

A portfolio task

Case study of students' problem behaviour

Study programme:

Form of study:

School year:

A student's name:

Relation to the state exam: question 20

Self- assessment			Egg to egg result:		
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
Descriptiveness of the case report					
Content consistency of the description (problem, contextual factors, solution)					
Use of direct speech in describing the case solution					
Following the prescribed work structure					
Case study reflection					
Formal aspects of case study					

Assignment:

Case study - sharing examples from your practice

Share one case study/example from your teaching practice. The example should demonstrate (according to the structure below):

- a) your successful solution to a student's problem behaviour (case study ++)
- b) your completely unsuccessful solution to a student's problem behaviour (case study --).

The aim of the assignment is to describe your experience and reflect solution of dealing with disruptive/problematic behavior in practice (whether successful or unsuccessful). Describe the whole case as a coherent story according to the outlined structure. Anonymise personal data.

Case study structure:

- 1) Key words describing the situation of student(s)' disruptive/problematic behavior
- 2) History of the student(s) or classroom situation – information relevant to the chosen situation (contextual factors) (max. 2 standard pages -3,600 characters)
- 3) Detailed description of the situation at the behavioral level - what happened, what triggered the situation (describe in first person - as you experienced the situation, chronologically, min. 1 page, max. 2 standard pages)
- 4) A detailed description of the intervention to the problematic behaviour (in first person, chronologically, max. 2 standard pages, ideally capturing the dialogue with the pupil(s) and the activities that took place during the response). This means going in depth.

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- 5) Result of the intervention (short-term-immediately after the incident and long-term-reflections in the following lectures; again chronologically, max 2 standard pages)

Retrospective evaluation of the intervention:

To what extent am I satisfied with the handling of the situation (student)?

Completely dissatisfied					Completely satisfied					
0	1	2	3	4	5	6	7	8	9	10

To what extent have I acted in a supportive manner for the (student) in a given solution ?

Completely unsupportive					Completely supportive					
0	1	2	3	4	5	6	7	8	9	10

To what extent have I made reasonable demands on the student ?

Completely unreasonable					Completely reasonable					
0	1	2	3	4	5	6	7	8	9	10

- 6) Perform a self-assessment according to the criteria on the front page. Using reflective skills, reflect on the resolution. Use your teaching and psychological knowledge and experience. It may be helpful to ask: What was effective?; What would I like to avoid?; What would I have done differently and why?; What solutions can I think of?
- 7) The classmate evaluator will provide feedback on the work in the peer assessment part and then evaluate the classmate's work according to the set criteria in the provided table.

Peer assessment			Egg to egg result:		
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
Descriptiveness of the case report					
Content consistency of the description (problem, contextual factors, solution)					
Use of direct speech in describing the case solution					
Following the prescribed work structure					
Case study reflection					
Formal aspects of case study					

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- 8) The author of the work comments on the feedback, edits the work, completes it, mentions how the work has been improved and puts the modified version in the homework vaults. The author states the result of the egg-egg check on the front page, in the self-assessment table.