



The **TOOLBOX**

TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS



SELF-ASSESSMENT SHEET ON UNIVERSAL PRACTICES TO PREVENT THE EMERGENCE OF BEHAVIOUR PROBLEMS IN TRADITIONAL AND VIRTUAL CLASSROOMS

TOOL: Prevention

TARGET AUDIENCE: All elementary and secondary school teachers

TOOL INTENDED FOR: Professionnals

DESIGN

Nancy Gaudreau
Marie-Pier Duchaine



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– All elementary and secondary school teachers.

NEEDS AND BEHAVIOURAL MANIFESTATIONS

– Prevent disruptive behaviour in the classroom.¹

SPECIFIC GOALS

- To identify intervention techniques and strategies that can prevent the emergence of student behaviour problems in the classroom.
- To analyze your professional practice in order to identify development targets.

CONTENT

– Self-assessment sheet on practices to prevent behaviour problems in the classroom.

DESIGN

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



SELF-ASSESSMENT SHEET

PREVENTING THE EMERGENCE OF BEHAVIOUR PROBLEMS DURING THE PANDEMIC

NOTE: This tool can be used in two ways: (1) to assess preventive classroom management practices and (2) to support critical analysis of a teaching period (see the “reflection guide” tool on this topic).

GOALS: To Identify intervention techniques and strategies that can prevent the emergence of student behaviour problems in the classroom and analyze your professional practice in order to identify development targets.

INSTRUCTIONS: Take a few minutes to think about the universal interventions in your classroom (in-person or distance learning) and determine the appropriateness of making certain adjustments. While thinking about your current practice, for each of the following statements: (1) circle the frequency with which you use each intervention (- = rarely or never; +/- = occasionally; + = frequently) and (2) check those (3-5) that you would like to prioritize as professional development targets.

MANAGING RESOURCES	Frequency	✓
I plan and follow the schedule for teaching/learning activities.	- +/- +	
I use time markers to help students manage their time (schedule, timer, etc.).	- +/- +	
I frequently mention timelines when planning activities and during their completion (e.g. using a timer, countdown).	- +/- +	
I use a variety of technologies to vary my teaching (e.g. for distance learning, I use forums, questionnaires, surveys).	- +/- +	
I use simple and effective ways to communicate with parents and regularly inform them of students' learning in order to seek their support in the application of learning to various contexts.	- +/- +	
I use various accessible teaching materials for all students.	- +/- +	
I frequently plan work activities in subgroups (4-5 individuals).	- +/- +	
If necessary, I call on complementary staff to lead workshops on specific topics depending on the students' and parents' needs (e.g. substance abuse prevention, stress management, anger management).	- +/- +	
I consult with support staff and professional staff to find out their intervention recommendations for students with special needs.	- +/- +	

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SETTING CLEAR EXPECTATIONS		
I establish a routine to begin and end my classes.	- +/- +	
I establish, teach and regularly review the rules with students.	- +/- +	
I provide clear guidelines and I consistently and coherently intervene (I do what I say).	- +/- +	
I explicitly teach the expected behaviours (e.g. for distance learning, I teach how to use the camera, microphone, chat room, asking for the right to speak).	- +/- +	
I establish the work methods (e.g. individual, teams of two) and associated expectations.	- +/- +	
I establish the work methods (e.g. individual, teams of two) and associated expectations.	- +/- +	
I specify the consequences of misbehaviour.	- +/- +	
DEVELOPING POSITIVE RELATIONSHIPS		
I share students' achievements with their parents, principals and other teaching professionals.	- +/- +	
I give equal consideration to the classroom climate and content I teach.	- +/- +	
I am concerned about the quality of my relationship with my students and I am taking steps to build relationships with all students.	- +/- +	
I provide a structure that allows students to express themselves (e.g. discussion forum, blog).	- +/- +	
I encourage students to help each other and I encourage dialogue among them (if necessary, I use mentoring).	- +/- +	
I am interested in what fascinates my students and what makes them happy.	- +/- +	
I plan times to organize activities that foster positive relationships between students.	- +/- +	
I am warm and friendly with all my students.	- +/- +	
I make sure students have fun attending classes by asking them about this topic.	- +/- +	
I greet all students by name when they arrive in class.	- +/- +	
I ask students to share their emotional states (e.g. using emoticons, pictograms, drawings).	- +/- +	
I use non-verbal language or emoticons to express my approval or disapproval of behaviour.	- +/- +	
I provide students with a good model by avoiding sarcasm, nicknames and humiliation.	- +/- +	
I reinforce good oral and written behaviour (e.g. chat, stickers, emojis).	- +/- +	
I am open to constructive feedback from students and parents.	- +/- +	

SELF-ASSESSMENT SHEET



STUDENTS' ATTENTION AND COMMITMENT TO LEARNING OBJECTIVES		
I share learning objectives with students.	- +/- +	
I provide supervision to ensure students' good behaviour by regularly moving around subgroups (in-person and distance learning).	- +/- +	
I plan enrichment activities to occupy students' free time.	- +/- +	
I frequently praise students' engagement behaviours.	- +/- +	
I give students opportunities to participate in decisions (e.g. choice of activities or production method).	- +/- +	
I do detailed planning for my teaching/learning activities.	- +/- +	
I tailor my teaching to the time of day, week and year.	- +/- +	
I avoid downtime during my classes.	- +/- +	
I activate students' prior knowledge in new learning.	- +/- +	
In order to deal with unexpected events, I easily adjust the progress of activities in order to maintain student engagement.	- +/- +	
I use catalysts to draw students' attention to new learning content; I look for ways to surprise them in order to pique their curiosity.	- +/- +	
I try to find practical examples to support instructional content (e.g. illustrations, videos, testimonials).	- +/- +	
I encourage active participation of all students in my teaching (e.g. by asking them questions, asking them to demonstrate, share their opinions).	- +/- +	
I encourage students to assess themselves and set personal learning objectives.	- +/- +	
I break up tasks into small steps to keep students motivated.	- +/- +	
I tailor my teaching to students' interests and abilities.	- +/- +	
I teach studying and note-taking strategies.	- +/- +	
I tailor my interventions to each student's unique situation.	- +/- +	
I provide assistance to students to prevent avoidance behaviours (e.g. individual help, technology support, various references).	- +/- +	
I ask students for feedback on the class, teaching and learning.	- +/- +	



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>

Université TÉLUQ. (2020). *Formation en ligne gratuite sur la formation à distance*. <https://jenseigneadistance.telug.ca/course/view.php?id=2>

MY DEVELOPMENT TARGETS

Report your priority development targets identified with a ✓ on this self-assessment sheet.
