Understanding adolescent behaviour from different perspectives

A series of access grid seminars conducted as part of ARACY’s Preventing Youth Violence Project

Seminar One
John Joseph

Biological Perspectives (the behavioural implications of changes in adolescent bodies and brains; bio-physical influences including genes and gender, food and alcohol)

Name: ____________________________________________

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Meet the Speaker

John Joseph has presented keynote addresses, conferences and workshop sessions to more than a quarter of a million people representing more than 3,000 education institutions across 22 countries. Week after week, he facilitates full-day workshops for student groups where he challenges young people to learn about learning, behaviour and emotions. John uses stunning computer-generated graphics and actual brain dissections to engage kids. He has facilitated the dissections of more than 140,000 sheep brains! Little wonder that people refer to him as “The Brain Man!” John has presented keynotes and full day sessions to principals, teachers, students, parents, judges, business leaders, accountants, the medical profession, community service organizations, government departments and tertiary education staff. He has published 6 books including; *Learning in the Emotional Rooms: How to create classrooms that are uplifting for the spirit* (2006).

**Countries of Speaking Experience:**
- China
- Australia
- New Zealand
- Romania
- Borneo
- Philippines
- Hong Kong
- Singapore
- United States
- Wales
- South Korea
- UAE
- Japan
- Turkey
- England
- Netherlands
- Germany
- India
- Thailand
- South Africa
- Tonga
- Malaysia

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**Seminar Structure**

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**Questions and further reading**
Defining the Issues

The Blue Room
The Room of Imagination
- Imaginative
- Creative and design-oriented
- Contextual
- Playful
- Tackles novel challenges
- Detects opportunities, takes chances
- Reassemble existing ideas in different ways
- Metaphor-driven
- Possibility-driven, you can be anyone

The Green Room
The Room of Logic
- Reasoned
- Methodical and sequential
- Textual
- Purposeful
- Solves routine problems
- Analyses the risks, treads carefully
- Pull apart the whole to analyse its parts
- Literal-driven
- Reality driven, you are you

The Orange Room
The Room of Moods and Feelings
- The mixing of emotion with thought
- Experience imposes an interpretive landscape on the present and future
- Sometimes brief and sometimes intensive
- Thoughtful deployment of behaviour
- Private
- Weak physiological responses
- Feeling-oriented
- Always active
- Impeded by stress

The Red Room
The Room of Impulse
- The mixing of emotion with behaviour
- Experience imposes a reactionary landscape on the present and future
- Usually brief, and always intensive
- Rapid deployment of behaviour
- The Room of impulse
- Public
- Strong physiological responses
- Action-oriented
- Rarely active
- Stimulated and enhanced during stress

Stimulus from the outside world or from inside your mind turns on a picture we call PERCEPTION. The perception is affected by the concepts we already hold. This explains why different people perceive the same event differently.

© The Emotional Rooms Model
**Why do some adolescents use behaviour to disconnect from school?**

Some significant studies shed light on the nature of concepts, learning, behaviour and disconnection from school:

“Research has shown there is a 90% correlation between the concepts students hold and their perceived ability to learn within the school system.”
Dr Tony Townsend, Professor of Education, Monash University (2001)

“For more than a century, one in six young people (and adults reflecting on their childhood) have reported that they “hated school”; a similar proportion have failed to master the elements of literacy and numeracy successfully enough to be securely employable; a similar proportion have played truant from school, disrupted classes or quietly withdrawn their attention from lessons.” (OECD Report, 2002).

“National research indicates there is a marked middle years slump in student outcomes, including literacy and numeracy, and engagement.” (ACT Department of Education and Training, 2005)

**What are concepts?**

Concepts are the unification of the intellect with emotions. They are ideas, typically expressed as opinions and often based on our perceived views of the world. People grow concepts about religion, politics, manners, behaviour, families, poverty and wealth, drugs and learning just to name a few.

We feel comfortable when the concepts we hold match the world in which we exist. When mis-matches occur, as they inevitably do, the emotional side of the concept grows and we feel varying degrees of discomfort.

Concepts are the particular sets of thoughts and emotions that grow from experience, and which we defend in our discourse with others. They are the cornerstones of our values and beliefs, our biases and prejudices, our hopes and fears. Concepts are our particular views about particular instances. All concepts have an intellectual (thoughts) and an emotional (felt) component.

When there is a mismatch between our concepts and our world, most of us use behaviour to try to modify the world to match our concepts – rather than modify our concepts until they match the world. Mismatches between concepts are the cause of much human conflict. At an international level, countries will slaughter each others’ citizens when concepts between them differ significantly.

**Do certain thought occur in specific areas of the brain?**

In its primer on the brain, the Society for Neuroscience points out that certain brain areas receive a greater flow of oxygenated and glucose-rich blood than other areas when undertaking certain functions. The evidence for this conclusion is drawn from scanning brains using fMRIs and PET machines as individuals undertake certain cognitive and emotionally rich tasks. The research demonstrates that functions are not confined to specific brain areas. It is a matter of degree rather than pinpoint accuracy. Neuroscientists scan many brains to compile geographic brain maps that indicate functionality. The information garnered leads to tentative conclusions about learning; memory; emotions; behaviour; learning difficulties and brain dysfunctions. Some of this information has filtered into the education industry, especially the information related to learning difficulties and behaviour. Brain scanning is a relatively modern phenomenon and by no means the only way to ascertain functionality.

In the 1950s, a university professor named Roger Sperry, conducted studies on people who had undergone surgery to sever the corpus callosum, a thick bundle of nerve fibres that joins the two upper hemispheres of the brain. The patients all suffered from crippling epileptic seizures which medication alone could not control. Sperry’s research demonstrated that in ‘split brain’ patients the two hemispheres of the brain processed particular elements of language, thought and emotion in particular, and in demonstrably different ways. Basically, Sperry’s tenets are (for most people):

| It is fair to say that many students do not share the goals of their teachers. OECD |
| Have we become so preoccupied with whether kids can read and write and do arithmetic at the same level as everyone else on the planet that we have eclipsed the wellbeing of the child? The most fundamental item in education is surely to contribute to the personal development of each child. Current pain-based accountability systems operating at systemic levels in so many countries may well be contributing to the demise of many kids. |
| Concepts alter our brains and shape our minds so that we perceive the world as we expect to perceive it. |
| The amount of blood flowing into any region of the brain is closely correlated with the metabolism of neurons in that region, and the metabolism, in turn, correlates with the amount of local neuronal activity. |
• both hemispheres play a role in nearly everything we do
• the left hemisphere deals primarily with words (language)
• the left hemisphere reasons sequentially and is highly analytic
• the right hemisphere excels in interpreting emotions and non-verbal cues
• the right hemisphere reasons holistically and excels in pattern recognition

Whilst Sperry eventually received a Nobel Prize in Medicine for his work, it spurned the establishment of a ‘cottage industry’ of whacko ideas around ‘Right Brain Cooking’ and the like which skewed his research and made it extremely difficult for scientists to treat the right brain-left brain dichotomy respectfully and seriously. Never-the-less, Sperry’s earlier work and contemporary brain scanning techniques both reveal significant differences in the way the two hemispheres operate and I draw on this information to help construct the Emotional Rooms Model. The Green Room roughly relates to the left hemisphere of the brain and the Blue Room roughly relates to the right hemisphere. I use the terms ‘roughly relates’ deliberately as there is no evidence that one hemisphere acts as an on-off switch for the other. It is better to think of the process as a kind of dance where one partner is the lead but both are necessary for the dance.

**What is imaginative thought (Blue Room)?**

Imagination can produce real physical, observable effects in the brain. Researcher, Stephen Kosslyn of Harvard University has shown that mental imagery activates the same regions of the brain that actual perception does. It is impossible to overstate the importance of this finding. It means humans can use imagination to get angry or to feel pleasure, to picture a perfect golf swing or a boring science lesson at school. In other words, we don’t have to actually do something to stimulate the brain. Just thinking about things can do it for us.

**What are emotions?**

Emotions are the physiological representation of the state of the body and mind. Emotions occur throughout the brain and the rest of the body and somehow work in unison with the thought processes within the brain to bring about what we call consciousness. For the purposes of my work, I define ‘emotion’ as the moment-by-moment physiological expression of what happens inside us.

In the Emotional Rooms Model, I sort emotions into two major categories: Non-intense, brief or extended bodily states (such as happiness or sadness) and Intense, usually brief bodily states (such as anger, fear, disgust or excitement). The former I call the Orange Room and the latter I call the Red Room. Emotions accompany thoughts (Blue Room imagination and Green Room reality) and generate the types of thoughts associated with each emotion. Damasio (2003) says that appraisal of the external and internal worlds leads to emotions and that in turn enables individuals to evaluate the environment within and around the organism and to respond accordingly and adaptively (p 54).

Emotions are the quick and dirty bit. Experience plays a contributory role in determining when and what emotions to deploy. In other words, we learn what emotions to attach to certain objects and events and then execute these in almost stereotypical fashion. By adding the capacity to link thoughts with emotions, humans have the unique opportunity to intellectualise, or co-evaluate and therefore modulate our emotional responses. I argue that the development of the skills associated with this is a fundamental educational necessity for the young people (and some teachers!) attending our schools.

The key ideas I associate with emotions are:
• we experience them (physiologically)
• they occur on a moment-by-moment basis (brain mechanisms map the interplay between the external and internal world)
• they drive thought processes associated with each particular emotion
• they can override the intellect
• together, the intellect and the emotions enable individuals to develop an

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The great teacher does not promote effective social behaviour by methods that produce guilt or despair in children.  
Mahatma Gandhi

The child whose mind is deeply hurt cannot heal without community.  
Isolation is a heavy price to pay for a broken soul.

The Emotional Rooms  
The Rooms of the brain ripple with thoughts, feelings and emotions all at once in a deafening symphony which we quieten with attention to particular tasks. Think of each Room as having a dimmer switch – you can have more or less of any Room at any time.

“Neuropeptides and their receptors join the brain, glands and immune system in a network of communication between brain and body, probably representing the biochemical substrate of emotions.”  
Candice Pert
evaluative phase between the causative object or event and the initial emotional response

- they provide the substrate for feelings
- emotions strengthen or reinforce the concepts that we hold
- emotions accompany thoughts associated with anti-social behaviour

**Are emotions and feelings the same thing with different names?**

Scientists categorise emotions differently, and there is much debate and much confusion, as one would expect from any attempt to study human behaviour. For example, Damasio (1999) distinguishes between primary, secondary and background emotions whereas Panksepp (1998) distinguishes between emotions based on their emergence along a timeline during the early years of life. Plutchik (cited in Pert, 1999) proposes eight primary emotions, which, much like primary colours could mix together to generate secondary emotions.

For example, fear + surprise = alarm. Yet others lump certain emotions into groups because they are easily recognisable across cultures and different species. Paul Ekman, considered by some as the world’s leading authority on emotions suggests that seven human emotions share distinctive facial expressions across all cultures. “There has never been an instance in which the majority of a culture ascribes a different emotion to the same expression.” (p 10) His brilliant longitudinal and cross-culture research indicates that emotion is the truly universal language. Many people regard Ekman’s basic emotions – anger, sadness, fear, surprise, disgust, contempt and happiness, as the only ones that warrant the title of emotion, a position I think is overly literal because by definition, guilt, satisfaction, excitement and the like must be something we feel, other than an emotion.

Not only do emotions express themselves through distinctive facial patterns, they also play out physiologically within the body. An emotion such as fear differs physiologically from the happiness we feel when holding hands with a loved one. Fear generates a predictable set of bodily responses which researchers tell us appear to be similar across a number of species with a brain (read Goleman, Emotional Intelligence). Happiness manifests in less predictable ways with lower degrees of bodily arousal when compared to fear. Different regions of the brain and rest of the body arouse when comparing different emotions. For example, neurons within the amygdala, the hippocampus and the hypothalamus become more active during fear (LeDoux, 1996) whereas the nucleus accumbens becomes more active during happiness (Stemberg, 2000). It is extremely important to note that these parts do not, in themselves create emotions. They are not miniaturised ‘feeling’ brains dealing with specific instances. I prefer to consider the more active brain regions as having coordinating roles, much like the leader of an orchestra.

And, as you might imagine, Sperry and others found there are hemispheric biases for emotions and feelings as well as for thought. Researcher and neurologist, Richard Restak says that we express our own emotions and read the emotions of others primarily through the right hemisphere. Even the amygdalas, our emotional sentries, which exist in pairs and are located deep in the temporal lobes of each hemisphere, have slightly different functionality. Whilst they both activate under certain emotionally charged events or thoughts, the left hemisphere amygdala shows a higher degree of activation than the right when dealing with scenes, and the reverse is the case when dealing with faces. Neurologically speaking, the right hemisphere amygdala is more active when interpreting facial expressions while the left hemisphere is more active in generating an emotional response, if needed, to what the face is expressing.

In my opinion, feelings are the felt, subjective interpretation of the emotional experience. We say that we ‘feel’ angry or that we ‘feel’ happy. In other words, emotions give rise to feelings. More emotion generates stronger feelings. And, feelings hang around whereas emotions tend to be brief. Feelings represent the current state of the body and mind and provide each person with a barometer of what’s happening inside the body.
The key ideas I associate with feelings are:

- they are the felt, subjective experience arising from our emotions
- they are less abrupt than emotions but can last longer, creating moods
- feelings and thoughts occur simultaneously in the mixing room. It’s almost impossible to have one without the other
- we can use the intellect to generate or modify feelings
- whilst emotions are displayed publicly, feelings are the private domain

To paraphrase Damasio (2003), feelings are more than soft emotions. They are the current state of the mind and body as we react to the external and internal worlds on a moment-by-moment basis.

**Is there a causal link between emotions, feelings and behaviour?**

Many scientists link emotions with outward behaviour whereas I prefer to link emotions with feelings and thought processes. I’m uncomfortable with the emotions – behaviour link because it infers a kind of causal relationship, happening at an unconscious level. The focus is on what people do rather than how they feel. Under this umbrella, Sam’s teacher, Jo says, “Sam gets violent when he’s angry.”

Subsequently Jo and Sam have to work on preventing Sam from getting angry. We call this anger management and one has to actually get angry to see how well it is working. Under the emotions – feelings – thought link, the way Sam thinks about what happens to him can lead to feelings of anger, which can escalate into violent behaviour or any number of other behaviours. The focus is now on what people think and feel rather than what they do.

**A working definition of ‘concepts’**

With some key terms defined, I now offer a working definition of ‘concepts’ as; the unification of the intellect (thoughts) and emotions, continually updated on a moment-by-moment basis from personal experience(s) and expressed as opinions and emoted as feelings.

Whilst this is a mouthful, I can think of no simpler way to put it that combines all of the essential elements. Our concepts lie at the heart of our wellbeing. They lie at the heart of how we behave in particular situations. When our concepts and world match, we tend to feel happier than when they mismatch.

What happens when there is a mismatch between our concepts and the world? Herein lays the cause of much human conflict. The emotional component of the concept grows disproportionately to the intellectual component until the intellect plays a minor role in resolving the mismatch. When this happens, I refer to the concept as emotionally powerful.

**What are Emotionally Powerful Concepts?**

I define ‘Emotionally Powerful Concepts’ (EPCs) as significant changes in the state of the body, including the brain structures that map the body and influence thinking. After: Damasio

What makes an idea, object or event Emotionally Powerful? The distinction is graded. Some ideas, objects and events evoke weak, barely perceptible arousal while others evoke powerful emotional reactions, and there is every grade in between. Emotions are with us all of the time, to a greater or lesser extent depending on the degree that we are accessing our thoughts. Think of it as a balancing act: on a moment-by-moment basis; the more you have of emotions the less you have of intellectual activity. And vice versa. This is more than hearsay. Images derived from brain scans of individuals as they undertake particular cognitive and emotionally-laden tasks, demonstrates the shift in geographic brain locations and intensity during such tasks.

**What are ‘healthy’ and ‘unhealthy’ thoughts and emotions?**

I refer to emotions and thoughts as being ‘healthy’ or ‘unhealthy.’ The vast majority of people refer to emotions and thoughts as being either positive or
negative. If one considers that emotions occur along a continuum then the terms positive and negative probably arose from defining the end nodes of human emotions; pleasure and pain. Positivity tending towards pleasure and negativity tending towards pain. I take a different view to this commonly held one. I often ask young people attending schools to sort a list of emotions, and they typically categorise sadness, anger, fear and disgust into the negative category whereas happiness, surprise and joy most often fall into the positive category. At the right time and in appropriate ways, anger is a healthy emotion. Far from being negative, it has the capacity to drive much needed change. Sadness allows humans to express thoughts that demonstrate empathy, amongst other things. And, there are times when happiness is inappropriate. I amended the terms positive and negative to take account of the essence of emotions and feelings and to break the dichotomy of positive and negative, terms that do not account for the situational aspect of a person, an object, or an event. Healthy thoughts and emotions are those that strengthen us, emotionally, physically and spiritually. Unhealthy thoughts and emotions are those that weaken us emotionally, physically and spiritually. Under that umbrella, even rage could be seen as healthy, providing the outcome is preferable than another, unwanted option. Unhealthy emotions, feelings and thoughts underlie much mental illness. A plethora of research studies indicates that the way we think affects our immune system and our general health. (read, Schwartz and Begley, 2003, and Pert, 1999).

What does this mean for adolescents?
Adolescents strongly link engagement or avoidance with learning with the Emotionally Powerful Concept (EPC) associated with each subject. For example, a student who holds an unhealthy EPC that she cannot learn mathematics constructs an associated emotion such as boredom or frustration with maths, which dominates the intellectual activity within the brain, leading to an habitual avoidance pattern of behaviour. The actual behaviour may range in seriousness from avoidance, such as going to the toilet during the lesson, through to aggressive acts against the teacher or other students. Teachers usually deal with the behaviour rather than attempting to grow healthier concepts.

Concepts become a reactionary perceptual apparatus – a filter to detect and a trigger to emote without intellectual appraisal. So, what is happening in the brains of those who engage in classroom learning tasks as opposed to those who engage in avoidance of the classroom learning tasks?

It is a matter of how we control our reaction to the world. That control happens through what I call, ‘Perception.’

What is perception?
I define Perception as the awareness of what happens in us because of what happens to us (from the outside world) or from within us (from the inside world) at successive moments in time. In other words, part of our perception is due to an external stimulus and the other part is due to the concept we hold associated with that stimulus – the pre-existing associations. Perception is the conscious awareness of the mixing of the outside and inside worlds.

It is our perception of the world that drives our behaviour – for better or for worse. From a brain perspective, multiple volleys of neural and chemical responses to unfolding events, converge to create the production of the image I call perception. The process probably happens somewhere in the pre-frontal cortex of the brain, where a soupy mix of emotions and thoughts from both hemispheres combine with experiences to determine the merit of engaging the mind. I call this process the ‘mixing room’. Healthy concepts drive healthy perceptions whereas unhealthy concepts compromise a child’s ability to learn within a classroom, despite satisfactory levels of intelligence.

The future of humanity depends on our capacity to design better, less violent ways of dealing with the differences between people’s emotionally powerful concepts.

The role of the school is not to put better behaviour into the person where it does not already exist, but rather to create the conditions for people to want to do that for themselves.

Most teachers would view classroom misbehaviour as a problem that teachers have with students rather than the other way around.

Robert Sylwester

Note that in the example given, mathematics is now the innocent bystander. It is the association with maths – the concept, that generates the predictable and individually unique packages of student responses that occur.

What something reminds us of can be far more important than what it actually is.

Daniel Goleman
What is behaviour?
I define behaviour as adaptive or habitual responses to express emotions. Behaviour is purposeful but not necessarily logical, nor necessarily chosen with a particular set of likely outcomes in mind.

How does perception influence behaviour?
From a perspective of learning, behaviour is the expression of the differences between our concepts and our world.

When the concepts students hold match the classroom-learning environment, they are in their own comfort zone, and they typically feel comfortable. When there is a mismatch, they feel discomfort.

When feeling discomfort, most students attempt to change the classroom-learning environment until it matches their concept, rather than grow their concept until it matches the classroom. They use behaviour to achieve this.

Teachers then perceive that the class may move out of control and attempt to manage the student’s behaviour rather than manage the student’s learning. Because most behaviour management focuses on punishment or containment rather than growing healthy concepts, little change is noted and the whole scenario is acted out on a regular basis. The use of punitive behaviour management indicates our frustration that we are unable to engage young minds in the curriculum of schools. For students, behaviour is often their only means of expressing their frustration that school is not meeting their needs.

Student behaviour management is merely a local reaction to wider events in a child’s life. Apart from hitting kids, little else has changed in our approach to those who do not comply with adult instructions in school settings. We use some absurd practices: isolation, suspension, impositions, withdrawal of kindness and approval, despairing reports and the ultimate; removal from the school community. These practices are meant to indicate our frustration and our commitment to reasonable social norms, and to inspire young people to change their anti-learning behaviour. In reality, they hurt. They hurt kids, teachers, families and communities. We place on our youngest citizens the heaviest threats and burdens. We use the very practices we educate against in our classrooms and wider societies. Rather than helping, we inadvertently contribute to the creation of damaged goods. Kids in trouble care not for our punishments, coercions and attempts at rehabilitation and continue to act out their life’s frustrations within the audience of their peers in classrooms. Some reach ‘hero’ a status for their actions in taking down adults.

What role does threat play in learning and behaviour?
Threat is a major blocker to learning. If the brain perceives data that we acquire as threatening, a Red Room reaction can occur. I define the Red Room as our emotional defense and attack system. Directed by our body’s innate survival instincts for fight or flight, the Amygdala plays a key role in instigating a physiological response to a perceived threat. (‘Road Rage’ is a Red Room phenomenon). It is extremely difficult to access the intellectual pathways of the brain during a Red Room episode.

Muscles, including those in the heart, receive injections of adrenaline and glucose (along with other stress-related hormones) and blood flow is redirected to the organs requiring the greatest bodily resources. The changes to body states that occur during the initial phases of Red Room detection prepare individuals for behavioural responses. They do not pre-determine any particular course of action. In other words, the behaviour used by individuals during Red Room episodes is learnt, not innate. Children, and adults for that matter, who use inappropriate Red Room behaviour soon discover that society imposes limits and sanctions around behaviour.

In classrooms, Red Room incidents generate fear in students and staff alike and...
can lead to significant damage to people’s wellbeing.

Some students and teachers are experts in playing other people’s Red Rooms. They know what to do or what to say in order to escalate emotions to the Red Room. For some students, it is a game to see how quickly they can extract Red Room responses from teachers. Such behaviour shifts the focus from learning to management – from support to control. The emotional bias of the classroom tends toward anxiety, frustration, aggression and fear.

Teachers cannot work effectively whilst Red Roomers act out their frustrations in classrooms. Students cannot learn effectively when Red Roomers act out their frustrations. This is a double-edged sword. Kids are not the only ones to get into their Red Rooms in school.

Red Room occurs in response to perceived threats. As such, the triggers for Red Room differ markedly between individuals. For example, some teachers get into their Red Rooms if students wear caps inside the classrooms. Other teachers do not even notice the caps. Similarly, swearing can trigger Red Room reactions in some teachers while other teachers just let it pass.

Understanding what student behaviours trigger a Red Room response, and having a pre-planned intellectual response ready will usually prevent further escalation. There are a number of ways to teach students about the Red Room including ways to manage it. However, this is beyond the scope of this brief document and I suggest reading the Emotional Rooms (Joseph) book which explains the process in great detail.

**What is the role of the Blue Room in reducing anti-social behaviour?**

Imagination enables us to ‘see’ and ‘feel’ a future that is not dependent on the EPCs we already hold. Many adolescents base their perception of the future on their experiences rather than on the possibilities that lay before them. Emotion is a powerful driver of human behaviour. Perhaps, according to Einstein, the most powerful driver. We habituate to emotions. The angry person constructs an environment to feed that anger and can actually use imagination to create anger in the absence of external stimulus. This is partly why detention or time-out rooms work so poorly in schools and homes – they can feed the emotional habits of the young people who frequent them.

The role of the school is not to put better behaviour into the person where it does not already exist, but rather to create the conditions for young people to want to do that for themselves. The trouble with Green Room only, from a behaviour perspective, is its focus on the misdemeanour (the past) and the price the young person must pay for retribution. In such situations, the Orange Room feeling state generated by the Green Room focus on the misdemeanour is meant to be somewhat painful. On the other hand, Blue Room creativity, when combined with Green Room logic and sequence, and healthy Orange Room feelings enables young people to anticipate a better future without overly regretting the past.

Blue Room has a focus on the future whereas Green Room has a focus on the past. Orange Room has a focus on feelings – the past, the present and the anticipated. By virtue of association, when a situation in the present fits with an association from the past, young people often rapidly and automatically deploy an emotive response before a Green Room or Blue Room thoughtful analysis takes place. The ensuing behaviour may fall into the appropriate or inappropriate categories.

Whilst some classroom behaviour is always inappropriate, such as aggression, violence and hurtful put-downs, much is highly subjective, such as disinterest in the topic, time-wasting or sloppy writing. However, from the teacher’s perspective, the Orange Room reacts to the present situation as if it were the past. In other words, if a child’s behaviour previously annoyed a teacher to the point of teacher intervention, each subsequent time that behaviour appears, the

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<th>For some kids, in the absence of connectedness to schools, gangs make a ready-made alternative identity. Create a culture where kids feel connected to schools.</th>
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<td>The bridge between rules and appropriate behaviour is one small step for most kids. The bridge between rules and appropriate behaviour is a chasm for others. For such kids, punishment is a very shaky bridge.</td>
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<td>Powerful questioning techniques can simultaneously drive creative ideas and healthy emotions.</td>
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<td>Kids in trouble resent being told what to do. Therefore, focus on how to create the ‘want to do.’</td>
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<tr>
<td>Many behaviour problems are rooted in the Emotionally Powerful Concept dynamic and thus will not shift by means of force. Connect kids with learning to lessen their behaviour problems.</td>
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brain will signal an emotive response. Teachers, as well as students may require Blue Room thinking to break patterns.

The context of inappropriate behaviour must rate highly in any attempt to shift behaviour. For example, if the young person plays-up in only one lesson, say Spanish, but uses appropriate behaviour in other lessons, I would seek clarification about why Spanish lessons cause behaviour issues. This sounds almost too obvious to bother stating but in my experiences in schools, I have witnessed kids getting into big trouble with some teachers and the kids were held responsible when the teacher was clearly incompetent! In this case, the students had problems with the teacher, rather than the other way around. It was the teacher who needed behaviour management but the kids who paid the price.

Conclusion
Considerable evidence is emerging for non-punitive, growth-oriented behaviour and concept management practices. Much of the evidence arises from multiple disciplines including psychology, neuroscience (emerging rather than mainstream), neurotheology (the mixture of brain science and theology by people such as the Dalai Lama and Daniel Goleman), health sciences, child development studies and a smattering of behaviourism. This seminar session along with related published books and student workshop by John Joseph provides an exploration of some of the emerging and hopeful ways forward. This is no easy fix. It's difficult to even define the problems we face in school-based education. Therefore, it is not solution-based but process-based. I do not presume to have come up with The Solution, but I do offer some perspectives that I expect will make a significant contribution to the debate. I am less interested in proposing yet another wild pendulum swing in our thinking than in pulling together the best of a large number of theories and practices and contributing some further insights and strategies. Basically, my role is to examine why some young people come to school with a passion for learning while others come to school with a passion for avoiding learning – and there is every degree in between.

My emerging ideas are born out of an increasing concern for the condition of schooling. Learning is a human enterprise. Schooling is a social enterprise. To maintain the generational gift of learning from adult to child, educators must continually hold learning as the keystone to their work. That's why I teach young people about learning, emotion, brain care, learning styles and behaviour.

Experience plays a fundamental role in determining what and when emotions are deployed. In other words, we learn what emotions to attach to certain objects or events and then execute these in almost stereotypical fashion. Further learning can, however, modulate the execution.

After, Damasio

Feelings are indispensable players in the decision-making process.
Antonio Damasio

Student behaviour management implies that a teacher can control, or manage a young person's behaviour. This assumption leads to a list of rules for students to obey and steps and consequences to enforce them. The control is external. Teachers become the generals. Containment is the ultimate price to pay for disobedience.

‘Schooling’ as a general concept remains as valuable as it has always been. And as the world beyond the school gate changes, so too must the world within those gates or we risk curricula that is ignorant and disrespectful of children’s lives.
Adapted from deBono


Great teachers have the knowledge, the courage and the capacity to serve their students, rather than the other way around. Recharge kids’ passion for learning. Create hope where there exists despair. Create courage in the discouraged. Become the role model you seek for young people.

‘Schooling’ as a general concept remains as valuable as it has always been. And as the world beyond the school gate changes, so too must the world within those gates or we risk curricula that is ignorant and disrespectful of children’s lives.
Adapted from deBono
Factors Influencing Behaviour and Behavioural Impacts

WEIGHTED ELEMENTS

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Time allocations</td>
<td>Motivation</td>
</tr>
<tr>
<td>Developmental Readiness</td>
<td>Preferred Learning Style</td>
</tr>
<tr>
<td>Learning Disorders</td>
<td>Health</td>
</tr>
<tr>
<td>Competing Responsibilities</td>
<td>Teacher effectiveness</td>
</tr>
<tr>
<td>Nutritional Habits</td>
<td>Family Aspirations</td>
</tr>
<tr>
<td>Peer Influences</td>
<td>Emotional State</td>
</tr>
<tr>
<td>Intellect</td>
<td>Time Allocations</td>
</tr>
<tr>
<td>Language Barriers</td>
<td>Feedback and Grades</td>
</tr>
</tbody>
</table>

John Hattie, University of Auckland undertook a study to determine the major influences on student achievement in classrooms. The study involved over 600 meta-analyses of over 300,000 studies involving over 200 million students. Hattie, a strong critic of national testing, tight curricula specifications, prescribed textbooks, bounded structures and ‘idiot-proofing’ curriculum, suggests that educators should instead focus on identifying the major sources of variance in students’ lives and then enhancing those sources of variance to truly make a difference.

“Cognitive strategy training has a major positive influence on student performance, second only to degree and quality of feedback.” Professor John Hattie, University of Auckland

Percentage of Achievement Variance

<table>
<thead>
<tr>
<th>Students</th>
<th>about 50% of the variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>about 5% - 10% of the variance</td>
</tr>
<tr>
<td>Schools</td>
<td>about 5% - 10% of the variance</td>
</tr>
<tr>
<td>Principals</td>
<td>already accounted for in the ‘Schools’ category</td>
</tr>
<tr>
<td>Peer effects</td>
<td>5% – 10% of the variance</td>
</tr>
<tr>
<td>Teachers</td>
<td>about 30% of the variance</td>
</tr>
</tbody>
</table>

My work focuses mostly on the 3 greatest areas of influence; students, teachers and home. My work is driven by the assumption that learning is inherently pleasurable.
Interviews about concepts

**Concept:** an idea expressed as an opinion. Concepts have both an intellectual and emotional component. We like our concepts and our world to match. Mismatches can create inner conflict.

In 2001, Tony Townsend, Associate Professor at Monash University (Melbourne) reported a study form Randall Clinch that would reveal how concepts students held about schooling would impact on their behaviour and subsequently, on their learning. The researchers surveyed students to determine whether a change in young people’s attitudes toward school would increase their achievement and concurrently whether particular methods of working with young people could be passed on to teachers.

<table>
<thead>
<tr>
<th>Question asked</th>
<th>Poor Learner (1s) Responses</th>
<th>Good Learner (10s) Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a concept?</td>
<td>• Dunno</td>
<td>• An idea</td>
</tr>
<tr>
<td></td>
<td>• Who cares</td>
<td>• Something you think about</td>
</tr>
<tr>
<td>What is your concept of school?</td>
<td>• Sh**-hole</td>
<td>• Where you learn and get new skills</td>
</tr>
<tr>
<td></td>
<td>• Drive through brainwash centre</td>
<td>• Somewhere to make new friends</td>
</tr>
<tr>
<td>What is your concept of teacher?</td>
<td>• Dunno</td>
<td>• Someone who helps you learn</td>
</tr>
<tr>
<td></td>
<td>• Brainwasher</td>
<td>• Someone with lots of knowledge</td>
</tr>
<tr>
<td>What is your concept of student?</td>
<td>• Dork</td>
<td>• People who want to learn</td>
</tr>
<tr>
<td></td>
<td>• Thing</td>
<td>• Someone who learns</td>
</tr>
<tr>
<td>What is your concept of learning?</td>
<td>• There is no learning</td>
<td>• To get smarter</td>
</tr>
<tr>
<td></td>
<td>• Getting work stuck in your head</td>
<td>• To put new things into my life</td>
</tr>
<tr>
<td>What is your concept of your future?</td>
<td>• I don’t have a future</td>
<td>• Good job, great family</td>
</tr>
<tr>
<td></td>
<td>• Same sh** as the past</td>
<td>• Depends on what I learn at school</td>
</tr>
<tr>
<td>What is your concept of yourself?</td>
<td>• I don’t know</td>
<td>• I am a nice person, smart, clever</td>
</tr>
<tr>
<td></td>
<td>• I’m a failure</td>
<td>• I am willing to learn. I’m okay.</td>
</tr>
</tbody>
</table>

The responses suggested that the strategy to be used if students were to move from being #1s to #10s was one of helping them to build new concepts about themselves and about learning.

<table>
<thead>
<tr>
<th>Struggling Learners</th>
<th>Success at school is related to a young person’s level of motivation for the ‘have to do’ elements of curriculum AND how closely those ‘have to do’ aspects relate to the ‘want to do’ elements of the curriculum.</th>
<th>High Flyer Learners</th>
</tr>
</thead>
</table>
| **Struggling Learners** | **Boredom**
Doing what I have to do | **Enjoyment**
Doing what I want to do |
| **Guilt**
Avoiding what I have to do | **Fulfilment**
Finishing what I have to do |
| **Frustration**
Lack of achievement | **Satisfaction**
The feeling of achievement |

References:
Secret Kids Business Randall Clinch
The Classroom Guide to the QE (Question and Explaining Method) Randall Clinch (unpublished)
The impact of radical intervention on the attitude and achievement of school refusers, a preliminary report. Townsend, 2001, Monash University.
Emotionally Powerful Concepts

When the concepts people hold are different to the world they exist in, they will try to modify their behaviour in such a way as to change the outside world until it matches the concepts they hold.

Most arguments occur over differences in concepts.

What are some of the Emotionally Powerful Concepts in your family that are a source of conflict?

<table>
<thead>
<tr>
<th>Food</th>
<th>Homework</th>
<th>Sporting activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to eat</td>
<td>When to do it</td>
<td>What’s okay to play</td>
</tr>
<tr>
<td>Where to eat</td>
<td>Where to do it</td>
<td>Competition or leisure</td>
</tr>
<tr>
<td>When to eat</td>
<td>How much time on it</td>
<td>Degree of parental support</td>
</tr>
<tr>
<td>How to eat</td>
<td>Radio or TV on or off</td>
<td></td>
</tr>
<tr>
<td>When to clean up</td>
<td>Computers</td>
<td></td>
</tr>
<tr>
<td>How to clean up</td>
<td>When to use</td>
<td></td>
</tr>
<tr>
<td>Dress</td>
<td>What to ‘play’</td>
<td></td>
</tr>
<tr>
<td>What to wear</td>
<td>How much screen time</td>
<td></td>
</tr>
<tr>
<td>When to wear</td>
<td>‘Chat’ rooms</td>
<td></td>
</tr>
<tr>
<td>How to wear</td>
<td>Web sites to visit</td>
<td></td>
</tr>
<tr>
<td>Hair styles</td>
<td>Television and video</td>
<td></td>
</tr>
<tr>
<td>Caps and hats</td>
<td>What ratings at what age</td>
<td></td>
</tr>
<tr>
<td>Body piercing</td>
<td>How loud to have it</td>
<td></td>
</tr>
<tr>
<td>Make-up</td>
<td>When to turn it</td>
<td></td>
</tr>
<tr>
<td>Jewellery</td>
<td>What videos to watch</td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td>How much time</td>
<td></td>
</tr>
<tr>
<td>When to go to bed</td>
<td>How close to sit to TV</td>
<td></td>
</tr>
<tr>
<td>When to get up</td>
<td>Friends</td>
<td></td>
</tr>
<tr>
<td>Televisions in bedrooms</td>
<td>Who to have</td>
<td></td>
</tr>
<tr>
<td>Reading in bed</td>
<td>When they can come over</td>
<td></td>
</tr>
<tr>
<td>Night-lights</td>
<td>What to do with them</td>
<td></td>
</tr>
<tr>
<td>Sleep-ins and napping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This activity highlights how parents hold EPCs and seek to influence their kids until each child behaves in a way that matches the adult’s concept. But of course, no kid wants to be bossed around so most kids reject at least some of their parent’s concepts and therefore the inevitable conflict looms. Sometimes the conflict can escalate to violence. Families can fracture if the differences in concepts cannot be resolved peacefully.

The key points about concepts:

- No school subject is emotionally neutral
- Managing the emotions is better than managing other people's behaviour
- Unhealthy concepts compromise a person’s ability to learn within a classroom
- Unhealthy concepts are terrible advisors of behaviour
- Our concepts govern our social and learning conduct in classrooms
- Concepts allow us to respond effectively but not creatively to our lessons
- The subjects (maths, science, LOTE, Sports...) are the innocent bystanders. The concept conditions the response
- Teachers can help students grow healthy concepts or offer containment strategies
- kids tend to feel frustration and anger when they cannot feel enjoyment and satisfaction
Conceptual Intervention about Drug Abuse

- I define drugs as substances ingested that place a person in a state outside of his or her normal range of operations.
- Individual drugs can be rated on a continuum of risk
- Some drugs, particularly in high doses are unpredictable – they can kill people
- The action of individual drugs varies from person to person, and even on one’s mood
- Many users report that they think the drugs they use are harmless
- The use of a drug does not necessarily constitute abuse of that drug
- Some drugs of abuse have medicinal purposes but work differently on the brain when used for pleasure rather than prescription
- Many addictive drugs of abuse are illegal whilst some are legally available
- Some studies link drug use to genetic influences, or personality-types, or brain disorders while other studies report thrill-seeking, or altered emotional states, or particular concepts

- Drugs of abuse produce pleasurable effects in emotional, physical and cognitive systems, which in turn alter the somatosensory maps in the reward system of the brain
- Many users are prepared to accept the unpleasant side effects to achieve the pleasure
- Understanding the risk associated with drug use will not necessarily deter people from use
- Taking drugs, for some people, is like taking a step into the unknown, its thrill-seeking behaviour
- Since the laboratory has replaced nature as the main source of drugs, there is every reason to believe choice and availability will continue almost without bounds
- New drugs of abuse appear regularly and may require ‘catch-up’ science to determine effects and therapies

- There are various methods for getting drugs into the body, through the body and out of the body
- The action of individual drugs on brains is complicated and we still have a lot to learn but mostly, drugs act on populations of neurons, especially their receptors, neurotransmitters and enzymes
- The bloodstream is the major transportation highway for drugs and each method of entry to the bloodstream helps determine the rate and impact of the substance on the brain
- The effects of drugs can be observed and monitored by modern imaging techniques
- Imaging techniques can be used to assess the pharmacological and behavioural therapies for drug addiction on the brain

- Multi-faceted approaches to the use and abuse of drugs may be the best defence against drugs
- Intensive, scientifically well-grounded education programs that focus on how brains work will shift many of the pre-conceived notions held by users and non-users
- What parents say and do with regards to drugs has a profound impact on whether a child will use drugs. Therefore, parent education programs need to be a priority
- Nearly 9 out of 10 young Australian drug users get their drugs from friends or acquaintances (Australian Institute of Health and Welfare). Therefore, programs that teach young people how to systematically cope with saying ‘no’ and to deter further offerings need to be taught
- Teachers are important facilitators of learning as well as being role models for young people. Therefore, teachers should have access to professional learning about the effects of drugs and also have access to high quality resources to teach young people about drugs
- Schools may need to develop better drug misuse practices, including the use of drug detection tests such as random hair follicle testing
- Drug treatment centres in metropolitan, rural and regional centres, that can utilize current technologies, must be available to support addicts in returning to health, lest we overwhelm the criminal justice system
- Stopping the manufacture and trafficking of drugs needs to remain a high priority for government
- Continual research into what drugs do, ways to prevent abuse of drugs and how to treat the effects of drugs is needed
- Substance abuse leads to brain disorders. Addicts require treatment.

Reference: The Impact of Drugs and Alcohol on the Human Brain, John Joseph, 2008
# Marijuana Abuse

<table>
<thead>
<tr>
<th>What is it?</th>
<th>What are the likely causes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most commonly used illicit drug in Aust</td>
<td>Easy access to trying out/interest</td>
</tr>
<tr>
<td>Marijuana is a street name for cannabis – a plant extract that contains a chemical called delta9-Tetrahydrocannabinol (THC)</td>
<td>Peer pressure and/or novelty seeking</td>
</tr>
<tr>
<td>Three major forms – Herbal, Resin, Hash Oil</td>
<td>Enjoyment associated with use</td>
</tr>
<tr>
<td>The affects of cannabis depends on how often it is taken, when it was last taken, the state someone was in when taking it, and the body’s natural reaction to the drug – effects can vary widely from person to person</td>
<td>Forget ordinary life and relieve boredom</td>
</tr>
<tr>
<td>Associated with potentially adverse health, including psychological health, issues</td>
<td>Experiment and feel the thrill – risk taking</td>
</tr>
<tr>
<td>Often exaggerates the way a person feels (i.e., makes them much happier or sadder)</td>
<td>Use is sometimes perpetuated because it acts on the same brain reward system pathways as alcohol and heroin</td>
</tr>
<tr>
<td>One “joint” is the tar equivalent of 3 – 5 cigarettes</td>
<td>Addiction – typically a low chance of physical addiction but high chance of developing a psychological habit for heavy users</td>
</tr>
<tr>
<td></td>
<td>Regular users can experience withdrawal symptoms if they suddenly stop or slow down</td>
</tr>
<tr>
<td></td>
<td>Can desensitise sensory pathways and the brain’s reward system, leading to greater or stronger usage/dosage</td>
</tr>
</tbody>
</table>

**Medical notes:**

| Cannabis stays in the body far longer than alcohol – up to two months for heavy user, few days for light user | In Australia, about 17.6% of age 14 and under reported using cannabis within the previous 12 months (Source: 1999 S.A. School Children’s Survey on Drug & Alcohol Use) |
| Risky for people with breathing problems | User numbers appear to be decreasing (amongst kids) |
| Can lower sperm count | Pregnant users may deliver under-weight/pre-term babies |
| Slowed thinking up to a day after use is common | |
| Some long-term users may get panic attacks | |

**Who is most at risk?**

- In Australia, about 17.6% of age 14 and under reported using cannabis within the previous 12 months (Source: 1999 S.A. School Children’s Survey on Drug & Alcohol Use)
- User numbers appear to be decreasing (amongst kids)
- Pregnant users may deliver under-weight/pre-term babies

**What might educators see or feel?**

- If someone is high on marijuana you might see; dizziness, trouble walking, silliness and giggling for no apparent reason, very red and bloodshot eyes, unusual appetite
- Hard time recalling events, information that recently occurred
- Weaker short-term memory
- Decreased motivation
- Slow reaction times
- Impaired attention span
- Confusion, altered perceptions
- Unusual smell on clothes
- Students talking about their experiences

**How might educators deal with this?**

- There are currently no medications for treating marijuana addiction
- Treatment programs focus on counselling and group support systems
- There are a number of organizations that offer support to marijuana users who seek support
- Begin drug-awareness and prevention programs early. Studies reveal that by the middle years it is extremely difficult to influence values
- Present information that is factual – use life experiences of self or others – be well informed – avoid moralising and threats
- There is much worry, confusion and contradictory advice and opinions about marijuana – expel the myths and be understanding

## Alcohol Abuse

### What is it?
- Widely used drug – both above and below the legal age limit
- Intoxicating substance made from fermented starches
- Alcohol is a powerful poison – alcohol is responsible for more deaths than hard drugs
- Gives an initial lift but is actually a depressant drug
- Slows down responses (coordination) and thinking (judgment)
- The affects of alcohol depends on how often it is taken and when it was last consumed – effects can vary from person to person
- Associated with potentially adverse health, including psychological health, issues
- Alcohol can cause aggression and violence

### What are the likely causes?
- Easy access to trying out/interest
- Peer pressure and/or novelty seeking
- Enjoyment associated with use
- Lose inhibitions for a while
- Use is sometimes perpetuated because it acts on the same brain reward system pathways as marijuana and heroin
- Addiction – typically a low chance of physical addiction for casual use but high chance of physical addiction for heavy users
- Can desensitise sensory pathways and the brain’s reward system, leading to greater or stronger usage/dosage
- Alcohol sensitization is linked to aggressive behaviour sensitization (same receptor sites maladapt)

### Medical notes:
- It takes minutes for alcohol to reach the brain but over an hour for the liver to break it down
- The less you weigh, the more alcohol affects you
- Can damage a man’s fertility and potency
- Is addictive – long-term abuse can lead to serious heart, liver, stomach and brain damage
- Alcohol is loaded with calories – can make you fat

### Who is most at risk?
- In Australia, nearly 50% of age 14 – 19 year olds are drinking alcohol at harmful levels (Source: Australian Drugs Info File 2000)
- In Australia (1996-7) nearly 1,000 14 - 19 yr olds were admitted to hospital with alcohol poisoning (or related illnesses) (Australian Drugs Info File 2000)
- Increased risk if family problems associated with alcohol
- Pregnant users can cause fetal alcohol syndrome

### What might educators see or feel?
- Blurred stress response
- Hard time recalling events, information that recently occurred
- Weaker short-term memory
- Weak fine motor skills
- Slow reaction times
- Impaired attention span
- Unusual smell on breath
- Students talking about their experiences

### How might educators deal with this?
- Treatment programs focus on counselling and group support systems
- There are a number of organizations that offer support to alcohol users who want support
- Begin drug-awareness and prevention programs early. Studies reveal that by the middle years it is extremely difficult to influence values
- Teach emotional intelligence skills – especially how to say “No”
- Educate about effects of alcohol on the individual, family and embryo

Resources for Marijuana and Alcohol Abuse

Add your own references and local resource networks to this page.

Alcohol and Drug Information Services (ADIS) Ph: 1300 13 13 40 (all hours)
Lifeline, National 24-hour telephone counseling service Ph: 131 114
Family Drug Support, Ph: 1300 368 186
Alcoholics Anonymous (AA) Ph: 02 9663 1206 for nearest state or territory service
Narcotics Anonymous (NA) Ph: 02 9212 3444 for nearest state or territory service


www.adf.org.au/drughit
www.ceida.net.au
www.cyberisle.org
www.fds.org.au
www.reachout.asn.au
www.samaritans.org.uk
www.nida.nih.gov/Marijteens.html
www.nhtsa.dot.gov
www.unhooked.com
The critical role of sleep in adolescence

<table>
<thead>
<tr>
<th>Ten Tips to Get Better Sleep</th>
<th>Twelve ways that poor sleep can really hurt you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tip 1. Have a regular bed time each night</td>
<td>1. Tiredness during class</td>
</tr>
<tr>
<td>Tip 2. Catch up on missed sleep another night</td>
<td>2. Aggressive behaviour</td>
</tr>
<tr>
<td>Tip 3. Reduce Sleep Thieves, especially light and noise</td>
<td>3. Learning problems</td>
</tr>
<tr>
<td>Tip 4. Avoid exercising before bed</td>
<td>4. Sports problems</td>
</tr>
<tr>
<td>Tip 5. Avoid food, caffeine and sugar close to bed time</td>
<td>5. Risk of skin problems</td>
</tr>
<tr>
<td>Tip 6. Turn off the computer or TV one hour before bed</td>
<td>6. Risk of stunted growth</td>
</tr>
<tr>
<td>Tip 7. Use the bathroom before bed</td>
<td>7. Risk of depression</td>
</tr>
<tr>
<td>Tip 8. Have a relaxing, quiet bedtime routine</td>
<td>8. Risk of being overweight</td>
</tr>
<tr>
<td>Tip 9. Prepare clothes and gear for the next school day</td>
<td>9. Clumsy behaviour</td>
</tr>
<tr>
<td>Tip 10. Fill out a Sleep Diary and manage your sleep patterns</td>
<td>10. Social withdrawal</td>
</tr>
<tr>
<td></td>
<td>11. Motor vehicle accidents</td>
</tr>
<tr>
<td></td>
<td>12. Weakened immune system</td>
</tr>
</tbody>
</table>

‘Poor sleep equals poor behaviour, no matter how we looked at it,’ explains Dr Sarah Blunden of the University of South Australia’s Centre for Sleep Research. Dr Blunden’s study has found that kids with behaviour issues are five times more likely to have sleep problems such as night terrors, sleep walking, sleep talking, difficulty getting to sleep or staying asleep, and daytime sleepiness.

The year-long study found that every child with a behaviour problem at school had a sleep issue at home. The researchers at the University of South Australia also found that kids who don’t get a good night’s sleep do worse in school and are more likely to need remedial teaching.

References:
Dr Sarah Blunden Sleep Psychologist sarah.blunden@unisa.edu.au
George Christos, Memory and Dreams: The Creative Human Mind
Crick and Mitchison REM Sleep and the Neural Net
J. Winson, The Meaning of Dreams
National Sleep Foundation article: From ZZZ’s to A’s.
*John Joseph, Journey into the Vulnerable Brain
*John Joseph, Parenting with the Brain in Mind – 60 articles by subscription www.mindwebs.com.au
Mary Carskadon, When Worlds Collide, Adolescent need for sleep versus societal demands
Implications for Healthy Adolescent Development (or not):

The Four Worlds Model

World Three – the external world
This is the world I learn about indirectly. The world I know about but have never experienced through my senses. This world is full of people I have heard about, but never met. Places I know about but have never seen. It contains all the things that others have done but I wasn’t there.

World Three learning happens through listening, reading, writing and communicating with others. It’s the world I know about, but don’t really know. World Three learning happens only in humans.

World Two – the external world
World Two is the world that is just outside of me – I interact with it every day. It is the world I learn about through direct experience. The world I smell, see, hear, taste, and touch. This is the world I learn about through my senses. In World Two I learn to play sports, musical instruments, to build and create, to use artist’s tools and construction tools. World Two is the world of my family and friends, the places I go to and the people I meet. My World Two experiences are personally meaningful.

World One – my internal world
World One is the world of my personal likes and dislikes, biases and prejudices, my loves and fears. World One is the world of my hopes and dreams. The world of my attitudes and beliefs. This world is mine and mine alone. I may choose to share parts of it with others but it is, in essence, private. It’s the world inside my mind. It lives, grows and dies with me. People who help me build my World One are important to me.

World Four – the external world
This is the world I have yet to experience. It holds all the possibilities that I am not even aware exist. World Four can be exciting – all the things that might happen to me – all the things that others know about but I have not yet experienced – all the places I might visit and the people I might meet but I have no idea where they are, what they are like and whether or not they even exist. World Four is my uncertain future.

The best measure of success is qualitative, not quantitative.
Discussions using the Four Worlds Model

World 1 questions
On a continuum, from terrible (1) to terrific (10), how would you describe your own World 1?

Who do you know that has a terrible World 1?
Who do you know that has a terrific World 1?
What makes World 1 so good for some people and so poor for others?
Who are the main people in your lives who help you grow a healthy World 1?

World 2 questions
What words describe World 2, for you?
What is the difference between World 2 and World 3?
On a scale, would you describe yourself as more of World 2 or more of World 3?
What are some of your favourite World 2 things to do?
What are some of the World 2 activities you do at school?
Think of some family members. What careers paths have they chosen, World 2 or World 3?
Would you prefer a World 2 or World 3 career?

World 3 questions
What words describe World 3, for you?
What are some of your favourite World 3 things to do?
Speculate on why World 3 is so important in schools?
Who in your home helps you the most with your World 3 learning?
What skills do you most need to be a successful World 3 learner?
Think of some family members. Who is the strongest in World 3? Why do you say that?

World 4 questions
What sorts of things would be World 4 for a young child, say a 2-year-old?
What is exciting about World 4, for you?
What careers from today was World 4 twenty or 30 years ago?
100 years ago, many things that we take for granted were not yet invented. Can you name a few?
What World 4 learning would you like to do?

Those with a healthy World One view World Four as a great opportunity to visualise and actualise...
Implications for Public Policy (Schools):

The Emotional Rooms Model and Behaviour

<table>
<thead>
<tr>
<th>Blue Room Questions</th>
<th>Green Room Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What needs to happen to fix the issue?</td>
<td>• What rule did you break?</td>
</tr>
<tr>
<td>• How can I help?</td>
<td>• Why did you break it?</td>
</tr>
<tr>
<td>• Who in the school can help you if this ever happens again?</td>
<td>• Where did it happen?</td>
</tr>
<tr>
<td>• How might you avoid this situation in the future?</td>
<td>• Who else was involved?</td>
</tr>
<tr>
<td>• Who could help you to do that?</td>
<td>• Whose fault was it?</td>
</tr>
<tr>
<td>• Whose fault was it?</td>
<td>• What is the consequence?</td>
</tr>
<tr>
<td>• Why should I let you back into my class?</td>
<td>• Why should I let you back into my class?</td>
</tr>
<tr>
<td>• What will you do next time this situation arises?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blue Room Strategies</th>
<th>Green Room Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reconnecting with learning</td>
<td>• Time-out</td>
</tr>
<tr>
<td>• Questioning and explaining</td>
<td>• Goal setting (meeting teacher’s goals)</td>
</tr>
<tr>
<td>• Self reflection within a supporting framework</td>
<td>• Thinking time and Writing time</td>
</tr>
<tr>
<td>• Logical consequences (fix up whatever you hurt, damaged, broke…)</td>
<td>• Punitive consequences ('do the crime, do the time')</td>
</tr>
<tr>
<td>• Goal-setting and coaching</td>
<td>• Counselling</td>
</tr>
<tr>
<td>• Earning of privileges</td>
<td>• Loss of privileges</td>
</tr>
<tr>
<td>• Acknowledgement of growth</td>
<td>• Acknowledgement of problem</td>
</tr>
<tr>
<td>• Behaviour rubrics</td>
<td>• Behaviour charts</td>
</tr>
<tr>
<td>• Reconnecting with the teacher</td>
<td>• Stickers and other tokens or rewards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pain-based emotions, feelings and states</th>
<th>Pleasure-based emotions, feelings and states</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annoyed</td>
<td>Appeased</td>
</tr>
<tr>
<td>Boredom</td>
<td>Enjoyment</td>
</tr>
<tr>
<td>Sadness</td>
<td>Happiness</td>
</tr>
<tr>
<td>Guilt</td>
<td>Fulfilment</td>
</tr>
<tr>
<td>Displeasure</td>
<td>Delight</td>
</tr>
<tr>
<td>Disturbed</td>
<td>Pleased</td>
</tr>
<tr>
<td>Misery</td>
<td>Bliss</td>
</tr>
<tr>
<td>Sorrow</td>
<td>Joy</td>
</tr>
<tr>
<td>Fear</td>
<td>Confidence</td>
</tr>
<tr>
<td>Offended</td>
<td>Complimented</td>
</tr>
<tr>
<td>Discontentment</td>
<td>Contentment</td>
</tr>
<tr>
<td>Anger</td>
<td>Composure</td>
</tr>
<tr>
<td>Frustration</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>Agony</td>
<td>Ecstasy</td>
</tr>
<tr>
<td>Irritation</td>
<td>Calmness</td>
</tr>
<tr>
<td>Displeasure</td>
<td>Pleasure</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Confidence</td>
</tr>
<tr>
<td>Apathy</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Disgust</td>
<td>Attraction</td>
</tr>
<tr>
<td>Indifference</td>
<td>Passion</td>
</tr>
</tbody>
</table>
### Pain-Based Triggers

#### List of student-initiated incidents that generate pain-based thoughts and emotions in teachers

<table>
<thead>
<tr>
<th>Incident</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>Calling out</td>
<td>Not listening to instructions</td>
</tr>
<tr>
<td>Lying to adults</td>
<td>Swearing</td>
<td>Crying, sobbing for attention</td>
</tr>
<tr>
<td>Stealing</td>
<td>Cheating</td>
<td>No equipment for lessons</td>
</tr>
<tr>
<td>Fighting</td>
<td>Whining</td>
<td>Throwing objects in class</td>
</tr>
<tr>
<td>Teasing</td>
<td>Poor manners</td>
<td>Running in corridors</td>
</tr>
<tr>
<td>Untidy writing</td>
<td>Refusal to obey</td>
<td>Starting before instructions</td>
</tr>
<tr>
<td>Drinking in class</td>
<td>Lateness to class</td>
<td>Out of uniform</td>
</tr>
<tr>
<td>Eating in class</td>
<td>Mumbling under breadth</td>
<td>Shirts hanging out</td>
</tr>
<tr>
<td>Answering back</td>
<td>'Dobbing' on others</td>
<td>Chewing gum in class</td>
</tr>
<tr>
<td>Play fighting</td>
<td>Talking in class</td>
<td>Giving 'lame' excuses</td>
</tr>
<tr>
<td>Teacher 'baiting'</td>
<td>Wanton vandalism</td>
<td>Lack of respect</td>
</tr>
<tr>
<td>Poor attitude</td>
<td>Day dreaming</td>
<td>Eating in class</td>
</tr>
<tr>
<td>Passing notes</td>
<td>Farting in class</td>
<td>Laughing at others mistakes</td>
</tr>
<tr>
<td>Apathy</td>
<td>Rudeness to adults</td>
<td>Mocking others</td>
</tr>
<tr>
<td>Touching teachers</td>
<td>Laziness</td>
<td>Making stupid comments</td>
</tr>
<tr>
<td>Sextist remarks</td>
<td>Picking fights</td>
<td>Slouching in chairs</td>
</tr>
<tr>
<td>No homework</td>
<td>Breaking things</td>
<td>Using mobile phones in class</td>
</tr>
<tr>
<td>Off task behaviour</td>
<td>Graffiti on desks</td>
<td>Rocking on chairs</td>
</tr>
<tr>
<td>Spitting</td>
<td>Blaming others</td>
<td>Placing feet up on desks</td>
</tr>
<tr>
<td>Out of seat</td>
<td>Running noses/sniffling</td>
<td>Talking over teachers</td>
</tr>
<tr>
<td>Pen tapping</td>
<td>Poor hygiene</td>
<td>Making stupid noises</td>
</tr>
<tr>
<td>Low care factor</td>
<td>Task refusal</td>
<td>Going to toilet too often</td>
</tr>
<tr>
<td>Racist comments</td>
<td>Constant put-downs</td>
<td>Saying 'I'm bored!'</td>
</tr>
<tr>
<td>Indifference to set tasks</td>
<td>Inappropriate dress</td>
<td>Asking 'Why do we have to…?'</td>
</tr>
<tr>
<td>Wearing jewellery in class</td>
<td>Doing homework in class</td>
<td>Distracting others</td>
</tr>
<tr>
<td>Wearing caps in class</td>
<td>Picking on teachers</td>
<td>Playing teacher against teacher</td>
</tr>
<tr>
<td>Refusal to leave class</td>
<td>Grunting</td>
<td>Coming to class stoned</td>
</tr>
</tbody>
</table>

#### List of teacher-initiated incidents that generate pain-based thoughts and emotions in students

<table>
<thead>
<tr>
<th>Incident</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers yelling at kids</td>
<td>Poor explanations</td>
<td>Not listening to all sides</td>
</tr>
<tr>
<td>Not caring</td>
<td>Power trips</td>
<td>Jumping to conclusions</td>
</tr>
<tr>
<td>Name calling</td>
<td>Lying to kids</td>
<td>Scared of the tough issues</td>
</tr>
<tr>
<td>Put-downs</td>
<td>Stealing our stuff</td>
<td>Giving work that's too hard</td>
</tr>
<tr>
<td>Using sarcasm</td>
<td>Searching our bags</td>
<td>Threatening to call parents</td>
</tr>
<tr>
<td>Making threats</td>
<td>Bullying kids</td>
<td>Getting even at report time</td>
</tr>
<tr>
<td>Swearing at kids</td>
<td>Picking on weaker kids</td>
<td>Throwing things at kids</td>
</tr>
<tr>
<td>Late feedback</td>
<td>Being a ‘dork’</td>
<td>Coming late to class</td>
</tr>
<tr>
<td>Not enough sport</td>
<td>Sleazing onto kids</td>
<td>Drinking or eating when we can’t</td>
</tr>
<tr>
<td>Telling lame jokes</td>
<td>Using time out to excess</td>
<td>Shaming kids publicly</td>
</tr>
<tr>
<td>Lack of consistency</td>
<td>Embarrassment</td>
<td>Making most lessons boring</td>
</tr>
<tr>
<td>Poor teaching</td>
<td>Dull personality</td>
<td>Talking too much</td>
</tr>
<tr>
<td>Double standards</td>
<td>No interest in kids’ issues</td>
<td>Too much repetition</td>
</tr>
<tr>
<td>Having class pets</td>
<td>Giving up on us</td>
<td>Harsh consequences</td>
</tr>
<tr>
<td>Treating us as dumb</td>
<td>Too many rules</td>
<td>Cannot sit with friends</td>
</tr>
<tr>
<td>Poor hygiene</td>
<td>Giving tests without warning</td>
<td>Lack of subject choice</td>
</tr>
<tr>
<td>Pushing or hitting kids</td>
<td>Too much homework</td>
<td>Picking on uniforms/dress</td>
</tr>
<tr>
<td>Using mobile phones in class</td>
<td>Not liking kids</td>
<td>No time for catch-up lessons</td>
</tr>
<tr>
<td>Segregating boys from girls</td>
<td>Lack of trust</td>
<td>Stupid punishments</td>
</tr>
<tr>
<td>Lack of support, coaching</td>
<td>Trying to act tough</td>
<td>Poor role models</td>
</tr>
<tr>
<td>Not enough hands-on work</td>
<td>Constant negative feedback</td>
<td>No group-work</td>
</tr>
<tr>
<td>No water allowed in class</td>
<td>Touching kids inappropriately</td>
<td>Hitting or pushing us around</td>
</tr>
<tr>
<td>Poor grades as payback</td>
<td>Being too bossy</td>
<td>Making us ask to go to the toilet</td>
</tr>
<tr>
<td>Favouring girls over boys</td>
<td>Never congratulating kids</td>
<td>Too strict – needs to lighten-up</td>
</tr>
<tr>
<td>Talking over kids</td>
<td>Zero-tolerance</td>
<td>Blaming the wrong person</td>
</tr>
</tbody>
</table>
Constructing Behaviour Rubrics

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Defining characteristics of category</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/L</td>
<td>Teaching and Learning</td>
<td>Classroom behaviour that interferes with the teacher’s capacity to teach and the learner’s capacity to learn</td>
</tr>
<tr>
<td>S</td>
<td>Safety</td>
<td>Classroom or schoolyard behaviour that compromises the physical or emotional wellbeing of others</td>
</tr>
<tr>
<td>T</td>
<td>Treatment</td>
<td>Classroom or schoolyard behaviour that generates pain-based emotions in others</td>
</tr>
<tr>
<td>CB</td>
<td>Conflict-based</td>
<td>Classroom or schoolyard behaviour that escalates to the point where intervention from others is required</td>
</tr>
</tbody>
</table>

In the table below, I provide some examples of list items sorted into the four categories. Human behaviour is not that easy to box into categories and the context of any situation might influence the final decision. Some of the listed items fit into more than one category. Choose the category that best suits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Item</th>
<th>Code</th>
<th>Item</th>
<th>Code</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB</td>
<td>Bullying</td>
<td>T/L</td>
<td>Calling out</td>
<td>T</td>
<td>Sleazing</td>
</tr>
<tr>
<td>T</td>
<td>Lying to adults</td>
<td>T</td>
<td>Swearing</td>
<td>T</td>
<td>Put downs</td>
</tr>
<tr>
<td>S</td>
<td>Rocking on chair</td>
<td>T/L</td>
<td>Cheating</td>
<td>T/L</td>
<td>Lateness</td>
</tr>
<tr>
<td>CB</td>
<td>Fighting</td>
<td>S</td>
<td>Throwing things</td>
<td>T/L</td>
<td>Off task</td>
</tr>
<tr>
<td>T</td>
<td>Teasing</td>
<td>T/L</td>
<td>Late to class</td>
<td>T/L</td>
<td>No equipment</td>
</tr>
</tbody>
</table>

In my experience, the categories that attract the largest number of entries are Treatment, followed by Teaching and Learning. This should come as no surprise. The issues that generate pain-based emotions in others are usually things that interrupt us from achieving our expected goals (Teaching and Learning) and behaviours that shift our states from pleasure-based to pain-based (Treatment).

The sorting and classification exercise enables staff and student to engage in healthy dialogue about behaviour including the context of behaviour. Because differing opinions abound, young people see first hand the complexity of models that attempt to define human behaviour into categories that societies accepts, and those to which societies apply sanctions.

The sorting and classifying exercise leads us onto the creation of behaviour rubrics – tools that define behaviour and promote growth and development rather than retribution and punishment.

The behaviour rubric on the following page attempts to state demonstrable behaviour within a context of coaching. The terms used are ambiguous – that is, they probably convey different messages to different people. This is both a glaring weakness and at the same time, it provides an opportunity for students to clarify what terms such as respect, bullying, befriending, incomplete and the like actually mean.

The intended uses for the behaviour rubric are:
- to identify the range of behaviour that generates pain-based and pleasure-based emotions in individuals attending school
- to promote clarity of expectations by defining terms
- to use the rubric as a guide for developing classroom principles that lessen the need for rules
- to determine precisely the impact of behaviour on learning, safety, treatment and conflict-based issues in schools
- to develop exemplars of behaviour codes
- to construct a coaching, assessment and reporting tool that focuses on behaviour growth
- to eliminate punitive practices in favour of coaching practices

The intended audiences for the behaviour rubric are:
- Students – as a coaching tool
- Staff – as a teaching, scoring and assessment tool
- Parents – as a reporting and analysis tool
### Behaviour Rubric

<table>
<thead>
<tr>
<th>Principles</th>
<th>Novice</th>
<th>Proficient</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning</strong>&lt;br&gt;In our school, we complete learning tasks and allow others to do so.</td>
<td>• Distracts self and others from tasks&lt;br&gt;• Low motivation for learning&lt;br&gt;• Talks over teachers&lt;br&gt;• Calls out in class&lt;br&gt;• Does not have correct equipment at class&lt;br&gt;• Late to class, misses instruction&lt;br&gt;• Homework incomplete&lt;br&gt;• Learning/bookwork left incomplete&lt;br&gt;• Starts before instructions&lt;br&gt;• Disregards teacher feedback&lt;br&gt;• Cheats from others&lt;br&gt;• Apathetic attitude</td>
<td>• Focuses on tasks when asked&lt;br&gt;• Average motivation for learning&lt;br&gt;• Listens when required&lt;br&gt;• Waits turn to speak&lt;br&gt;• Brings correct equipment to classes&lt;br&gt;• At class on-time ready to begin&lt;br&gt;• Homework completed&lt;br&gt;• Completes to required standard&lt;br&gt;• Waits for request to start&lt;br&gt;• Uses teacher feedback to improve quality&lt;br&gt;• Completes own tasks&lt;br&gt;• Interested attitude</td>
<td>• Focuses on tasks without reminder&lt;br&gt;• High motivation for learning&lt;br&gt;• Listens attentively&lt;br&gt;• Waits turn to speak&lt;br&gt;• Has equipment in class ready to use&lt;br&gt;• At class on time ready to begin&lt;br&gt;• Homework completed&lt;br&gt;• Aims for mastery/extension work&lt;br&gt;• Manages own start&lt;br&gt;• Seeks teacher feedback to reach mastery level&lt;br&gt;• Coaches others&lt;br&gt;• Anticipatory attitude</td>
</tr>
<tr>
<td><strong>Safety</strong>&lt;br&gt;In our school, we keep ourselves and others safe.</td>
<td>• Throws objects&lt;br&gt;• Runs around class/in corridors&lt;br&gt;• Swings back dangerously on chair&lt;br&gt;• Disregards safety rules and procedures</td>
<td>• Passes objects safely&lt;br&gt;• Walks safely around class/in corridors&lt;br&gt;• Keeps all legs of chair on floor&lt;br&gt;• Conforms to safety rules and procedures</td>
<td>• Passes objects safely&lt;br&gt;• Models safety, reminds others&lt;br&gt;• Keeps all legs of chair on floor&lt;br&gt;• Keeps self/other safe, seeks safety</td>
</tr>
<tr>
<td><strong>Treatment</strong>&lt;br&gt;In our school, we treat others with respect and look after our environment.</td>
<td>• Initiates harassment of others&lt;br&gt;• Wears caps inside&lt;br&gt;• Mocks others willingly&lt;br&gt;• Uses put-downs, sexism, racism, looks for chances to “get” others&lt;br&gt;• Swears at others when frustrated&lt;br&gt;• Seeks to exclude others from the group&lt;br&gt;• Vandalises property&lt;br&gt;• Baits teachers&lt;br&gt;• Breaks property&lt;br&gt;• Disrespect others&lt;br&gt;• School uniform incomplete</td>
<td>• Treats all others respectfully&lt;br&gt;• Removes cap on request&lt;br&gt;• Sympathetic to others&lt;br&gt;• Uses compliments, tolerates differences, look for ways to support others&lt;br&gt;• Uses assertive statements when frustrated&lt;br&gt;• Seeks to include others in the group&lt;br&gt;• Respects property&lt;br&gt;• Supports teachers&lt;br&gt;• Protects property&lt;br&gt;• Respects others&lt;br&gt;• School uniform complete</td>
<td>• Empathises and, encourages others&lt;br&gt;• Removes cap when inside&lt;br&gt;• Supports others willingly&lt;br&gt;• Uses compliments, respect individuality, befriends others&lt;br&gt;• Inspires others through choice of language&lt;br&gt;• Encourages others to join the group&lt;br&gt;• Protects property&lt;br&gt;• Contributes to teachers&lt;br&gt;• Mends property&lt;br&gt;• Validates others&lt;br&gt;• School uniform complete</td>
</tr>
<tr>
<td><strong>Conflict</strong>&lt;br&gt;Based&lt;br&gt;In our school we manage our conflicts without violence or verbal abuse.</td>
<td>• Bullies others&lt;br&gt;• Picks fights&lt;br&gt;• Tries to escalate conflict&lt;br&gt;• Uses Red Room to deal with issues&lt;br&gt;• Blames others, or situation for own actions&lt;br&gt;• Refuses to resolve issues</td>
<td>• Treats others respectfully&lt;br&gt;• Avoids fights&lt;br&gt;• Tries to minimise conflict&lt;br&gt;• Uses Green or Blue Room to deal with issues&lt;br&gt;• Accepts responsibility for own actions&lt;br&gt;• Seeks to resolve issues</td>
<td>• Befriends others&lt;br&gt;• Arbitrates conflict&lt;br&gt;• Tries to maximise peace&lt;br&gt;• Chooses most appropriate ways to deal with issues&lt;br&gt;• Articulates the issue and resolves it peacefully&lt;br&gt;• Diminishes impact</td>
</tr>
</tbody>
</table>

What are the strengths and limitations of behaviour rubrics, for you?

In what ways would you adapt my behaviour rubric?

What needs to happen if you wanted to use behaviour rubrics in your class(es)?

How might you present your ideas to the young people you teach?

In what ways might behaviour rubrics contribute to healthier classroom behaviour?

How might parents respond to rubrics as opposed to your current reports?
Implications for service provision/practice:

How can we use this knowledge to develop services and supports that best meet the needs of young adolescents and their families?

Consequences

Many people view consequences as a form of penalty or price to pay for infracting rules, in other words, an unpleasant outcome for a particular course of action. That is certainly the case for say, driving over the speed limit. Theoretically, the possibility of copping a hit to the back pocket reduces each driver’s willingness to speed. It seems to work, at least moderately well. Imagine a society without checks for speeding! I expect that would be a nightmare. On the other hand, is a fine the most logical way to reduce speeding? A fine of $200 has minimal impact on a high wage earner but enormous impact on a person earning the minimum wage. Surely, there’s an equity issue. Of course, one could argue, if you don’t speed you don’t cop a fine, so why bother with looking at the issue from an equity perspective. It is hard to imagine a society of motorists where no-one speeds. Governments who depend on the revenue raised by catching motorists would suffer. Maybe that’s why we don’t see speed cameras on every corner and attached to every set of traffic lights (is this the cynic in me?).

Here’s my point, if the reduction of speeding is important, governments have the capacity to address the problem in a number of ways. Everyone who drives knows the dangers inherent in speeding. Public education programs have raised the issue extremely well. My creative Blue Room thoughts are:

- Significantly reduce the insurance premiums for drivers who do not speed in any given year
- Significantly increase the insurance premiums for drivers caught speeding
- Decrease the cost of fuel for drivers who do not speed in any given year
- Increase the cost of fuel for drivers who repeatedly speed (a surcharge per litre)
- Shift the fines-based approach to community service-based approaches
- Curfew drivers who repeatedly speed to essential driving only (to and from work, for example)
- Impound cars of drivers who repeatedly speed
- Treat chronic speedsters like people on certain forms of probation – they must check into a police station on a daily or weekly basis and provide evidence of their forms of transport
- On country roads where high speed is a major factor in road smashes, use cameras or GPS systems to monitor take-off and arrival times
- Introduce speed inhibitors in the vehicles of drivers who repeatedly speed
- Legislate for all drivers to undertake compulsory advanced driver-training programs
- Place speed cameras on every major intersection and at every black-spot
- Colour-code the central dividing lines of roads to indicate speed limits
- Treat driving a motor vehicle without a licence as a major crime
- Treat chronic speedsters on a case-by-case basis

I am certain that your creative Blue Room could arrive at many other possibilities. The point of the speeding example is to highlight that education alone is insufficient to sway people’s driving behaviour, even when the natural consequence of speeding could cost lives. A Green Room analysis of some of my Blue Room suggestions regarding speeding would highlight the stupidity of some suggestions, the naivety of others and the possibilities of others. Start with the Blue Room in mind then apply Green Room analysis. Orange Room punitive consequences do not necessarily deter everyone from speeding, even when the consequences might involve imprisonment. Removal of driving licences creates another set of issues and leads some people to drive unlicensed and uninsured. Complex issues are rarely solved by simplistic solutions.

The behaviour that some young people use in classrooms can be extremely disruptive to teaching and learning programs, it can generate stress that impacts on people’s health and wellbeing, and can, occasionally, escalate into a safety issue. Punitive consequences do not necessarily deter everyone from using disruptive behaviour. Nor does threat, isolation or exclusion. Yet, these practices are the most commonly used consequences in schools.

A one size fits all policy for the use of consequences in classrooms simply does not work. As in the speeding example mentioned above, complex issues require multiple, case-by-case analysis. We can
apply Blue Room thinking to the dilemma of consequences, followed by Green Room analysis. This type of thinking opens minds to new possibilities. Loss of privileges is a commonly enacted punitive consequence in classrooms. However, it does not always follow that loss of privileges leads to behaviour to restores those privileges. The ‘shoulder-shruggers’ simply don’t care.

To break the common interpretation of linking consequences with pain, I propose a new definition. I define consequences as repercussions, or side effects of an event. Under such a definition, consequences need not necessarily lead to an unpleasant outcome.

In schools, consequences enable adults and young people to:
- identify the limits of behaviour within a particular set of circumstances
- generate a course of action to repair, replace or rebuild whatever was damaged
- impose sanctions
- restore relationships
- replay events with a different outcome in mind
- accept responsibility for one’s actions by following-up one’s actions

I classify consequences under three broad headings:

**Punitive consequences – imposed externally with the purpose of generating pain**

Characteristics of punitive consequences
- based upon personal authority
- blame-oriented
- arbitrary, subjective and illogical
- judgemental
- often emphasises the past
- aims to instil pain-based Orange and Red Room reactions
- generates anxiety, anger and fear cycles
- demands compliance
- builds resentment
- removes responsibility by focusing on retribution (do the crime and do the time)
- when behaviour does not change, the consequence gets harsher

**Natural consequences – behaviour is largely ignored. Nature will take its course**

Characteristics of natural consequences
- based on other people taking responsibility
- the ‘law of the jungle’ operates
- illogical
- judgemental
- can escalates into unsafe situations
- strongest personalities take control
- creates insecurity

**Logical consequences – based on restitution not retribution**

Characteristics of logical consequences
- emphasises relationships and respect for others
- relates directly to the behaviour in question
- non-judgemental
- concerned with present and future
- builds respect
- presents choices
- builds self-responsibility and individual accountability (do the crime, fix up your mess)

Logical consequences do not have ‘hurt’ as their centrepiece, as do punitive consequences. They have ‘fix it’ as their centrepiece. As such, a vastly different set of actions apply for each. Here are some examples:
### Logical Consequences vs. Punitive Consequences

<table>
<thead>
<tr>
<th>Logical Consequence</th>
<th>Punitive Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repair (fix the problem you created)</td>
<td>Loss of privileges (pay a price)</td>
</tr>
<tr>
<td>Replay (do it again, but differently)</td>
<td>Isolation (excluded from the group)</td>
</tr>
<tr>
<td>Withdraw to cool down</td>
<td>Suspension to cool off</td>
</tr>
<tr>
<td>Discussion-based</td>
<td>Threat-based</td>
</tr>
<tr>
<td>Coaching rubric as a guide</td>
<td>Containment as a guide</td>
</tr>
<tr>
<td>Internal locus of control</td>
<td>External locus of control</td>
</tr>
<tr>
<td>Respect-based</td>
<td>Resentment-based</td>
</tr>
</tbody>
</table>

### How do young people learn about consequences?

When facilitating workshops sessions with young people, I ask them to read the lists of pain-based behaviour generated by teachers and students and consider some of the behaviour from the perspective of consequences. The table below has some examples of consequences assigned to behaviour. Students completed this chart, hence the heavy-handed punitive approaches! Young people amaze me at times with their views on punishment. They can willingly select penalties that are overly harsh for the infringement.

<table>
<thead>
<tr>
<th>Logical Consequence</th>
<th>Pain-based Behaviour</th>
<th>Punitive Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replay – put up hand to speak</td>
<td>Calling out in class</td>
<td>Write 50 times, “I must put my hand up to speak”</td>
</tr>
<tr>
<td>Withdraw to cool down. Replay using appropriate language</td>
<td>Swearing</td>
<td>Detention. Forced apology</td>
</tr>
<tr>
<td>Sit on your own. Learn.</td>
<td>Cheating</td>
<td>Fail</td>
</tr>
<tr>
<td>Repair, ‘What needs to happen to fix this?’ ‘How can I help’</td>
<td>Fighting</td>
<td>Five lashes with the cane</td>
</tr>
<tr>
<td>Replay. Pass it again, but safely</td>
<td>Throwing objects in class</td>
<td>Stand in the corner</td>
</tr>
<tr>
<td>Replay. Do it again but this time walk</td>
<td>Running in corridors</td>
<td>50 lines. “I must walk in the corridor.”</td>
</tr>
<tr>
<td>Discussion-based</td>
<td>Poor manners</td>
<td>Threat-based</td>
</tr>
<tr>
<td>Return the property and figure out how to restore the relationship</td>
<td>Stealing</td>
<td>Cut off hands</td>
</tr>
<tr>
<td>Nail chair to floor or stand up rather than sit</td>
<td>Rocking back on chair</td>
<td>Clean-up entire school grounds</td>
</tr>
<tr>
<td>Catch up learning time to be negotiated</td>
<td>Task refusal</td>
<td>Miss out on school excursion or camp</td>
</tr>
</tbody>
</table>

In schools, consequences enable adults and young people to:
- identify the limits of behaviour within a particular set of circumstances
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- impose sanctions
- restore relationships
- replay events with a different outcome in mind
- accept responsibility for one’s actions by following-up one’s actions
Working with the Red Room

Student and Parent Workshop suggestions:

Home-based examples:

• Create a plasticine model to explain to a parent how a Red Room reaction occurs
• Compare the ways that adults use their Red Rooms with the ways that kids use their Red Rooms
• Design a survey instrument to help you identify other family members’ Red Room triggers
• Make a list of Red Room triggers for each member of your family. Find a way to sort the triggers into categories such as:
  o Homework
  o Chores
  o Pocket money
  o Bedrooms
  o Language
  o Sibling rivalry
  o Hygiene
  o Computers...
• Compare the triggers with your friends’ lists. What are the similarities and differences? Speculate on why there are differences.
• Calculate how many Red Room instances have occurred in your home within the previous 7 days. What fraction of time was in the Red Room and how was each Red Room incident resolved? Which of the Red Room Expressive Verbs have you experienced in your home in the previous 7 days? Does anyone in your family demand the ‘final word’?
• Undertake a newspaper survey (or watch the nightly news) to ascertain how many stories relate to the Red Room. Construct questions about the data generated from the survey:
  o Where are most Red Room stories located in the newspaper (or news report)?
  o What are the most consistent Red Room themes?
  o Were more males or females involved?
  o How often were children involved?
  o How often were police or army personnel involved in sorting out the situation?
  o How many of the stories relate to local, national and international issues?
  o How many of the stories were recent, compared to those that have been around for a longer time?
  o Which of the Red Room Expressive Verbs did you locate within the stories? Which Verbs directly linked to issues that resulted in violence?
• Select one of the stories and rewrite it or role-play it from Blue Room, Green Room or Orange Room perspectives.
• Generate a list of ten things that get you into your Red Room
• Create a fridge magnet with a list of your top ways of getting out of your Red Room without hurting anyone, including yourself!
• Watch a scary movie (with your parents if you are a youngster!) and identify how the actors’ Red Rooms react to fear. Try to locate the following behaviours:
  o Withdrawal (Red Room flight such as running or hiding)
  o Immobility (Red Room freezing such as panic and holding the breadth)
  o Aggression (Red Room fighting such as violence against another)
  o Submission (Red Room giving – in such as surrender and sobbing)

The Red Room is too emotional for logic. Ease young people back into their Orange Rooms before you attempt to address the issue with clarity.
School-based examples:

- List at least five properties that all Red Rooms have in common
- Compare some Red Room Expressive Verbs with some Orange Room Expressive Verbs. What do they have in common? What are the differences?
- Speculate on what animals (including your pets) have the biggest and scariest Red Rooms
- Speculate on why adults fight wars against each other. What are the pros and cons of using violence and aggression to solve adult issues?
- Design a Red Room time-out space for your classroom or school. Where might you locate it? How would you set-up furniture? What colours would you use? How might a person in need access the space? What choices might a person have for occupying their time in that space? How might the person in the space discuss their situation with a teacher? What music might enhance calming? What posters would hang from the walls…?
- Generate some relevant questions to ask someone who is in their Red Room (Be aware than telling someone they are angry when they are actually angry, usually escalates the situation!)
- Think-up some ways to make your school day more student- and teacher-friendly and less stressful
- Create a teaching pack to teach your parents or other family members what you are learning about how your Red Room
- Brainstorm things that a Red Room can achieve and cannot achieve
- The answer is ‘Red Room.’ Compose five questions with this answer in mind
- Imagine a human brain without a Red Room. How might you handle danger? What might be your strengths and limitations?
- Speculate on why some people use their Red Rooms more than others
- Design a board game that rewards a player for a creative Blue Room solution rather than a Red Room response
- Make-up a quiz about the Red Room and ask a family member or friend to answer your questions. How will you handle any errors they might make, or any misconceptions they might hold?
- Propose an advertising campaign for promoting non-violence as a response to a stressful situation
- Design an anti-bullying campaign and slogan for your school

Isolation, detention and suspensions in schools indicate frustration that kids are not complying with adult requests. Such actions demonstrate a lack of willingness to stay in touch with kids. The clear message is, *If you play-up, you are no longer a part of our community.*

Pain-based responses to unacceptable behaviour have little impact in the long run. The history of human conflict attests to this.

Red Room and behaviour management in schools

Red Room is the thin edge of the behaviour spectrum, the hard and sharp thin edge. A single Red Room incident can generate an emotional cascade that adults and young people feel for days on end. I know of situations where Red Room incidents have led to the breakdown of a teacher’s mental health. Be alert for signs of trouble and have a well-rehearsed plan of action. The plan needs to focus on safety for all people within the vicinity of the episode, have a location where the troubled young person (or staff member!) can retreat to with a degree of dignity, and make provision for a calming down period before a reasoned approach can occur. Adults who deliberately or unintentionally escalate Red Room incidents due to their own behaviour are asking for trouble. Big trouble!

Red Room issues can escalate quickly to acts of aggression, including violence. The reactive Red Room knows no bounds and fears no consequence, a theory employed in the legal profession where the fraternity argue a case for diminished responsibility due to the impulsive Red Room nature of the offence rather than pre-meditated Green Room nature of the offence.

Learning about the Red Room is both an involvement in life and a preparation for life beyond formal schooling. It is an investment worthy of our utmost attention.

Educators are in a strong position to view repeated presentations of Red Room emotions and behavioural responses from young people, and therefore to predict who would benefit from timed interventions. A model of support and coaching to improve their lot is more beneficial, in my opinion, than a model of punishment and isolation. Some teachers might argue that coaching Red Roomers is way beyond the scope of their job role and equally way beyond the range of their capabilities. In my opinion, that’s a
reasonable interim position to hold and I suggest that Red Roomers have a well-defined exist strategy established in advance by the school and enacted without prejudice with the full support of school administrators and backed by the child’s parents. Such a plan creates a safety net in the eyes of the teacher, lowering stress levels and helping to keep anxiety in check. Teachers are the key people in the young person’s life and when kids use behaviour that damages the capacity to support and coach, the young person loses yet another potential ally.

I recommend that the students, in consultation with teachers create the plan. Aim to establish a culture of respect and dignity even though the ‘offence’ may infract other’s rights and in the eyes of most people, be undeserving of dignity and respect. In other words, model the behaviour you expect to see. When adults model revenge, it boomerangs back. In my opinion, the space the student retreats to, should be comfortable but not luxurious, have no breakables or items that could be used as a weapon, have the option for sitting or even laying and have calming music playing. The space should be for calming, not for discussions and never for writing behaviour contracts. Use the classroom space for negotiating re-entry. The classroom is where we want kids to be.

Punishment and exclusion will not frighten the child who has lived through a lifetime of punishment and exclusion. Build competence, not fear.

The following symptoms indicate persistent Red Room behavioural issues and may require medical assessment, depending on the frequency and level of the issues. Typically, a combination of symptoms would be apparent.

- patterns of anti-social behaviour
- consistent use of excitement to alleviate boredom
- decreased ability to feel the strengthening emotions of enjoyment, fulfillment and satisfaction
- repeatedly making statements about being bored
- drastic changes in energy levels
- excessive feelings of guilt
- holding grudges for days on end
- rarely complying with reasonable adult requests
- excessive feelings of hopelessness or pessimism
- constantly looking for blame for one’s circumstance
- extremes of aggression, impulsivity or withdrawal
- seeking to escalate already unsafe situations
- feeble stimulus causing major over-reactions
- high levels of fatigue or apathy
- loss of, or constant change of friends
- loss of interest in activities that were once fun
- poor participation rates in classroom activities
- sub-par performance despite reasonable levels of intelligence
- poor concentration span
- poor short-term memory
- higher than normal levels of truancy
- chronic lack of purpose and goals
- severe weight changes (decrease or increase)
- intrusive, in-your-face behaviour that often infracts others’
- insomnia or hypersomnia
- thoughts or comments about suicide or death
Ways to address persistent Red Room emotions and behaviour issues include:

- ascertain the young person’s concepts and generate a strengths and weaknesses report
- focus on strengths and support at all times, even when matters are tough going
- teach the Emotional Rooms model (or whatever model does it for you) so that young people have a framework to understand how issues arise, and a set of competencies that enable them to restore relationships and reconnect with learning
- generate ‘escape’ plans with Red Roomers and enact the plans purposefully and with minimum emotion
- ALWAYS address Red Room issues, regardless of how tough it gets. Schools tolerate behaviour that society places sanctions around because schools are supposed to teach students about appropriate behaviour
- take the long-term coaching view on developing healthy behaviour
- avoid asking ‘Why?’ questions designed to elicit feelings of guilt. Young people use anger to suppress their guilt
- ask ‘How might we resolve this?’ and ‘What needs to happen?’ and ‘How can I help?’ questions
- avoid giving threats and ultimatums – Red Roomers feed on these!
- teach (or ask an expert to teach) relaxation and meditative techniques
- use journaling, drama, art and exercise to encourage students to express their feelings
- use a rubric to develop consistent, non-emotive behaviour goals with students
- use restitution and logical consequences rather than revenge and punishment
- set high expectations and model them yourself
- avoid asking students to meditate on the despair in their lives
- refer to appropriate medical professionals if your concerns are high
- avoid using suspensions and exclusions. It shows our own frustration.
- aim for de-escalation through deflection and distraction - deal with issues when everyone is calmer
- plan classroom learning experiences that engage kids in learning rather than avoidance
- encourage exercise as it helps to increase serotonin and dopamine levels in the brain
- script and use non-oppositional responses to student behaviour, such as,
  - ‘How can we work together to resolve this?’
  - ‘Strong words, how can I help you to sort this out?’
  - ‘Let’s get this started now so we can enjoy ourselves later’
  - ‘What can I do to help?’

The answer to the problems schools face in behaviour management is not a better set of rules but a better set of processes.

RECEDE Strategy

R(ecognise) which room you are in.

E(ase) back to your Green or Orange Room using ‘Calm Down’.

Clarify the problem – how can I help to you solve it?

Empathise with others involved – how might they help to solve it?

D(escribe) what things might look like and feel like with the problem resolved.

E(nact) a Creative Blue, a Thinking Green or a Positive Orange Room response.

Joseph and Brown, 2001

Self-assessing what has been learned or considered in light of what I already know

The main things I have learned about or been challenged about today are:

Something(s) I have found fascinating about and want more information about:

Setting goals/directions
The skills I need/want to refine are:

Self-assessing for school-wide growth
As a result of today’s seminar I would like to see:

I say this because:

Self-assessing learning behaviour
The next steps for me are:

The next step for the group might be:
References and resources

Items marked * available for purchase through Mind Webs. Call +61 8 8358 6993 for a catalogue or visit www.mindwebs.com.au

Neuroscientists, scientists, doctors and psychologists

Giedd, Jay Frontline Interview Visit the website at: www.pbs.org/wgbh/frontline/shows/teenbrain
Judith Rapoport, NIMH Teenage Brain, a Work in Progress. Web www.nimh.nih.gov/publicat/teenbrain.cfm
J Healy, Your Child’s Growing Brain.


Brain Books by non-neuroscientists

Teenagers and Middle Schooling
*Fuller, Andrew (2002) Raising Real People. ACER.

Emotions and relationship to learning and teaching

Learning profiles