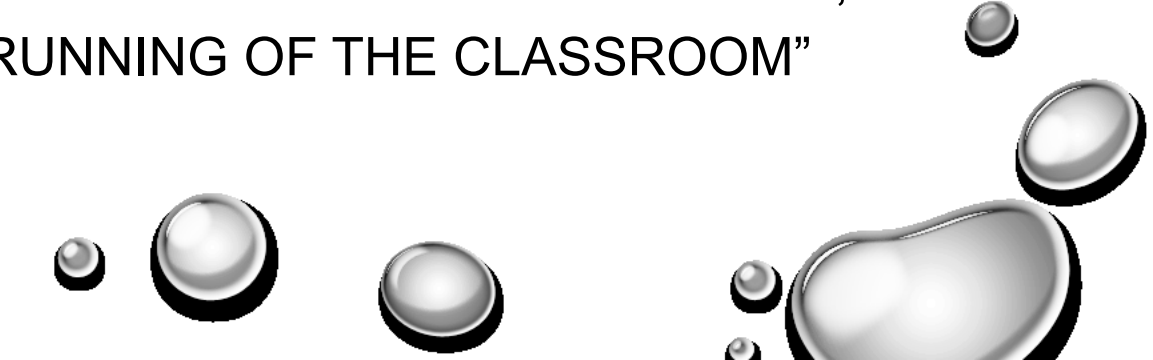


ANALYSIS AND INTERPRETATION OF EDUCATIONAL SITUATIONS IN SCHOOLS

SPRING 2024



THREE DEFINITIONS OF INAPPROPRIATE BEHAVIOUR

- “ANY ACTIVITY THAT INTERFERES SIGNIFICANTLY WITH A PUPIL’S OWN LEARNING, OTHER PUPILS’ LEARNING AND TEACHER’S ABILITY TO OPERATE EFFECTIVELY” MERRETT AND WHELDALL (1986, P. 88)
 - “ANY ACTION BY STUDENTS THAT THREATENS TO DISRUPT THE ACTIVITY FLOW OR PULL THE CLASS TOWARD AN ALTERNATIVE PROGRAM OF ACTION” DOYLE (1990, P 115)
 - “BEHAVIOUR THAT SERIOUSLY INTERFERES WITH THE TEACHING PROCESS, AND/OR SERIOUSLY UPSETS THE NORMAL RUNNING OF THE CLASSROOM” LAWRENCE ET AL. (1983, P. 83)
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Inattention— daydreaming, looking out the window, drawing, thinking about things that have nothing to do with to th

Apathy— a general disinclination to participate, sulking, or not caring, not wanting to try or to do well

Needless talk— students chatting during instructional time about things unrelated to the lesson

Moving about the room— getting up and moving about without permission, congregating in parts of the room

Annoying others— provoking, teasing, picking at, and calling names.

Disruption— shouting out during the instruction, talking and laughing inappropriately, causing “accidents.”

Lying— falsifying statements to get one’s way or to get others in trouble.

Stealing— taking things that belong to others.

Cheating— being academically dishonest or duplicitous in their dealings with others

Sexual harassment— making others uncomfortable through touching, sex-related language, or sexual innuendo

Aggression and fighting— showing hostility toward classmates, threatening them, shoving, pinching, wrestling, hitting

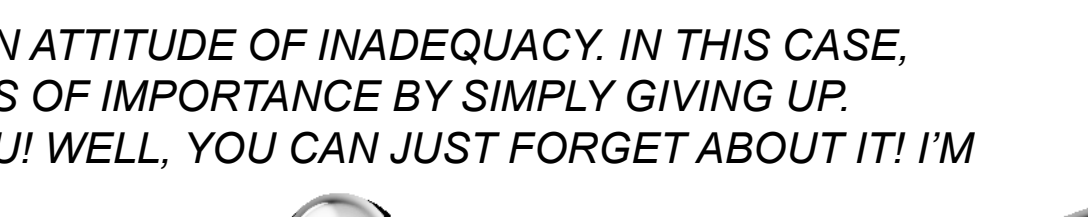
Malicious mischief— doing damage intentionally to school property or the belongings of others

Defiance of authority— talking back to the teacher, refusing to do as the teacher requests





WHY DO CHILDREN MISBEHAVE?

- *1. CHILDREN MISBEHAVE TO GAIN ATTENTION. WHEN CHILDREN MISBEHAVE IN THIS WAY, THEY'RE TRYING TO FEEL SIGNIFICANT AND ESTABLISH A SENSE OF BELONGING BY DRAWING ATTENTION TO THEMSELVES. ("YOU HAVEN'T BEEN PAYING ENOUGH ATTENTION TO ME! I WANT YOU TO NOTICE ME AND CARE ABOUT ME!")*
 - *2. CHILDREN MISBEHAVE TO ACHIEVE POWER. HERE CHILDREN ARE TRYING TO FEEL IMPORTANT AND CONNECTED TO OTHERS BY ASSERTING THEMSELVES IN A STRONG WAY. ("I CAN DO WHAT I WANT, WHERE I WANT, WHEN I WANT! SO THERE!")*
 - *3. CHILDREN MISBEHAVE TO SEEK REVENGE. HERE, CHILDREN WANT COMPENSATION FOR THE HURT OF FEELING DEPRIVED OF IMPORTANCE OR A SENSE OF BELONGING. ("SO YOU DON'T THINK I MATTER MUCH, DO YOU? WELL, I'LL SHOW YOU A THING OR TWO!")*
 - *4. CHILDREN MISBEHAVE FOR THEY ASSUMED AN ATTITUDE OF INADEQUACY. IN THIS CASE, CHILDREN ARE REACTING TO A PERCEIVED LOSS OF IMPORTANCE BY SIMPLY GIVING UP. ("NOTHING I DO MAKES ANY DIFFERENCE TO YOU! WELL, YOU CAN JUST FORGET ABOUT IT! I'M NOT DOING ANYTHING ANYMORE!")*
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HOW TO DEAL WITH IT?

- WHEN THE ISSUE IS ATTENTION, YOU MIGHT IGNORE THE BEHAVIOR OR DO SOMETHING UNEXPECTED (SING A FUNNY SONG IN RESPONSE TO A CHILD'S ATTENTION-GETTING WHINING).
 - IF THE UNDERLYING MOTIVE IS POWER, THEN YOU MIGHT NEED A COOLING-OFF PERIOD FOLLOWED BY A PROBLEM-SOLVING SESSION TO RESOLVE THE STRUGGLE.
 - IF YOUR PUPIL SEEKS REVENGE, THEN CURBING THE URGE TO RETALIATE AND WELCOMING COOPERATION MIGHT BE WAYS YOU COULD HANDLE THE PROBLEM.
 - IF YOUR PUPIL MISBEHAVES BECAUSE OF FEELINGS OF INADEQUACY, THEN TEACHING HER/HIM SKILLS IN THE AREA OF PERCEIVED INADEQUACY, AS WELL AS SETTING UP OPPORTUNITIES FOR HER/HIM TO EXPERIENCE SUCCESS, CAN GO A LONG WAY TOWARD MOVING HER/HIM IN A MORE POSITIVE DIRECTION.
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