

Focused Observation Guide: Managing Student Behavior-- Student Misbehavior

[Links to IV. Learning Environment A. of the TN Framework for Evaluation and Professional Development]]

Observe: What student misbehaviors are occurring? Record information about student actions and statements that reflect inappropriate behavior. Note the time the incidents take place and which students are involved. Remember to look for the subtle forms of inappropriate behavior as well as more overt misbehaviors. It may be appropriate to focus your observations on a few key students. After observing, with the teacher's help, determine if and how the learning process was hindered by student misbehavior. Remember, as you observe it is important to understand whether the misbehaviors are typical of the students and whether these misbehaviors denote improvement or regression in self-control.

Analyze/Apply: In most classrooms, student misbehaviors range from frequent nondestructive actions to occasional aggressive, hostile behavior. Identify the observed behaviors that are unacceptable, those that represent improvement or regression, and those that have little negative impact on student learning and on the teaching process. Reflect on your expectations for student behavior. Identify ways to respond to student behaviors that are having a negative impact on student learning (individually, collectively).

Adapted From Bellon, J.J., Bellon, E.C., & Blank, M.A. (1992). *Teaching from a Research Knowledge Base*. New York: Macmillan Publishing Company.

Focused Observation Guide: Managing Student Behavior--Antecedent Conditions

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Observe: *What is the teacher doing prior to the student misbehavior?* Focus specifically on the teacher. Consider what the teacher is doing but also what the teacher may not be doing. Observation notes could include any negative or verbally abusive comments and the ways behavioral expectations are communicated. Look for a lack of preventive actions, such as actively monitoring, using verbal and nonverbal cues, and modeling on-task behavior.

Analyze/Apply: It is clear from the research that inappropriate teacher behavior can be one of the most important causes of student misbehavior. From your observations identify teacher actions that seem to provoke or at least allow student misbehavior. Identify several critical teacher misbehaviors. If certain teacher behaviors consistently lead to student misbehavior, identify strategies for modifying those behaviors. For example, if relating poorly to certain students is a problem, think of specific steps to take in developing positive relationships with target students. Also reflect on those specific behaviors the teacher models for the students. Are those behaviors consistent with the behaviors expected from the students? If specific teacher behaviors seem to promote appropriate student behavior were observed, identify ways to incorporate those behaviors in your own teaching.

Adapted From Bellon, J.J., Bellon, E.C., & Blank, M.A. (1992). *Teaching from a Research Knowledge Base*. New York: Macmillan Publishing Company.

Focused Observation Guide: Managing Student Behavior--Instructional Conditions

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Observe: *What instructional conditions exist when student misbehaviors occur?* Note the type of instructional activity, such as seatwork, group work, or recitation that is occurring when misbehavior occurs. Include a description of the students' behavior, such as their level of involvement in the lesson. Also note the time span of the activity. Record any indications of whether the level of challenge is appropriate, such as the students' ability to do the task, their level of frustration, or failure to attempt the task. It may be advantageous to observe the same group of students in several different task structures.

Analyze/Apply: From the observation notes, describe the aspects of instruction that encouraged order and productive student engagement. Focus on the content covered and the ways students can most effectively process the material. For example, think about the students who are older, insecure learners who exhibit minimal self-control. They may need to work independently in short spurts spread over the week rather than participate in a full class period of one activity structure. Other considerations include the way the students are organized, the degree of engagement required, the perceived relevance of the task, the students' expectations of success, and the duration of the activity. For your own teaching, design task conditions that promote appropriate learning behaviors, rather than inappropriate behaviors.

Adapted From Bellon, J.J., Bellon, E.C., & Blank, M.A. (1992). *Teaching from a Research Knowledge Base*. New York: Macmillan Publishing Company.

Focused Observation Guide: Managing Student Behavior--Corrective Measures

[Links to IV. Learning Environment A. of the TN Framework for Evaluation and Professional Development]

Observe: *What corrective measures are used?* As misbehavior occurs, record the actions the teacher takes to correct the misbehavior. Note the number of times correctives are used and the specific correctives used. Teacher actions could range from no overt response to unobtrusive responses and more forceful actions. If there are any indications of long-term behavior management systems, such as the use of contracts or behavioral checklists, these should be cited.

Analyze/Apply: Identify the corrective actions taken in responding to student misbehavior if any occurred during the observation. Effective teachers have developed a range of corrective measures that address common, minor misbehaviors as well as those that address more serious misbehaviors. Correctives should be seen as appropriate consequences for the misbehaviors and should range from least obtrusive and minimal to more overt, strong measures. For your own teaching develop a range of constructive instructional interventions and incorporate them into the management system. If overly punitive measures were used, identify more constructive alternatives. Overly punitive measures do not have a long-term positive effect nor do they teach students desired behaviors.

Adapted From Bellon, J.J., Bellon, E.C., & Blank, M.A. (1992). *Teaching from a Research Knowledge Base*. New York: Macmillan Publishing Company.

Focused Observation Guide: Managing Student Behavior-- Outcome of the intervention
[Links to IV. Learning Environment A. of the TN Framework for Evaluation and Professional Development]

Observe: *After correctives are used, what is the resulting student behavior?* Focus on the degree of compliance the students exhibit and their apparent attitude. Record student statements or behaviors that indicate their level of compliance and/or attitude. Descriptions of student attitude may be relatively subjective but may provide relevant information.

Analyze/Apply: List any management strategies the teacher used in dealing with challenging students—those that appeared to produce positive resolutions to any teacher-student and student-student conflict. It is important for teachers to have an image of the desired result of their intervention strategies. Describe what would constitute a positive resolution of typical problem situations. Also, think about the end result from the student’s perspective. Decide which corrective measures have the potential to effectively stop misbehavior but also allow students to regain normal status and promote self-controlled responsible action.

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Focused Observation Guide: Managing Student Behavior--Confrontations with Students
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Observe: *How do teachers react in confrontations with students?* If you happen to observe a teacher-student confrontation, note the reactions observed during the incident(s). Note behaviors, actions, statements that would indicate that the teacher--

- reacted emotionally or remain cool and calm
- appeared to be responding to a specific misbehavior or to “history”
- over-reacted
- responded in a timely manner
- responded as privately as possible
- provided a way for the student to stop the misbehavior in a dignified way

Analyze/Apply: From the observation notes, identify any strategies that indicate appropriate teacher reactions (e.g., remaining cool and calm, not over-reacting, not viewing the misbehavior as a personal affront, etc.). Identify what the teacher could have done differently and what could be the next steps with a student involved in a confrontive situation. Also, identify specific corrective actions you could use in your own classroom to help bring a quick and positive resolution to any conflict.

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