

# Perspectives In Learning

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## About this Issue

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### About this Issue

Welcome to Volume 10, Issue 1 of *Perspectives in Learning*. First, I would like to express gratitude to Dr. Deirdre Greer for her work and leadership as the Editor of *Perspectives*. The journal has continued to expand and improve under her leadership. It is my hope that we will continue the efforts of both she and the editorial board to add to the quality and visibility of the journal as I assume the editorship. It is an honor and privilege to serve in this capacity.

In this issue, the authors of the articles inspire us to “look again”, perhaps in new and exciting ways, at how we think and go about the work of teaching and learning. They help us to “look again” at issues in P-12 classrooms and the university, as well as to “look again” at how we function professionally as individuals and in cyberspace.

In the first article, Evelyn Blalock and Greg Blalock examine the critical issue of behavior management. This article presents the results of schools’ implementation of Schoolwide Positive Behavior Interventions and Supports (SWPBS). They provide steps leading to the implementation of this program tailored to meet the particular needs of a school. This article is followed by an article by Miracle Underwood that examines the role of emotions in the classroom. She shares with us that when coupling academics and emotions as the focus of a classroom, teachers will see a great improvement in both achievement and behavior.

Sheena Baker asks us to “look again” at brain-based learning. She asks us to consider if brain-based learning is revolutionary science or common sense. She examines these issues in light of the ever-changing landscape of 21<sup>st</sup> century learning. Two articles focus on issues of diversity. Rochelle Ripple and Jose’ Villavicencio examine the work of the Committee on Diversity in the College of Education and efforts to involve the community. Patricia Hays looks closely at multicultural counseling issues, in particular counselors practicing outside the boundaries of their competence.

As more and more teaching and learning moves from face-to-face to online interactions, it is fitting that Leigh Sullivan examines the recent research concerning online counseling and its effectiveness. She presents both the advantages and disadvantages helping us to “look again” at our work in online environments. Vikki Collins, Sallie Miller and Marguerite Yates “look again” at the importance of proper nutrition and physical activity for young children. As pressure mounts for academic performance, physical activity and nutrition are often among the items eliminated or minimized in the curriculum. The authors help us understand how integrating curriculum can promote both sound education and healthy practices.

Sarah Haase extends the look at health issues as she examines the topic of counselor impairment and the damaging effects it can have on clients. She shares the importance of emotional intelligence in assessing and managing counselor impairment. Rebekah Byrd provides an overview of various support networks used in therapy and how the involvement of those networks is associated with positive outcomes for clients.

Finally, Rochelle Ripple has us “look again” at mentoring new teachers as she provides a book review of *Straight Talk to Beginning Teachers: An Instant Mentor in Print for Secondary Teachers* by M.H. Bruce and H.B. Miller. We hope you will find these articles to be interesting and thought provoking as you “look again”, perhaps in new and exciting ways, at your ideas about teaching and learning.

Jan G. Burcham  
Editor