School Wide Student-Centered Psychology and Counseling Provision: Disrupting Disruptions to Teaching and Learning Environments

Larry Lee[1,*], Shereef Aboelela Aid Abdalhamid[2], Nada Anbousi[2] and Nuku Charlotte Rasenyalo[2]

[1]*Well-being Center, Dasman Bilingual School, Kuwait City, Kuwait*

[2]*Dasman Bilingual School, Kuwait City, Kuwait*

Abstract: Concerned with understanding causes of classroom disruptions; researchers, questioned extent to which students could manage disruptive behaviors: 7 males, median age 15, participated in 12 weekly, 1-hour focus groups' discussions specific to their disruptive behaviors. 1 male participated in 12 weekly 1-hour case study interviews specific to his disruptive behaviors. Emergent themes highlighted different versions of students acting disrespectfully or respectfully in classrooms, with respect being operationalized as absence of blaming, lying, minimizing, and making excuses during school-based engagements. Understanding these defensive communicative and behavior patterns could inform co-produced interventions going forward.

Keywords: School-based psychology & counseling model, Disruptive behaviors, Student variable processing, Co-produced interventions, Students' autonomous functioning.

INTRODUCTION

Having accepted a post in a private, co-ed high school in the Middle East Region, researchers became conflicted when instructed to manage the disruptive behaviors of HS students. The researchers questioned, firstly, whether professionals managing HS students' disruptive behaviors is consistent with the HS' Strategic Values, namely: Inspire, Engage, Empower, Motivate and Encourage Critical Thinking. The researchers questioned, secondly, the appropriateness of a professional's worth being determined on the basis of their ability and/or inability to manage students' compliance to classroom-based norms; such practice could compromise the professionalism of staff; giving a type of power, whether intentional or not, to students. The researchers questioned, thirdly, why some teachers and other school-based professionals appear to accept that HS students cannot manage themselves. Guided by these questions, the aim of this qualitative study is to utilize experiential focus groups' discussions and 1-to-1 semi-structured casestudy interviews to determine to what extent students, drawing on their own accounts, could manage their disruptions to teaching and learning environments.

*Address correspondence to this author at the Well-being Center, Dasman Bilingual School, Kuwait City, Kuwait;
Tel: +965 50097504;
E-mail: Larry.Lee@dasmanschool.com.kw

STUDY AIM

A directive to manage disruptive behaviors of HS students was deemed problematic by researchers who envisioned their Psychology/Counseling Teaching roles as supporting students in acquiring skills needed to manage themselves. Given what seemed like conflicting outlooks, and to determine to what extent students coud manage themselves responsibly (Non-Defensively) in teaching and learning environments, this study explored the sense students made of behaviors deemed disruptive by professionals at HS.

REVIEW OF LITERATURE

The researchers examined relevant books, articles, government websites and journals that provided insights into the historical / socio-economic influences that shaped discourses on disruptions to teaching and learning environments; legislation that framed its legal status and provisions that informed traditional practice. Having, initially, considered empirical works, the researchers narrowed the focus to the nature of discourse on disruptive behavior in teaching and learning environments with emphasis on traditional responses to such behaviors; these, the researchers decided, might contribute to an understanding of the issues.

Guided by a call to adopt Inclusive Education in the 1980's, western countries like, for examples, the United

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States and the United Kingdom moved toward achieving this end; nonetheless, concerns persist. Baroness Warnock (2005) suggested an inclusive framework might have run its course, but putting aside her legitimate concerns, focus at the policy level is possibly misdirected; instead of questioning the feasibility of inclusion, attention might be directed at traditional practice specific to causes of classroom based disruptive behaviors and the 'expert' oriented practices that follow. Moreover, instead of emphasis on 'expert' assessments and interventions that are designed to manage students' compliance, perhaps more attention could be given to how students make sense of behaviors that disrupt teaching and learning environments. Policy envisions greater inclusion / independence for students; traditional practice, however, subverts these aims whenever professionals assume responsibility for disciplining and normalizing students' compliance to school norms. As such, rationalistic approaches, if misunderstood and misapplied, could result in `expert´ oriented styles of management of students and this, in turn, could prevent students from acquiring skills needed to assume responsibility for managing themselves responsibly (Non-defensively) in teaching and learning environments (Arnold, 2002; Brantlinger, 2008; Edward, 1997 & Porter, 2002; Rose, 1985; Cohen and Swerdlik, 2002; Rapley, 2003; Edgerton, 1993 & Goffman, 1968); yet, traditional 'experts', armed with medicalized language and diagnostic instruments, too often seek to manage student's compliance to school norms (Ball, Bush & Emerson, 2004; Scott, 1969; Rapley, 2004; Edgerton, 1993 & Goffman, 1961; Brown, 1973; Danforth & Navaro's, 2001; Rose, 1989 and 1985; Foucault, 1972 and 1977). Furthermore, this practice is, arguably, not cost effective; following behaviorist interventions, nothing substantive in the literature suggest reductions in expenditures directed at managing students' disruptions to teaching and learning environments. Of course, the notion of social validity was introduced into behavioral practice in the late 1970's (Kazdin & Matson, 1981; Wolf, 1978) and certainly, Evans & Eayrs (1985) argued the case for assessments of meaningful outcomes, but there is nothing definitive about reductions in cost specific to disruptions to teaching and learning environments following 'expert' interventions. Alternatively, a student process model might be better suited to the aims of the Warnock Report (1978) and initiatives like Valuing People and Valuing People Now (Repper, J. & Perkins, R., 2003; Potter, 1996; Potter & Wetherell, 1987 & Now, 2007). A student process model could not only have students' sense of their disruptive behaviors at its core, it could encourage the kind of change that might see reductions in expenditures because it would be grounded in students' assuming responsibility for managing themselves responsibly (Non-Defensively) in teaching and learning environments; still, potential success is mitigated on a single important point – to what extent could students, attending a private high school in the Middle East Region, manage themselves responsibly (Non-Defensively)?

SAMPLE

Guided by administrators who deemed it necessary to start with a small study sample, 7 male students, out of seven hundred plus students (55% females and 45% males), were invited to participate in twelve-weekly, one- hour experiential focus groups' discussions; 1 of the 7 students was also invited to participate in 12-weekly, 1-hour, semi-structured case study interviews specific to his disruptive behaviors. Students participating in the study were invited on basis of the following: referred to principal's office for causing disruptions to teaching and learning environments; signed consent form; 15 and older; absence of timetable conflicts and minimally 1 semester enrolment in a school-based, behavior sports therapy program that utilized boxing to help students increase their confidence, and arts therapy group and/or music therapy groups to encourage students to be more in touch with their internal processing (facilities recently introduced at HS-X).

SELECTION / CONFIDENTIALITY

Selection of students was informed by the Mental Capacity Act (2005) and the Disability Discrimination Act (1995 & 2005); both require measures to ensure students understand informed consent and their right to decline participation without prejudice. To ensure confidentiality, the researchers anonymized, using a code system, students' names, and information to be obtained during focus groups' discussions and case study interviews (*e.g*. Group Participant: GP[1] and Case Study: CS[1]). Accepting discussions involving power could create anxiety; Students are timetabled to meet with psychologists and counselors to discuss concerns; they will also have access to school administrators.

DATA COLLECTION METHODS ETHICAL APPROVAL

Research involving human subjects require ethical approval, so permission from […] University Research

Ethics Committee was sought. During the approval process, the researchers discovered several issues involving high school students. In response, the researchers drew on Polit and Hungler's (1995) general principles in research ethics; this helped to limit the focus to relevant issues.

CONSENT FORMS

Informed by the Protection of Vulnerable Adults Act (POVA), potential benefits and possible risks were explained to students. Consent forms written in Arabic and English were also discussed. A letter explaining the study was sent to parents encouraging them to discuss the study at home. Students were further helped to understand their right to withdraw without risk or penalties. Students were also supported to understand their right to refuse to give information and / or to seek clarification about the purpose of the study or its methods.

DATA ANALYSIS METHODS

Thematic and discursive analysis are poorly demarcated, seldom acknowledged, yet broadly applied qualitative analytic methods in the fields of psychology and counseling (Braun & Clarke, 2006; Fereday & Muir-Cochrane, 2006; Clarke & Braun, 2018). In this paper, the researchers maintained that it offers an accessible and theoretically flexible approach to analyzing qualitative data related to how students make sense of the causes of their disruptive behavior. In this study, analysis of students' accounts was informed by Benner (1985) who maintained objectification and / or reduction of events to cause and effect cannot explain everyday human events; events are temporal, historical and grounded in language and cultural practices. The researchers, therefore, entered into a dialogue with transcripts by focusing on students' accounts of their behaviors that disrupted teaching and learning environments. The researchers, initial, interpretation involved systematic analysis of the whole text, before breaking it down into manageable parts. The researchers then considered the whole / component parts whilst careful to look for any discrepancies / common features or patterns in the way students' talked about disruptions to teaching and learning environments. Interplay between whole / parts revealed additional questions and possible themes that enabled the researchers to formulate new questions and / or propositions that informed the next round of discussions during interviews (Fereday & Muir-Cochrane, 2006 ; Krefting, 1991; Nowell, Norris, White & Moules 2017). The researchers also drew on personal reflections; interviews; observations; fieldnotes, discussions with professional colleagues and journal entries to assist in formulating themes. The aim of this analytic process was to obtain an understanding of students' accounts of their behaviors which resulted in disruptions to teaching and learning environments.

VALIDITY OF THEMES

In any qualitative study, the issue is not simply whether another researchers would discover the same themes or derive at the same or similar findings; instead, the focus is on whether findings are worthwhile; do findings, within the context of this study, reflect students' accounts (Baker, Wuest & Stern, 1992; Lincoln & Guba ,1985; Fereday & Muir-Cochrane, 2006; Krefting, 1991; Nowell, Norris, White, & Moules, 2017). When applying riguor, qualitative researchers are concerned with Truth, Value, Applicability, Consistency and Neutrality. Validity, therefore, relates to the hermeneutic nature of understanding; the researchers could only present interpretations of students' accounts. The researchers did not accept the object-subject dictonomy; instead, the researchers questioned the notion of letting the facts speak for themselves or of knowledge independent of interpretation (Benner, 1994). After utilizing qualitative coding, which is an approach to assessing inter-rater reliability (Creswell, 2013), analysis of transcripts highlighted emergent themes listed below:

- Walla, mister, I didn't do it
- He didn't do it, mister
- Look at the camera, mister
- The teacher doesn't have passes
- The teacher doesn't know the subject

As the researchers explored themes, Austin's (1981) suggestion that it was more constructive to consider ways students [Researchers' emphasis applied] accounted for freedom and constraint helpful; particularly given the traditional professional / student binary could lend itself to students using a type of Defensive Language (DL: Disrespecful) to justify why they cannot manage themselves in teaching and learning environments responsibly; this appeared so, even though occurring on an unconscious level as descriptive and not factual. Although Austin and others

(Durfee, 1971; Baker, 1983) provided ideas about the language of excuses, the researchers expanded this idea to include emergent themes that highlighted how students used Defensive Language to purposefully account for why they could not manage themselves responsibly (Non-defensively) when, in fact, they might be capable of doing so.

TRANSCRIPTS OF FOCUS GROUPS

Group 1:

XXX: Can either of you explain why you can no longer enter your business studies class?

G¹:P¹ Our teacher said we were being disruptive in class, but we were only asking questions.

G¹:P¹ Yeah, our original teacher is no longer with the school; so, this current teacher is covering, and she doesn't really understand the subject, so when we ask questions, she thinks we're being disruptive.

G¹:P2 Walla, mister, that's right; if you look at the camera, you'll see that we weren't being disruptive. She just needs to learn how to teach.

G¹:P3 If you look at the camera, you'll see she started yelling at us, and saying things that, in our culture, a woman doesn't say to a man.

G¹:P4 Well, what really started it all, was she asked us to complete a test, but when we tried to tell her we were absent during the week that the material was covered in class, she started disrespectful us in front of the class.

G¹:P¹ Yeah, that's right; we were on a school trip with the football team (Pause, looking at group). We told her that she was being disrespectful, but she started shouting, and we told her that we weren't going to let her talk to us that way.

G¹:P5 She told us that we were being rude, and that she wasn't going to allow students to treat her disrespectfully. She stopped teaching and called the principal, and when he came into the classroom, he asked us to leave because the teacher told him we were deliberately challenging her authority. As we were leaving, she told the principal that she didn't want us back in her class.

G¹:P² When we got to the principal's office, we explained what happened, but he took the teacher's side. He told us that we won't be returning to her class for the rest of the semester. When we asked him to look at the camera, he said he wouldn't do that. And when we asked him where we go during our class-time, he told us to report here until further notice.

G¹:P3 When we asked about our assignments and grades, he told us he would get back to us after speaking with the teacher.

G¹:P1 I don't want the teacher to get into any trouble, but if she doesn't allow us to take the test, I'm going talk to the superintendent.

G¹:P³ That's right, and I don't want my parents to get involved, so this needs to get worked out.

XXX: (After rephrasing all that was said). Again, could you clearly state what the problem is, in this situation?

G¹:P¹ The teacher was being disrespectful.

G¹:P² The teacher isn't really qualified to teach the subject.

G¹:P³ The teacher didn't try to help us to understand the material prior to taking the test.

G¹:P⁴ She was speaking to us in a disrespectful way.

XXX: Okay, I haven't received a referral from either the principal or teacher, so, I will meet with them asap and we will discuss this further, When it's clear what your schedule will be going forward to be in your business studies class.

TRANSCRIPTS OF CASE STUDY: DISRUPTING TEACHING & LEARNING

Extracts from first, second and third interviews are provided below; the same issue was discussed; the aim, ascertain to what extent identified student could manage his disruptive classroom behavior (See Figure **1**: Questioning Route):

Table 1:

Opening:	1.	Tell us what you think is going on in this situation?
Introductory/Positional Stance(s)	2.	Can you explain the position of each person in the situation?
Transition:	3.	What do you see as the problem in this situation?
	4.	How could the student have handled this situation differently?
Key Questions:	5.	What could defensive stances in social interaction mean? How could non-defensiveness on the part of student have changed the situation?
	6.	How could defensive stances affect the interaction?
	7.	What could be done to reduce behaviors deemed to disrupt the educational process?
	8.	How could non-defensiveness on the part of student have changed the situation?
	9.	Do you see any of these defensive behaviors occurring in the situation? If so, please explain.
Ending		
Questions:	10.	What suggestion (s) would you offer to improve the situation?

First Interview with CS[1]

XXX: (After reviewing feedback received from teacher and principal, XXX reviewed the Non-Defensive Stance Method with the student) I know we discussed this in the group, but now that it's just us, could you explain why you're unable to return to your business studies class?

CS[1]: Like I said before, we were away from school, playing a football match, so we missed the information covered in class. So, when the teacher said we would be taking a test, we explained that we were absent, and asked her if she could go over the material that was covered.

XXX: Could you explain how the teacher might have felt about you requesting she review a week of material before administering test?

CS[1]: She didn't have to be disrespectful

XXX: How might she have felt about your request to review a week worth of material just before administering a scheduled test?

CS[1]: Look, it's not my fault that we missed the material. We were away on a planned school trip, so we should have been allowed a review period before taking the test. And the principal isn't being fair, either. He knows we had a scheduled trip. I even discussed this with my parents, and they agree with me that some arrangements should be in place when students miss test because they are away on school business.

XXX: How might the teacher have felt about your request to review a week of material just before administering a scheduled test?

CS[1]: Yeah, I can see how that might have been a problem for her. She wouldn't have been able to cover all the material in a single day, so it would have been impossible to give us the scheduled test.

XXX: What other problems could have presented them selves?

CS[1]: It was a scheduled test, so the students would have already been prepared to take it. And maybe it would have caused problems with submitting grades on time. I don't know.

XXX: What do you see as the problem in this situation?

CS[1]: The teacher didn't allow us to review the material before taking the test

Second Interview with CS[1]

XXX: (After reviewing comments from the meeting) What do you see as the problem in this situation?

CS[1]: Look, I spoke to my parents and they'll be meeting with the principal and superintendent, so I'll be given an opportunity

to review the material I missed before taking the test.

XXX: What do you see as the problem in this situation?

CS[1]: Me and the teacher got into it verbally because I wasn't allowed time to review the test material

XXX: How could you have handled the situation differently?

CS[1]: Me? The teacher should have known that I was away for a week, so she should have made some arrangement for me to take the test, after reviewing the material.

XXX: How could you have handled the situation differently?

CS[1]: I could have asked the principal to talk to the teacher and explain to her that I would be out of class for a week.

XXX: Do you think you were being defensive in the situation?

CS[1]: I was just responding to the teacher. Things wouldn't have gotten out of hand if she didn't disrespect me in front of the class.

XXX: Do you think you were being defensive in this situation?

CS[1]: Maybe, I was, but the teacher was being defensive, too and she's a teacher, so she should know that you can't be disrespecting students.

XXX: If you were not defensive, how might the situation have turned out differently?

CS[1]: (Appears to be reflecting on the situation) Listen, I need to think about this.

Third Interview with CS[1]

XXX: (After reviewing comments from the first and second meeting) You mentioning needing to think, if you were not defensive, how might the situation have turned out differently?

CS[1]: I think, maybe, something could have been agreed to before going on the school trip.

XXX: To prevent this from happening going forward, what would you suggest could be done?

CS[1]: When students play sports for the school, and they have scheduled activities that cause them to be absent from school, special arrangements should be put in place. Students shouldn't miss classwork and tests because they're away representing the school.

XXX: (Before discussing possible ways of returning to class). What was the problem in this situation?

CS[1]: There aren't any procedures in place for students participating in school activities. Maybe students representing the school should be allowed to access and review material during their absence.

XXX: Is this something you could recommend to the student council president, principal and/or teacher?

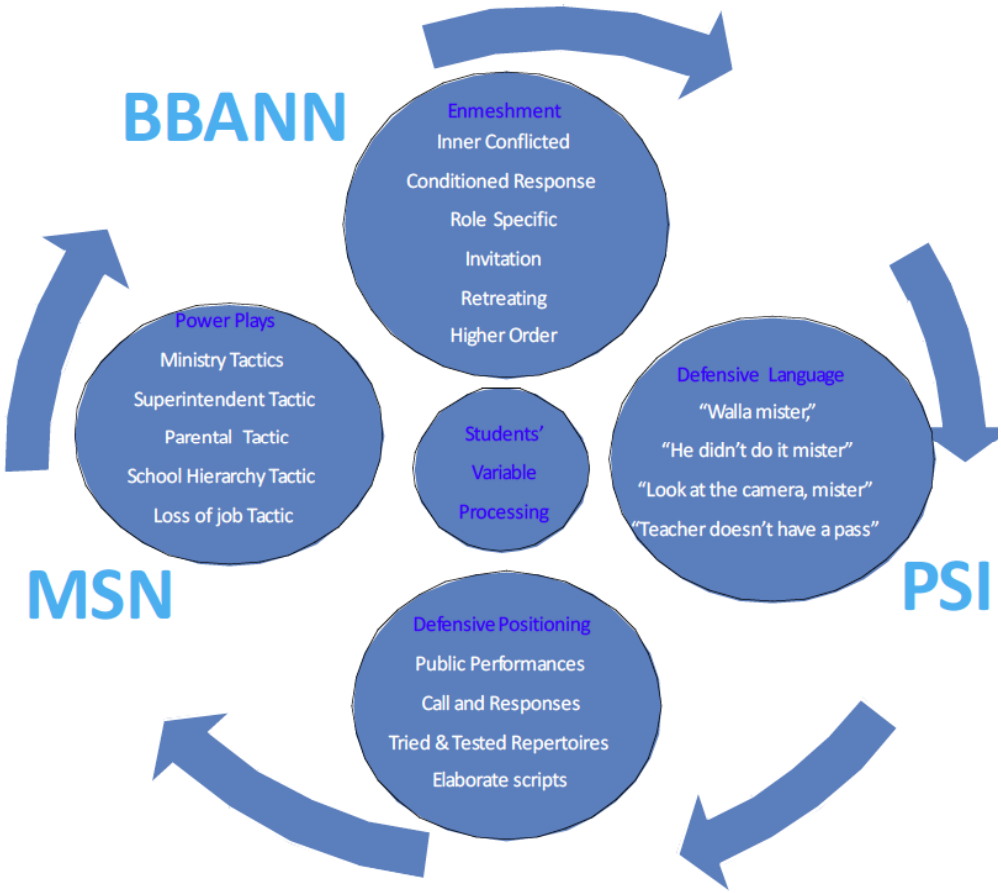
CS1: Yeah, maybe, that's a good idea.

OPENNESS TO REFLECTION

CS[1]'s willingness to reflect on his disruptive classroom behavior was, initially, hampered by him positioning himself to engage disrespectfully (Defensively) by blaming, avoiding, and making excuses for his behaviors (see Defensive Stances Chart); for example, his constant focus on what the teacher did and/or failed to do made it difficult for him to focus on how his behavior impacted the classroom dynamics. However, over the course of interviews, he was able to see how his defensive positioning (disrespectful behavior) compounded the situation. By focusing on his respectful engagement (Non-defensive positioning), he was not only capable of identifying the presenting problem, he was also able to come up with constructive ways forward (Lee, 2016, 2015; Halbesleben Ronald Buckley, 2006; Becker, Halbesleben & Dan O'Hair, 2005).

CS[1] was, initially, unaware of how his disrespectful, defensive patterns of engagements in classroom settings contributed to a problem saturated classroom-based narrative; yet, having explored his use of disrespectful behaviors to solicit specific responses from teachers, administrators and parents, he

High School xxx



Students' Variable Processing Model

(XXX, 2019)

demonstrated a capacity to understand his variable defensive processing (Lee, 2016, 2015 & 2014).

Phrases like 'procedures to provide guidance' and 'having access to review material' highlights his capacity to consider novel ways of engaging in teaching and learning environments without resorting to defensive communicative and behavior scripts; moreover, CS[1] demonstrates a sense of his internal processing; he reflects on his communicative and disrespectful behavior patterns in classroom settings; he explains meanings he assigns to his classroom experiences and he repositions himself in accordance with his new insights into his disrespectful/defensive positioning.

CS[1] became aware that the teacher's actions could have been based on her need to be viewed by her colleagues as capable of managing the teaching and learning environment, and this reflects a change in his self-awareness. He elaborates on the researchers' questions, rather than simply agreeing. Instead of focusing on what the teacher could have done, he

accepted that his disrespectful, defensive responses were predicated on getting his needs met without consideration of how others might be impacted (Lee, 2014; Horney, 1972 & Firestone, 1987).

KEY FINDINGS FROM SENSE-MAKING GROUPS' DISCUSSIONS AND CASE STUDY INTERVIEWS

Students view disruptions to teaching and learning environments in ways that differ from professionals. The latter view them as disruptions to teaching and learning environments; the former view certain behaviors, when operating on a conscious level that excludes critical reflection, as a form of resistance to traditional practices whereby students play a power and control game; they purposefully use DL, DPS and PPs to assert power over professionals (see Students' Variable Process Chart).

VARIABLE DEFENSIVE PROCESSING

Responsible and / or irresponsible defensive communicative and behavioral patterns (see 2nd Domain: Defensive Language - Students Variable Processing Chart); when occurring consciously, but outside of critical awareness, represent versions of disruptions to teaching and learning environments:

1. Walla, mister, I didn't do it
2. He didn't do it, mister
3. Look at the camera, mister
4. The teacher doesn't have passes
5. The teacher doesn't know the subject

Direct responses to culturally specific BBANN, PSI and MSN influences (see Students Variable Process Chart), represent students' attempts to resist prescribed and proscribed discursive narratives and related scripts and public performances; yet, other students internalise 'taken-for-granted' assumptions that are embedded in their variable processing. In the case of the latter, when students perceive, whether consciously or unconsciously that they are not afforded opportunities to get desired outcomes in teaching and learning environments, they find alternative ways of challenging professionals, having gained an understanding of the power they possess.

Walla Mister, I Didn't Do It

At an unconscious level, some students appear unwilling, when disagreements arise in teaching and learning environments, to negotiate constructive ways forward. Instead, they appear to draw on proscribed and prescribed culturally embedded linguistic narratives to defend themselves at all cost. It is like a type of what Gendlin (1978) describes as Felt Experiencing and / or Internal Vision; some students sense they are being treated in ways that are contrary to what they deem is culturally familiar. In response, some students shift into a type of externalization mode to protect their sense of identity from being wounded. To this end, they externalize in the form of blaming everything and anyone in the teaching and learning environment for the things that are happening to them. They begin speaking in ways that are intentionally designed to solicit predictable responses and / or outcomes in teaching and learning and environments. During variable processes of defensive language, when students are operating outside of critical awareness, some display a version of acting responsibly when turning problems / *situations* over to professionals. Yet, other students, when acting consciously, deliberately disrupt routines of professionals. Still, they cannot, initially, articulate, although operating on a conscious level, why they engage defensively.

He Didn't Do it, Mister

Other students, upon hearing that one of their classmates is seemingly in distress, immediately come to his defense against the teacher who positions his or herself against identified student(s); generally, the disagreement is in regard to some classroom based procedural matter; namely, stating that certain behavior(s) and/or communications are unacceptable within a teaching and learning environment. Instead of listening to what could be a legitimate concern raised by the teacher, students present in the classroom begin vehemently refuting what the teacher is saying and sides with their classmate. No matter the presenting situation and/or problem, students will collectively chime in with, "He didn't do it, Mister" or "That's not fair, Miss" or He's just trying to explain something, Mister, and you're not listening to him." From these repeated classroom-based, discursive performances, some students come to accept, given teachers are likely to be foreigners who are in the country on work permits, that they can act without consequences in teaching and learning environments; they have come to realize, from administrative interventions that typically follow, that elaborate culturally based explanations will be used by professionals to account for their disruptive classroom-based behaviors. They understand that professionals, out of fear of retribution, will generally acquiesce to students who threaten to tell the principal, superintendent, parents and, in some instances,

representatives at the ministry of private education that the teacher's behavior has, in some way, been inappropriate. Given the success of such repeated maneuvering, some students discern their perceived and/or actual tribal positioning gives them a type of power over teachers in teaching and learning environments.

Look at the Camera, Mister

When disruptions to teaching and learning environment require administrators to become involved, time is spent in the classroom trying to ascertain what happened. During these times, and part of this performance is to take the focus away from teaching and learning, students are given an opportunity to explain their version of what happened. Seldom is anytime given to the teacher during the initial investigation. When it becomes clear that the matter cannot be resolved, after considerable instructional time is lost, identified student and/or students are removed from class and taken to the principal's office. When a student or students perceive that their explanation of events is not being well received, they immediately request that the principal and other administrators look at the camera. This strategy has proven quite useful to students for a few important reasons: firstly, it lends itself to projection; secondly, it enables deflection and, thirdly, it allows for externalization. Instead of identifying and resolving the presenting problem, this exercise tends to focus on identifying any and all shortcomings of a classroom teacher regarding his or ability to manage the teaching and learning process. Once a problem with classroom management is identified, students begin to focus on that shortcoming and, thereafter, very little, if any attention is given to the original cause of the disruption.

The Teacher Doesn't Have any Passes

During administrative interventions, which occur in the principal's office, students are generally asked why they allowed for the disruption to occur, when they could have requested a pass from the teacher and brought their concern forward. As if following a script, some students, often remark that the teacher does not have a pass; even though every teacher is given two passes at the start of each semester. In some instances, when this claim is investigated, again, taking the focus away from the presenting problem, administrators sometimes discover that identified teacher do not have his or her allotted passes, and this becomes the focus. If involved teacher has his or her passes, the conversation then shifts to another area of focus, and these variable shifts are intended to keep the focus away from the presenting cause of the disruption to teaching and learning environments.

The Teacher Doesn't Know the Material

When previous attempts, on the part of students, to gain the support of administrators seem to be failing, students turn their attention to professional attacks on the teacher. They will start by providing elaborate examples of how the teacher is not qualified to teach the subject. Oftentimes this tactic is taken when a teacher arrived at the school late in the semester and/or when some unforeseeable situation resulted in a teacher needing to be replaced at some point during the semester.

LIMITATIONS OF STUDY

The overall results of this study revealed HS students could engage in critical conversations specific to their disrespectful (Defensive) behaviors and managing themselves respectfully (Non-Defensively); they could make sense of their classroom based experiences and, within culturally specific variable processing, they could act responsibly when addressing problems that present themselves in teaching and learning environments. Results revealed students viewed their disrespectful (Defensive) behaviors in ways that differed from how administrators, teachers and professional 'experts' viewed it. The latter seemed to view these disruptive behaviors, in variable ways, as disruptions to teaching and learning environments; the former, however, appeared to view such behaviors as either acting responsibly and / or as resistance to traditional educational provisions that seemingly aimed to normalize, discipline and / or manage their compliance to the status quo. Clearly these conflicting understandings might have lend themselves to oppositional positioning; consequently, both might benefit from a shared understanding of the causes of disruptive behaviors and a complementary methodological outlook when addressing this issue. Results further revealed students, in response to a perceived power imbalance, seemed to play a Defensive Blame Game (see Defensive Stances Chart) via purposefully using disrespectful, Defensive Language, DPS and PPs (See Students' Variable Process Chart) to assert their power over teaching and learning environments to achieve desired outcomes. This was relevant because an alternative provision could possibly assist students and traditional 'experts' in understanding the conditions that constituted

variable defensive (Disrespectful) communicative and behavioral responses that might have been counterproductive within teaching and learning environments; behaviors that seemingly served, whether intentional or not, to maintain the staus quo. Whilst generalibility of results is not the aim of this qualitative study, findings might prove useful if traditional provisions accounted for the sense students make of disruptive behavior and managing themselves; clearly, given the results of this study, any efforts on the part of traditional 'experts' to manage students' compliance might result in failure; alternatively, a provision grounded in the sense students make of their behavior might prove useful.

The researchers' roles at HS X made it impossible to be disengaged; therefore, it was necessary for the researchers to highlight their hidden assumptions, values, and beliefs before discussing efforts to mitigate against them during analysis. Although students came from different socio-economic backgrounds, findings in this study seem pertinent only to students with similar characteristics (*i.e*. attend private high school; median age of 15 and present with repeated instances of challenging behavior). Additionally, data collected over a twelve-weeks period provided opportunities for students to elaborate on their sense of disruptive behavior; yet, in research terms, this is a short period of time. Moreover, there was no planned follow-up to determine if students operated non-defensively (Disrespectfully) following high school; several researchers find non-defensive behaviors [Researcher's emphasis applied] decrease over time (Gulanick *et al*, 1998). Further to this, whilst students provided invaluable insights; whilst their narratives contributed to an understanding of variable processes within a specific cultural framework, female accounts were altogether missing from an analysis of the presenting situation identified in this case study. Lastly, students' accounts enhanced credibility of this study but seven out of seven-hundred students indicate a need for a broader-based study that includes female voices.

RECOMMENDATIONS FOR FURTHER RESEARCH

In light of the conflicting understandings regarding disruptions to teaching and learning environments, and given shortcomings of traditional practice, a longer, broad-based, in-depth qualitative study could expand our understanding of how students make sense of behaviors that disrupt teaching and learning environments; yet, a harsh reality remains, a new way forward is implausible unless traditional 'experts' face what is really disruptive about disruptions to teaching and learning environments.

RECOMMENDATIONS FOR EDUCATION

An alternative, school-based psycho-education curriculum via a student well-being center could support students to increase differentiation from their variable defensive communicative and behavior patterns. Once students increase their non-defensive engagements, they could re-story themselves in preparation for respectful engagements in teaching and learning environments.

RECOMMENDATIONS FOR PSYCHOLOGICAL SERVICES

A basic psychological assumption is ontological insecurity results from internalization of pathologized narratives; meaning, students' sense of how to get their needs meet in teaching and learning environments is flawed, having never been presented with opportunities to critically examine their prescribed and proscribed, culturally based narratives in relationship to their potentialities and liabilities outside of a specific cultural context. Guided by psychologists / counselors, an alternative psycho-educational provision could involve curriculum-based instruction; behavioral sports therapy methods, sense-making focus groups' discussions and targeted interviews that prepare students to engage non-defensively in teaching and learning environments.

CONCLUSION

After assuming a post at a private high school in the Middle East Region, researchers were directed by administrators to manage the disruptive behaviors of 11^{th} and 12^{th} grade students; yet, researchers deemed this directive as problematic because they envisioned their roles as assisting students, amongst other things, in acquiring skills needed to manage themselves. Given conflicting methodological outlooks, the researchers sought to determine the extent to which students could organize, interpret and Re-organize their sense-making processes regarding their disruptions to teaching and learning environments; could students consider novel ways of conceptualizing their disruptive behaviors, and could students use enactments to broaden their non-defensive responses in teaching and learning environments.

This researchers conducted an in-depth review of policy and the concept of disruptions to teaching and

learning environments to determine how such behavior came to be defined. The researchers further examined literature with attention to the 1845 Lunacy Act; the Mental Capacity Act (1914); the 1944 Education Act and the Warnock Report (Dept of Education and Science, 1978). The researchers also examined quantitative and qualitative approaches respectively, and this resulted in a qualitative study that explored the everyday world of students at a private high school in the Middle East Region, using experiential, sense-making groups' discussions and semi-structured case study interviews (Halbesleben & Buckley Ronald, 2006; Becker, Halbesleben, H. Dan O'Hair, 2005). Following a discursive analysis that derived at findings (Fereday & Muir-Cochrane, 2006; Krefting, 1991; Nowell, Norris, White & Moules, 2017), the researchers produced educational and psychological models of practice that might better fit into a Middle Eastern cultural context. The researchers also anticipated having to recommend a broader-based study that is inclusive of larger numbers of students and, perhaps more high schools across the Middle East Region. Professionals managing students could, arguably, limit their potentiality. This, in turn, could result in different version of students displaying defensive communicative and behavior patterns to get their needs met within teaching and learning environments. Alternatively, a student variable process model that is grounded in students managing themselves could prove useful.

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