Featured

(1) Behavior Problems: What's a teacher to do?

(2) Student news broadcasts as a platform for participatory civics

And, as always, you will find
(3) Links to a few other resources relevant to continuing education

**This community of practice _Practitioner_ is designed
for a screen bigger than an Iphone.**

For discussion and interchange:
 >Behavior Problems: What's a teacher to do?

Students misbehave. It's a daily fact of life in classrooms. What should a teacher do? That is a question for all of us. To answer the question, we need to broaden the context from concerns about consequences, social control, removing "triggers," and social skills training. The context must be the goals of schooling. And the goals must include not only academic learning, but the promotion of healthy social and emotional development.

Here is an example of a frequent concern and request teachers send us:

"Can you direct me to strategies or a best practice to stabilize routine with a group of emotionally strong middle schoolers? I want to keep Restorative Practice behaviors functional and still provide consequences for disruption, blurting out conversation and overall flat out defiance, not harmful yet so unruly and disrespectful to others."

Much has been done and written related to this matter. Here are a few examples of discussions from the field that may be helpful:

From: *Logical consequences*

This article lists out "a variety of different ideas because teachers teach in a variety of different schools. These are simply ideas – intended to spark your imagination. Please be aware of your school culture, age of your students, etc. when choosing consequences. What is appropriate and helpful for one situation may not be for another. We also recommend using logical consequences – consequences that follow logically from the behavior."

From: *Addressing student behavior to meet everyone's needs*

"...Alternatives to exclusion are becoming increasingly popular in many school districts to improve behavior and keep students in the classroom.... As concern grows over problem behavior, public schools need effective discipline practices. Identifying appropriate solutions requires us to understand the reason for underlying problem behavior and to identify the most effective disciplinary response....

 Identification, individualization, and integration. While multiple alternative discipline interventions exist for problem behavior, school districts often group students in alternative discipline interventions without determining the best approach for their individual issues. The root causes of problem behavior vary among students and require a more tailored approach. The one-size-fits-all approach does not work for all students. As such, we need to conceptualize an approach to alternative discipline that ensures students receive the support they need to improve

their behavior. Building on current alternative discipline research, we can think of alternative discipline as comprising three interdependent concepts — identification, individualization, and integration....

   Once the students are identified and an individualized plan of action is tailored to fit their needs, alternative discipline interventions will need to be integrated into students' school day to help them improve their problematic behavior and receive adequate support. Because teachers spend the most time with students in school, they are best positioned to determine the most suitable approach and plan of action. However, frontline personnel, such as behavior specialists, counselors, and social workers, also play a key role and will be vital to ensure a streamlined process.... exploring the internal, social, and external factors that contribute to problem behavior can aid in the development and refinement of additional alternative approaches that could prevent both classroom exclusion and the behaviors leading up to it...."

From: *Reducing Behavior Problems in the Elementary School Classroom – What Works Clearinghouse: Practice Guide*

This guide is intended to help elementary school educators as well as school and district administrators develop and implement effective prevention and intervention strategies that promote positive student behavior. It stresses that behavioral interventions almost always include multiple components.

Center Comments:

While teachers must learn to use disciplinary practices effectively to deal with misbehavior, schools also must teach self-discipline and personal responsibility to students. The aim is not just to control bad behavior temporarily. The essence of good classroom teaching is the ability to create an environment that first can mobilize the learner to pursue the curriculum and then can maintain that mobilization, while effectively facilitating learning. Behavior problems clearly get in the way of all this. Misbehavior disrupts. In some forms, such as bullying and intimidating others, it is hurtful. And, observing such behavior may disinhibit others.

   Misbehavior presents a teachable moment for enhancing social and moral development. Students can learn about personal responsibility, integrity, self-regulation/self-discipline, a work ethic, appreciation of diversity, and positive feelings about self and others.

   Interventions to address chronic misbehavior are designed to (a) prevent and overcome negative attitudes toward school and learning, (b) enhance motivational readiness for learning and overcoming problems, (c) maintain intrinsic motivation throughout learning and problem solving, and (d) nurture continuing motivation so students engage in activities away from school that foster maintenance, generalization, and expansion of learning and problem solving.

   After making broad programmatic changes to the degree feasible, intervention with a misbehaving student involves personalized special assistance. The initial focus is on enhancing understanding of the student's underlying motivation (e.g., Is the behavior reactive or proactive? If reactive, is it a reaction to threats to self-determination, competence, or relatedness?) Motivational analyses of the problem help design appropriate corrective steps.

How these concerns are addressed is critical to the type of school and classroom climate that emerges and to student engagement and reengagement in classroom learning. From this perspective, our Center has consistently emphasized the need to address behavior problems in the context of transforming student/learning supports in and out of the classroom. For example:

- back in 1997, we did a piece entitled:
    >*Behavior Problems: What's a School to Do?*

- in 2008, we discussed:
    >*Rethinking How Schools Address Student Misbehavior & Disengagement*

- in 2016, we updated our technical assistance sampler:
    >*Behavioral Initiatives in Broad Perspective*

- and we constantly have stressed:
    > *Common Behavior Problems at School: A Natural Opportunity for Social and Emotional Learning*

All this has been elaborated in the books we have developed, which in a real sense are all about reducing behavior problems – see, for example,
    > *Improving School Improvement*

IF YOU DON'T' HAVE TIME TO DO MUCH READING

just browse

Chapter 6. *"Managing Behavior at School: Beyond Overrelying on Control Strategies"* in *Improving School Improvement*

Here are a few examples of strategies from that chapter:

> **Preventing misbehavior** – improve and enrich programs to enhance student engagement and minimize conditions that foment misbehavior; strengthen home responsibility for children's behavior and learning; promote a school climate that embraces a holistic and family-centered orientation; work with students to establish a set of logical consequences that are reasonable, fair, and nondenigrating

> **Responding quickly when misbehavior occurs** – reestablish a calm and safe atmosphere; apply established logical consequences and a commitment to restorative justice in a personalized manner

> **Following-up after an event** – make program changes if necessary; prevent further problems with those who misbehaved by following-up with special assistance.

For links to more resources on all this, see the following Center Quick Finds
    > *Behavior Problems and Conduct Disorders*
    > *Disciplinary practices*

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How is this topic being discussed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu
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"I'm behaving well. Are you sure you wouldn't like to positively reinforce it?"

>Student news broadcasts as a platform for participatory civics

From: *Student Agency and the School News Broadcast*

"...This article describes the community engagement demonstrated by students collaborating to present a weekly school news broadcast, making the transition from personal use of digital spaces to formal use for participatory civics.

An eight-student core group participated in a middle school extracurricular program.... They gathered announcements, lunch menus, interviews, and news for the week. They created a script for the teleprompter and then recorded themselves on video, which was aired in homerooms on Friday mornings to update their peers about what was happening at their school....

Student-developed news broadcasts that help peers understand current events in their school and community are a particularly appealing and effective way to involve young people in civic engagement. Students learn to identify credible information, find valid sources, and appreciate the role that work plays in mass communication. They also learn about public speaking and how to deliver a message in an organized, clear, and concise manner. Through the broadcasts, students demonstrate agency as they help their school community work more effectively through information dissemination....

At the beginning of the school year, the 6th- through 8th-grade students selected roles based on their interests, including anchors, directors, editors, interviewers, and videographers...

Students selected people to interview for the interview segments as a way to introduce staff to the school community. They created their own questions for interviews, which may be with the assistant superintendent, the principal, the assistant principal, or teachers...

A variety of extracurricular experiences helped the students do their jobs well. For example, the 8th-grade students learned more about journalism when they visited the county career center to tour the graphics and video areas.... The project allowed students to explore possible career options at an early age so that they could experiment and determine if it was something they wished to explore further...."

Read more on enhancing student agency:

> *About Student Voice and Participation*
> *Youth Participation: Making It Real*
> *About Promoting Youth Development in Schools*

Too often, activities that enhance youth voice at school are seen as extracurricular and optional "enrichment" situations. From our perspective, such programs are opportunities for promoting healthy development, addressing barriers to learning, and preventing learning, behavior, and emotional problems.

Schools, of course, cannot and should not be expected to be the sole provider of programs that enhance youth voice. They, however, do have a major role to play and have significant benefits to gain by capitalizing on the opportunities such programs provide to advance a school's mission. Given this, such programs should be an integral part of school improvement policy and practice and fully embedded into a unified, comprehensive, and equitable system of student/learning supports.

Voice comes from a deeper place than our throats.
Voice comes from our hearts, from our minds,
and from the deepest places of knowing.
Penny Oldfather

>Links to a few other relevant shared resources

>>**The Rise and Fall of the Teaching Profession: Prestige, Interest, Preparation, and Satisfaction Over the Last Half Century**

>>**A meta-review of school-based disaster interventions for child & adolescent survivors**

>>**Teachers' views and experiences of student mental health and well-being programs**

>>**LovesCompany: Evaluating the safety and feasibility of a mental health-focused online community for adolescents**

>>**Creative arts interventions to enhance adolescent well-being in low-income communities**

>>**School Boards Must Pursue New Directions to Help Schools Address Barriers to Learning and Teaching**

>>**About Parenting Styles and School Performance**

>>**Recruitment and retention of teachers: Abot low and stagnant teacher wages**

>>**Technology's Role in Enhancing IDEA's Policy for Inclusion**

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts

1/22 Creating a work-life balance
1/23 Conflict management
1/23 Leveraging evaluation for transformative growth
1/28 Culture as prevention
1/29 Community organizing
1/30 Smartphone and social media school policies
1/30 Supporting new teachers
2/4 Making the most of your high school experience
2/4 AI in education
2/5 Support professional learning
2/5 Self-care and wellbeing
2/10 Positive discipline
2/11 Prevention core competencies
2/12 Safe and inclusive schools
2/12 Students as equity leaders
2/19 Planning an IEP team meeting for your child with mental health challenges
3/6 Ensure we do no harm
4/22 Student led initiatives
5/8 Creating conditions for healthy disagreement

How Learning Happens (Edutopia's updated series of videos explores how educators can guide students, regardless of their developmental starting points, to become productive and engaged learners.

Webinar recording: *Unpacking the Impacts of Structural Racism on Youth*

Transforming Student/Learning Supports

Are you thinking about increasing the capacity of a district or school with respect to developing *a unified, comprehensive, and equitable system of student/learning supports*?

We have many resources to help in moving forward.

For example, see our recent guides that provide a roadmap for moving in new directions:

(1) *Student/Learning Supports: A Brief Guide for Moving in New Directions*

(2) *Transforming Student and Learning Supports: Starting the Process*

These provide prototypes for new directions and first steps for moving forward on a monthly, schedule. The first steps outlined involve

(a) mapping existing student support activities and operational infrastructure,
(b) analyzing what has been mapped,
(c) identifying priorities for and clarifying the benefits of system changes,
(d) developing recommendations for system changes,
(e) building a critical mass of support

Links to resources are provided to aid in carrying out each task.
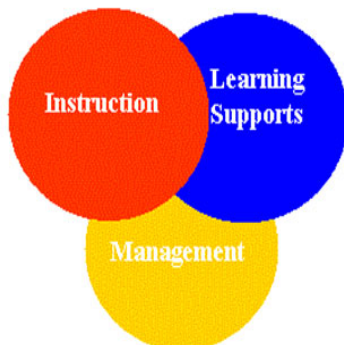
Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

National Initiative for Transforming Student/Learning Supports

**THE MORE FOLKS SHARE, THE MORE USEFUL AND
INTERESTING THIS RESOURCE BECOMES!**

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

**We post a broad range of issues and responses to the Net Exchange
on our website a**t http://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page http://smhp.psych.ucla.edu/ **)**