

Scenarios

The following scenarios are drawn from actual classroom situations and provide realistic contexts for developing knowledge and skills in the area of behaviour management. They provide opportunities for you to assess the relevance and applicability of various models of management in different situations and, at the same time, they make it possible for you to draw links between the information provided through the book's content and real-life classroom practices. As you tackle these scenarios you will discover that the broader range of theories and research presented during your pre-service training have real-world relevance.

The aim of working with these scenarios is to develop practical strategies for dealing with a range of different situations that teachers confront on a daily basis. To analyse the scenario you might seek answers to the following questions:

- a. What is your overall belief(s) about children in this type of circumstance?
- b. What is the problem? This could include student needs that are not being met, learning difficulties, lack of motivation, problems with peers, clashes due to teaching/learning style, emotional problems, etc.
- c. Consider your overall plan for action (script): What do you need to find out before acting? Who would you consult before approaching the student? How would you approach the student? Where? When? What would you say?
- d. In terms of following-up on your plan: How can you monitor the success of your plan – what might the indicators of success be? What do you need to do after the initial conversation about the problem with the student?

Scenarios:

What would you do in one of the following situations as a new teacher?

Primary School

1. Ryan has been a difficult student since coming to school in Kindergarten and now in Year 5 his aggressive behaviour to other students and teachers has resulted in several suspensions. When Ryan returns to school he seems disinterested in school and has a short attention span. Although assessment indicates an average intelligence, his work is generally incomplete or poorly done.
2. Jessica is a Year 6 student who has been absent from school a number of times due to a variety of reasons that are usually poorly explained. In her earlier years from Kindergarten to Year 2 she showed above average ability but her learning in Year 6 is difficult to access as she shows little willingness to complete work. On some days she is tired and explains that she looks after her younger siblings when her mum is 'away'.

3. Tony is a Year 3 student who shows an interest in practical areas such as sport and helping out as the class monitor. However, when work is given that requires reading and/or writing he is talkative and likes to taunt other students with his comments. He is generally liked by the students who enjoy watching his antics in the classroom.
4. Jeremiah is a Year 4 student who is becoming more of a problem as time goes on. While difficult in Year 3 he has been causing larger problems this year as he refuses to complete work, giving discourteous answers to questions and not responding to either rewards or consequences. The only time he seems focussed and polite is when working on the computer doing projects and interactive activities but this privilege is often removed due to his poor behaviour at other times.
5. Ethan is in Year 2 and still cannot read many words and has poor number skills. His verbal skills are good and he shows above average skills in drawing and art. Several attempts have been made to give Ethan extra help with his basic skills but he has recently become more uncooperative and will throw down his pen or crumple up paper when frustrated with the work.
6. Sarah is a Year 2 student who likes to walk around the classroom destroying other students' work. You believe on the occasion that you brought some artefacts from Bali to school for a display that she destroyed them during lunchtime. Sarah is never settled in class and you notice her to be very jumpy when you or a student makes a sudden movement.
7. Nicole in Year 3 is constantly asking you petty questions in class and likes to hang around you in the playground. Other students call her 'teacher's pet'. Nicole is successful academically and has very supportive parents. Nicole was very unhappy when she was not voted as class captain.
8. Rani in Year 4 is confident and precocious. When doing group activities in the classroom and during sport she is aggressive to other students, taking control of the activities and sometimes belittling others in the process. Many of the children are reluctant to challenge her and she is frequently temperamental in response to teacher instructions.
9. Siva is in Year 5 and appears to have no friends. He is often alone at recess and frequently eats his lunch by himself. In class, whenever group tasks are set up no one wants to work with him. His academic achievement is average. He appears untidy and scruffy but not neglected.
10. Danni in Year 6 is always disrupting the class by calling out and when she is quiet she is usually reading Dolly magazines. Her school work often suffers from a lack application yet she appeared to capable academically in previous years. She thinks primary school 'sux' and cannot wait to get to high school where there will be older boys.

High School

1. Katelynne is a student who has not received any discipline slips in Year 7 but has now been suspended twice by the end of Term 2, Year 8. Her work has deteriorated with assignments and homework incomplete. When spoken to outside the classroom she is pleasant and cooperative, explaining that she no longer likes school and just

wants to leave as soon as she can. Back in class she is argumentative and seems to delight in standing her ground when politely asked to follow a reasonable instruction.

2. Mustafa is a Year 9 student who is physically well-developed and sociable with his peers. Academically he shows a low ability and he spends much time at the back of the class drawing in the back of his books and listening to his iPod. When asked to get to work he picks up a pen but does not complete any work. Left alone he is not a problem for the rest of the class although some students are now asking why he is allowed to do nothing.
3. Katrina is a Year 11 student who caused major disruptions to her classes in Years 7 to 10 but with her mother's support believes that a HSC will give her more options when she leaves school. Having missed many weeks of school due to truancy and suspensions she is struggling with the demands of work but manages to hand most assignments and assessment tasks in on time. Many of these are poor in quality and she becomes angry and upset when it is explained that the standard of work needs to improve.
4. Adrian is a Year 7 boy who spent most of Year 6 sitting outside the Principal's office because of some bizarre behaviour in class such as provocative dancing in front of the other students. While he was previously able to complete most of the work set outside the class, he is now struggling to adjust to the many changes in teacher and subject area. He has also received several serious detentions for aggressive behaviour in the playground and it was noted at the Year 7 camp that he was often baited by other students to get him to put on one of his 'shows'.
5. Brendan is in Year 10 and wants to complete his School Certificate and gain a carpentry apprenticeship with his uncle. At the end of Term 2 he has received 4 'n' awards in a variety of subjects and risks losing his School Certificate if the missing work is not completed. Brendan is cooperative when discussing his situation but shows little inclination to get the work completed. He is a capable student and in Year 6 was one of the top students at his school.
6. Gemma in Year 7 does not interact with other students, engage in class discussion or any informal communication with you. She attends class, submits mediocre work and has a low class profile. Her interactions with others outside the classroom indicate that she is friendly but reserved.
7. Refiti, who is in Year 8, shows signs when you speak privately to him of being interested in your subject. In class he is constantly clowning around disrupting other students and making it very difficult for you to teach. He is embarrassed to read anything out in class and the quality of his written work is poor. Refiti is well liked by other students and is a top basketball player.
8. Jason in Year 9 is constantly invading your space, often bumping into you as you enter or leave the classroom. It appears accidental but because of the frequency you suspect it is deliberate. When you are teaching, the way Jason looks at you makes you feel uncomfortable.
9. Abdul in Year 10 thinks he knows the answers to everything. Every lesson is disrupted by Abdul wanting to debate something with you. You can sense the other students don't like it and the situation makes you angry. Pleading with him to give other students a go doesn't work and you can see that he is gradually alienating himself from his classmates.

10. Roger is in Year 11. He is consistently late for your class, disrupts the class on entry and is always behind handing in assessment tasks for your subject. His latest assessment task is a month late. When you speak with the year co-ordinator about his behaviour, you find that Roger behaviour appears to be commendable in other subjects. Roger is very sociable with other students.