

## Addressing Challenging Team Dynamics\*

<b>PASSIVE UNINVOLVEMENT</b>		
<b>BEHAVIORS</b>	<b>PREVENTIONS</b>	<b>INTERVENTIONS</b>
<ul style="list-style-type: none"> <li>• Turning away from the team</li> <li>• Not participating or completing work</li> <li>• Not paying attention</li> <li>• Saying little or nothing</li> <li>• Showing no enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw materials or tasks so that each member has information that the others need and may actively seek out.</li> <li>• Assign the passive student a role that is essential to the team's success (e.g., reader).</li> <li>• Reward the team on the basis of their average performance so that team members will encourage the passive student to contribute.</li> </ul>	<ul style="list-style-type: none"> <li>• Approach students on the team individually and quietly ask them to explain what they're working on or if they need any help.</li> <li>• If a student is struggling with vocabulary, refer him/her to the vocabulary handout or to use context clues.</li> <li>• Set concrete goals and time limits for the uninvolved student (e.g., "I want you to have X completed, and I'm going to check back in X minutes").</li> <li>• Break down the assignment so that it's manageable. When the student completes a part of it, recognize his or her achievement.</li> <li>• State what makes the work quality. Avoid general praise.</li> <li>• Encourage those involved to work with uninvolved student.</li> </ul>
<b>ACTIVE UNINVOLVEMENT</b>		
<b>BEHAVIORS</b>	<b>PREVENTIONS</b>	<b>INTERVENTIONS</b>
<ul style="list-style-type: none"> <li>• Talking about everything but the assignment</li> <li>• Leaving the team without the team's permission</li> <li>• Attempting to ruin the team's work</li> <li>• Refusing to do his or her own work or work with another team member</li> </ul>	<ul style="list-style-type: none"> <li>• Offer an incentive that this student or team finds attractive (be prepared to offer it to other teams, too).</li> <li>• Structure the task so that all members must contribute in order to receive the reward.</li> </ul>	<ul style="list-style-type: none"> <li>• See "Possible Immediate Interventions" above.</li> <li>• Attempt to refocus the student on the task at hand without publicly embarrassing him or her and without immediately threatening to use punishments.</li> <li>• Remind the student of team or classroom rules.</li> <li>• Warn the student that if he or she doesn't focus, he or she may be removed from the team or stay in during lunch to do the work.</li> <li>• Separate him or her from group until he or she is ready to cooperate.</li> </ul>
<b>DOMINEERING</b>		
<b>BEHAVIORS</b>	<b>PREVENTIONS</b>	<b>INTERVENTIONS</b>
<ul style="list-style-type: none"> <li>• One student doing all the work</li> <li>• Refusing to let others participate</li> <li>• Making decisions without team input</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw resources so that the domineering student needs to encourage or listen to others in the team.</li> <li>• Assign roles so that other members have more powerful roles (e.g., reader, recorder, summarizer, and elaborator).</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge the work of the domineering student and tell him or her that you would like to hear what others have to say, too (e.g., "Chris, I see you are sharing a lot of insightful ideas. I would love to hear what your teammates think about them").</li> <li>• Ask the student's teammates questions to take focus off of him or her.</li> </ul>

\* Ideas are from David W. Johnson, Roger T. Johnson, and Edythe Johnson Holubec, *Circles of Learning: Cooperation in the Classroom* (Edina, Minnesota: Interaction Book Co., 1986).