem behavior (ordering information is included). From these professional foundations you will create a solid base from which to think and act, and develop the professional attitudes and stances that are absolutely necessary to manage discipline problems in the classroom. Not only will this book help you take the right discipline actions with students, but it will also let you know *why* you are taking those actions.

# Using The *Quick-Action* Cards

The *You Can Handle Them All* Quick-Action Cards are abstracted from up to 34 actions listed for each of the 124 behaviors addressed in the book *You Can Handle Them All* by Robert L. DeBruyn and Jack L. Larson. These cards list the quick and immediate actions you should take concerning specific misbehaviors and place the correct discipline techniques at your fingertips. While you must still refer to the book for a complete understanding of the behavior and long-term actions, these cards provide a quick reference during class time. The convenient format allows them to be placed in a notebook or lesson plan book, or on your desk for easy accessibility. The *Quick-Action* Cards are divided into the following six easy-to-reference sections:

► **Description of Behavior:** This section lists specific attitudes and actions of this student at home and/or school—allowing you to immediately identify and assess specific student misbehavior. Does the student exhibit the characteristics listed? Pinpointing the student's observed or expressed behavior is vital because it identifies the exact characteristics of the behavior. It helps you avoid generalizing and zero in on the behavior. It also makes it easier to describe the specific behavior to the student, to colleagues, and to parents. An added reference tool is the SEE ALSO section on the back of each card. This allows you to easily cross-reference other related behaviors.

# Using The *Quick-Action* Cards

## ► **Primary Cause(s) of Misbehavior:**

This section pinpoints the primary cause(s) of the misbehavior and gives a brief explanation. This section is essential because, in maintaining a professional approach to changing unacceptable behavior to acceptable behavior, we must never forget that the *first* step to a solution lies in discovering the purpose of the misbehavior. We cannot treat any misbehavior effectively until we know the reasons for it.

## ► **Methods, Procedures, and Techniques to Employ Immediately:**

With this section you will instantly know what action(s) to take to effectively manage each behavior. It suggests possible quick actions to take to help the student adjust his or her behavior. It is your responsibility to

select the method, procedure, or technique that best fits the student you are working with.

► **Mistakes to Avoid:** Often our solution to misbehavior in the classroom is to react to the behavior personally rather than approach the problem professionally. This section points out potential teacher reactions which may compound or perpetuate the problem. Its purpose is to help you avoid mistakes commonly made in dealing with certain types of behavior. These errors are destructive to you, the student, and the rest of the class.

► **SEE ALSO:** Use this section as a cross-reference to easily locate related behaviors.

# Index

- |                                 |                                 |                               |
|---------------------------------|---------------------------------|-------------------------------|
| 1. The Agitator                 | 22. The Crier (Who Sheds Tears) | 43. The Gossip                |
| 2. The Alibier                  | 23. The Defier                  | 44. The Grade Grubber         |
| 3. The Angel                    | 24. The Destroyer               | 45. The Greedy                |
| 4. The Angry                    | 25. The Disengaged              | 46. The Griper                |
| 5. The Animal                   | 26. The Disorganized            | 47. The Habitual Absentee     |
| 6. The Apathetic                | 27. The Disrespectful           | 48. The Hater                 |
| 7. The Apple Polisher           | 28. The Disrupter               | 49. The Hider                 |
| 8. The Arrogant                 | 29. The Distracter              | 50. The Hyperactive           |
| 9. The Attention Demander       | 30. The Do-Nothing              | 51. "I Can't"                 |
| 10. The Authority Pusher        | 31. The Dreamer                 | 52. "I Don't Care"            |
| 11. The Blabbermouth            | 32. The Exaggerator             | 53. "I Won't Do It"           |
| 12. The Blurter                 | 33. The Excuse Maker            | 54. The "Idiot" Syndrome      |
| 13. The Boss                    | 34. The Exploder                | 55. The Immature              |
| 14. The Bully                   | 35. The Failer                  | 56. The Indifferent           |
| 15. The Cheater                 | 36. The Fighter                 | 57. The Influencer            |
| 16. The Chiseler                | 37. The Follower                | 58. The Intellectual Show-Off |
| 17. The Class Clown             | 38. The Forgetter               | 59. The Interrupter           |
| 18. The Clique                  | 39. The Foulmouth               | 60. The Irresponsible         |
| 19. The Complainer              | 40. The Fun Seeker              | 61. The Jealous               |
| 20. The Con Artist              | 41. The Goer                    | 62. The Know-It-All           |
| 21. The Crier (Who Claims Foul) | 42. The Goldbrick               | 63. The Last Word             |

# Index

64. The Late Arriver  
65. The Lazy  
66. The Lewd  
67. The Liar  
68. The Loner  
69. The Loudmouth  
70. The Lover  
71. The Malcontent  
72. The Manipulator  
73. The Name-Caller  
74. The Negative Group  
75. The Noisemaker  
76. The Noncompleter  
77. The Nonparticipator  
78. "Not My Fault"  
79. The Objector  
80. The Overly Aggressive  
81. The Pest  
82. The Petty Rules Breaker  
83. The Pouter  
84. The Procrastinator

85. The Questioner  
86. The Rabble Rouser  
87. The Rebel  
88. The Repeater  
89. The Rude  
90. Satisfied with Second Place  
91. The Scrapper  
92. The Selfish  
93. The Sexuality Broadcaster  
94. The Shadow  
95. The Show-Off  
96. The Shy  
97. The Sidetracker  
98. The Skeptic  
99. The Skipper  
100. The Sleeper  
101. The Smart Aleck  
102. The Smartmouth  
103. The Sneak  
104. The Snob  
105. The Snoop

106. The Snotty  
107. The Spoiled  
108. The Stewer  
109. The Swearer  
110. The Talker  
111. Talks Back  
112. The Tardy  
113. The Tattletale  
114. The Teaser  
115. The Test Challenger  
116. The Thief  
117. The Troublemaker  
118. The Truant  
119. The Underachiever  
120. The Unprepared  
121. The Victim  
122. The Vindictive  
123. The Wanderer  
124. The Whiner

Each card includes cross-references  
for your convenience.

# About The Authors

## Robert L. DeBruyn

Robert L. DeBruyn is the author and founder of *THE MASTER TEACHER Pd PROGRAM*, a program of continuous inservice education for teachers. Currently, *THE MASTER TEACHER* is used by teachers and administrators in schools in all fifty states, every province of Canada, and twenty-nine other countries. Over one-half billion copies of Mr. DeBruyn's works have been published, making him one of the most widely read educational authors in the world.

Mr. DeBruyn was born in Chicago, Illinois. He attended Indiana University, where he studied business. He held positions with two of America's leading companies, Standard Oil of Indiana and Dun and Bradstreet.

After serving in the military and completing a B.S. and an M.S. at Kansas State University, Mr. DeBruyn decided to pursue a childhood dream and enter education. He was a classroom teacher before becoming the administrator of a school of 1,500 where one of his responsibilities was discipline.

Mr. DeBruyn is the author of *Causing Others to Want Your Leadership*, *Before You Can Discipline*, and *Proactive Leadership in the 21st Century Classroom, School, and District* and the coauthor of *Mastering Meetings*. During the past forty years he has traveled extensively, giving lectures and seminars on discipline, motivational techniques, classroom management, and leadership.

# About The Authors

## **Jack L. Larson, Ph.D.**

Jack L. Larson is one of America's most knowledgeable educational authorities. Dr. Larson has been a principal at the elementary, middle school, junior high, and high school levels and an assistant superintendent. He has taught at the junior high, high school, and university levels. He holds an M.S. in guidance and counseling from the University of Colorado and a Ph.D. in education from Kansas State University.

As THE MASTER TEACHER's Director of Seminars, Dr. Larson traveled extensively throughout the United States and Canada, conducting inservice sessions on discipline, leadership, professionalism,

motivation, and other topics. His expertise in these areas continues to be widely acknowledged among the educators he meets as a cadre member of THE MASTER TEACHER. Larson and DeBruyn have worked together for forty-five years.

Dr. Larson is the recipient of the Service to Mankind Award for his work with the rehabilitation of juveniles, the Federation of Handicapped Children Service Award, the Federal Mental Health Service Award, and the Kansas Wesleyan University Alumni Foundation Distinguished Service Award. In 1973 he received the Secondary Educator of America Award.



## **Description of Behavior:**

**Tries to cause trouble—and appears delighted with it. Gets others to do or say what he/she would not do or say. Tries to appear to be an innocent bystander in any trouble he/she causes.**

### **• Primary cause of misbehavior:**

#### ***Power***

The need for power is expressed by creating situations that demonstrate this student's ability to be in control.

## **Methods, Procedures, and Techniques to Employ Immediately:**

1. Indicate tactfully and professionally, in a private conference, that the disguise has been revealed. This will curtail his/her activities almost immediately.
2. When you confront, use the “*What Is More Important Than Why*” technique. Don't ask why the student did something. Ask what he/she did, and what he/she is going to do about it.
3. Regardless of the student's response, fear will be his/her emotion. Treat this fear kindly.
4. Set up a contract with the student. Make specific agreements about what should be done, when and where it should be done, and how it should be done.
5. Assign special duties to this student—such as passing out papers, erasing boards, etc. This

**SEE ALSO:**

- The Angry • The Bully
- The Defier
- The Influencer
- The Jealous
- The Malcontent
- The Overly Aggressive

See The Agitator in the book  
*You Can Handle Them All*, 2nd Ed.,  
for more complete details.

helps to meet the need for attention and power.

6. Set aside time to really listen to this student.  
Having a teacher who listens is a positive form of power for the student.

**Mistakes to Avoid:** (1) Openly and publicly accusing certain students of being agitators.  
(2) Issuing punishments to the group, causing strong student reactions.

## **Description of Behavior:**

**Always offers an excuse regarding why he/she didn't do something.**

**Doesn't fulfill responsibilities. Feels that the fault lies with someone else.**

### **• Primary cause of misbehavior:**

#### *Self-Confidence*

This student has such a lack of self-esteem that he/she is afraid to attempt anything.

## **Methods, Procedures, and Techniques to Employ Immediately:**

1. When he/she gives an excuse, set a deadline for completion of the task. Don't let the student walk away "free." To change the behavior you must make offering an alibi more difficult than performing the assigned task.
2. When you talk to the student, get to the root of the problem. Don't circle around it or call it by another name. Rather, talk specifically about the problem of offering alibis, and share instances when the problem has occurred.
3. Spend time outside class trying to solve this problem—privately. Go to a neutral ground where the environment will be comfortable and pressure-free to talk more openly about the behavior.

**SEE ALSO:**

- The Complainer
- The Crier (Who Claims Foul)
- The Excuse Maker
  - “I Can’t”
  - “Not My Fault”

See The Alibier in the book  
*You Can Handle Them All*, 2nd Ed.,  
for more complete details.

4. Try to make the student evaluate the habit, and see what’s really happening.
5. Keep the focus of the conference on the task the student was supposed to complete. Do not allow the conversation to stray to the alibi. Stay on the task!
6. Prepare a plan (contract) with this student and allow opportunity for the plan to succeed. Let the student know your expectations and make it clear that repeated alibis will not be accepted.

**Mistakes to Avoid:** (1) Considering this student an out-and-out liar and personally disliking him/her. (2) Refusing to listen to any excuses.