

RESPONSES TO BEHAVIOR

Master Capstone Project

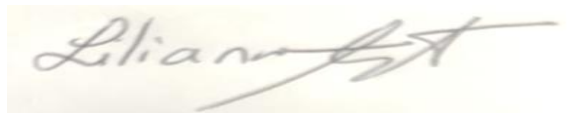
Reflective Self-Analysis of a Teacher's Responses to Students Aggressive Behavior

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I gave permission to City University to store and use this MIT Project for teaching purposes.

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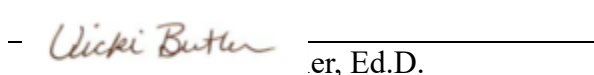
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I am forever grateful for this opportunity to present my study and findings upon academic faculty and peers and have it published.

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Abstract

This professional development study examined different strategies I researched to manage students' aggressive behavior in the classroom. This study was designed to reflect upon literature research, and how I could use it in the school system. The aim of this study was to improve my responses to aggression and make necessary changes or adaptations to my approach to effectively deal with crises and to keep everyone safe. I have acquired new knowledge that made me realize that my actions can affect students' responses and how I handle aggression will produce different results. Prior to this study I was blaming students' parents for lack of support and intervention with students' aggression. After the study I realized that there are other interventions that I can administer and how I could change myself in order to respond better to emergency behavioral situations.

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Introduction

In many classrooms from K-12, I have encountered some students displaying aggressive behavior towards themselves, peers, or myself which interfered with students' learning. I also observed that the problem seemed to increase with age and became regularly visible from middle school onward. I also noticed that some of the aggression had no visible triggering antecedents. The question I had was how could I have adjusted my behavior to prevent students' aggression? The challenge: I need to recognize the risk factors and triggers that set off aggression and choose proper strategies to de-escalate outbursts. Recognize the early warning signs, reflect on the relationships I have built with students and the reactions that I may have displayed whether conscious or subconscious that may have contributed to aggression.

Dilemma

In some cases, students may not have the verbal capacity or emotional intelligence to express how they feel or ask for what they need. Their only way is acting out, which I know is a form of communication. I asked myself; what could I have done to understand and prevent aggressive incidents and de-escalate them when they occurred? Further, would this study improve classroom culture for everyone and the learning environment for students? Will it affect those involved positively or negatively? Will it deepen my understanding of different triggers which cause aggression, and will it help me to act effectively to meet students' needs?

- How can I adjust my behavior to prevent students' aggression in the classrooms?
- What early warning signs can I look for, that a student is going to explode?
- What steps must I take to deescalate the behavior before any harm occurs?

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Purpose

It was important to me to be able to have enough knowledge and understanding of myself and possess the right skills when implementing behavior management strategies. I wanted to be able to handle unsafe situations in the classroom and know how to foresee, react, and de-escalate aggression of students.

I wanted to be able to have skills that allowed me to replace the negative behavior of students with more positive and desirable ones. This would have improved my own teaching practices and learning from the acquired knowledge. I planned to learn new methods, apply them, and reflect on actions that I used when dealing with aggressive students as well as analyze how my actions changed the reactions of those students. The purpose of learning new strategies was to reduce or eliminate aggressive students' behavior. The long-term outcome of this study would eliminate stress and disruptive dynamics in my classroom, decrease traumatic experiences in schools as well as create a healthy, productive, and respectful learning environment for everyone.

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Methodology

This professional development research study was based on asking questions, research/gathering data, analyzing literature, monitoring after acquisition of skills and sharing my insides with faculty and peers. The sources for self-improvement came from a non-violent crisis intervention course, the behavior management course offered through City University, literature from the University's library, ERIC, ProQuest, and videos on YouTube. I also used notes of "aha moments" and anything new that I have learned about aggressive behavior and triggers recorded in my journal.

I recorded what I have learned and how that has changed my perspective and approach to triggers that may cause aggression. I took *student voice* into consideration and recorded it in my journal. I adjusted my strategies as needed. I collaborated with peers, the course instructor and mentor teacher for feedback and guidance regarding my growth.

I studied strategies listed in literature that were used when dealing with aggressive behavior and made notes in my journal. I self-assessed my own skills to find gaps in my knowledge and made improvements and adjustments in my responses. I examined my own implicit biases and analyzed my cultural awareness of students and their cultural norms and behaviors.

Literature Review

What is aggression?

Aggression is an action or behavior that has many forms:

- Physical - kicks, punches, slaps, bites.
- Verbal - insults, threats, rumors.

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- Non-verbal - gestures, hate mail.

Aggression is intended to bring about harm to a person either through pain or loss. It can be active or passive. (Garnham, 2013) The severity and frequency of aggression varies. From mild, moderate, severe, and profound. (Cohen, Ira, Tsiouris, 2020)

There are different causes for aggression, some are environmental causes, nurture and some are biological causes, nature. Nurture related causes are upbringing and home related circumstances. Those include learned aggression from experience or observation of care givers, siblings, peers, or media. The influence of the family environment is related to students' behavior in schools. Moreno, Estévez, Murgui, & Musitu found that negative parent–child relationships; frequent conflicts, poor communication, and poor bonds predicted relationships with peers and teachers. (Moreno et al, 2009) Other researchers discovered that there was correlation between parent–child relationships and any negative attitudes learned at home were transferred to child–teacher relationships. (Jaureguizar, Ibabe, Izaskun, Straus, Murray 2013)

Biological causes include mental illness like depression or disability, hunger, lack of sleep or substance abuse. Triggers include physical illness, anxiety, frustration, altered perception/paranoia, boredom, heat, noise, lack of information, no right for appeal, lack of choice, lack of space, alcohol, drugs, toxicity/fever, peer pressure. (Garnham, 2013) In a large-scale study published by Cohen, Ira and Tsiouris, four triggers were found to be associated with aggression: frustration, discomfort, change in the physical/social environment, and defensive reactions.

Cohen found that staff in the large-scale study identified scenarios that contributed to a person's aggressive behavior.

1. When asked to do something one did not like to do (Task);
2. When prevented from doing things one wanted to do or prevented from getting something.

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(Blocking);

3. When someone touched one's property or invaded one's space (Intrusion)
4. When one accidentally hurt oneself or was in pain or physical discomfort (Pain);
5. When one was sleepy, tired, hungry, or thirsty (Needs);
6. When a routine was changed, or things were changed in the home (Routine/ Home);
7. When something or somebody frightened an individual (Frightened);
8. When someone was scolded or criticized by others (Scolded);
9. When someone was attacked by others (Attacked);
10. When someone was teased by others (Teased);
11. When there was a change in one's social environment (such as when someone new came to live in their residence or there was a new student in a class) (Social Change) (Cohen, et al, 2020)

Literature researched showed that students may display variety of behaviors when under stress: stammering, twitching, refusal of eye contact, pacing, nonchalance, tremors, stuttering, clenched fists, shifting body weight, repetition, excessive swearing, spitting during speech, exaggerated gestures, pallor, rapid movements, increased volume, pocking, hitting self. Others may be grimacing, turning sideways, puffing chest, refusal to listen, refusal to speak, defensive posture, leaning forward, jerky movements, tearfulness, banging furniture, grinding teeth, increased voice peach, provocative speech, inviting violence, dipping head, rapid speech, excessive sarcasm, standing too close, inappropriate laughter, pointed hand movement, stamping, wavering voice, insulting, rocking, raising to full height, screaming as a sign of upcoming outburst. (Garnham, 2013)

The environmental causes in schools included: students being scolded in public, or teachers mostly noticing what students were doing wrong. Also, when staff treated students disrespectfully, no teachers greeted or interacted with students in a friendly and welcoming

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manner, an excessive number of rules were present and were expressed negatively, support services personnel were rarely on campus, strong social cliques were present, students themselves appeared less than friendly, students pushed and shoved one another, put-downs and teasing between students were common (Osher, Vanacker, Morrison, Gable, Dwyer & Mary Quinn. 2004) found that those were linked to aggression.

Interventions

Positive Behavior Support (PBS) is an evidence-based strategy that addresses problem behavior, rather than reacting to the action of the behavior. It addresses the problem behavior by replacing it with a behavior that is safer, more appropriate, and meets the same need as the problem behavior. The Positive Behavioral Interventions and Supports (PBIS) framework is typically characterized by three increasingly intensive tiers of behavioral support (Tier 1, Tier 2, Tier 3). Three Ties are intervention strategies, adopted into the school system, that are increasing in intensity and are used to diminish academic or behavior problems in students. PBIS is a framework for enhancing the adoption and implementation of evidence-based interventions to achieve academically and behaviorally important outcomes for all students (Sugai et al., 2000) Functional Behavior Assessment (FBA) involves using several methods to determine the causal and maintaining factors for a behavior that lead to the development of intervention strategies. Those strategies are designed to meet the individualized and unique needs of a student. FBA is followed by a Behavior Intervention Plan (BIP), which is a formal, written plan that teaches and rewards good behavior. The purpose is to prevent or stop misbehavior.

(Homer 2000) found, the PBI approach allowed people with disabilities to access education and learn through applying science and behavior management techniques. PBI intervention encompassed many distinctive elements; lifestyle change, functional analysis,

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multicomponent interventions, manipulation of setting events, teaching adaptive behavior, building environments with effective consequences, minimizing the use of punishers, increasing social validation, and preserving the dignity of the recipients of interventions, among others. (Carr & Sidener, Mulick & Butter, 2005)

Graduate students in applied behavior analysis from California State University, Los Angeles rated the 139 behavior intervention plans. There were six items that assessed student outcomes: overall degree of improvement, whether behavioral goals of the interventions were met, what intervention was implemented, types of change the implementations produced, the degree did the student experience improvements in *academic performance* as the result? Researchers found that the total BIP score positively correlated with all student outcome and treatment integrity variables. The BIP total score correlated most strongly with decrease in problem behaviors. Noltemeyer, Palmer, James, and Wiechman (2018) found in the study of data from 153 Ohio schools that when consequences were set in place problem behaviors were decreased. PBIS implementation was associated with reductions in office discipline referrals and in suspensions. Research from the National Technical Assistance Center on Positive Behavioral Interventions and Supports indicated that when behavioral expectations were clearly taught, modeled, practiced, and rewarded, approximately 80% of the students did not need interventions. And only approximately 5% did. (Lee & Gage. 2020)

Creating Classroom Caring Community

The Caring School Community Program was introduced by the Developmental Studies Center to provide a model for designing cooperative learning opportunities for students that are cooperative rather than competitive. Caring classroom community and caring community are when everyone, teachers, students, and parents feel a sense of belonging and connectedness to

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each other. Everyone is treated with kindness, respect, and helpfulness. Everyone has a mutual sense of responsibility. To establish caring classroom community, teachers ensure that students are addressed by their names, model positive behavior, take personal interests in students, respect and listen, give positive verbal messages, teach perseverance, teach communication and collaboration, and teach community service which prevent students from aggression in the future. Students who felt connected to their peers and school community were less likely to bully and attack other students. (Hammond, 2000) Weak leadership, poor school climate, and demoralized teachers are common in troubled schools (Gottfredson et al., 1998).

Research has shown that caring, supportive classroom and school contexts are foundational to the promotion of students' academic success, as well as their social and emotional competence. Students can learn and thrive when they are in school and classroom in which they feel safe, secure, connected, and cared for.

(Moos, 1979) examined classroom characteristics such as order, organization, rules clarity, teacher control, affiliation and support and used them to predict psychological adjustment of students to that environment. A study that measured how students did, who perceived well organized classrooms and felt well cared for by their teachers, Moos discovered that students were much better psychologically adjusted to that classroom than students who did not feel as such. (Moos 1979) (Goodenow, 1993) used the connectedness construct to express the extent to which students felt personally accepted, respected, included and supported by others in the school' environment. Researchers found that construct was a preventive factor against adolescent antisocial behaviors (Catalano, Haggerty, Oesterle, Fleming, & Hawkins,; Voisin, DiClemente, Salazar, Crosby, & Yarber,). The findings from a study with a large sample (N = 1,820) supported this hypothesis, because attachment to school played a significant protective role in differentiating antisocial adolescents from non-social and mildly antisocial students (Connell et

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Allen et al. (2018) conducted a meta-analysis of 51 studies to identify themes related to school belonging. The studies included a total of 67,378 participants, ranging from 12 to 18 years of age, across three countries (USA, Australia and New Zealand), and across urban (21.4%), suburban (21.4%), rural settings (11.2%) and mixed (38%). The researcher then analyzed the association between these themes and school belonging. Across all the studies, all factors except for race/ethnicity and extracurricular activities were significantly related to school belonging. The following student-level factors were found to be significantly associated with school belonging: academic motivation, emotional stability, and personal characteristics such as conscientiousness, optimism and self-esteem. School-level characteristics associated with school belonging included peer and teacher support, and environmental/school safety. The most significant themes were teacher support and personal characteristics. Allen found that teacher and student relationships were significant to a child's sense of belonging.

In a study of connection to a classroom and problem behavior, researchers found that positive classroom environment had a stronger protective factor against the development of behavioral problems at schools for boys, whereas for girls, a positive family environment was a stronger protective factor (Estévez, Murgui, Musitu, & Moreno, 2013). Findings by Schumacher (2014) demonstrated that talking circles provided a safe space for peers helping peers, and that the girls improved their listening, anger management, and empathic skills, which led to greater self-efficacy.

Social Emotional Learning

Social Emotional Learning (SEL) involves the processes through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage

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their emotions and resolve conflict. Students learn how to name feelings and show empathy for others, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions. Through SEL children learn self-awareness, self-management, social-awareness, relationship skills, and responsible decision making. Social Emotional competencies are viewed as proficiency skills underlying most human functioning aspects.

A meta-analysis of 213 school-based, universal SEL programs involved 270,034 students from kindergarten through high school. Durlak (2011) found that students in SEL programs, relative to students who did not receive an SEL program, were found to demonstrate significant improvements in SEL skills; prosocial attitudes; positive social behaviors; conduct problems; emotional distress; and academic performance. Furthermore, SEL students outperformed non-SEL students in academic achievement by 11-percentile points.

Coelho (2021) analyzed the effectiveness of an elementary school SEL program during middle school transition in Portugal, and the influence of gender, classroom size and students' perception of two school climate dimensions (student–student relationships and teacher–student relationships). Coelho found that the program was effective in enhancing social awareness, self-control, and self-esteem, even after middle school transition.

Several reviews (Durlak 2011 & Taylor 2017) reported that implementing universal social and emotional learning (SEL) programs improved students' prosocial behavior, social relationships, attitudes toward school and academic performance, and led to reductions in behavior problems and psychological distress. Jones (2017) found that children who mastered SEL skills were more successful at careers and had better mental and physical health as adults.

Studies of students' SEL competency and feeling of belonging to the school community found that students exposed to SEL activities felt safer and more connected to school, built work habits in addition to social skills, and built stronger relationships with peers and teachers (Zins

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2004). Several randomized controlled trial (RCT) studies of bullying prevention programs (based on the SEL framework) found significant reductions in teacher-reported physical bullying (Brown, Low, Smith, & Haggerty, 2011) and physical aggression towards them. (Espelage et al., 2013)

Non-Violent Crisis Intervention

The goal of the Non-Violent Crisis Interventions (CPI) is de-escalation of violence or aggression. The trainers for NVCI contended that physical restraint may be needed in emergency situations where student' behavior may threaten injury or death to that student or others. Being able to determine the need for physical intervention and how to correctly use this procedure in emergency situations requires training. CPI training focused on prevention, de-escalation, personal safety, and physical intervention. The main goal in applying nonviolent interventions is to provide for the care, welfare, safety, and security of all persons involved.

Research conducted on use of CPI found its effectiveness in conflict resolution and its strategies were introduced into schools' environments. A study by Phillips and Phillips found that use of NVCI decreased use of restraints (61%), decreased physical aggression (69%), decreased injuries to staff and care receivers (68%), increased satisfaction of those they serve (65%), increased staff satisfaction (65%), increased their confidence in responding to aggression (80%), increased the overall quality of care (85%), and increased safety for staff and care receivers (90%). (2020)

A study of effects of professional staff training in crisis management and de-escalation techniques on the use of seclusion timeout and restraint procedures with at-risk students in a K-12 setting found staff training was effective in reducing seclusion timeout procedures by more than one-third (39.4%) and physical restraints (17.6%). Researchers also found staff were not

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initiating seclusion timeout for the reasons they were trained (e.g., physical aggression) but rather for nonviolent behaviors such as leaving an assigned area and disrupting the classroom. (Ryan, Peterson, Tetreault, & Van der Hagen, 2007).

Restorative Practices.

Another promising approach within whole-school interventions is restorative practices. Restorative Practices involve responding to conflict not by punishing the perpetrator but by understanding the causes of conflict, improving relationships, and reintegrating offenders back into the school community. This may require leading a facilitated meeting between a bully and their victim. The victim is given the opportunity to describe the impact of bullying, and the bully is encouraged to acknowledge this harm and their responsibility for it. RP allows working with the two parties to enable healing in their relationship and the prevention of further problems. Restorative practices include strategies that range from community service and community conferencing to peer mediation and post-conflict resolution programs (Knoster 2017). The theoretical principle underpinning Restorative Practices is social engagement, "students are valued as human beings to be honored rather than objects to be controlled" (Morrison & Vaandering, 2012, p. 145), a shift from social control to social engagement occurs.

Multiple schools have implemented RP and have benefited from a variety of positive outcomes. Wand and Lee found that educators reported that all students benefited because witnesses to aggression were also affected and participating in the restorative practice had a therapeutic effect on them too. (Wang & Lee 2019). Schumacher (2014) found in 2-year study of 12 weekly Talking Circles in an urban high school with 60 adolescent girls that positive effects included decreased office referrals. Wang also found an increase in attendance rates, and a decrease in incidences of unsafe behavior. (Wang & Lee 2019). One specific restorative practice

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is the *circle process*. The circle process originated in the *talking circles* used by Indigenous peoples in North America. Kline found that through use of proactive circles, students formed bonds and decreased harmful acts towards members of their community (Kline, 2016). In addition, students who felt heard, supported, and fairly treated were more cooperative and motivated. (Gregory et al 2017). The 5,878-student sample was drawn from discipline incident record data provided by the public school district. After one year of implementation of RP, the study found that overall, students in the RP Project schools were less likely to receive a discipline incident record (11.1%) compared to students in the comparison schools (18.2%) (Gregory, Anne; Huang, Francis L.; Ward-Seidel, Allison Rae, 2021)

(Rubio, 2018) in qualitative case study, in five public schools in San Bernardino Schools reported decrease of suspensions from schools after implementations of RP. Rubio found that 100% of participants of the research indicated a reduction of office discipline referrals and off-school suspensions. When compared to data from the previous 5 years, 80% of schools had significant decreases in the number of suspensions. Restorative Practices not only teach students to hold themselves accountable for their own actions (Gregory, Clawson, Davis, & Gerewitz, 2016). Kehoe (2017) found that RP helped teachers manage student behavior more adequately. (Kehoe et al., 2017). In Gregory's study, students reported having better relationships with teachers who implemented RP (Gregory et al., 2014). Ingraham et al. (2016), studied the implementation of RP in a culturally and linguistically diverse urban school over a three-year period and found that it yielded significant reductions in the number of behavioral referrals to the office and a decrease in parental concern about their child, eventually leading to graduating from high school.

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Reflection

Through the literature review and deep self-analysis, I came to an “aha” moment that made me understand my role as a teacher when dealing with students' aggressive behavior. I discovered additional warning signs that could signal that a student may escalate emotionally. I became aware of body language signs that will alert me that there is a problem and allow me to change or stop something to prevent sudden outbursts. As an educator I am faced with increasing responsibility for developing individualized interventions that appropriately and effectively address the relationship between learning and behavior problems. It is a complex task that requires a lot of elements and procedures. As a special education teacher, I will be a part of an intervention team that leads and designs functional behavior assessments and behavior intervention plans. I will address specific issues, monitor those plans, discuss their effectiveness, and make changes when necessary.

I realized that working with students is like playing the piano. Each key is different, and each finger needs to adjust differently to play that note. Like each key on the piano, every student is different and has different abilities to learn, develop and perform. As a teacher-conductor I need to adjust and possess skills to produce the best “sound” and results from my students. I need to know how to use my abilities “my fingers”, in order to bring out the best from my students. These skills require patience, practice, research, constant readjustment, and collaboration with others. I realized that I needed to build students' commitment to school and build a healthy community by modeling and teaching prosocial skills, and de-escalating bullying and aggression. I needed to enable re-integration of students into the school community.

When dealing with aggressive students, lessons get interrupted. I have learned what I had to change and which skills to use to stop the disruption and regain control. Those skills will

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definitely improve the learning environment for all students, decrease disruptions and keep everyone safe. What I need to perfect in the future is my ability to choose the correct approach at the right moment to immediately intercept aggression and that for me still is a challenge.

Knowing what to do at the right time to stop escalation.

Armed with this knowledge I observed myself being able to better handle students' emotional needs, when I was faced with disclosure that a student brought forward, I used my skills and knowledge to reassure students and get necessary assistance to aid the student. I also became aware that I cannot unconsciously accumulate counter-aggressive feelings towards my students which is normal reaction accumulated over period of time.

I understand now that I cannot allow my counter-aggression to erupt in spontaneous outbursts of aggression towards the students. I learned what counter-aggressive behavior is; withholding privileges, withholding recess, yelling, being sarcastic, grabbing the student, or withholding activities from rest of the students due to misbehavior of their aggressive peer. I also learned about the passive-aggressive cycle between student and teacher where a student's passive-aggressive behavior can evoke passive-aggressive behavior in me. In this phenomenon a transference of emotions takes place and unhealthy dynamics occur in the classroom between the two. I realized that I needed to find ways of dealing with my own emotions as they build up over time and safely express them without becoming passive-aggressive student' victim. I also need to know how to regulate my own emotions to respond to students who may have experienced trauma and be able to tune into someone else's needs and provide trauma-informed care.

I found out how to recognize triggers which evoke aggression no matter what category they fell under. I understood that I should not engage in the teacher-student competition and what student-teacher conflict is. It can be based on power struggle and competition rather than being teacher-student cooperation.

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I understand that when aggressive and violent behavior builds up, there are early signals that someone is escalating: increased volume, more aggressive language, increased energy level and movement. De-escalation technique is activated to keep everyone safe. I should consider verbal interventions first. Determining what the problem is and trying to resolve it. Reassuring the student that he/she is understood, and I am taking to resolve the problem. I will need to give a student the opportunity to leave the area to calm down in a quiet space or call for assistance from another adult who may take the student out for a walk. I can change work activity to something more fun. Use distraction to refocus the attention and gain a way for a student to get out of the situation while maintaining their dignity. I need to model calm behavior by maintaining a commanding but calm tone. Maintain calm body postures; do not make jerky movements or move quickly. I need to tell the student what I am going to do next.

I would use physical intervention as a last resort, and if necessary, with the assistance of another staff member. However, when using restraints, isolation, or seclusion that is a part of CPI I am not comfortable with and have difficulties accepting this method of intervention. I would rather not find myself in this situation as I know it will not solve the underlying problem.

Having the ability to safely manage behavioral crises has become important to me while working with aggressive students. With the use of non-violent crisis interventions, restorative practices, SEL interventions, my perception analysis of students triggers and causing actors of aggression I believe that I am better equipped now to recognize early warning signs, deal with, and prevent aggression.

Some of the studies lack teachers' reports, examples and long-term progress reports of students. Restorative Practice (RP) requires comprehensive adoption from faculty, staff, and administration and is difficult to achieve. RP represents a global shift.

In an established school environment, a classroom or behavioral management system

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usually is in place. These classroom management systems involved systems in which the class expectations were determined by the teacher and students were then taught these expectations and held accountable. These classroom management systems relied on a behaviorist approach in which positive behaviors were rewarded and negative behaviors were punished. These systems were different from the Restorative Practices approach, which advocated for student-designed classroom expectations and teaching students to use their autonomy to resolve their own conflicts. Because of these set rules the classroom management system can be hard to shift, and only particular aspects of Restorative Practices may be applied, like use of affective statements and affective questions. My understanding has shifted that disruptive behavior is the symptom of deeper harm, rather than willful defiance, or disrespect of students.

Limitations

It is worth mentioning that communication with families may affect aggressive behaviors in class, however it was outside the scope of this study.

Recommendations

Future studies might analyze whether the SEL programs impact school climate dimensions in the long run. Additionally, future studies could analyze whether other classroom-level variables, such as classroom socioeconomic status, gender distribution or the experience of the programs' implementer, influence the SEL program's effectiveness. The present studies' results indicate that changes introduced into the programs' activities to promote additional gains among boys have surpassed their goals. Therefore, some activities and materials may be readjusted to balance gains for girls in social awareness and self-control. School environments can be difficult to change. Lack of planning time, failure to develop a cohesive plan for change,

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teacher resistance, and ineffective monitoring of teacher and student behavior contribute to the problem of effecting and sustaining change. More research to identify the factors that contribute to developing and maintaining educator behaviors that impede student success is needed. In some cases, teachers may be unaware of their behavior and its impact on students. Research that would analyze the social factors that bring about and maintain undesired features in the social environment of the school should be designed. Even when ineffective practices and behaviors are identified along with factors that support these behaviors, little research targets direct and sustained change in teacher, staff, and administrator behavior in a systematic effort to improve the social context of the school. Although the literature suggests practices to promote sustained change in the school environment in general and in teacher and administrator behavior as well.

Professional Growth Plan

All the present studies highlight the importance of investing in social and emotional competencies, Restorative Practices, CPI, and triggers of aggression recognition techniques for staff. This conclusion is supported by the present studies' control groups, indicating that without interventions, social and emotional competencies are not properly developed and thought. Furthermore, the present studies support inclusion of components that promote more positive student–student relationships and teacher–student relationships as part of efforts to promote SEL learning. I will continue improving my knowledge by attending professional development workshops, take classes about behavior management and brain functioning discoveries and collaborate with peers and professionals in order to handle aggression swiftly and safely. I will follow the district' procedures regarding safety protocols and use of restraints. I will follow the guidelines from Right Response, create a welcoming classroom environment, introduce morning check in circle to check in with my students' mood and any arising issues, I will have

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expectations written on the wall, use Individual Education Plan (IEP) to manage students' behavior plans, introduce restorative practices when a conflict between students irrupts, have parents involved in the school, read body language of students, eliminate triggers and negative attestation to my students, and create culturally inclusive classroom where all the students will feel welcomed. I will monitor my students' progress throughout the year and make necessary changes when needed. I will collaborate with an intervention team in the school to find solutions when problems arise.

Dissemination Plan

City University of Seattle has my permission to publish this professional development study to the repository.

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