Figure 1.

A MAP FOR THE ANALYSIS OF ONE INDIVIDUAL'S TRAY-LEAVING BEHAVIOR

BACKGROUND OF INDIVIDUAL

I. Parental Influences
   A. Identification
      —inadequate (10)
      —with irresponsible parents (11)
   B. Past Reinforcements
      —permissiveness (3)

II. Peer Influences
   A. In-group identification (12)
   B. Reinforcement (5)

III. Individual Development Stage
   A. Individuation (16, 18)
   B. Independence/Anomie (15, 17)
   C. Moral Development (27)

CONTEXT OF SITUATION

I. General School Influences
   A. Bureaucratic and depersonalized (29)
   B. Negative cues to poor students (20)
   C. Heavy-handed inequitable treatment (28)
   D. Frustration (30)
   E. Inadequate Identification (13)
   F. Identification as Aggressor (14)

II. General Societal Influences
   Negative role images of adults (21)

MOTIVES AND INNER STATES

I. Altruism (1, 2)

II. Egotistical Self-Serving (3, 4, 5, 10, 11)

III. Structured Conscious Performance (19, 20, 21, 22)

IV. Fun (22)

V. Unconscious Dynamics
   A. Anomie (17)
   B. Depression (18)
   C. Rebellion to Achieve Independence of Paternalized Authority (15)
   D. Jonah Complex (24)
   E. Seeking Something Else
      —attention (8)
      —sadistic thrill (6)
      —masochistic gratification (7)
      —individuation (16)
      —lower need frustration (23)
      —? (9) preoccupation
   F. Role Playing (20, 21, 22)

VI. Social Conformity and Imitation (5, 12)

VII. Physiological States
   A. Stimulation by contagion (25)
   B. Overload (26)

IMMEDIATE SITUATION

I. Information

II. Expected Rewards and Costs

III. Scenic and Role Alternatives of Cafeteria Situation

IV. Traditional Games and Pastimes

V. Relations with School Authority

VI. Peer Group Behavior and Models

VII. Overcrowding; Sensory Stimulation

Tray Leaving