# The TOOLBOX

## TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS

## SELF-ASSESSMENT SHEET: MANAGING BEHAVIOUR PROBLEMS (IN-PERSON OR DISTANCE LEARNING)

**TOOL**: Intervention

**TARGET AUDIENCE**: All elementary and secondary school teachers

**TOOL INTENDED FOR**: Professionals

**DESIGN**

Nancy Gaudreau
Marie-Pier Duchaine

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## TARGET AUDIENCE

– All elementary and secondary school teachers

## NEEDS AND BEHAVIOURAL MANIFESTATIONS

– Manage disruptive behaviour in the classroom[1].

## SPECIFIC GOALS

– To identify intervention techniques and strategies to manage student behaviour problems.
– To analyze your professional practice in order to identify development targets.

## CONTENT

– Self-assessment sheet on practices to manage behaviour problems 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.

# SELF-ASSESSMENT SHEET

## MANAGING BEHAVIOUR PROBLEMS

**NOTE**: This tool can be used in two ways: (1) to assess your intervention practices to manage students' misbehaviour and (2) to support critical analysis of a teaching period (see the "reflection guide" tool on this topic).

**GOAL**: To Identify intervention techniques and strategies to effectively manage student behaviour problems in the classroom.

**INSTRUCTIONS**: Take a few minutes to think about your intervention practices (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 (maximum of 3) that you would like to prioritize as professional development targets.

|  | Frequency | √ |
|---|---|---|
| I reinforce the adoption and maintenance of expected behaviours by providing positive feedback, encouraging, congratulating and complimenting students who exhibit appropriate behaviours.. | - +/- + | |
| I deliberately ignore inappropriate behaviour that is considered minor or intended to attract my attention so that it disappears. | - +/- + | |
| I pay attention to appropriate behaviours and avoid paying attention to disruptive behaviours. | - +/- + | |
| I repeat the rules when I intervene with students. | - +/- + | |
| I suggest and teach alternative behaviours. | - +/- + | |
| I intervene in private to address a student's problem. | - +/- + | |
| I intervene non-verbally to remind students of expected behaviours or the task at hand (e.g. for distance learning, I send a private message to the student). | - +/- + | |
| I use non-verbal language to express my approval or disapproval of student behaviour (e.g. smile, silence, look). | - +/- + | |
| I remain calm when dealing with students' oppositional behaviour (I keep emotional distance from the situation). | - +/- + | |
| I use humour to defuse tense situations or encourage students to adopt the expected behaviours. | - +/- + | |
| I use disciplinary tools in order to remain objective towards students. | - +/- + | |

# SELF-ASSESSMENT SHEET

| | Frequency | √ |
|---|---|---|
| I state the consequences in a calm, neutral tone immediately after undesirable behaviour. | -  +/-  + | |
| I use educational (non-punitive), logical, natural and behavioural consequences. | -  +/-  + | |
| I encourage students with inappropriate behaviour to take restorative action to "make amends for" misbehaviour and its consequences (e.g. symbolic reparation, words or apologies, repair of damage). | -  +/-  + | |
| I use disciplinary support tools in order to remain objective (e.g. roadmap, record of observed behaviours). | -  +/-  + | |
| I question students to help them identify and express their emotions in words. | -  +/-  + | |
| I suggest that students set goals for positive behaviours. | -  +/-  + | |
| I ask students to observe and assess their own behaviour. | -  +/-  + | |
| I use educational withdrawal as a measure to temporarily isolate a student from the environment or a source of reinforcement. | -  +/-  + | |
| I provide students with ways to calm down so that they can learn how to modulate their emotions (e.g. relaxation techniques, noise-cancelling headphones, anti-stress ball). | -  +/-  + | |
| I offer misbehaving students choices that give them some control and responsibility for their decisions, to avoid "losing face." | -  +/-  + | |
| When I speak, I repeat the rules and emphasize my role as a teacher (e.g. "My role as a teacher requires that…"). | -  +/-  + | |
| I use various means to limit the agitation of some students (I provide opportunities to move, change posture). | -  +/-  + | |
| I intervene coherently and consistently when students misbehave. | -  +/-  + | |
| I provide assistance to at-risk students before they engage in avoidance behaviours. | -  +/-  + | |
| I call on the schools' support staff and professionals (e.g. special education technician, psychoeducator, psychologist, remedial teacher) to meet students' special needs (e.g. anxiety management, anger management, learning disabilities). | -  +/-  + | |
| I contact students' parents to inform them about their children's appropriate behaviour. | -  +/-  + | |
| I avoid verbal escalation when a student adopts oppositional behaviour. | -  +/-  + | |
| I avoid shouting or lecturing. | -  +/-  + | |
| I avoid repeating the same instruction several times. | -  +/-  + | |

# 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.teluq.ca/course/view.php?id=2

# MY DEVELOPMENT TARGETS

**Report your priority development targets identified on this self-assessment sheet**

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