• Jacquelynne Eccles on Stage-Environment Fit
  • As far back as 1993, Eccles & colleagues wrote that “junior high school classrooms, as compared with elementary... are characterized by a greater emphasis on teacher control and discipline, and fewer opportunities for student decision making, choice, and self-management” (p. 93), contrary to adolescents’ growing desire for autonomy

• Eccles (2012) video (her presentation begins at 46:00)
  o (50:00-50:40). Jr. high students experience “constant fluctuation between standing out and fitting in... want[ing] to be part of a group, but they also are beginning to develop this notion that I also want to know what’s unique and special about me”
  o (52:30-55:00). Increases in loneliness, stress, mental-health problems, etc., during early-middle adolescence. “Many explanations [for these problems] unfortunately... end up focusing our attention on the problems with ‘them,’ ” (hormones, brain, etc.) Instead, could “…look at whether or not we’re creating systematically bad environments for the young people in this age…”
  o (~56:00). Declines in school motivation: A small subset of students with large declines can make the average go down, even if most students are maintaining high motivation. (SKIPPED)
(1:00:30-1:03:00). Simmons, Blyth, and colleagues: Comparison of students with middle school (K-6; 7-9; 10-12) vs. without middle school (K-8; 9-12); middle-school system seems to have more negative effects.

(1:04:40-1:07:00). Simmons argued that transitions are inherently the problem whereas Eccles & Midgley say school transitions not inevitably bad and can even be made good, “...some of them are lucky enough to go into... what we call ‘developmentally appropriate middle schools... but they’re nowhere near the majority..., particularly for young people who are already having trouble academically...”

(1:07:40-1:12:15). Students’ developmental needs that schools need to meet include: promoting competence, support/belonging, autonomy/control, a feeling that they “matter,” responsibility, identity, and challenge.

(1:13:00-1:14:30). If schools don’t meet these needs, teens will seek out alternative activities that do meet them...

(1:18:00-1:19:30). Gangs may be one type of group adolescents join, if schools don’t meet their needs.
• Chicago Public Schools requiring proof of a post-high school plan in order to graduate
  o Your opinions on this?

• School Bullying
  o Types of Bullying
  o “RIP” Acronym (Repetitive, Intentional, Power-based)
  o Best Practices for Prevention