

Classroom Problems: *What Can I Do Right Away?*  
A Learning Supports Practice Series for Teachers\*

## Bullying

*There are several students in my class who are bullied on the playground. I have tried to discipline the bullies, but it isn't working. What do you suggest from a learning supports perspective?*

Strengthening positive connections among students and with staff is a key facet of strengthening school engagement. In addition to what's already been tried, here are a few immediate strategies to consider:

1. Work with students' views about a good solution. Talk not only with those who are bullied; see what others in the class suggest (e.g., more adults on the yard, more structured activities, student helpers to partner with students who are loners, etc.).
2. Use a teacher/staff meeting to talk with other school personnel about how the school can do more to address this common playground problem *in a positive way*.
3. Talk with the playground supervisors about developing a special helper role for students who bully and for students who are vulnerable to bullies (e.g., ball monitors, student safety leaders, assistant coaches, etc) Giving vulnerable students a special role in assisting students in a younger class on the yard could break up the current pattern of interaction, increase their status as "special helpers," provide the experience of being looked up to by the younger children as a helper, build a friendship through the partnering with other helpers.
4. Sometimes the current pattern needs to be radically changed for a short while. For some students, rather than going on the playground, might spend recess and lunch helping in the office or working in the class of a favorite teachers. Again if this could be done along with other students, it could help build friendships.

Note: The Center has a range of resources on bullying and how to stop it.

See our online clearinghouse Quick Find on the topic -

<http://smhp.psych.ucla.edu/qf/bully.htm>

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Often the best way to learn is by addressing a specific concern that needs an immediate response.

With this in mind, the Center is producing a series of resources focused on daily classroom dilemmas teachers experience and some initial ways to deal with such concerns. The emphasis is on engaging and re-engaging students in classroom learning.

As a school moves to develop a unified and comprehensive system of learning supports, this series can help augment professional development by providing a stimulus for discussion by teachers and other staff.

### ***What can I do right away?***

To date, this learning supports practice series for teachers includes the following topics:

- > *Bullying* – <http://smhp.psych.ucla.edu/pdfdocs/bullypn.pdf>
- > *Disengaged Students* – <http://smhp.psych.ucla.edu/pdfdocs/disengpn.pdf>
- > *Fidgety Students* – <http://smhp.psych.ucla.edu/pdfdocs/fidgetypn.pdf>
- > *Homework Avoidance* – <http://smhp.psych.ucla.edu/pdfdocs/homeworkpn.pdf>
- > *Students in Distress* – <http://smhp.psych.ucla.edu/pdfdocs/distresspn.pdf>
- > *Minimizing Referrals out of the Classroom* –  
<http://smhp.psych.ucla.edu/pdfdocs/referralspn.pdf>
- > *Addressing Neighborhood Problems that Affect the School* –  
<http://smhp.psych.ucla.edu/pdfdocs/neighborpn.pdf>

See the complete series and other resources for professional development at  
<http://smhp.psych.ucla.edu>  
(Click on Resources/Publications)

**Feel free to email similar concerns to the Center for discussion as part of  
our weekly community of practice listserv. See**  
<http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner.pdf>

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