



The **TOOLBOX**

TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS



REFLECTION TOOL: THE IMPACT OF CLASSROOM MANAGEMENT PRACTICES ON STUDENTS' BEHAVIOUR

TOOL: Prevention | Intervention

TARGET AUDIENCE: All elementary and secondary school teachers

TOOL INTENDED FOR: Professionals

DESIGN

Nancy Gaudreau
Marie-Pier Duchaine



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NEEDS AND BEHAVIOURAL MANIFESTATIONS

– Prevent and manage disruptive behaviour in the classroom¹.

SPECIFIC GOALS

- To understand the impact of your intervention practices on students' behaviour in the classroom.
- To identify intervention techniques and strategies that can prevent and effectively manage the emergence of students' behaviour problems in the classroom.
- To analyze professional practices in order to identify development targets.

CONTENT

– Reflection guide on the impact of your practices on students' behaviour in the classroom.

DESIGN

Nancy Gaudreau (Full Professor) – Faculty of Education, Université Laval

Marie-Pier Duchaine (Master's Student) – Faculty of Education, Université Laval

1 - With reference to in-person classes and distance learning.

PREVENTING THE EMERGENCE OF BEHAVIOUR PROBLEMS DURING THE PANDEMIC

GOALS:

- To understand the impact of your intervention practices on students' behaviour in the classroom.
- To analyze your professional practices in order to identify development targets.

INSTRUCTIONS:

To do this exercise, we suggest that you take a critical look at one of your teaching periods. For in-person instruction, we suggest that you film or record (audio recording using a mobile device). If this is not possible, you can still do the exercise based on your memory. For distance teaching, simply record your teaching period in order to review and take a more accurate critical look at it. The questions in the reflection guide are intended to help you reflect on the impact of your practices on your students' behaviour.

1. Review the statements on the **Universal Practices Self-Assessment Sheet**.
2. Review the statements on the **Self-Assessment of Problem Behaviour Management Practices**.
3. Identify statements that refer to strategies you don't use often enough during your teaching period (those that are the subject of this reflective analysis).

REFLECTION ON A TEACHING PERIOD

What are your strengths?
What are your challenges?
What are the students' problem behaviours?
What is the frequency of these behaviours?
How long have they persisted?
Do many students exhibit these behaviours in the classroom?
What happens just before and right after these behaviours?
What is the negative impact of these behaviours on the students concerned and on the proper functioning of the classroom?
What problem behaviours are a priority for the intervention?
How could your "development targets" (identified after completing the self-assessment sheets on your practices) have a positive impact on your students' behaviour?
What new strategies could you use in the next teaching period?
What do you think has the greatest impact on some students' misbehaviour (e.g. time of day, people present, activities, incidents, students' emotional state or physical condition)? Take a few minutes to determine the influential factors that affect students, their family context, social status and school context. Now, how can you have a positive impact on these factors? What's your responsibility?
What means of observation, evaluation and follow-up could you implement to better support students with behavioural difficulties (e.g. self-observation sheet, behaviour self-assessment or co-assessment, daily communication sheet with parents)?
Which resources could help you adjust your practices (e.g. students who may give you reminders, support staff or professional staff)?



USEFUL RESOURCES

Gaudreau, N. (2017). *Gérer efficacement sa classe : les cinq ingrédients essentiels*.

Québec : Presses de l'Université du Québec.

<https://www.puq.ca/catalogue/livres/gerer-efficacement-classe-2930.html>

Massé, L., Desbiens, N. & Lanaris, C. (dir.) (2020). *Les troubles du comportement à l'école (3^e éd.)*.

Montréal : Chenelière Éducation.

<https://www.cheneliere.ca/12308-livre-les-troubles-du-comportement-a-l-ecole-3e-edition.html>

Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche [MEESR]. (2015). *REFERENCE FRAMEWORK AND GUIDE FOR SCHOOLS: Working with Students with Behavioural Difficulties*. Québec: Government of Québec.

<http://www.education.gouv.qc.ca/en/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/results/detail/article/working-with-students-with-behavioural-difficulties/>