

11. Have Nathan meet regularly with the guidance counsellor.
12. Catch him being good — reinforce good behaviour.
13. Have Nathan meet with the teacher before class to check on homework completion and outline activities for the day.
14. Give Nathan responsibilities both inside and outside the classroom.
15. Relate his behaviours to people at his work placement.
16. Reverse role playing.
17. Isolate him when he is really disruptive.
18. Encourage him to join a team.

Stage 5: The facilitator and the referring teacher went through the list of suggestions. Nine ideas were chosen to act on immediately.

Stage 6: The facilitator provided a list of the nine actions chosen by the referring teacher and suggested that they meet within the next few days to review them in case she needed assistance with any of the ideas. The referring teacher agreed to meet and said she would share some of these ideas with Nathan's other teachers.

Stage 7: The referring teacher stated that she felt much more optimistic regarding Nathan and thanked the group for their suggestions. The facilitator also thanked the participants for their help.

CONCLUSION

Tom Skrtic (1991) has criticized education systems for their rigidity and inability to be truly adaptive to the needs of students. He advocates that schools must operate as adhocracies where both students and teachers work in a collaborative manner, applying their unique strengths to the problems of the group, and pooling their resources to come up