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COLAISTE NAISIUNTA EALAINÉ IS DEARHTHA
NATIONAL COLLEGE OF ART AND DESIGN
FACULTY OF EDUCATION

"DISRUPTIVE BEHAVIOUR"

A Dissertation submitted to the Faculty of Education

in

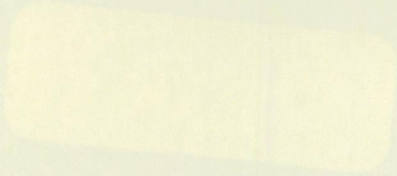
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by

PAMELA KEOGH

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INTRODUCTION

Disruptive behaviour in school is not a new problem: the difficulties caused by this behaviour are widely known. All disruptive behaviour causes problems for:-

1. The Teacher
2. The pupil involved
3. The other students in the class.

In this dissertation I intend to look at what disruptive behaviour is, that is what I consider disruptive in my class. Then, I intend to look at reasons why it may be caused since these reasons are useful in coping with the problem. In my third chapter I shall look at ways of dealing with such behaviour. My fourth and final chapter is a case study on one particular disruptive pupil in my class. Here I will give an insight into her behaviour, the reasons why I think she may be disruptive and what I have done in terms of coping with the problem.

INTRODUCTION

The following is a summary of the findings of the study. The results indicate that there is a significant correlation between the variables studied. The data suggests that the relationship between the two factors is positive and statistically significant. Further analysis is required to determine the exact nature of this relationship. The study was conducted over a period of six months, during which time a large number of samples were collected and analyzed. The findings are consistent with previous research in this area, suggesting that the underlying mechanisms are similar. It is important to note that the study has some limitations, particularly in terms of sample size and the range of conditions tested. Future research should aim to address these limitations and provide a more comprehensive understanding of the phenomenon being studied. The results of this study have important implications for the field and may lead to new applications and discoveries. The authors would like to thank the funding agency for their support and the participants for their contribution to the study. The data and analysis are available upon request.

CHAPTER 1

WHAT IS DISRUPTIVE BEHAVIOUR?

Disruptive behaviour in my opinion can be described as behaviour that differs greatly from what is expected, behaviour in children which differs from that of the other pupils and may cause problems to the class as well as the teacher. Parry defines a disruptive child as one "who knowingly or unknowingly effectively and frequently disrupts his own education and the education of others".(1) Such behaviour which I have found and consider disruptive is continually talking throughout class, even when I am speaking, correction having no effect, not paying attention during demonstration, which of course leads to more talking, as they are unable to do the task set for them, throwing objects across the class, acting aggressively towards me, the teacher, or fellow students, directly disobeying my requests, and in some cases being extremely cheeky and rude.

I have found that occasionally these students will respond, but you never know what to expect, when they are on your side or when they are going to turn on you. Disruptive behaviour in school is behaviour out of place, interfering with the learning of the class and the disruptive pupils themselves. I find some children deliberately misbehave to disrupt their teachers' teaching. David Fontana defines problem behaviour as behaviour that proves unacceptable to the teacher.(2) In many classes there are children who

seem to be unhappy and discontented, who disrupt the class and do not seem to obtain as much benefit from school as we would hope. Such children upset out classes by shouting or fighting each other, may destroy other children's work and often do not appear to learn.

Some of these children will only be disruptive at times and will settle down again sooner or later when the particular problem is settled. They will respond to praise, encouragement and kindness. Expressions of displeasure will usually stop undesirable behaviour, only occasionally is more severe punishment necessary. As Cohen says, punishment merely suppresses undesirable behaviour, it does not teach new behaviour.(3)

From my teaching I have found that some children will be more frequently disruptive and react, neither to a heart to heart talk, nor to punishment, they say they are sorry but still continue as before.

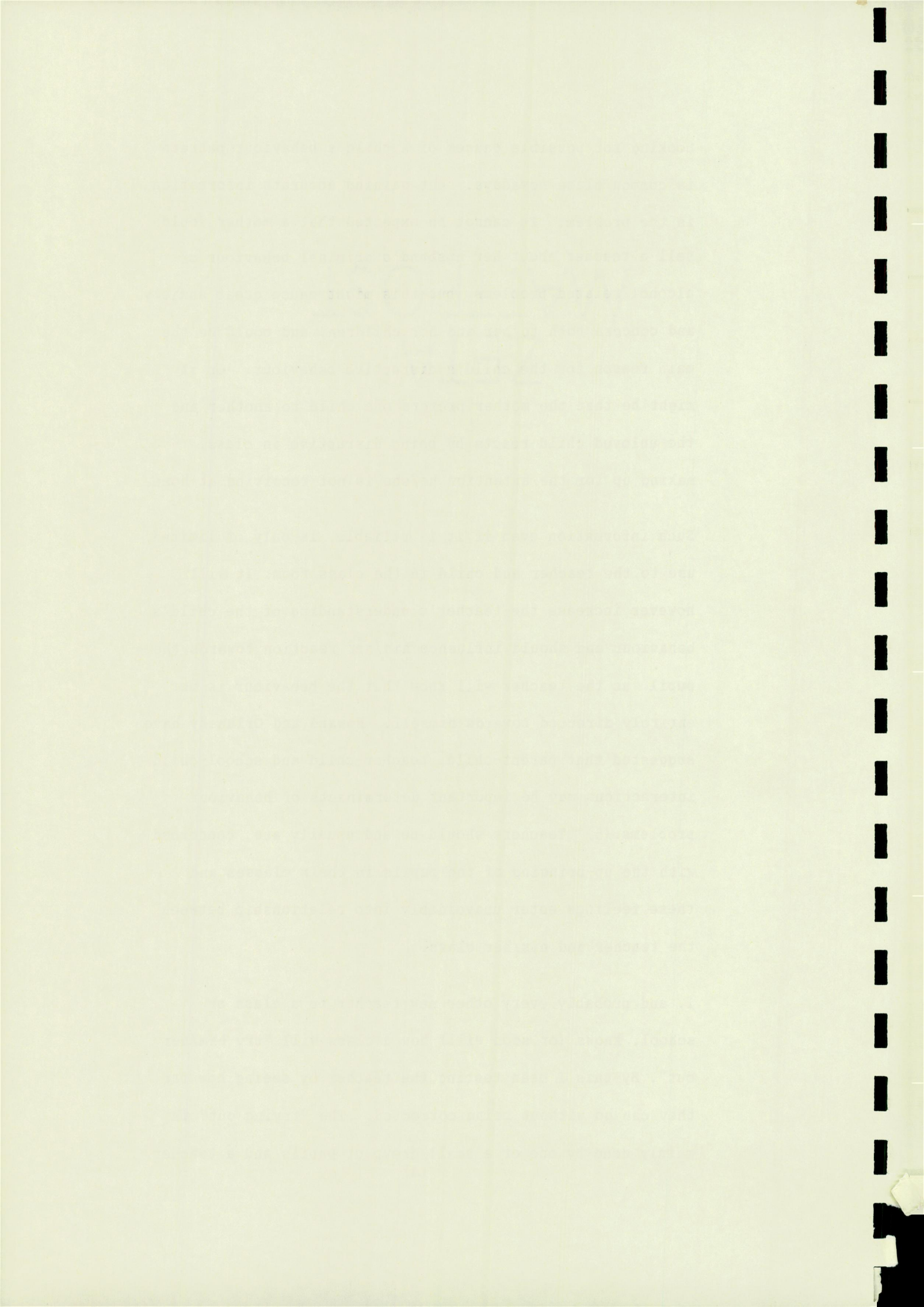
I believe that in some cases the difference in behaviour of one child and another can be linked to home conditions, the child's relationship to his/her parents. The parents attitude, or the socio-economic back-ground. Smith, Wood and Grimes points out that

1. More boys than girls are labelled as behaviour - disordered
2. More low-socioeconomic and minority group students are classified as behaviour-disordered
3. Most behaviour-disordered students have academic problems.(4)

Looking for possible causes of a child's behaviour pattern is common place nowadays. But gaining accurate information is the problem. It cannot be expected that a mother would tell a teacher about her husband's criminal behaviour or alcohol related problems, but this might cause great anxiety and concern both to her and her children, and could be the main reason for the child's disruptive behaviour. Or it might be that the mother prefers one child to another and the unloved child reacts by being disruptive in class, making up for the attention he/she is not receiving at home.

Such information even if it is reliable, is only of limited use to the teacher and child in the class room. It will however increase the teacher's understanding of the child's behaviour and should influence his/her reaction towards the pupil, as the teacher will know that the behaviour is not entirely directed towards himself. Howard and Orlansky have suggested that parent-child, teacher-child and school-child interactions may be important determinants of behaviour problems.(5) Teachers should be and usually are, concerned with the up-bringing of the pupils in their classes and these feelings enter unavoidably into relationship between the teacher and his/her class.

I, and probably every other new teacher to a class or school, knows (or soon will) how a class will "try him/her out". By this I mean testing the teacher by seeing how far they can go without being corrected. The "trying out" is mainly done by one or a small group of pupils and a teacher



knows that a successful solution to the problem is to find a way to control these disruptive pupils without rejecting them. To get over the trial stage a teacher must show he is confident and prepared the first day of class, to gain control, and when he/she has control he/she may ease up somewhat. (6) It is my opinion that even this "trying out" behaviour is disruptive, and if not overcome by the teacher can lead to major problems for him/her. In any class where there are disruptive pupils, there will always be some more difficult to deal with than others. In the same way, some teachers seem to encounter more disruptive behaviour than others. Often teachers blame themselves for the child's behaviour, they are afraid that the disruptive behaviour is due to their own lack of skill, or that teachers with more experience may be able to deal with the problem in a more capable way. In this situation the teacher must inquire how other teachers find the behaviour of these particular children, if he finds that other teachers also have problems, he/she will then know that he or his teaching are not the sole cause of the problem.

On the other hand, if his fellow teachers do not experience such problems he will then know that his teaching or behaviour must be one of the causes, he may have to do some research and a lot of trial and error teaching to correct the problem.

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In summing up disruptive behaviour I believe it is behaviour that differs greatly from what is expected, and unacceptable to a teacher. It is impossible to categorise disruptive children as they may not belong solely to one group or another and in fact normally show a number of behaviour difficulties, simultaneously or at various times. In my next chapter I intend to look at various reasons why children may be disruptive in school, so to facilitate discussion on these reasons grouping is unavoidable.

In regard to individual behavior I believe it is necessary
to distinguish between those who are expected, and those who
are not. It is impossible to expect a child to
behave as they may not expect to see them in
another and to not possibly see a number of behavior
differences in the same person at various times. In the
next chapter I intend to look at various factors which
children may be subjected to which may facilitate
discussion of these factors and their relationship to

FOOTNOTES CHAPTER 1

1. K. Parry, Disruptive Children in School, (London : Ward Lock Education, 1976) cited in, Peter Martimore, Behaviour Problems in Schools, (Guildford : Biddles, 1983), p.1.
2. David Fontana, Psychology For Teachers, (London : Macmillan, 1981), p.359.
3. Alan Cohen and Louis Cohen, Special Educational Needs in the Ordinary School, (London : Harper and Row, 1986) p.283.
4. CR. Smith, F.H. Wood and J. Grimes., Handbook of Special Education Vol 2 (New York : Pergamon, 1988) cited in Myron H. Dembo, Applying Educational Psychology in the Class Room (New York: Longman, 1988) p.179.
5. W.L. Howard and M.D. Orlansky. "Exceptional Children", in Myron H. Dembo, Applying Educational Psychology in the Class Room. p.179.
6. Biehler, Robert F. and Snowman, Jack Psychology Applied to Teaching, (Boston : Houghton Mifflin, 1986) p.658.

CHAPTER 2

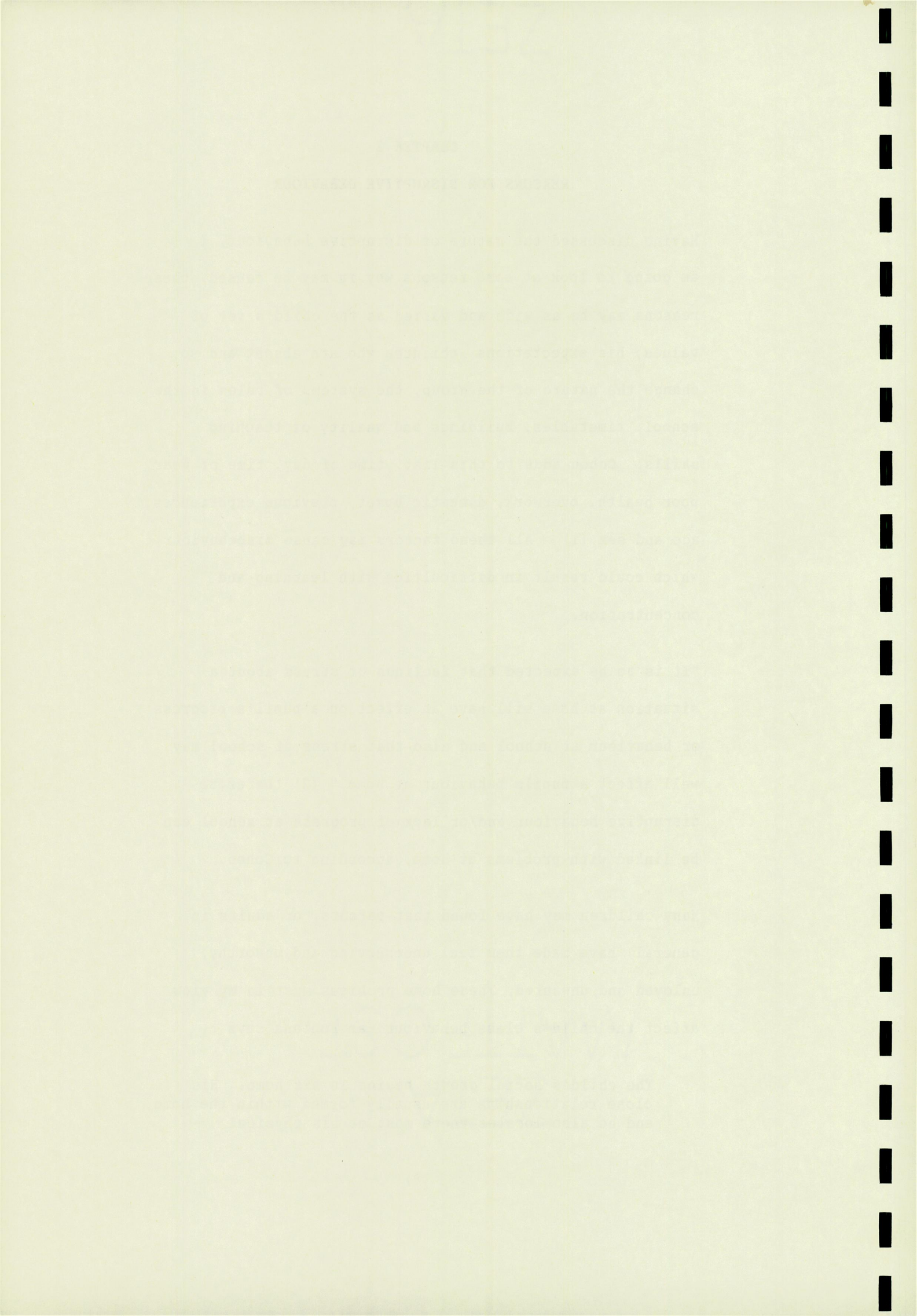
REASONS FOR DISRUPTIVE BEHAVIOUR

Having discussed the nature of disruptive behaviour, I am going to look at some reasons why it may be caused, these reasons may be as wide and varied as the child's set of values, his expectations, children who are absent and so change the nature of the group, the systems of rules in the school, timetables, buildings and quality of teaching skills. Cohen adds to this list, time of day, time of year, poor health, overwork, domestic upset, previous experiences, age and sex. (1) All these factors may cause misbehaviour, which could result in difficulties with learning and concentration.

"It is to be expected that feelings of stress about a situation at home will have an effect on a pupil's progress or behaviour at school and also that stress at school may well affect a pupils behaviour at home," (2) therefore disruptive behaviour and/or lack of progress at school can be linked with problems at home, according to Cohen.

Many children may have found that parents, or adults in general, have made them feel undeserving and unworthy, unloved and unwanted. These home problems must in my view affect the child's class behaviour, as Fontana says

The child's social growth begins in his home. His close relationships are usually formed within the home, and he also locates there most of his physical



possessions and most of his leisure interests. Not surprisingly, therefore, the influence of the home is of critical importance in a child's psychological development generally, and in particular in the the use he makes of his abilities, in the formation of his attitude and opinions, and in the development of his motivation towards school and towards a future career (3).

The relationship between parents and the child is probably the most important one in a child's social growth. Problems may occur if the child cannot relate to one parent or to both. If the parents are not getting on well with each other, or if there are problems of alcoholism, unemployment, stress or mental illness, then these are bound to affect the child in some way. All of this can also result in problems in school with behaviour. Such problems in the home may cause lack of confidence and low self-esteem, which in turn can result in the pupil being very introverted, quiet and shy, or being disruptive in class. Because of this many children think of adults in authority (teachers) also as uncaring, resulting from the hostile and uncaring adults in their own environment. In my view, punishing these children may only increase the unwanted behaviour, as they find they are gaining attention, which they seem to need so much. They often think of punishment as spite or evilness on behalf of the teacher, they cannot see the connection between their behaviour and the punishment, in their eyes the punishment never fits the crime.

The first part of the report deals with the general situation of the country and the position of the various groups. It is a very interesting and well-written account of the situation in the country and the position of the various groups. It is a very interesting and well-written account of the situation in the country and the position of the various groups.

The second part of the report deals with the economic situation of the country. It is a very interesting and well-written account of the economic situation in the country and the position of the various groups. It is a very interesting and well-written account of the economic situation in the country and the position of the various groups.

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The sixth part of the report deals with the future of the country. It is a very interesting and well-written account of the future of the country and the position of the various groups. It is a very interesting and well-written account of the future of the country and the position of the various groups.

The seventh part of the report deals with the conclusion of the report. It is a very interesting and well-written account of the conclusion of the report and the position of the various groups. It is a very interesting and well-written account of the conclusion of the report and the position of the various groups.

Cohen says that deprived alienated children are likely to feel revengeful because of the treatment they have received in the past (usually from their parents) and so end up being disruptive in class.(4) To add to this, these children usually have educational difficulties because of their problems with adjusting.

In many children difficulty in reading (writing, spelling, adding) can lead to misbehaviour because they need to release frustration and tension.(5)

I believe that, of all educational skills, reading is the one children are most sensitive about. They may go to great lengths to hide their reading disabilities or pretend they do not care, but deep down they find it embarrassing and frustrating. Even in the adult population there are few who will openly admit that they have reading difficulties.

In class children with educational problems will often be disruptive to cover up their embarrassment and annoyance with themselves. As Biehler and Snowman say, low-achieving students attribute failure to low ability. Future failure is seen as more likely than future success.(6) In many cases they see no point in trying as they feel they will fail anyway, ascertaining their authority by being disruptive in case of losing acceptance in the class resulting from their handicap.

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Social class can make a substantial contribution to behaviour in school. Motivation and aspirations have a lot to do with how a child behaves in school, generally those who are motivated (by teachers, parents) and want to do well in life will comply with school regulations and behave in class. Working class pupils may not be as strongly motivated to do so well at school because their parents can see no advantage in school, where at the end of the day unemployment is seen as the norm. Since the child's social growth begins at home and his early attitude, opinions and motivation are developed there, it is easy to see how, if these are not dealt with in a positive way, a child may become unmotivated and how this could lead to disruptive behaviour in class. Poor living conditions, lack of cultural and leisure facilities are also some of the problems experienced by some working class families, this may have a negative effect in the educational progress of the child, living in an environment which places little emphasis on education. If the child is taught different standards and patterns of behaviour at home from those taught in school, normally they will side with the standards found at home. As little importance is often placed on education the child may regard school as unimportant and so be disruptive for no good reason. I also believe that occasionally children with older brothers and/or sisters finished school and unemployed will see no advantage in

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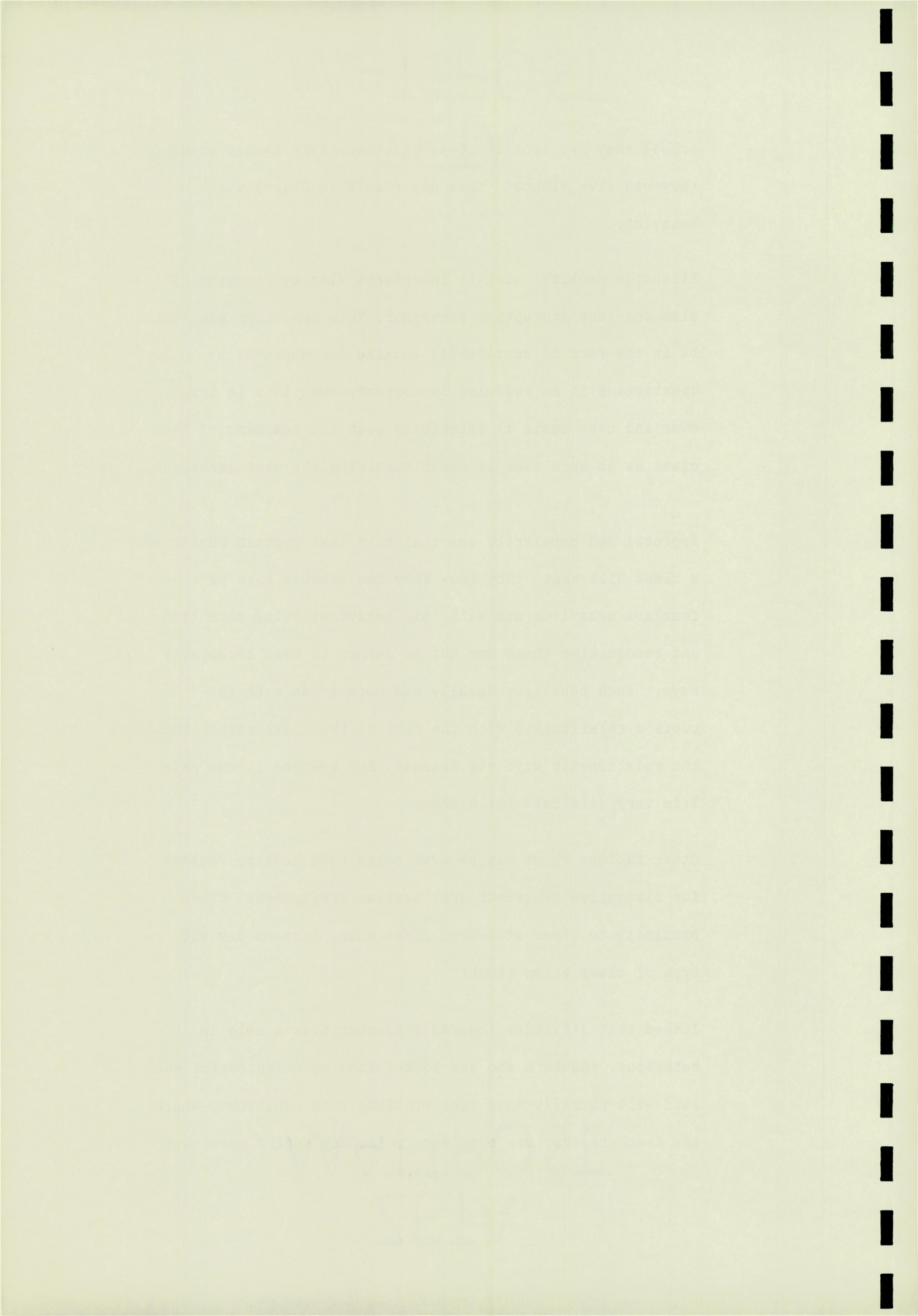
school they may look at it as an unnecessary hassle which they can live without, this may result in disruptive behaviour.

Attention seeking, when it interferes with my teaching, I also consider disruptive behaviour. This behaviour may just be in the form of continually looking for approval by questioning if an exercise is correct, when this is asked over and over again it interferes with the teaching of the class as so much time is spent answering the same questions.

Approval and popularity are qualities that certain pupils in a class will want, they know they can achieve this by fearless behaviour and with this behaviour bring attention and recognition which may not be gained in more acceptable ways. Such behaviour usually has more to do with the pupil's relationship with the rest of the class rather than the relationship with the teacher, but even so it can make life very difficult for him/her.

Other factors which may be overlooked when seeking reasons for disruptive behaviour are, seating arrangement, close proximity to other students, class size, time of day and type of class being taught.

I find that attitudes towards a teacher play a role in behaviour, teachers who are looked upon as being strict and hard will normally have less problems with behaviour, where the teachers that are more easy going may suffer more, but



in time the more easy going teacher can usually build up a better relationship with the class as a whole than the strict teacher.

As teachers faced with disruptive behaviour, we must be careful how we deal with situations in class. It is my view that we must try to figure out the best ways of dealing with the problems. We may have to act as investigators and psychologists, finding reasons for the behaviour, looking at those children who cause the most problems. Are there outside influences? Or does the blame lie with us? If and when we find answers to these questions we should have more insight in dealing with the problem. I now intend to look at ways of coping with disruptive behaviour in the class.

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FOOTNOTES CHAPTER 2

1. Louis Cohen and Alan Cohen, Disruptive Behaviour (London : Harper and Row, 1987), p.19.
2. Ibid., p.227.
3. Fontana, Psychology for Teachers, p.7.
4. Cohen and Cohen, Special Educational Needs, in the Ordinary School p.222.
5. Biehler, and Snowman, Psychology Applied to Teaching p.666.
6. Ibid., p.530.

UNITED STATES

Department of the Interior
Bureau of Land Management

Washington, D.C. 20250

Office of the Director

1000 G Street, N.W.

Washington, D.C. 20250

Telephone (202) 755-1200

Teletype (202) 755-1200

Fax (202) 755-1200

Internet <http://www.blm.gov>

World Wide Web <http://www.blm.gov>

Electronic Mail blm@blm.gov

Public Information Office

1000 G Street, N.W.

Washington, D.C. 20250

Telephone (202) 755-1200

Teletype (202) 755-1200

Fax (202) 755-1200

Internet <http://www.blm.gov>

World Wide Web <http://www.blm.gov>

Electronic Mail blm@blm.gov

CHAPTER 3

COPING WITH DISRUPTIVE BEHAVIOUR IN THE CLASS

Since we have looked at what disruptive behaviour is, the reasons why it may be caused, I now intend to look at some ways of coping with it.

I feel that there is a need for consistency, development of confidence and self image in the way that teachers deal with disruptive behaviour. A lot of tension, trouble and stress comes from anticipating bad behaviour before it happens. A sense of humour can be a good way of dealing with stress and misbehaviour. Humour can often help in a class room situation which seems to be getting out of control, but the humour must be true and not sarcastic which will only make things worse.

I firmly agree with Biehler and Snowman who say that humour is an excellent all round influence technique, especially in tense situations. However, remember that it should be good humoured, humour gentle and benign rather than derisive or employing irony and sarcasm.(1) Humour can often extinguish a class room situation that threatens to get out of control. Be humorous, be prepared to laugh with the class, and to introduce humour into the teaching material where suitable. The teacher should be prepared to laugh at himself at times. (2)

CHAPTER 1

THE NATURE AND SCOPE OF THE SUBJECT

The subject of this book is the study of the human mind and its processes. It is a branch of psychology that seeks to understand the nature and scope of the human mind and its processes. The human mind is a complex and mysterious organ, and its functions are still largely unknown. This book will explore the various aspects of the human mind, including its structure, its functions, and its development. It will also discuss the methods used to study the human mind and the implications of this research for our understanding of ourselves and the world around us.

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When we look at ourselves and think of our own behaviour we see that we all behave in different ways at different times. Look at the difference in our behaviour at a concert, in a restaurant, or how we behave when teaching: of course our behaviour changes.

Children's behaviour also changes and so pupils need rules for behaviour in different situations. If there are no rules, pupils find the situation confusing in that they do not know what is expected of them. Take for example something that happened me recently: a visitor enters the class room, some pupils stand up, others remain seated. Why? Because they are unsure of what is expected. Here it is the teacher's, (my) job to set the rules so that in the future they will know exactly what to do. The behaviourists believed that it is the teacher's role to establish rules and procedures, communicate them to students, and implement rewards and punishment according to how well students comply with the rules.(3)

I have found out through trial and error that when a student breaks a rule it is best not to speak in a raised voice, as a teacher's voice is a tool of the trade and must be used accordingly.(4) A raised voice causes excitement and can make the offender look good in the eyes of the other students. In a student does not obey directly as requested in a normal tone, then the teacher can try again with a

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raised voice, hoping for the desired reaction. Fontana observes that,

Logically speaking a greater number of rules should result in more rules being broken since there are more rules to break. Similarly stricter rules are more easily broken than more lenient rules. (5)

With disruptive children a positive approach in my experience seems to work best, care must be taken that, no matter what mood the teacher is in, response to certain behaviour must be consistent. Biehler and Snowman advise that, being consistent about class room control can save a lot of time, energy and misery. Strictness one day and leniency the next, or roughness on one pupil and gentleness with another invites all students to test you every day just to see whether this is a good day or bad day or whether they can get away with something more frequently than others do.(6) Being fair is also very important in the classroom, as real or imagined injustice can breed resentment and hostility in children. Fairness means behaving towards children consistently so they know what is expected, and it means keeping one's word.(7)

Using positive language helps make children more confident although many leaders unconsciously use negative language. Fontana says that negative language,

suggests activities to children that previously might not have entered their heads. The emphasis should always be upon what we want the children to do rather than upon what they must refrain from doing. (8)

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An example would be "come in quietly" rather than "don't make so much noise". If we think back to our own teaching we will probably realise how often we use this negative language, but if we are to be effective teachers and reduce disruptive behaviour we will have to teach ourselves to use a more positive approach.

When dealing with disruptive behaviour we have to

1. Encourage wanted behaviour
2. Eliminate unwanted behaviour.

In many cases when we receive the behaviour we desire, we may ignore it instead of encouraging it, I have found that reinforcing good behaviour normally leads to an increase of desired behaviour and that by praising students it encourages them to work harder and achieve better results.

A reduction in disruptive behaviour may be brought about by changing seating arrangements, making sure children know what is expected of them, where materials and equipment are kept and if they have access to them.

I have observed that by giving disruptive children tasks to do it gives them a feeling of importance within the class. If all the responsibility rests with the teacher then it is not surprising that children are irresponsible.(9) Giving tasks also shows children that they have your confidence, increases their sense of responsibility and hopefully will reduce unwanted or disruptive behaviour.

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In my opinion one of the best ways of achieving classroom control is "interest in a lesson". If students are not interested there is bound to be trouble, unless the teacher is so authoritarian that the pupils obey out of fear. But normally students will make up for this by being troublesome with another teacher who is less strict. Fontana observes that, when students are enjoying and absorbed in what they are doing they will not have the time to be disruptive and that usually if one tries to distract the others attention they will react unfavourably.(10) In my experience this theory has worked extremely well. When the class are working and happy with what they are doing, they react unfavourably to disruptive pupils as in my class this may result in everybody having to do work that they do not find so enjoyable. To make lessons interesting is not always easy but it is essential. Not every lesson of course can be make interesting but the students need to know the purpose of the activity or lesson.

Having a successful class I find also depends on being well organised, this means having everything prepared, paper organised, examples on hand, demonstrations ready to start etc. With everything ready to go there is far less chance of disruption happening. But this is not to say it will not happen, good organisation also means making clear to children exactly what is expected of them.(11)

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Fontana says that every teacher is a teacher of social skills and every teacher is an educational counsellor.(12) I feel that it is part of a teacher's job to help children with problems which may include, career decisions, personal problems, problems with study. As a teacher you become a leader and manager of your class. The leader is the one who organises activities in the classroom. An effective leader is sensitive to the needs and feelings of his/her students, is receptive to the students ideas and suggestions and has a sincere interest in their welfare.(13)

A teacher must show confidence if he is feeling nervous or inexperienced, he must try not to show it, as children pick up on these things very quickly and can create trouble for the teacher. A teacher normally achieves best results by starting out on the strict side and he can then ease up when he has control. In Fontana's view the teacher who goes into a class with a hesitant, tentative manner suggests to the children that he is expecting trouble and is probably accustomed to being disobeyed.(14)

Together with being confident a teacher must also avoid anger, which can often result in humiliating children. Quite apart from the potential psychological damage to the child or children concerned, humiliation attacks a child's status in the eyes of the rest of the class, and he may well use various strategies, all aimed at the teacher's authority in order to re-establish it. In the long run anger solves

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nothing but could result in, loss of self control, doing or saying something in the heat of the moment or a confrontation situation. I find it best where possible to avoid confrontations, of course there are times when a confrontation is unavoidable, when a teacher decides that he is not going to put up with a pupil's behaviour any longer. This may be beneficial to the pupil involved, to the rest of the class and to the teacher's management. Before heading into a confrontation with a child the teacher must be confident that he can manage the situation, and that he does not end up less in control because of it. Angry exchanges can be very rewarding for a disruptive pupil as it creates audience attention. Cohen says that,

for many disruptive children, the excitement and attention that goes with challenging a teacher is an irresistible temptation. They delight in drawing teachers into confrontations and they are skilled at bringing about their defeat in them.(15)

One way of avoiding a confrontation is by ignoring disruptive behaviour, but note that planned ignoring is not the same as overlooking behaviour because you cannot handle the situation. Only the teacher in the class will know when it is right to ignore certain behaviour. Many teachers resort to threats. In doing so they must make sure that it is possible to carry out these threats and that they are suitable punishment for the behaviour.

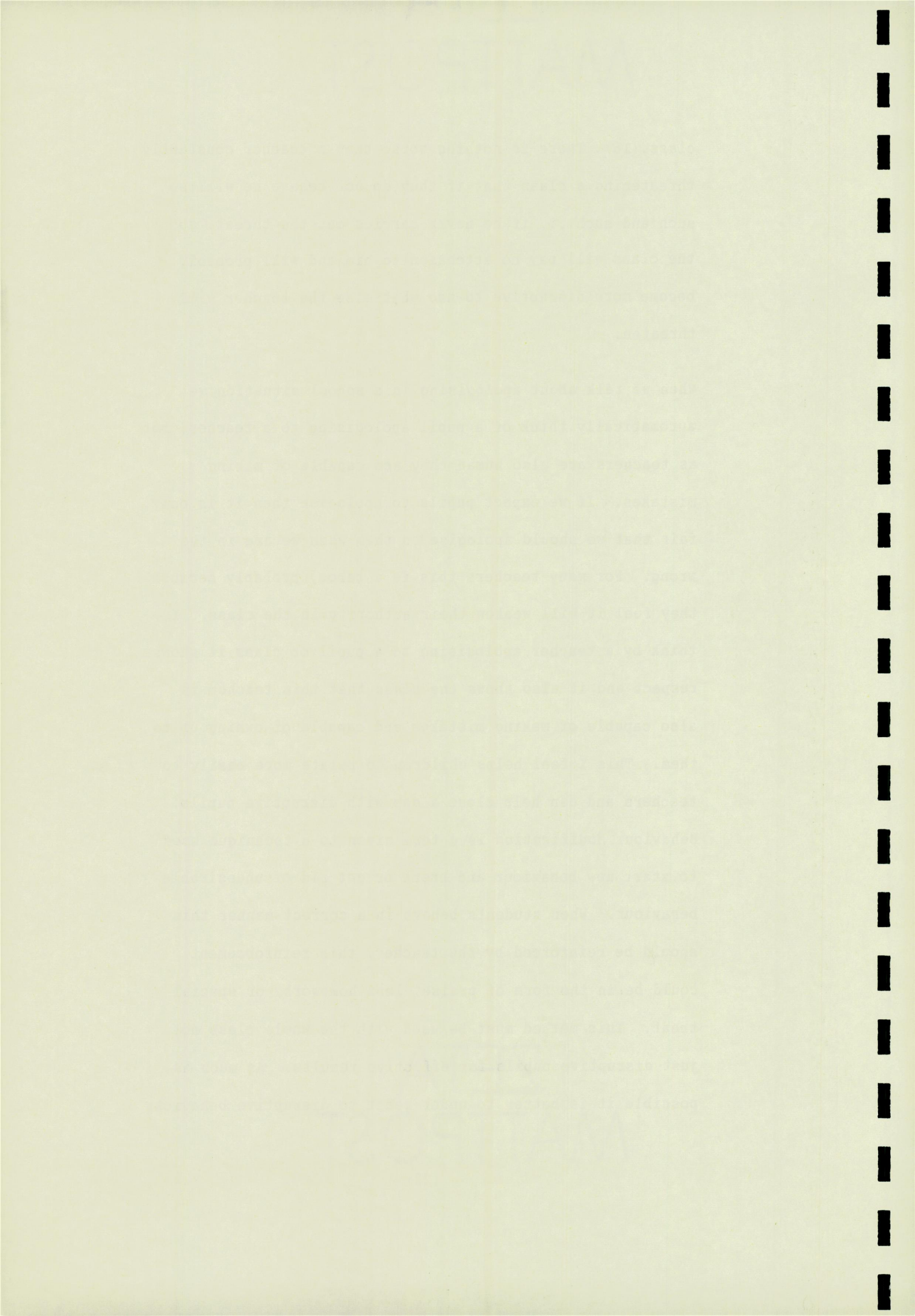
Constant offers of "one last chance" soon weakens the teacher's standing in the eye both of himself and the

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class.(16) There is nothing worse than a teacher constantly threatening a class that if they do not behave he will so such and such..., if he never carries out the threat, soon the class will pay no attention to him and will probably become more disruptive to see what else the teacher will threaten.

When we talk about apologising in a school situation we automatically think of a pupil apologising to a teacher, but as teachers are also human they are capable of making mistakes. If we expect pupils to apologise then it is only fair that we should apologise to them when we are in the wrong. For many teachers this is a taboo, probably because they feel it will weaken their authority in the class. I think by a teacher apologising to a pupil or class it shows respect and it also shows the class that this teacher is also capable of making mistakes and capable of owning up to them. This I feel helps children to relate more easily to teachers and can help close a gap with disruptive pupils. Behaviour Modification is a term given to a technique used to start new behaviour and break or get rid of undesirable behaviour. When students behave in a correct manner this should be reinforced by the teacher, this reinforcement could be in the form of praise, less homework, or special treat. This method must be used with the whole class not just disruptive pupils for effective results. As much as possible it is better to under-react to disruptive behaviour



which is relatively harmless. This ignoring of the behaviour means the pupil gets no attention and should result in him giving up his behaviour. Behaviour Modification is based on the learning principle that a person who perceives that desirable consequences follow a given behaviour is likely to repeat that behaviour; behaviours which are followed by punishment are likely to decrease.(17)

Another behaviour modification technique is to make a list of the behaviour problems a pupil creates during a class, you will also need to make a list of your replies, in this way you can then analyse the child's behaviour and your own, drawing conclusions as to why the behaviour occurs or how it may be rectified. In this way you may find that you are being too hard on the pupil in question, or that your remarks are negative or sarcastic. The technique should always be used in the pursuit of positive goals, that is, to reduce human suffering and increase human functioning.(18)

After you have made the list between your remarks and the disruptive pupils the next step is to make a list of remarks between a pupil that you consider to have desirable behaviour and also your response to this behaviour. In many cases the result will normally be that children with desirable behaviour are ignored. Instead of a child's good behaviour producing reinforcement in the form of teacher attention, he receives the punishment of being ignored.(19)

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From this experiment we may find out that before we try to change the pupils behaviour we first may have to change our own.

There will always be pupils in our class who never seem to do anything that we can praise, in this situation we will have to take the behaviour closest to what we require and praise that. Fontana says that gradually through shaping, behaviour comes to approximate more and more closely to that we specifically want.(20) Of course we must understand that behaviour modification is not a miracle cure for all disruption problems in the classroom.

In this chapter I have looked at many of the basic and simplest ways of dealing with disruptive behaviour. I feel that an effective solution to the problem will depend on

1. the pupil involved
2. The teacher
3. The type of class (e.g. Art, History, Mathematics).

A systemic approach to behavioural change therefore involves looking at the whole system in which the individual operates.(21) When we take these three points into consideration we will surely find that there will probably be a different way of handling each child or situation, and so no hard and fast rule can be followed. Different people have different degrees of tolerance as far as children's behaviour is concerned, and what is a significant problem to one may be acceptable conduct to another.(22)

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FOOTNOTES CHAPTER 3

1. Biehler and Snowman, Psychology Applied to Teaching p.676.
2. Fontana, Psychology for Teachers p.370.
3. Dembo, Educational Psychology in the Classroom, p.469.
4. Cohen and Cohen, Disruptive Behaviour, p.65.
5. Fontana, Psychology for Teachers, p.376.
6. Biehler and Snowman, Psychology Applied to Teaching p.671.
7. Fontana, Psychology for Teachers p.371.
8. Ibid., p.371.
9. Ibid., p.372.
10. Ibid., p.371.
11. Ibid., p.373.
12. Ibid., p.341.
13. Biehler and Snowman, Psychology Applied to Teaching p.
14. Fontana, Psychology for Teachers p.373.
15. Cohen and Cohen, Disruptive Behaviour, p.65.

EXHIBIT 1

1. The first part of the document discusses the general principles of the law of contract and the importance of the offer and acceptance process. It also touches upon the concept of consideration and the formation of a binding contract.

2. The second part of the document deals with the specific requirements for a contract to be enforceable, including the necessity of a clear and definite agreement between the parties.

3. The third part of the document discusses the various defenses to a contract, such as duress, undue influence, and unconscionable contracts. It also addresses the issue of mistake and its effect on the validity of a contract.

4. The fourth part of the document discusses the remedies available for breach of contract, including specific performance, damages, and restitution. It also touches upon the concept of mitigation and the duty to mitigate.

5. The fifth part of the document discusses the assignment and delegation of contractual obligations and the effect of novation on the original contract.

6. The sixth part of the document discusses the discharge of a contract, including the concepts of agreement, frustration, and impossibility.

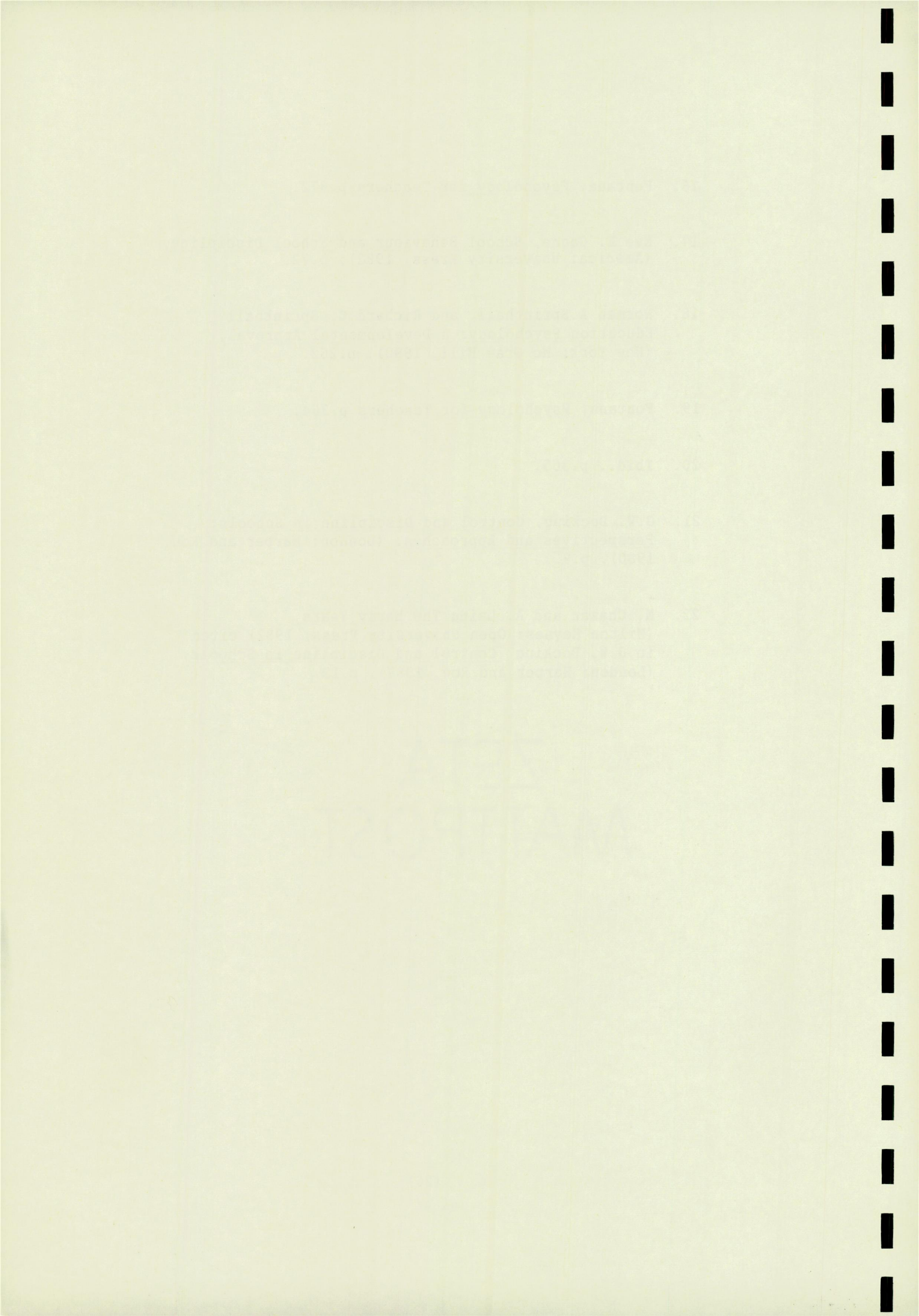
7. The seventh part of the document discusses the effect of the Statute of Frauds on the enforceability of certain contracts and the requirements for a written contract.

8. The eighth part of the document discusses the effect of the Uniform Commercial Code (UCC) on the law of contract, particularly in the context of the sale of goods.

9. The ninth part of the document discusses the effect of the Restatement (Second) of Contracts on the law of contract and the various provisions that govern the formation and enforcement of contracts.

10. The tenth part of the document discusses the effect of the Restatement (Second) of Torts on the law of contract, particularly in the context of the duty of care and the liability of a contractor.

16. Fontana, Psychology for Teachers p.372.
17. Eve E. Gagne, School Behaviour and School Discipline, (America: University Press, 1982), p.72.
18. Norman A.Sprinthall, and Richard C. Sprinthall Education Psychology: a Developmental Approval, (New York: Mc Graw Hill, 1990), p.262.
19. Fontana, Psychology for Teachers p.364.
20. Ibid., p.365.
21. J.W. Docking, Control and Discipline in Schools: Perspectives and Approaches, (London: Harper and Row, 1980), p.9.
22. M. Chazan and A. Laing The Early Years, (Milton Keynes: Open University Press, 1982) cited in J.W. Docking Control and Discipline in Schools, (London: Harper and Row, 1987), p.12.



CHAPTER 4

CASE STUDY

In my teaching experience, I have found quite a lot of disruptive behaviour, behaviour which I consider unacceptable and which differs greatly from what is expected. As I described in Chapter One this behaviour can be anything from constant talk among the class, or group of pupils, to a student telling me to f... off in no uncertain terms.

Coping with this situation I feel is more difficult as a student teacher 1. Because of limited experience and 2. More importantly the amount of time which elapses between each session I have with a particular class.

I find having the class only once a week a big disadvantage when dealing with disruptive pupils and believe that solving the problem, or at least improving it, would be much easier if dealing with the particular class or child on a more frequent basis.

The problem is that since I only see the class once a week I remember in much more detail a particular incident than the class or disruptive child will. In coping with the problem it is often hard to decide which is the best approach to take, to start the class in a good atmosphere, forgetting about last week's behaviour and starting afresh, or to discuss and complain about the unacceptable behaviour.

The research objectives of this study were to investigate the relationship between the variables of interest and to determine the extent to which the findings of this study are consistent with the findings of previous research. The study was conducted in a laboratory setting and involved the use of a series of tests to measure the variables of interest. The results of the study are presented in the following sections.

The first section of the study was a pilot study which was conducted in order to determine the reliability and validity of the measures used in the study. The results of the pilot study are presented in the following section.

The second section of the study was the main study which was conducted in order to investigate the relationship between the variables of interest. The results of the main study are presented in the following section.

The third section of the study was a discussion of the findings of the study and their implications for practice and research. The findings of the study suggest that there is a significant relationship between the variables of interest and that this relationship is consistent with the findings of previous research.

The findings of this study have several implications for practice and research. First, the findings suggest that the variables of interest are related and that this relationship is consistent with the findings of previous research. This suggests that the variables of interest are important and that they should be included in future research. Second, the findings suggest that the measures used in the study are reliable and valid and that they can be used to measure the variables of interest. This suggests that the measures used in the study are useful and that they should be used in future research.

In conclusion, the findings of this study suggest that there is a significant relationship between the variables of interest and that this relationship is consistent with the findings of previous research. The findings of this study have several implications for practice and research and suggest that the variables of interest are important and that they should be included in future research.

To support my ideas on handling disruptive behaviour, I intend to do a case study of one pupil in my class. This particular student has caused me endless problems, and I have tried many of my ideas on coping with disruptive behaviour with her.

CASE STUDY: Jane is a second year pupil, who can be very cheerful and funny at times. On my first day of meeting this particular class she greeted me with a big smile and remarked that we both shared the same surname, she seemed thrilled by this. As class commenced Jane co-operated without any problems, offering to do all the tasks that I had available. During class I proceeded to talk to each pupil individually, giving advice on the particular exercise and praise where possible. When I came to Jane she suddenly turned on me. I advised her on how to make her drawing look more three-dimensional, she replied by saying "no, I can do it myself" and "leave me alone".

After a few weeks of this changeable moody behaviour I began to get concerned as I felt she was affecting other pupils in the class as well as my teaching. I started to enquire about Jane from other teachers, to see if they, too, had problems with her behaviour.

In this particular school there is a system of "Log-books". Each class has its own log book and each log-book contains a

page for every pupil in the class. Any problems with a student are noted in writing by the teacher involved. When a student's behaviour is causing problems they are seen by the Discipline Council, which consists of two teachers from staff and the vice-principal. Here they discuss the problems with the pupil, and explain what will happen if the behaviour does not improve. Normally these disruptive students are put on "report" for a week. This "report" means that the pupil is given a sheet of paper which has all the classes for the week marked out. At the end of each class the student must produce this sheet for the teacher to remark how the student in question behaved in class.

After looking at Jane's page in the "log book" I was both shocked and relieved, 1. To see how much was written about her, 2. That I was not alone with this problem.

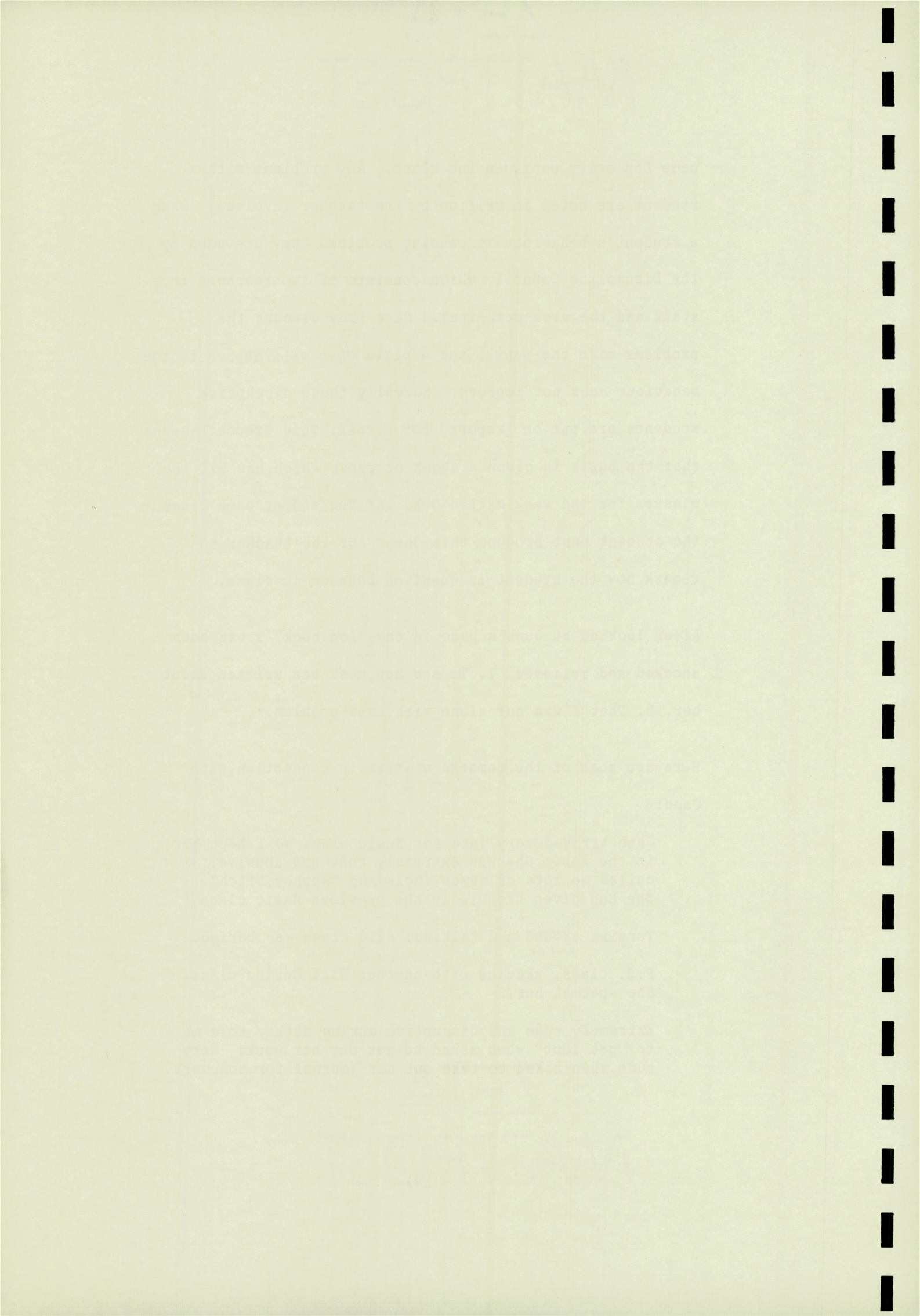
Here are some of the remarks written in connection with Jane:-

Jane arrived very late for Music class so I kept her in the lab. She was extremely rude and abusive, called me lots of names including "scabby bitch". She had given trouble in the previous Music class.

Turning around and talking, said class was boring.

P.E. class, arguing with another girl during class. She spat at her.

Extremely rude and disruptive during Maths, told me to "get lost" when asked to get out her work. Very rude when asked to take out her journal for homework.



Very unco-operative in cookery class, involved in singing out loud, Jane started the whole class off.

Very rude and disruptive in Maths class -
Disappointing since Jane's behaviour had improved lately.

Very badly behaved non-stop talking refused to do as she was told - very disruptive.

After reading this report on Jane I then asked other members of staff about their encounters and ways of dealing with Jane's behaviour. From my enquiries I found out that Jane's father is an alcoholic and her mother spends much of her time in a mental hospital. Jane has one sister, who was a third year student at this school, she left soon after I started, because she had a baby which was three months premature. From this information I gathered that Jane had an unstable home life. In my opinion this is the cause of her unacceptable behaviour in school. One teacher told me how she had overheard Jane say to a class-mate that she should "kick the teachers' heads in" and that she (Jane) would help. The teacher in question also remarked how this statement by Jane was also said aloud deliberately for her benefit.

Analysing this information I decided to try a new method when dealing with Jane. I thought that maybe if I spent more time encouraging her and praising any desirable behaviour things would be different.

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This particular class which Jane is a member of is quite large, thirty students. Another problem I have, is that within this class there are about seven other disruptive students who may not be quite as forceful as Jane but who also disrupt the class.

My first plan of action was to change the seating arrangement, which of course was met with much arguing. My idea when doing this was to place disruptive pupils between more co-operative and hard working students and also to break up groups. I left Jane sitting near the back but placed, quieter students around her. During one particular class I had all students divided into groups of twos as it was a portrait drawing class. On the whole the class were working well and I proceeded to walk around to see how the student's drawing was getting on. When I came to Jane she asked me to help her draw a particular part of the portrait. Since I had my back to the rest of the class I turned around to make sure every thing was in order. As I turned back to Jane I caught her hitting her friend extremely hard across the face. Before I could say a word she was shouting at me how her friend had started it, I told her that this was unacceptable behaviour and asked her to leave the class and go to the study area next door. She refused and said she was going home, with this she ran out of the class. I then called her friend, Mary, up to my desk to explain what happened, Mary said that they were messing and that she hit

Jane but not very hard and that Jane reacted by smacking her across the face. Jane returned near the end of class, I knew that she has been to see the Principal. She apologised to me and I accepted her apology. At the end of class she again came up to me and apologised yet again. I felt that maybe I was getting somewhere with her as she seemed truly sorry.

This feeling did not last long as the next time I had her for class she told me to f... off twice. I reported the behaviour in the log book. She was seen by the Discipline Council where she denied that she had said this. Jane was not allowed to return to my class for two weeks. On the day she returned she was asked to promise to behave by the Vice-Principal. This she did, and the Vice-Principal told me how keeping her out of class would hopefully make her more aware that if she was disruptive again that she would be removed. He said that she really enjoyed art class and did not like the idea of being kept away from it.

When she returned to the class they were involved in a project of "Head Adornments" in which most of the pupils were making hats. Jane asked me to help her as she was so far behind. She was very demanding and forceful. I helped her and she caught up with the other members of the class very quickly. This proved to me that she wanted to do the work and she was enjoying making her hat design, she even

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pleaded with me to help her before attending other students since she said she " was so far behind".

My conclusion when working with Jane is to let her work alone and if she had problems she will ask me. In this way there are fewer confrontations as she is seeking my advice instead of me giving my advice without being asked.

As I have already said this class of which Jane is a member is quite disruptive but I have found that using the methods which I described in Chapter Three, such as humour, rules, positive language (where possible), interesting lessons, being well organised, and above all being consistent when dealing with disruptive pupils has helped me build up a better relationship with the class. They seem to enjoy their class and when asked to bring in articles which they need to use in class most do so, this proves to me that they enjoy and think about their art class which of course shows interest.

In concluding this dissertation I believe that disruptive behaviour will always be in the classroom. The range of behaviour may vary from one class to another. Teachers may find new ways of solving these problems by experimenting with new ways of teaching or maybe new ways of organisation but above all a teacher must take care over content and presentation of his/her lesson. It would be so much easier

FOOTNOTES CHAPTER FOUR

1. Footnotes, Psychology for Teachers p. 192

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