

Module B: VISTA: A Whole School Approach (WSA)

Unit B6: Dealing With Indiscipline and Disruption

Rosario Ortega, Rosario del Rey, Javier Ortega-Rivera and Claire
Monks
Spain

Objectives of Unit B6

- To explore and understand the different problems relating to interpersonal relationships that can occur in schools and classrooms, and that entail a risk for school violence
- To distinguish between interpersonal conflict, lack of discipline and disruption
- To develop an awareness of the educational strategies available to prevent these kinds of problems
- To acquire the self-confidence to solve these kinds of problems appropriately
- To reflect on the different ways of teaching in response to this diverse reality

Facilitation skills to be developed through this Unit

Knowledge and understanding of:

- the difference between school violence phenomena and other phenomena that increase the risk of violence and that are sometimes confused with it
- educational interventions that are recommended in order that these problems do not lead to violence
- strategies for coping with interpersonal conflict, disruption and indiscipline

Personal qualities and attributes include:

- keeping a reflective and critical attitude to the analysis of conflicts, lack of discipline, disruption and problems with poor levels of motivation
- taking an active part in the task of working in the cooperative and plenary groups
- adopting a constructive position when faced with other participants' opinions
- adapting the knowledge acquired during the Unit to specific contexts where participants' professional activities are developed

Pre-unit reading

Cotton, K. (2001). Schoolwide and classroom discipline. *School Improvement Research Series*. Northwest Regional Educational Laboratory. Retrieved May 3, 2006, from <http://www.nwrel.org/scpd/sirs/5/cu9.html>

Calouste Gulbenkian Foundation. (1995). *Children and violence: Report of the Commission in Children and Violence convened by the Gulbenkian Foundation.* London: Author.

del Rey, R., Sánchez, V., & Ortega, R. (2004). Resistencias, conflictos y dificultades de la convivencia. In R. Ortega & R. del Rey (Eds.), *Construir la convivencia* (pp. 193-203). Barcelona: Edebé.

Scherer, M., Gersch, I., & Fry, L. (1992). *Meeting disruptive behaviour*. London: Routledge.

Skiba, R.J. & Peterson, R.L. (2000). School discipline at a Crossroads: From Zero Tolerance to Early Response. *Exceptional Children*, 66, 335-347.

Summary of current thinking and knowledge about dealing with indiscipline and disruption

In recent decades, there has been an increase in research into aggressive behaviour in schools. Research has highlighted this as an issue for schools with children of all ages, including preschoolers (e.g., Monks, Smith, & Swettenham, 2003; Ortega & Monks, 2005; Perren & Alsaker, 2006). In some countries, educational programmes have been developed to address school violence and bullying and have resulted in the appearance of local and national educational policies against violence in schools (Smith, 2002). The majority of these educational policies focus on prevention by means of improving the school climate and the relationships among all of the members of the school (see Unit A1). To carry out this goal, it is important to understand the school as a complex context of interpersonal relationships. Sometimes, problems among school community members (e.g., teachers, students, families) can facilitate the appearance of violence in schools. For this reason, it is important to know and to understand what kinds of problems may exist in our schools and the ways to address them in order to prevent violence.

The scientific literature has commonly highlighted three main problems that can be related to violence in schools, namely interpersonal conflicts, lack of discipline and disruption problems (Cotton, 2001; Dwyer, Osher, & Warger, 1998; Elliot, 1991; Gottfredson, Gottfredson & Hybl, 1993; Lawrence, Steed, & Youngh, 1977; McManus, 1995; Ortega, 1998; Skiba & Peterson, 1999, 2000). When these problems affect schools, there is a feeling of unrest among the teachers. Daily life in schools becomes more difficult and behavioural problems, such as lack of motivation, start to become mixed with academic ones. When these things happen in schools, it is very easy to understand the difficulty of analysing the real origin of all of the problems the teachers mention. Instead of looking for the causes, sometimes it is better to concentrate all efforts on finding the solutions to these problems.

Furthermore, as Smith, Rigby and Pepler (2004) note, it is important to start dealing with these problems from the point when children begin school or preschool and to continue to address these interpersonal and behavioural issues throughout schooling. The way in which they are dealt with will depend on the developmental level of the children involved. However, we feel that it is possible to work with pupils of all ages in tackling conflicts, lack of discipline and disruption.

The first step to address conflicts, lack of discipline and disruption problems is to differentiate them clearly because causes, consequences, and lines of intervention, are different depending on the case. One of the basic principles

for the functioning of an educational intervention is the identification of the situation or behaviour that is going to be the focus of that intervention. This first point, that on many occasions may seem obvious, may, in the case of school violence, be a difficult task that can be confounded by other phenomena that occur in classes and that, although they can be a risk for violent behaviour by the pupil, we cannot view them as being the same as school violence. As well, these behaviour problems in class can, on many occasions, be involved in the origins of school violence, which manifests itself in education centres or in the educational task itself. With the objective of helping to make the training session more dynamic, in this summary we tackle the differentiation between conflict, discipline, indiscipline and disruption.

Conflict

Conflict is inherent in the social life of human beings, since on many occasions our interests and personal positions, with relation to a need, a situation, an object or an intention, are in contrast with the interests and the positions of others. This confrontation, in our opinion and that of others, can be resolved through non-violent means through dialogue and negotiation, under which we encounter the socio-moral disposition and the possibility of ceding or changing our interest or personal position for the other or for something between the two. However, on occasions conflict is not resolved by dialogue and negotiation, rather the tools that we use to resolve it are aggressive behaviours. In this case, conflicts can be considered as a risk for school violence (del Rey, Sánchez, & Ortega, 2004; Ortega, 1998).

Therefore, conflict can be considered as a dichotomous element of growth and lack of growth of social relations, since faced with a tension of interests we can resolve the conflict through different means: negotiation or conflict. In this way, conflict is not negative in itself, completely the opposite; it can be the starting point for pupils' personal and social development, when they are taught adequate means to resolve their own conflicts. That is to say, that conflict needs to be considered as an opportunity to advance together towards understanding, from a basis of mutual respect. In order that a good resolution of conflict exists, it is not always necessary that both parties take an intermediate position or that one of them cedes and agrees with the other. A good resolution of conflict is also based on the fact that it is not necessary for anyone to cede in order to resolve the conflict, but that the resolution of conflict is found through negotiation and dialogue. Knowing how to enter a dialogue with others about divergent interests is already a positive advance in conflict, even if a consensus is not reached, since non-violent tools are being used to solve differences. In summary, it is not always necessary to be in agreement with the other person.

On the other hand, we must know that on many occasions, pupils resolve their conflicts with violence, because they have learnt that the best way of resolving disagreements with their peers is by using aggressive behaviours. That is to say that the strongest or most socially skilled individuals impose themselves on the other in the confrontation. It is in this moment when conflicts can provoke school violence, since pupils learn to resolve their differences using aggression. What is important is to know that conflict is not negative in itself,

but that the form of resolving it can be. Conflict in classrooms can be useful to develop the abilities of dialogue and negotiation and at the same time to learn how to control aggression.

Discipline

To analyse discipline is to understand much about the conflicts and behaviour problems that are encountered in the school and how they relate to order and control. In general, it is possible to identify two ways of considering discipline depending on your main purpose: the control of pupils or the training of them. In the first, discipline is considered as a necessity for controlling the behaviour of pupils (the teachers want the pupils to be still and quiet in the classroom) or for the need to establish control as a necessary condition for the development of learning in the classroom (a certain order is necessary to establish the process of teaching and learning). In the second, discipline is considered as a means of fostering the training of pupils. That is to say that the way of managing discipline teaches the pupils ways of behaving, values and coping strategies. In this way, depending on the type of disciplinary management that is established in the class, we can foster different effects in the development and learning of the pupils.

Using discipline as control is translated into the establishment of norms and rules to regulate the behaviour of the pupils by adults, as well as the corresponding sanctions for the transgression of these norms and rules. On the other hand, with discipline as a way of training, order and control are promoted in each subject as a process of development of their critical thinking, seeing discipline as the means to facilitate this development. That is to say that while the first view is based on the external control of behaviour, the second treats it as an internal process.

From this perspective, and merging the different approaches, we have defined school discipline as a complex phenomenon of an instrumental character that pursues two objectives, that is, both the order and the control of the behaviour of the members of an educational community, fundamentally of the pupils, for which, educational strategies are necessary. Furthermore, discipline looks for the necessary conditions with which to establish the process of teaching and learning, including the sociomoral education of the student body, in order for their social integration in a responsible, critical and civic manner.

Indiscipline

The complexity of the analysis of discipline disappears when we tackle school indiscipline. Indiscipline refers to the behaviours of pupils which do not comply with the norms and rules established within control and order. Therefore, indiscipline is the individual behaviour of a pupil who transgresses the norms of behaviour. The scientific literature on school indiscipline identifies two main types of cause: on one hand causes centred on the individual and on the other, causes centred on the group dynamics.

The causes centred on the individual study the characteristics and personal circumstances of each of the pupils who breaks the norms and rules of behaviour in the classroom. Among the most important factors that we

encounter are a lack of motivation, low self-esteem, level of cognitive development that is not reasonable for the demands of self-control on the part of the disciplinary system, family instability, and finally the low quality of the surroundings in which the students live.

The causes centred on the group dynamic consider the analysis of discipline from a systemic perspective, defining the vicious circle of indiscipline (Lawrence, Steed & Youngh, 1977). These authors argued that incidents of indiscipline generate a malaise in the teacher who reacts by taking more control, which in turn has the potential to make pupils' undisciplined behaviours reappear. Another of the key elements in the group dynamic is the poor relations between the teachers at the centre since there may not be a clear agreement about the management of discipline amongst the teaching staff. The pupils do not know how to behave and, in addition, on occasions they take advantage of these differences for their own benefit, provoking more confrontations between the teachers, who in turn react with more control or with greater differences in control. Another of the factors within the group dynamic is the lack of preparation of the teacher to cope with discipline in the classrooms (Barrett & Davis, 1995; Pilarski, 1994), principally in new teachers (Emmer, 1994; Kearney, Plax, Sorenson, & Smith, 1988) managing problems of indiscipline in an authoritarian manner, which increases the problem.

The relation between discipline and indiscipline

Scientific reviews about discipline show us that in the majority of cases, teachers use punitive responses as sanctions in situations of indiscipline (Skiba & Peterson, 1999). Punitive responses (expulsion or punishment) provoke an increase in the episodes of indiscipline by pupils, who react with more aggression and rule breaking in the face of punishment. The use of punitive responses does not produce more control and order in the classroom, since it increases the difference in power between the teacher and the pupils. This large differentiation provokes an authoritarian climate within the classroom, resulting in an increase in conflicts between the teacher and pupils. On occasions, disciplinary sanctions appear before the occurrence of problems. For example, schools in the United States of America have developed a plan of maximum control over their pupils by introducing security measures at the entrance of the schools (Dwyer, Osher, & Warger, 1998; Skiba & Peterson, 2000). In this way, they have reinforced and expanded the surroundings of the centres. There are metal detectors, CCTV, police officers, etc. However, until now, this increase in measures of control has not demonstrated effectiveness in decreasing violence or indiscipline and disruption of pupils in these educational centres.

Disruption

Disruption alludes to those behaviours of a group of pupils in the classroom that impede the normal development of the class. The behaviours that can be considered as being disruptive range from a lack of cooperation, disobedience and provocation to aggression (Tattum, 1989). These behaviours principally affect the process of teaching and learning, that is to say being able to carry out academic tasks within the class (Ortega & del Rey, 2001). The teacher cannot teach and the pupils cannot learn. This means that disruption

becomes an academic problem in the classrooms where it occurs. On the other hand, it also affects discipline since disruptive behaviours are transgressions of the norms and rules of behaviour in the classroom, which the teacher has to use time to control. This means that on numerous occasions the teacher increases disciplinary control. However, the origin of most of the problems of disruption is the lack of motivation by the student body to learn. If a child or adolescent does not have any interest in what they are doing in class and are there for five or six hours in a row, this means that they invent things to occupy this time. Usually, these forms of occupying their time provoke a malaise in the teachers and the rest of the student body, not only because of the lack of involvement in learning, but also because they usually negatively affect the process of teaching and learning of others.

The aim of this Unit is to develop a deeper understanding of interpersonal conflicts, lack of discipline and disruption in school and to reflect upon the ways of intervening.

Responsibilities of the Unit facilitators:

Your tasks during the Unit are to:

- Send information to all participants about when and where the sessions will be held and a copy of the pre-reading texts
- Read and understand the contents of the Unit and the material you have for the development of the Unit
- Plan the session to meet the needs of the participants
- Ensure that all relevant resources/materials are copied and prepared
- Lead the session and all of the tasks

Sequence of activities for Unit B6

In a similar vein to Unit A1, different tasks will be carried out in which we will ask for participants' active collaboration and participation. This sequence considers the conception of teaching-learning processes as a social construction. To support this kind of learning we propose that participants start with an individual task and continue with cooperative work in small groups. This will be followed by a plenary session to enable participants to share the conclusions of the small group work with the rest of the participants. Finally, the facilitator will clarify and close the Unit with a summary of the work carried out. This Unit represents a one-day training plus breaks.

Activity 1 Speaking With Ourselves (30 minutes)

Purpose

- To enable participants to identify the behaviour problems that can be found in schools and classrooms that entail a risk for school violence

Materials

Notebooks

Pens

Procedure

Ask each participant to think about and to write down two to four examples of behaviour problems that he or she has come across in school and in the classroom and that, according to him or her, might be risk factors for the

appearance of school violence. Ask participants to identify the behaviour that each example represents, that is, to label each behaviour interpersonal conflict, lack of discipline or disruption. Ask participants to document their examples in detail (e.g., where and when it happened, location, who was involved, what happened next) since this will make the following tasks of the small group and the plenary group easier. If anyone is having difficulty with the task, the facilitator can give participants guidance. For example, the facilitator could ask him or her, "What do your pupils sometimes do, either to interrupt the class or to provoke the teacher and classmates that leaves you feeling either disturbed or offended?"

Debrief

See Activity 5.

Activity 2 Speaking and creating with others (90 minutes)

Purpose

- To enable participants to identify the features of behaviour problems in school and the reasons why they might pose a risk factor for school violence
- To distinguish between conflict, lack of discipline and disruption

Materials

Resource 1 *Behaviour problems, features and risks*

Overhead transparencies

Overhead pens

Procedure

The groups of participants can be composed of four or five members, but it is advisable that the members of the groups do not work at the same institution or have too many things in common for the work to be more fruitful. In this way, calculate how many groups you will be able to form depending on the total number of participants. For example, you would have six groups of five people each if you had a total number of participants of 30. In this case, you should number the participants from one to six, and once each person has been given a number, ask them to form a group with others who have the same number. Ask each participant in turn to share the results of their individual task work, including the labels that he or she has assigned to each problem behaviour, with the rest of their group. Each of the other participants should write down whether or not he or she agrees with the way the example has been labelled. Once all members of the group have shared their individual task work, after about 30 minutes, they should debate the features of each of the examples and try to make a list of the behaviour problems that can lead to school violence, as well as the reasons why this risk is supposed using Resource 1 *Behaviour problems, features and risks*. Participants should be encouraged to challenge each other if they disagree with how another participant has labelled a particular behaviour problem. At this point, it would be a good idea for the group to choose a coordinator to present the work of the small group work in the plenary task. This person will write everything down in detail to present to the plenary session later. If it is possible, it would be very useful to have transparencies and pens for transparencies, so that each group can make their table on transparencies to show during the plenary task.

Debrief

See Activity 5.

Activity 3 Matching Behaviour Problems with Strategies for Prevention (60 minutes)

Purpose

- To encourage participants to think critically about the different strategies for coping with interpersonal conflict, disruption and indiscipline

Materials

Completed Resource sheets from Activity 2

Resource 2 *Behaviour Problems and Strategies for Prevention*

Procedure

Taking the completed Resource 1 sheets from Activity 2, this activity will continue the work of the small groups. Taking the behaviour problems identified in Activity 2, ask each group to identify which strategy or range of strategies would be effective for addressing and/or preventing each of the behaviours and ask them to note them down using Resource 2 *Behaviour Problems and Strategies for Prevention*. Encourage groups to reflect upon the wide range of strategies available, that might include classroom based, school based, pupil led, teacher led, agency led, government led, for example. The coordinator for each small group should add their findings to the transparencies from Activity 1 for the presentations in the plenary session.

Debrief

See Activity 5.

Activity 4 Sharing and building our knowledge, ideas and values (90 minutes)

Purpose

- To enable participants to debate the different behaviour problems that present a risk for school violence
- To enable participants to discuss the role of educational strategies available to address these kinds of problems

Materials

Overhead projector

Procedure

The facilitator should arrange the chairs to ensure that each small group coordinator sits in front of the plenary group, since the activity simulates a television debate about the different behaviour problems that pose risks for school violence. Each of the coordinators sitting in front of the rest of the participants will explain one by one the conclusions of their groups' cooperative work. Once the explanations are completed, the facilitator (as Chair) will open a debate about issues raised, drawing out the agreements and disagreements, to which the rest of the participants (the audience) will be invited to take part. In addition to discussing points raised from the small group work presentations, the debate should include a discussion about the role of the educational response to these kinds of problems and the lines of preventive intervention available to address and prevent the risk of school violence. Each coordinator will have about ten minutes to explain his or her group work and the rest of the time will be dedicated to the global debate.

The facilitator needs to ensure that each coordinator does not take more than ten minutes for their cooperative group presentation and that the contributions during the following debate are not too long in order to allow as many people as possible to participate. If individual participants are reluctant to participate, the facilitator can ask the coordinators to justify or explain some of their conclusions slowly, and ask the rest of the participants if they agree or disagree. The facilitator must ensure the debate does not focus on one problem, rather they must encourage discussion of a variety of behaviour problems that entail a risk for school violence and their causes. The facilitator should ensure that the debate ends with a discussion about the most convenient lines of intervention to prevent the risk of violence in schools. For support in this, the facilitator can use the presentation slides from Activity 4.

Debrief

See Activity 5.

Activity 5 Consolidating Meanings (Debrief) (60 minutes)

Purpose

- To present a synthesis of the behaviour problems that entail a risk for school violence, their features, the reasons they propose a risk and the range of strategies available to address these problems
- To debrief participants on the work of the Unit

Materials

Overhead Projector

Resource 3 *Presentation* (or facilitator's own) printed onto overhead transparencies

Procedure

During this activity, the facilitator will present the presentation outlined in Resource 3 *Presentation*, or a presentation they have themselves created. It is important that the facilitator synthesises the results of the activities, drawing upon the examples arising in the cooperative group work and the debate, and making links with the theoretical issues raised in the pre-reading and the summary. Following the presentation, participants will have the opportunity to raise any questions or make any comments regarding the presentation and the results of the activities.

References

Barrett, E. R., & Davis, S. (1995). Perceptions of beginning teachers' inservice needs in classroom management. *Teacher, Education and Practice*, 11(1), 22-27.

Cotton, K. (2001). Schoolwide and classroom discipline. *School Improvement Research Series*. Northwest Regional Educational Laboratory. Retrieved May 3, 2006, from (<http://www.nwrel.org/scpd/sirs/5/cu9.html>)

del Rey, R., Sánchez, V., & Ortega, R. (2004). Resistencias, conflictos y dificultades de la convivencia. In R. Ortega & R. del Rey (Eds.), *Construir la convivencia* (pp. 193-203). Barcelona: Edebé.

Dwyer, K., Osher, D., & Warger, C. (1998). *Early warning, timely response: A guide to safe schools*. Washington, DC: Department of Education.

Elliot, J. (1991). *Action research for educational change*. Buckingham: Open University Press.

Emmer, E. T. (1994). Towards an understanding of the primacy of classroom management and discipline. *Teaching Education*, 6(1), 65-69.

Gottfredson, D. C., Gottfredson, G. D., & Hybl, L. G. (1993). Managing adolescent behavior: A multiyear, multischool study. *American Educational Research Journal*, 30, 179-215.

Kearny, P., Plax, T. G., Sorenson, G., & Smith, V. R. (1988). Experienced and prospective teachers' selections of compliance-gaining messages for "common" student misbehaviours. *Communication Education*, 37, 150-164.

Lawrence, J., Steed, D., & Youngh, P. (1977). *Disruptive behaviour in a secondary school*. *Educational Studies, Monograph 1*. London: University of London, Goldsmiths College.

McManus, M. (1995). *Troublesome behaviour in the classroom*. London: Routledge.

Monks, C. P., Smith, P. K., & Swettenham, J. (2003). Aggressors, victims and defenders in preschool: Peer, self and teacher reports. *Merrill-Palmer Quarterly*, 49, 453-469.

Ortega, R. (1998). ¿Índisciplina o violencia? El problema de los malos tratos entre escolares. *Perspectivas*, XXVIII(4), 645 - 659.

Ortega, R. & del Rey, R. (2001). Aciertos y desaciertos del Proyecto Sevilla Anti-violencia Escolar (SAVE). *Revista de Educación*, 324, 253-270.

Ortega, R., & Monks, C. P. (2005). Agresividad injustificada entre preescolares: un estudio preliminar. *Psicothema*, 17, 453-458.

Perren, S., & Alsaker, F. D. (2006). Social behavior and peer relationships of victims, bully-victims, and bullies in kindergarten. *Journal of Child Psychology and Psychiatry*, 47, 45-57.

Pilarski, M. J. (1994). Student teachers: Underprepared for classroom management? *Teaching Education*, 6(1), 77-80.

Skiba, R. J., & Peterson, R. L. (1999). The dark side of zero tolerance: Can punishment lead to safe schools? *Phi Delta Kappa*, 80, 372-382.

Skiba, R.J., & Peterson, R.L. (2000). School discipline at a crossroads: From zero tolerance to early response. *Exceptional Children*, 66, 335-347.

Smith, P. K. (2002). *Violence in schools: The response in Europe*. London: RoutledgeFalmer.

Smith, P. K., Rigby, K., & Pepler, D. (Eds.). (2004). *Bullying in schools: How effective can interventions be?* Cambridge: Cambridge University Press.

Tattum, D. P. (1989). *Disruptive pupil management*. London: David Fulton Publishers.

Further reading and additional materials

Books and Articles

Damsgård, H. L. (2003). *Med åpne øyne. Observasjon og tiltak i skolens arbeid med problematferd*. Oslo: Cappelen Akademiske Forlag.

Deur, J. L., & Parke, R. D. (1970). Effects of inconsistent punishment on aggression in children. *Developmental Psychology*, 2, 403-411.

Ekstrom, R.B., Goertz, M. E., Pollack, J. M., & Rock, D. A. (1986). Who drops out of high school and why? Findings from a national study. *Teachers College Record*, 87, 357-73.

Hristov, N. (2002). *Children at Risk*, Sofia.

Христов, Н. (2002). *Децаата в риск*, София.

House, A. (2005). *Managing challenging behaviour*. Ofsted: London.
(http://www.parentscentre.gov.uk/_files/D560E97E737C5AD26907F24B27D7A4F2.pdf)

Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole-school positive behaviour support: Effects on student discipline problems and academic performance. *Educational Psychology*, 25(2-3), 183-198.

Marchesi, A. (2001). Los alumnos con escasa motivación para aprendera, en A. Marchesi, C. Coll y J. Palacios. *Desarrollo psicológico*, vol. 3. Madrid: Alianza.

Midthassel, U. V. & Bru, E. (1998). *Håndbok i klasseledelse*. Stavanger, Høgskolen i Stavanger, Senter for atferdsforskning.

Mirazchiiski, P. (2004). 'Calculation of Risk', *Social Education*, 4, 15-20.

Миразчийски, П. (2004). 'Оценка на риска', *Обществено възпитание*, № 4, 15-20.

Nordahl, T. (2005). Læringsmiljø og pedagogisk analyse En beskrivelse og evaluering av LP-modellen. Oslo: Rapport 19/05, NOVA.

Ortega, R., & del Rey, R. (2003). *La violencia escolar. Estrategias de prevención*. Barcelona: Graó.

Osler, A. (2000). Children's rights, responsibilities and understandings of school discipline. *Research Papers in Education*, 15(1), 49-67.

Oswald, K., Safran, S., & Johanson, G. (2005). Preventing trouble: Making schools safer places using positive behavior supports. *Education & Treatment of Children*, 28, 265-279.

Pancheva, E. (2002). 'Alternative Models of Work with Children with Deviant Behaviour', *Social Education*, 1, 43-45.

Панчева, Е. (2002). 'Алтернативни форми на работа с деца с девиантно поведение', *Обществено възпитание* 1, 43-45.

Psunder, M. (2005). Identification of discipline violations and its role in planning corrective and preventive discipline in school. *Educational Studies*, 31, 335-345.

Rangelova, G. (2005). Student Teams for Prevention, *Social Education*, 3, 4-7.

Рангелова, Г. (2005) 'Ученически екипи за превенция', *Обществено възпитание*, 3, 4-7.

Samuelson, A. S. (in press). Lærerfokus i klasseromsobservasjon. *Norsk skolepsykologi*.

Thoms, P. W. (1998). Preventing and responding to school disruption and violence. *Recommendations and guidelines of the Vermont Taskforce on School Violence*. Vermont Department of Education
(http://www.state.vt.us/educ/new/pdfdoc/pgm_safeschools/pubs/school_violence_98.pdf)

Tinnesand, T. (in press). *Tiltaksutvikling basert på forståelse og kunnskap. Analysemodeller som stimulerer refleksive læreprosesser*. Statpeds skriftserie.

Vaaland, G. S. (Ed.). (2003). *Høyt spill om samspill: å snu vanskelige klasser*. Stavanger, Senter for atferdsforskning, Høgskolen i Stavanger.

Websites

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/gettingitright/>

Unit B6: Dealing with indiscipline and disruption

http://www.state.vt.us/educ/new/html/pgm_safeschools.html

http://sitc.education.ed.ac.uk/Dealing_With_Disruption/

Resource 1 Behaviour problems, features and risks

PROBLEMS	REASONS TO BE A RISK FOR SCHOOL VIOLENCE
Lack of motivation	When pupils do not find reasons to study and they remain in school for many hours, they can use violent acts to stop the normal development of the class.
Conflicts not solved	Not solving conflicts among individuals in the school can be a focus for school violence because during this time small misunderstandings begin to grow. In this way, communication and dialogue are each time more difficult to address and the probability of the appearance of school violence is higher.
Disruption	Sometimes traditional or monotonous didactic methods are the origin of disorder behaviours, which at the time can be causes of school violence episodes.
Lack of discipline	Rules are necessary in a school community and should be known and accepted by all individuals. When pupils do not understand the reasons for some specific rules, they tend to disrespect them. These kinds of situations are sometimes the origin of school violence events.

Resource 2 Behaviour Problems and Strategies for Prevention

Behaviour problem	Strategies for prevention

Resource 3 Presentation

For the presentation of the conclusions of the session, the facilitator can make use of the following guide, which summarizes the work carried out in Unit B6.

Why is it important to clarify behaviour problems in class?

- Behaviour problems are the face of other issues which are diverse in nature and are usually hidden
- Behaviour problems have a diversity of origins, and therefore need different responses
- It is necessary to dominate theoretical principles in order to be successful in practice
- If we do not confront pupils' behaviour problems, as teachers we may feel disillusioned with the process of education, we may lose our enthusiasm, lose support, and feel depressed, anxious, among other consequences

What are the behaviour problems that we can find in the classroom?

- The behaviour problems must be analysed within interpersonal relations
- Different interpersonal relations are established within the school environment
 - o Between teachers
 - o Between pupils
 - o Between pupils and teachers
- If we focus on the last two, we can encounter behaviour problems such as:
 - o Conflicts
 - o Discipline
 - o Indiscipline
 - o Disruption
 - o School violence

What are conflicts?

- Conflict assumes a confrontation between the interests and positions of two or more people
- Conflict can be resolved in a positive and negative way
- The positive or negative aspect of the resolution is related to the use of dialogue and negotiation or aggression

- It is positive when it means that the parties who are in conflict have the possibility to move together towards an understanding or definition of the relation they have. Thanks to putting in play:
 - o Respect
 - o Empathy
 - o Dialogue
 - o Negotiation
 - o The possibility of conceding
- It is negative when one of the parties or both use aggression to resolve it
 - o If we analyse aggression it can be:
 - Verbal or physical
 - Manifested by the imposition of an opinion or criteria
 - Learning that aggression solves conflicts
 - Etc.
 - o Aggression assumes that:
 - Not knowing how to resolve conflict in a positive way
 - Not respecting others
 - Being selfish
 - Imposing your opinion on others or hurting them
 - Etc.

What is discipline?

- It is the complete process that assumes the establishment of norms and rules for control and order within the classroom
- Discipline can have two objectives:
 - o The order and control of pupils
 - o Training of pupils
- Both objectives have, at least, as a final purpose to establish the necessary conditions in the classroom so that the teacher can teach and the pupils can learn

What is indiscipline?

- It is individual behaviour by pupils who transgress the norms of behaviour
- There are two main types of cause:
 - o Individual
 - Studying the personal characteristics and circumstances of those pupils who break the norms and rules of behaviour in the classroom
 - Among the most important factors are:
 - Lack of motivation
 - Low self esteem
 - A level of cognitive development that is not adjusted to the demands of self control
 - Family instability
 - Low quality of surroundings where the pupils live
 - o Group dynamic
 - A vicious circle of indiscipline: the problems of indiscipline provoke malaise in the teachers who react with more norms and rules and more sanctions
 - Poor relations between the teachers: there is no one unique criteria of norms and rules of behaviour
 - Lack of preparation of the teacher: insecurity provokes the teacher to impose more norms and rules to control the pupils

What is disruption?

- It is behaviour by a group of pupils in class that impedes the normal functioning of the classroom
- Disruption means that it is not possible to teach or learn in the classroom
- It is a behaviour problem, but it also becomes an academic problem
- It means that teachers increase disciplinary control
- The main cause is a lack of motivation in the pupils
- It is not aggression towards the teacher

Why can conflict, indiscipline and disruption be a risk for the appearance of school violence?

- They mean an increase in poor interpersonal relations
- Most of these problems are displayed as aggressive behaviours towards others

- Pupils learn to use aggression to get what they want
- It leads to a deterioration of the *convivencia* within the school
- The pupils do not learn to resolve problems in a constructive and peaceful manner
- Etc.

What strategies can we use to resolve these problems?

- Conflicts:
 - o Strategies can be very different from each other, what is important is that they aim to develop respect, dialogue and negotiation as tools to resolve conflicts. For example:
 - Establishing cooperative group dynamics so that the pupils have to work with dialogue and negotiation
 - Promoting debates in the classroom with social contents and cultural relevance
 - Carrying out debates with contents that are proposed by the pupils themselves
 - Establishing a context from within which to resolve conflicts in a social way. Very clear rules should be established so that those pupils who have a conflict can present it to their classmates so that they can also give an opinion
 - Establishing a mediation programme for conflict resolution. In many of these mediation programmes the pupils themselves are mediators
- Discipline-Indiscipline:
 - o The best strategy to prevent indiscipline is based on improving discipline, that is to say, how do we develop a good system of norms and rules?
 - Norms and rules have to be clear and unambiguous
 - The teachers also have to respect the norms and rules
 - The teaching team have to try to have the same norms and rules, at least in those groups that share teachers
 - The norms have to be revised so that they are appropriate to new circumstances
 - One must not impose more norms and rules as a response to the problems of indiscipline
 - In as many ways as possible, the pupils must participate in the development of the rules and norms. Participating does not mean deciding them all. Other than the basic norms, the students can contribute by adapting and negotiating them

- We must attempt to ensure that the pupils themselves agree the corresponding sanctions to each broken rule. Pupils are usually more strict than the teachers
- Do not vary the sanctions from one student to another: the sanctions must be justified by the undisciplined behaviour or not of the pupil
- Etc.

- Disruption:

- The strategies for preventing disruption problems are oriented to give the response to problems of lack of motivation of the pupils. For this, we recommend:
 - Carry out an analysis about who is not motivated and why
 - Evaluate whether the type of teaching is motivating, above all the methodological resources that teachers are using
 - Know what the pupils are interested in learning
 - Be flexible in the curriculum
 - Negotiate the contents with the pupils so that they feel that they are participants
 - Give a sense to the learning that pupils have to carry out, principally within the social reality in which they are living
 - Eliminate competition in the process of learning
 - Use many reinforcing techniques
 - At the level of the pupils we must work on:
 - Their self esteem
 - Their capacity for frustration
 - Their attributions of success and failure
 - Create spaces, activities and tasks that allow the pupils to be able to express their competencies and abilities