# Teachers' Changing Perspectives on Misbehaviour:

# A Qualitative Study

by

Shaun Bright

A thesis submitted to the Faculty of Graduate Studies of

The University of Manitoba

In partial fulfillment of the requirements of the degree of

MASTER OF EDUCATION

Faculty of Graduate Studies

University of Manitoba

Winnipeg

## Contents

**Figures**

## Abstract

In this study, I have solicited the perspectives of teachers about their students who are characterized as misbehaving. These perspectives influenced how these teachers saw and interacted with the students. I present three approaches that provide a method for dealing with student behaviour: transactional, relationship-based, and behaviourism, and relate these to the perspectives held by study participants. Analysis of the data indicates that teachers who reported having respectful relationships with their own parents growing up viewed positive relationships as necessary when working with students who misbehave. Limitations of the study and implications for practice and future research are presented.

## Acknowledgements

This thesis is the product of a journey that had many obstacles and challenges along the way. It was a journey that at times I did not think I would finish. Through constant encouragement from peers, colleagues, professors, and family it is finally complete.

I would like to thank my four children for putting up with 'another night of working,' and all of the 'shushes'. My love Irene for stepping in and doing things I should have been doing so I could continue working, and my dad who was always a good sounding board to bounce ideas off. I specifically want to thank my advisor Zana, who helped me identify an idea, develop a plan around it, and who kept supporting me until the end. Last I want to recognize and thank my mother who never gave up on me, listened to me, helped me through the low points, and provided me guidance with positive words of encouragement all along the way. I could not have completed this without all of your support. Thank you everyone.

# Chapter One

## A Note on Language

Throughout this document I will be referring to teachers and their students in junior high and senior high school settings. My focus is on student behaviour, specifically the type of behaviour that annoys others, disrupts lessons, or becomes violent and assaultive. There is a broad range of behaviour that is perceived by teachers as 'misbehaviour', and there are equally as many reasons for the perspective and the behaviour. Suffice it to say, for ease of reference and consistency, all students will be referred to as misbehaving students throughout, and their behaviours as misbehaviours. This is in no way meant to minimize the person behind the behaviour.

I am going to begin this thesis by telling you my story, which served as the beginning of this research.

## My Story

When I first started teaching, I was unprepared to meet the challenges of the many different levels of learning that my students came with. Coupled with the learning differences were the behaviours that students exhibited. At the time, the main thought I had of the misbehaving students was that they were interfering with the learning of others, but more importantly they were challenging my authority in the classroom by not doing what I had asked. I do not recall any instances of extreme aggression or defiance. I do recall having students enrolled in my classes who had been removed from other teachers' rooms for various reasons. Often these students continued to do very little work in my classroom, and not comply with

many (if any) of my academic demands. I did, however, establish strong relationships with them, some of which continue to this day - over fifteen years later.

I had very minimal knowledge of the different antecedents of the behaviours; I knew that lessons needed to meet different learning styles, and expectations of production varied by student. However, I never gave much consideration to a possible lack of skills at least being partially responsible for the behaviour. My general regard of these students was that they were lazy, were not putting in the effort required, they did not want to do the work, or they were simply a product of their environment – family, social economic status, background, and so on. When I moved from the classroom to a resource teacher role, I began to learn more about adaptations and accommodations which could be implemented in the classroom and school environment to assist in supporting student success. Through reading I learned which adaptations and accommodations could help certain challenges, but I still had a lack of understanding about the causes of the behaviours and more importantly, what I could do to teach students how to behave in an expected fashion. What I was basically doing was taking a square student who didn't fit in a small round hole and putting them in a large round hole. The square fit within the boundaries, however not perfectly. During my time in this role, I still held the view that we were providing the supports necessary for the student to be successful, but the student continued to exhibit the same behaviours that were occurring pre-intervention. Looking back on this time in my career, I realize that students were often not involved in the plans that were being developed about them or the interventions being employed with them.

When I moved to the division's Special Education department as a Fetal Alcohol Spectrum Disorder support teacher, I would work with teachers individually and in teams to support students with a diagnosis of FASD. These students came with many challenges.

Adaptations and accommodations to the environment became only one part of supporting these students. In addition, cognitive assessments gave vast information about learning capacities in different cognitive domains such as self-care, sensory processing, gross and fine motor skills, memory, and more. This information was valuable in that it gave areas of skills to teach the students, rather than manipulate the environment and hope that the student learns on their own how to behave.

This was one of my biggest steps in understanding the importance of looking at the whole student, not just behaviours we don't like or appreciate. Eventually I came across Dr. Ross Greene's Collaborative Problem Solving method, a model that emphasizes the importance of collaboration with the individual and their support team, looking at the 'fit' between the adult and the student, and identifying the student's lagging skills and formulating a plan to teach those skills. One of the most memorable quotes from Dr. Greene that stuck with me was his idea that "Kids do well if they can. They prefer doing well to not doing well" (Greene, 2014, pg. 77). This is a very enlightening idea that gave me hope. Kids will do well when they have the skills to do well. If a child is not doing well, we need to teach him or her the needed skills to allow him or her to do so.

Dr. Ross Greene was a very important piece in my paradigm shift in looking at misbehaviour in schools. The task for me now became getting the teachers and teacher teams to 'buy in' to this philosophy. Often, I would preach Dr. Greene's mantra to teachers, but they always appeared resistant to internalizing such a thought unless they were able to see or experience it for themselves. The difficulty with this was evident in the resistance to trying evidence-based strategies (such as a functional behavioural assessment, positive feedback, sticker charts, teaching social skills, etc.) to improve the lagging skills the individual presented

with. I was given many different reasons for not implementing some of these strategies such as "there isn't time to meet to plan, collect data, meet to review, implement, meet to review, and on and on", "I have twenty-five kids in my class, I can't focus on this one student", and "I barely have time to get through the curriculum, I can't do this". An underlying assumption I had was that the teachers didn't understand the reasoning behind the intervention, or they didn't have (or believe they have) the capacity to implement the strategy.

Currently, my role is that of a Behaviour Support Teacher. I work with students who, due to behavioural challenges, are deemed unable to be educated in a regular classroom setting without interfering with the safety and learning of others or taking up substantial time resources of the classroom teacher and other school personnel. Too often I see students suspended with the expectation that the time away from school will teach the student to follow the school rules. I regularly see behaviour plans stating, "student will do…". I question how they are supposed to do … if they have never been taught how to do it. A common response is "they know how to do it; they are choosing not to".

These typical responses led me start to talk with teachers about their interests, strengths, and beliefs. I listened to their stories about their past and what they thought schools (and education) should look like. I was amazed by some of the stories teachers told me about how their perspective changed over the course of their career for various reasons such as a student they worked with, a colleague, a seminar they attended, and so on. This (along with support from my advisor Zana and family and friends) is what helped lead me to the idea to document the stories of evolution and growth of teachers' perspectives. This information will prove valuable in adding to the base of knowledge on teacher perspectives already available, as well as contribute to the relatively small amount of data on Manitoba junior and senior high school teachers'

perspectives of misbehaving students. Ideally this information will support other teachers, both in-service and pre-service, in reflecting on their own perspectives and evolving the way they teach, collaborate, and support students who misbehave.

**A Teacher's Perspective**

A teacher's perspective on student behaviour is one of the most important considerations when he or she is deciding upon an appropriate behavioural intervention in a junior or senior high school setting. Teachers' perspectives can range from positive (as in believing students lack the necessary skills to behave appropriately, and thus present a teaching-learning opportunity), to negative (as in believing the student is trying to be in control of the classroom, presenting a power struggle situation). The behaviour management interventions the teacher implements can range from positive, supportive methods to negative and aversive ones. I am interested in how teachers' perspectives influence behaviour management views, and thus behaviour management strategies and the interventions employed. Some teachers, for whatever reasons, have negative perspectives of students who misbehave which lead him or her to use aversive, punitive, or negative interventions. These interventions may provide a brief relief from the behaviours in a certain environment (i.e., a student may behave in a certain classroom due to fear of the teacher, or the student may be removed from the classroom, etc.), but do little to teach the student self-management skills. These interventions often result in long-term negative effects (Ducharme & Shecter, 2011). I am curious about the things that can influence a teacher to develop his or her understanding of and use of positive behavioural interventions which fall within his or her broad base of perspective on misbehaviour? Through interviews with teachers about his or her perspectives of misbehaving students, I hope to identify trends and similarities in what led to those perspectives. Ideally, participants will have experienced growth and be able to provide

stories which contrast the way he or she would have worked with a misbehaving student in the past versus the way he or she would currently. My hunch is that a teacher does not stray far from his or her original perspectives on behaviour management. Instead, he or she finds methods and interventions that are consistent with his or her core values and perspectives, yet still have basis in positive behaviour management.

Other questions I hoped to answer included: Why each teacher chose to evolve his or her perspective? Did they witness the use of an intervention and see the benefits of it? Did they learn from a book, or a professional development opportunity? Were they convinced by a colleague to try something new? Did they evolve because of in-service university coursework? Or was it something else?

Teachers are facing many challenges in today's classroom. The diversity of student needs, pressures from parents and communities to increase academic performance while reducing behavioural concerns, as well as increases in systemic demands around reporting, assessing, and programming all add to teachers' workloads. Out of all the challenges teachers face, the primary reported stressor is student misbehaviour and the act of disciplining them (Friedman, 2006, Chan, 2006, Sutton & Wheatley, 2003, & Friedman, 1995). Teachers become stressed by student misbehaviour because it interrupts other students from learning, disrupts the lesson plan, leads to power struggles in the classroom, and makes them feel judged by colleagues and administration as lacking classroom management and control skills (Tsouloupas, Carson, & Macgregor, 2013).

In my role as a support teacher in a large school division, I am frequently requested by administrators to work with teachers to develop behaviour management plans for individual

students, normally students whom I have not met. Often, the first time I meet the teacher is at the initial meeting about the behaviour plan.

I engage in conversations with a teacher about his or her perspectives of misbehaviour to develop a baseline understanding of what types of interventions he or she would believe in, and thus employ with fidelity. These conversations are what developed my interest in understanding how teachers grow their perspectives and what leads them to begin a journey of change. Listening to stories from teachers as I get to know them has shown me that some do alter the lens they see student behaviour through, as they begin to recognize other factors at play and grow their understanding in a positive way. These teachers often tell me stories of how he or she would have handled a situation in the past but have since changed his or her ways. These are the stories I am particularly interested in.

## Behaviour

Everything a person does is a behaviour, from the most minimally noticeable events such as blinking to major events such as fighting. Some believe that behaviour serves as a form of communication (Cooper, 1999, Ivanov & Werner, 2010) and the teacher's job is to understand what is being communicated. I have learned through experience that other teachers often view misbehaviour as students trying to get attention or power and control, or willfully defying the adult, and are treated accordingly. This research study is primarily concerned with the evolving perspectives teachers have on behaviours they deem inappropriate, and how those perspectives influence how they interact with misbehaving students.

### *What is a Misbehaviour*

An individual's behaviour will vary in different environments and situations. Sometimes those behaviours are viewed by others as appropriate (e.g., cheering at a hockey game), and

sometimes they are viewed as inappropriate (e.g., cheering at a funeral). In schools, students (and staff and visitors) are expected to behave in a certain way to fit the systemic and communal values that are in place (e.g., use respectful language, walk in the halls, keep hands and feet to self, and so on.). When behaviours are seen by others as unexpected or inappropriate, judgements are cast based on perspectives and, in schools, consequences are imposed with the publicly stated goal of the student learning the skills to be able to behave as expected; and the unstated goal of getting the student out of the teacher's classroom, along with asserting adult power, authority and control. Many teachers believe that they must have absolute authority in the classroom, and that this authority comes automatically with their title and age (Beaty-O'Ferrall, Green, & Hanna, 2010).

A teacher's view of power and control in the classroom influences the way consequences for misbehaviours are communicated to the student (as either judging, derogatory, condescending, etc., or respectful, helpful, caring, etc.). This communication has an effect on how the consequences are received and can often predict how future interactions will look between the two individuals. Studies have shown the benefits of teachers treating students humanely; by doing things like recognizing expected behaviours and having discussions about the effect their behaviour has on others (Lewis, Romi, Katz, & Qui, 2008). Alternatively, the opposite is true for teachers who react with negative, punitive, or aversive consequences for misbehaviour. Aversive consequences often lead students to begin to resent school, dislike learning and increase misbehaviour (Lewis et al., 2008).

Teachers' perspectives on the causes of behaviours are one of the major driving forces behind how they choose to deal with them (Wiener, 2006). Behaviours often are classified by their perceived disruptiveness or perceived underlying pathology. As Adleman and Taylor

(1990) indicate, individuals perceived as acting out gain labels such as uncooperative, noncompliant, disrespectful, and inappropriately aggressive. Unfortunately, these labels do not identify the reasons for the behaviour, and instead lead teachers to focus on the perspective that the individual needs to get attention, defy authority or avoid doing the work. A negative label on a student increases his or her stigmatization with both peers and adults (Kivi, 2010). In addition, these labels often cause self-perpetuation; that is, the students begin to act more in-line with the negative labels being used for them (Link & Phelan, 2001; Plows, 2014). A focus on negative perspectives may trigger an emotional reaction from the teacher (Beaty-O'Ferrall et al., 2010) leading to an inappropriate response. Some teachers see misbehaviour as a result of psychological or physiological disabilities and refer to the students with diagnostic labels such as "That's the ADHD kid", "That's the kid with ODD", or "That kid has depression". Labels such as these can present an "out" where the teacher can use the diagnosis as a reason to overlook or forgive certain behaviours in labelled students. Other times teachers see this as a referral situation where they can gain access to support, either for him or herself, or for the student. In these cases, the student benefits from the label. However, if a student is labelled disruptive and non-compliant in the classroom, some teachers will become extra diligent in noticing misbehaviours. Often, they focus on annoying and disruptive behaviours. This could be the result of a perspective that the student is the one who needs to do the changing, and the teacher then uses the label to pass the student off to someone else (often the office) or get the student out of the classroom, saying "the kid belongs somewhere else." Recognizing and understanding why a teacher wants a student out of his or her classroom takes the focus from the student alone and begins to examine the adult characteristics, environment, and demands. This process of conversation and observation is important to identify challenges and consider increased support

in his or her classroom in the form of co-teaching, mentoring, teacher-aide support, or some other method.

Every teacher will bring a different background of behavioural expectations and patterns of how they react to misbehaviour. The tolerance a teacher has for misbehaviour is an important factor in how they react to it. Student behaviours in a classroom can be seen by the teacher and other students as unpleasant, bad, or a hindrance to learning; however, they are not frequently physically violent (Wilson, Douglas, & Lyon, 2011), which is not to minimize the violent incidents that do occur. The majority of perceived misbehaviours get categorized by teachers by increasing severity, such as annoying, disruptive to others, or destructive of property, peers, or staff. Each level of misbehaviour evokes a different method of teacher intervention and planning. Research on student misbehaviours has shown that the most frequent student misbehaviours, according to teachers in the classroom, are actions such as talking out of turn, "disrespectful behaviour", and other minor offences (Sun, & Shek, 2012), and one of the most frequent strategies of intervention is removal or referral (Kulinna, 2007). Difficulties arise when there are inconsistencies between classroom expectations and teachers' patience levels in the different classrooms. In one class, a teacher may allow students to converse at a low volume with their neighbours as they work on their assignments, whereas the next teacher does not allow any talking during a similar type of activity. In situations such as this, some students are unable to alter their behaviour to meet changing expectations, and they end up getting in trouble in the classroom where they are not allowed to make noise. A teacher may see the student as shirking authority, defying rules, and expectations, or being overtly disrespectful. Research by Sun and Shek (2012) also revealed that teachers perceived misbehaviours as ones involving "rule-

breaking", not adhering to social norms and expectations, being inappropriate in the classroom, and disrupting teaching and learning.

Whether aware of it or not, teachers are always assessing behaviours based on their understanding of 'bad' and 'good' behaviours. Teachers also assess how 'bad' the behaviour is, in a sense acting as the judge, jury and executioner (of the consequences). The interpretations a teacher forms about these factors influence the type of interventions that the teacher uses in his or her classroom (Axup & Gersch, 2008).

Despite the research on the effect of positive behaviour interventions with students with behaviour challenges (Maag, 2001, Bambara, Janney, and Snell, 2015), many teachers continue to develop negative perspectives about certain students, believing that the issues are out of their (the teacher's) control, the students belong 'somewhere else', and the students are the result of the parenting they receive – leaving the problem out of their control once more (Smol, 2018). Frequently, the view is that some thing or part of the student is broken and needs to be fixed, often the damage is thought to be so severe or complex that the student needs the help of someone other than them.

### *The School's Role in Behaviour Management*

All teachers must follow a professional Code of Conduct, including when they are dealing with student misbehaviour (Manitoba Education and Training, 2017). Since 2005, Manitoba schools have been given a set of criteria their Code of Conduct must contain, along with a provincial document outlining intervention and behaviour management programs (Manitoba Education and Training, 2017). This document also directs schools to review and update their code of conduct every year. Some of the criteria the Code of Conduct lists include ensuring the student's cognitive level, educational history, medical diagnosis, and other areas are

taken into consideration when working with students with challenging behaviours (Manitoba Education and Training, 2017). This is important in promoting teachers to work with students at an individual level, rather than adopting a "one size fits all" approach to dealing with behaviour. Teachers must recognize ethical values, always considering what is best for the student, what is best for the classmates, and who is benefitting from any consequence being imposed (is it the individual receiving the consequence, their peers in the classroom and school as a whole, or the teachers in the classroom?). Earlier I introduced the notion that teachers differ in what they see as best for the student and the classmates. Sometimes efforts of discipline may be promoted as best for the student, however, are known to result in negative effects. This is not to say that some teacher's ethical values are wrong, it is possible that the teacher does not have the skills or knowledge to intervene in an alternative fashion. Sometimes a teacher feels he or she has tried everything, and nothing is working. This leads to frustration in the teacher and he or she may resort to using strategies such as class or school suspensions, sarcasm, or public humiliation, among others. Some strategies that teachers must avoid using are overly aversive or punitive tactics such as locking a student in a dark closet or using a strap to hit them. These interventions are ethically wrong, and some of them are illegal (curiously, Manitoba's Public Schools Act does not specifically state the prohibition of corporal punishment, as many other provinces in Canada do).

The Code of Conduct recommendations from the province are very generalized in order for schools to adopt strategies and techniques that consider community needs and barriers. This generalization is necessary for local schools to tailor their own Code of Conduct in the most positive, proactive, and beneficial way.

## A Theory for Everyone

Multiple theories exist about the best way to work with (or deal with) misbehaving students. Each of the theories have proponents in the education system who advocate for programs or methods that flow from them to be used in the schools. Some of the programs or methods have specific, step-by-step instructions on implementation, while others are more generalized and leave room for the individual teachers to adapt them to their specific needs. In this study, I have generalized three different theories on the best way to work with misbehaving students. The divisions are based on the intensity of adult control, ranging from complete to minimal. Each theory has a different way of seeing students and the behaviours he or she exhibits. Some of the theories believe the student must be the one to change, others believe teachers must work in collaboration with students to solve challenges, while others still believe students must learn to solve problems as democratically as possible with the adult providing as minimal support possible. These theories also provide the best fit with my experiences of working with teachers and misbehaving students.

Prior to introducing the behaviour theories, I will introduce attribution theory as a loose guide for interview focus as well as a method of reflecting on responses post interview while analyzing transcripts. Attribution theory is useful in helping to understand what motivates teachers to respond to a behaviour in the way he or she does. As I will explain, a teacher's perspective on the different factor's attribution theory identifies, guide his or her behaviour management strategies in the classroom.

### *Why We Do What We Do, A.K.A. Attribution Theory*

Bernard Weiner (2006) was one of the first individuals to put together attribution theory to describe motivation. I believe this theory serves as a base to build an understanding of how

actions are influenced by perspectives, such as when a teacher reacts to student behaviours. This theory is about how an individual explains or relates to the causes of an event or a behaviour, based on his or her perspectives of various factors including the locus of control, the individual's controllability, our moral judgements, and the stability of the cause (Weiner, 2006). Attribution theory is important for a researcher looking at identifying and trying to understand perspectives of teachers from the outcome of the event. This theory is helpful for teachers as well, as they embark on journeys of self-reflection. Challenging students are tiring to work with and hard to like. Therefore, reflecting on and learning about what behaviour management strategies work best with the way one views misbehaviour is important if one is to implement plans with rigor and fidelity and reduce the incidence of stressful situations.

Weiner's theory starts at the outcome of an event and works backwards to figure out what the perspectives were that led to that outcome. If the outcome of the event was positive, the teacher can attempt to replicate it based on what he or she believe caused it. Conversely, when the outcome is negative the teacher can try to avoid the perceived causes of the outcome, so he or she does not experience it again. Having a teacher identify and recognize his or her perspectives of student behaviour, as well as how his or her perspectives influence the behaviour management strategy employed, provides the starting point for change. A full discussion of attribution theory, including examples of the different factors considered, follows in chapter two.

### *Perspectives of Teachers on Misbehaving Students*

Current research on junior and senior high school teachers' perspectives of misbehaving students is minimal, with qualitative studies being more rare than quantitative studies. One challenge facing qualitative researchers is digging deep enough to get past responses that are influenced and potentially hindered by what are socially acceptable answers.

Teachers often attribute student misbehaviour to external-to-the-teacher causes, such as homelife and the student themselves (Kulinna, 2007). This view promotes a helpless situation for the teacher, and in addition to being out of his or her control, the teacher can shift accountability for student behaviour (or lack of) away from themselves. In chapter two I will discuss more of what teachers attribute student misbehaviour to and how those perspectives influence the behaviour management strategies used.

### *A Few Theories to Manage Behaviour*

Educational theorists have developed different theories that attempt to explain and account for student misbehaviour. These theories are evidence-based and research-driven, and each of them considered to lead to positive behaviour interventions. I chose these three behaviour theories because each is based in a different way of thinking about students, their behaviours, and how to go about changing those behaviours. In addition, each theory is distinct with respect to the level of teacher involvement and intensity of control. In this chapter, I will briefly introduce behavioural theories, transactional theories, and relationship-based theories. A larger discussion and analysis of these theories is presented in chapter two.

**Behavioural Theories.** Behaviourists believe that students misbehave for one of two reasons: to obtain something or to avoid something (Bambara et al., 2015). In behavioural theories the student is the focus of change while the adult is in control of evaluating and directing. One method of influencing behaviour change is via rewards and consequences. Through a process called a functional behaviour assessment (FBA), the function, or what the individual gets (or avoids) from the behaviour is hypothesized, (such as gaining attention, avoiding doing an assignment, avoiding cooperating with someone, etc.), along with specific data on what leads up to the behaviour (antecedent), such as when and where it occurs (setting

events), and what the outcome is (gained attention, avoided work, avoided cooperating with someone, etc.). All data collected is regarding observable events. A less distracting, disruptive, or destructive replacement behaviour is identified and taught to the student (e.g., hitting a punching bag to replace hitting a person when frustrated – the individual still works out frustration but does not hurt anyone. This is an extremely simplified example). More data is collected and analyzed to determine the effectiveness of the intervention (Bambara et al., 2015). Two school-based approaches which are influenced by behavioural theories are Applied Behaviour Analysis and Positive Behaviour Interventions and Supports. These two approaches are included under the behavioural umbrella because both are informed by an FBA to guide the curriculum, and both are adult driven with the student at the centre of change (Bambara et al., 2015, Gambrill, 2013).

I include behavioural theories because in my experience most teachers who have challenges with student misbehaviour believe that the student must change his or her attitude or behaviour to suit the school, not the other way around. My assumption is that teachers will be most inclined to employ a behavioural-based strategy. Both ABA and PBIS will be investigated further in chapter two.

**Transactional Theories.** Transactional theories are ones where a teacher and student work together to minimize the frequency, duration, and intensity of challenging situations and solve problems which arise from them. This collaboration between the student and teacher is one characteristic that defines transactional theories. Another identifying characteristic of this theory is the teacher (person with authority) recognizing his or her influence on the behaviour and considering that influence when problem solving with the student. Transactional theories of behaviour management are like authoritative teaching in that teachers provide thoughtful limits

and structure, with the students included in decision making. As Baumrind (1996) implied, the programming for the student is placed in the hands of the teacher, one who is aware of what society will demand of the student and who will teach the skills in an age and developmentally appropriate manner. Literature shows benefits in allowing students an active voice in problem solving for what is perceived as misbehaviour (Ralph, Wimmer, & Walker, 2008). Behaviour management models which flow from transactional theories posit that the adult maintains some control in that they are present for the problem-solving process. The adult often has the final say in setting the limits with the student. Transactional behaviour management theories require the voice of both the teacher and the student to be heard in solving problems and coming to agreement in how to move forward. Behavioural challenges are framed as a lack of fit between the student and the adult or the environment, along with recognition that the student has an underdeveloped skill (Greene, Ablon, & Goring, 2003). The teacher and the student, sometimes with the assistance of a trained counsellor, engage in conversations aimed at identifying solutions. The parties decide on supports or adaptations that can assist both the adult and the student in minimizing future challenges in conjunction with programming to teach the skills needed by the student to independently solve the problem or adapt to the situation in the future. These skills are necessary for the student to be able to function in situations and environments which cannot be altered to accommodate him or her. Two school based behaviour management models of transactional theory include the Collaborative and Proactive Solutions (CPS) model developed by Dr. Ross Greene, and the Restorative Practices model, when adapted for use in educational settings. These models will be discussed further in chapter two.

**Relationship-Based Theories.** Many teachers believe that a positive relationship with a student is necessary before any teaching and learning can happen and that without it many misbehaviours will be perceived to occur. In their review of the literature, Rosa Hernandez Sheets and Geneva Gay (1996) noted that many behavioral problems were the result of a breakdown in the teacher-student relationship, saying "the causes of many classroom behaviors labeled and punished as rule infractions are, in fact, problems of students and teachers relating to each other interpersonally" (pp. 86–87). Research has shown that a high percentage of students who get in trouble for misbehaving in the classroom have poor relationships not only with their teachers, but also with their parents and peers (Roache and Lewis, 2011), along with underdeveloped social skills (Poulou, 2014). Relationship-based theories are centered on establishing positive, trusting, caring relationships within the classroom and school community, and instilling a sense of ownership and citizenship in the students (Kohn, 2006). In these theories, the relationship becomes the foundation for motivation and positive action. These theories posit that productive, useful, democratic learning cannot occur without an established relationship in place where individuals feel safe to express their needs, fears and wants. Attachment theory for teachers and Alfie Kohn's Classroom Community theory are examples of school based behaviour management models which rely on the ideas of relationship-based theories. In chapter two I will explore the advantages and disadvantages of relationship-based theories when used in schools for behaviour management.

## Purpose of the Study

I am interested in the way teachers perceive and intervene with students who misbehave. I want to know where the teacher grew his or her perspectives and, if relevant, how, and why they changed over the course of their career. Themes emerging from the stories teachers tell will

provide me with an increased understanding of teachers as well as possible avenues for promoting change in others. I am particularly interested in teachers who have experienced an evolution during their career in the way he or she manages behaviour and interacts with junior and senior high school students. In cases of teacher growth, I am interested in learning about factors that encouraged the change. Learning about different methods of working with misbehaving individuals is valuable, however it needs to be accompanied by deep reflection on one's own perspectives and views. Teachers are at risk of burnout due to the stresses associated with the job, especially the stress of misbehaving students (Cosgrove, 2002). In my mind, this is reason enough for a teacher to closely examine his or her own practices to determine effectiveness. My research can encourage teachers to reflect on their perspectives and the strategies they use to intervene with students who are misbehaving. What are the themes in the stories of growth that a teacher tells about how he or she works with students who misbehave? Whether the change is large (for example, an teacher who has a very difficult group of students in a low income, transient, single parent catchment area, and views behaviour management as helpless) or small (for example, an teacher who has positive views of students with learning challenges, but not students with behaviour challenges), the value will remain if there are common pieces that can be targeted in professional development for in-service teachers or additional learning for pre-service teachers.

***The Value in Perspective***

Teaching, supporting, and empowering the next generation is, in my view, an essential goal of the education system. There are some students, however, who resist and defy teachers. These students often throw a proverbial 'monkey wrench' into the planned classroom learning activities, and thus the learning of their classmates. A teacher needs to be mindful of all students,

and therefore he or she must intervene at certain key points to be effective with the misbehaving student in maintaining a respectful and productive learning environment, as well as model (for the other students) how to communicate with someone you disagree with. I believe that teachers' perspectives on misbehaviour are a major driving force behind the interventions he or she employs, and that understanding those perspectives may allow for better methods of professional development (especially if learning materials are made more relevant to each teacher's perspectives and needs). Ultimately, I want to learn from their perspectives and identify the best conditions for engaging teachers in personal growth on the topic of student misbehaviour.

In chapter two I present my criteria for including research in the literature review as well as an analysis of attribution theory, its relevance to junior and senior high school education and my study. An in-depth discussion on the three general behaviour management theories introduced above follows. In chapter three, I will discuss the methodology of my study including participant selection criteria, and my method of data collection and analysis. In chapter four I will describe the participants, followed by a discussion of the themes which arose from the data. I will end chapter four by identifying limitations to my study as well as ideas for further study of the same topic.

# Chapter Two

## Literature Review

In chapter one, I introduced how important a teacher's perspective is in influencing the type of behaviour intervention he or she will use. As I will describe, perspectives on specific factors identified through attribution theory, namely locus of control, controllability, moral judgements, and stability, lead to the use of interventions that result in either positive or negative outcomes for the student, both in the present and in the future. No one's perspectives are set in stone, although they can be very stable and resistant to change. Evolution is still possible – I have personally witnessed it and heard of it from others.

In this chapter, I will describe my criteria for including research in my discussion, along with an in-depth analysis of attribution theory and its relevance to education and my research. I follow that with a detailed look at the three behaviour management theories introduced above. For each theory I will identify distinguishing characteristics and a description of two behaviour management models used in schools which follow the general philosophy of the theory.

### Criteria for Research Inclusion

Seeking to identify what causes a teacher's perspective of misbehaving students to evolve, I began online searching with terms such as teacher perspectives student misbehaviour, which led to more information along with more search terms. Instead of restricting searches to terms I decided to develop criteria:

1. Research data to be of North American, United Kingdom, or Australian origin. Despite some differences in systemic and classroom level realities between Canadian and American schools, I think that at the classroom level student misbehaviours, along with teacher perspectives and interventions, are similar between the two. Australia and New

Zealand education systems' histories mimic much of Canada's: that is, the rise of a public education system which includes students with physical and cognitive disabilities in general education settings. The United States shares a colonization history with Canada and Australia and New Zealand - another similarity. The United Kingdom has similar perspectives on teaching and learning to Canada and was the founder of the three other countries. In addition, student misbehaviours are relatively similar in presentation and frequency among these countries, and an emphasis is placed equally on the role of family and school in behaviour management among them.

2. Published between 1990 and the present. I chose this date to increase the number of results, while still maintaining a relatively current view of teacher perspectives coinciding with the inclusion movement. In Manitoba, the document Success for all Learners was published in 1996, which paralleled the widespread recognition of adapting methods of teaching to reach diverse student body in a general classroom setting. By going back six more years to 1990, I believed I would capture enough relevant material which accounted for widespread inclusion. Another important factor was the relevance and similarity of the material's subject matter to the subject matter of today. Technology is advancing in leaps and bounds and is having profound effects on our students regarding social communication (both in-person and via social media/screen communication) and knowledge. Research abounds on the effects of technology on the maturing brain, suffice it to say for my purposes that students are more aware of events taking place around the world, and are bombarded by so much information it is nothing short of amazing they are able to concentrate on academic information delivered in lecture format in school, or even place any value in the material. Therefore, I hoped that finding relatively recent

material would provide research on teenagers which would not be too out of touch and vastly different from today's teenagers.

3. The subject of the research would be junior or senior high related (grades seven to twelve). My area of interest is in working with teenagers and young adults. Behavioural intervention methods in an elementary school setting often are either perceived not to fit or do not fit into a junior or senior high school model. The elementary school model in Manitoba is different from the junior and senior high models. The most profound difference is elementary students spend much of their day with the same teacher and teacher's aide (if one is present in the room), which allows a deep relationship to develop organically. In junior and senior high schools, students typically rotate through subject specific teachers, moving from classroom to classroom. I have heard some junior and senior high teachers indicate they feel they must work harder to establish a relationship with a student they see for only one hour per day. Those relationships have a higher potential to remain shallow when the teacher does not know much about the student's interests, likes, or dislikes (or vice versa), unless a serious attempt is made by the teacher to deepen it. In my experience, it is rare for a student who misbehaves in class to seek a relationship with a teacher.

Some middle school models in Manitoba attempt to ease students into transitioning teachers and classrooms by having two subject-specific teachers for grades six to eight students (an English/history teacher and a math/science teacher, along with the specialist teachers - phys-ed, music, art, etc.). One of the benefits of this model is for greater opportunity for the teachers to form deeper relationships with their students due to the increased contact time.

High schools continue to follow a subject-specific teacher model, where students transition from classroom to classroom. Reasons for focusing on junior and senior high levels, in addition to the amount of contact time between teacher and student, included my familiarity with the developmental levels associated with the age range including a broad range of experience dealing with the challenges commonly associated with that age range. Having worked with this age group for most of my career has also given me a sound knowledge of the curricular outcomes.

## Perspectives are Like Opinions… Everyone Has One

It is important to identify the factors a teacher considers regarding behaviour, and how his or her perspective of those factors influence his or her decisions. In the education system, the teacher's perspective of what is considered "bad behaviour" is the first step in the process of behaviour management. After all, if the teacher does not view the behaviour as bad, there is no reason to manage it! Attribution theory provides the different factors a teacher accounts for as he or she decides whether to implement a behaviour management intervention or provide increased support in a specific area of challenge.

In this section, I will start by giving definitions of the terms perception and perspective as they will be used, followed by a description and discussion of attribution theory. I end this section with a discussion on the usefulness of attribution theory in both education and this study.

### *Attribution theory*

"An underlying principle of attribution theory is that humans are "naïve scientists" hardwired to make sense of what happens in the world through causal explanations" Hewstone, 1983 (taken from McCormick & Barnett, 2011, pg. 280).

The way a teacher intervenes with a misbehaving individual is influenced by what he or she perceives as the cause of the behaviour, and every teacher will differ to varying degrees in what he or she perceives and how he or she forms his or her perspective. To begin, it is useful to identify a definition of the terms perception and perspective as they will be used in this study. The American Heritage Dictionary of the English Language (2016) defines perception as "an interpretation or impression; an opinion or belief." Our perceptions are the result of our life experiences - things we have seen, heard, felt, lived through, as well as what we have thought about those experiences. It is important to identify and reflect on perceptions in order to understand one's biases and views. Perceptions can be severe limiting factors, sometimes making a teacher feel helpless, or they can be encouraging, giving a teacher hope for change. Regardless, they always serve as a basis for conversation about growth through reflection.

The Collins English Dictionary (2014) defines perspective as "a way of regarding situations, facts, etc., and judging their relative importance." Our perspectives are often long ingrained, and the longer one holds them, the stronger they get. This makes them harder to change. Perspective can become a significant part of a person, so much that it may be more powerful than reason; extremely difficult to change despite education, examples, coaching and research. Depending on the individual's traits and how vulnerable to suggestion they are, perspective can be influenced by others or through media.

To bring these two terms together to compare them, perception is what you sense, whereas perspective is how you view things. As an analogy, imagine you are standing on a street looking at a house with a pond behind it. Your perception is a house and pond from that perspective. If you take five steps to the left, you see that there is a boat in the pond and what you thought was a house was a billboard. Now your perception is a pond with a boat and a

billboard of a house from this new perspective. In a school, a teacher may perceive a student as misbehaving, but his or her perspective is that the student is not in control of his or her behaviour. In this instance the teacher may choose to support the student rather than discipline. Conversely, if the teacher's perspective is that the student is in control of his or her behaviour, the teacher may choose discipline. The same behaviour can be seen through different perspectives, resulting in different outcomes.

The definitions of perception and perspective are important in a discussion about attribution theory. Described by Bernard Weiner in his book Social Motivation, Justice, and the Moral Emotions: An Attributional Approach (2006), attribution theory identifies the perceived causes an individual will assign to an event happening. This theory is influential for me because it does not account for whether the individual's perspective is right or wrong, instead it tries to identify the factors that lead to an individual's perspective. The theory works backwards in a way to suggest why someone did what he or she did based on the outcome of the event. Bernard Weiner (2006) says, "attribution analyses as discussed in this book begin with an outcome and are invoked to explain end results or consequences rather than actions" (pg. xx). In the case of this research, I am using attribution theory to help understand why a teacher uses a behaviour management model by identifying his or her perspectives of various factors which influence his or her decision. Bernard Weiner developed this theory to focus on achievement, especially when an individual reflects on his or her achievement and assigns a cause to it. In this discussion, an achievement can be either positive, as in a "win", or negative, as in a misbehaviour. It is important to note that a person's understanding of the causes of past events influence their future actions, which is how his or her perspective is developed.

In school, a teacher will assign a cause to an outcome based on their knowledge and understanding of previous events like the current one and gauge the level of intervention according to that perspective. An example of this is a student talking out of turn during an instructional time. Despite the teacher communicating the rules and expectations repeatedly, the student continues to talk. This is interpreted as the student acting in a certain way in order to distract the lesson. If the teacher assigns the cause of the misbehaviour to an attempt by the student to control the classroom because that is what he or she has been led to believe by colleagues or through personal experience, the teacher may intervene in a way to assert and display their authority by removing the student from the room or publicly humiliating him or her (for example). Conversely, if the student has a diagnosed cognitive disability (such as Tourette's Syndrome) and the teacher assigns the cause of talking out of turn to the student not having the capability, skills and understandings needed to behave similarly to his or her peers, the teacher may intervene by spending more time with the student, supporting his or her learning or developing a plan.

I am interested in understanding the attributions teachers make when they assign meaning to the achievements (behaviours) of others, which is similar to how we assign meaning to our own achievements. I believe that before any change can happen, each teacher must understand his or her own perspective and how he or she attributes misbehaviours. Perhaps he or she has developed an attribution through experience that is positive and helpful to students, or conversely, one that is negative and detrimental to student learning. This understanding of oneself is necessary in order to reflect prior to developing a plan for improvement.

### *Factors Influencing Achievement*

When teachers work with a student they perceive as misbehaving, they consider may factors from their perspective. Unfortunately, the knowledge these perspectives are based on can be true or false, positive, or negative, depending on the origin of the knowledge and how valid that source was. One aspect of achievements is the locus of control. This aspect considers if the achievement is due to internal or external factors. For example, a student who is failing because he or she is kept home to babysit a younger sibling versus a student who is failing because he or she would rather hang out with his or her friends. In the first instance, the student has little control over whether he or she can attend school if the family is demanding he or she stay home to care for younger siblings. In the second instance, the student has opportunity to attend and is choosing to be truant.

Another factor to consider is controllability. That is, whether the student has control over his or her success at a task or not. An example of this is a student failing a test because he or she did not study. This is an internal cause because the student is the one who is controlling the studying, both the intensity and time spent at it, versus a student who fails a specific test because of his or her cognition. This is also an internal cause, but an individual does not have as much control over his or her general cognition, and thus a teacher is more likely to support the second student and consequence the first.

Our moral judgements also influence how we view students regarding their behaviours. I often hear a teacher saying things like "Student X just needs to follow the rules" and believe that the student is always in control of choosing whether to follow a rule or not. This assumption increases as students get older and parallels the belief that the student is willfully defying the rule. This relates to the teacher's understanding of an individual's strengths and challenges. An

example of this is a student who is unable to generalize cause and effect across environments. Such a student may be able to recite the rules and the consequences for violating them but will consistently break them. A teacher may attribute this to willfully defying his or her positional authority and implement strategies and consequences which are unrelated to the cause of the behaviour. The long-term results of these interventions may have lasting negative effects on the student's self-confidence, happiness, and on the rapport between the teacher and the student. The opposite is often true as well; a student with an intellectual disability may not be making any academic gains but is very nice and social, leading teachers to coddle him or her and provide continuous verbal praise because they feel sorry or pity for him or her.

The stability of the cause of behaviour is the last factor Weiner talks about that, referring to how long a cause will last. Weiner gives an example of a student failing a test because of a flu versus failing a test because of aptitude. In this example a flu will pass, yet aptitude is relatively stable over time. A similar example is a student who consistently does not engage in class activities vs. a student who does not engage for one or two days due to family challenges at home. A teacher will often be more supportive of a student who normally participates but is having a couple of bad days versus a student who is consistently disengaged.

The perspectives of the teacher regarding these factors can be identified through reflection on how the teacher responds. How do a teachers' perspectives on these different factors influence his or her decisions regarding consequences or interventions? Does he or she rely on perspectives which have been formed from life experiences while growing up, previous experiences similar, but not the same as the current one, or from learning resources such as colleagues, books, advanced university courses or professional development?

### *Teacher Attributions*

Kulinna (2007) suggests reasons why teachers attribute student misbehaviour to external causes including a lack of time to reflect on the consequences of his or her own teaching, or that curriculum delivery is his or her job (not behaviour management). A teacher may believe he or she is doing a good job and the behaviour is a problem with the student despite a well-run classroom, and the final reason given may be reflecting a feeling of helplessness in his or her current school climate (Kulinna, 2007, pg. 28).

High school teachers tend to attribute behaviour to out-of-school factors more frequently than elementary teachers. Kulinna (2007) suggests that high school students have more pressures outside of school than do elementary students, but also offer the possibilities that high school teachers do not know the students as well because they do not have as much time with them to establish relationships or that high school teachers do not believe that they are responsible for behaviour management, the older students should be responsible for their own behaviour.

### *How Does This All Fit into Education*

Weiner uses the metaphor of an individual being a judge to illustrate the way people behave in and react to certain situations. Teachers are constantly acting as a type of judge in their classroom. When a behaviour is perceived as bad, no matter how small or large, a teacher will use his or her prior knowledge of the student (whether complete or incomplete), examine the evidence he or she has of the current incident (what he or she heard or saw happen, who was involved, sometimes talking to others involved), and then provide a sentence (extra small group support, speaking to a student in the hallway, detention, sending to the office, etc.). Sometimes prior knowledge is skewed or unknown, resulting in teachers having an incorrect perspective of where the misbehaviour is coming from, and following up with a less than ideal intervention.

There are challenges with attribution theory in an educational setting, namely that our attributions do not always reflect reality. A teacher may assign the cause of a behaviour to an unstable cause (student didn't try hard) when it is a stable cause (learning disability). Locus of control is another tricky area for a teacher to assign. A teacher may believe that the student is in control of his or her behaviours when he or she is actually not able to control him or herself. The way the teacher attributes an outcome can have a positive or negative impact on the motivation and attainment of the student in a similar situation in the future. An example of this is a student who tried his or her hardest and was chastised for not putting in an effort – future efforts of the student will likely be less and his or her motivation will recede. Recognition and reflection on causal attributions is vital for teachers to adapt to changing environments and overcome the challenges faced every day in a junior or senior high school setting. Seeking to understand a teacher's perspective of student behaviour through reflection on the various factors discussed above is an important starting point in understanding what leads him or her to choose to implement a specific intervention.

## Behaviour Management Theories

I am now going to discuss the three general behaviour management theories I introduced in chapter one. I will provide a working definition of the theory, as well as some common criticisms. I will follow that with examples of school-based behaviour management interventions which correspond with those theories.

### *Behaviourism Theory*

Proponents of behaviourism attempt to understand and explain human behaviour by hypothesizing on antecedents and analyzing outcomes which occur as a result of the behaviour. The theory posits that all behaviours are learned through interaction in and with the environment,

and that behaviours can be changed through manipulation of antecedents and outcomes (Skinner, 1974). In educational settings, these interventions involve rewards and punishments to try to change behaviours, such as sticker charts, pizza lunches, detentions, and suspensions. Criticisms of this theory revolve around the importance placed on observable behaviours and measurable data, excluding human characteristics such as thinking and emotions (Kohn, 2006). I have heard some teachers argue that interventions of this type seem to treat children like animals, as only observable events are measured. As mentioned, there has been a considerable amount of research on this theory which led to the development of various disciplines under the overall umbrella of behaviourism. It is beyond the scope of this study to go into detail on those; it is enough to understand that behaviourism involves the observation of an individual and their environment before, during, and after an incident, followed by the manipulation of one or more of those variables to illicit a different, more acceptable behaviour (Skinner, 1974).

**Positive Behaviour Interventions and Supports.** Positive behaviour interventions and supports (PBIS), also known as school-wide positive behaviour supports (SWPBS), multi-tiered systems of support, positive behaviour supports (PBS), and three-tiered positive supports, is a behaviour management model that is originally based on the three-tiered model of prevention in public health (Bambara et al., 2015).

The PBIS approach to helping students with behaviour problems evolved in the 1980s as a viable alternative to the traditional behaviour management processes which were concrete and sometimes aversive. PBIS shifted focus to interventions and supports which were person-centred and had outcomes that were socially valued. In this way, PBIS is addressing the concern that behavioural interventions do not address social emotional learning. Pioneers of PBIS used the principles of behaviour change through Applied Behaviour Analysis (ABA) and adapted them to

work in regular school settings and be used by regular teachers (Bambara et al., 2015). Proponents of the PBIS movement also advocated for individualized, respectful behaviour change processes for people with disabilities. In addition, the behaviour change process should aim to improve quality of life instead of only focusing on reducing target behaviour problems. That is, the teacher should be respectful of the student, and be mindful of his or her dignity in all interventions.

School-wide positive behaviour supports (SWPBS) is unique in its focus on the whole school as the unit of analysis (in contrast to focusing on an individual), as well as the systematic use of the three-tiered approach to improving learning and behaviour. Bambara and her co-authors say, "school wide PBS is a set of intervention practices and organizational systems for establishing the social culture and intensive individual behaviour supports needed to achieve academic and social success for all students" (2015, Location No. 280).

The intention of SWPBS is both social-emotional as well as behavioural and is based on the research supported claim that individual students with behaviour problems as well as the student body as a whole benefit from proactive, positive, instructionally based approaches (Bambara et al., 2015)

SWPBS says that social interaction skills are learned the same way as academic skills, through teaching with a variety of methods including visual, verbal, and modelling (Bambara et al., 2015). The beginning stages of SWPBS involve the whole student body and faculty attending stations in specific locations (such as hallways, stairways, washrooms, etc.) of the school. At each location, teachers point out visual reminders (posters) of the three or four "anchors", expectations that are common in society, such as respect, responsibility, and safety. Teachers deliver prepared lessons and model expected behaviour at each location. After the walk through,

or "common area training", there is usually a "gotcha" period, or something similar, where students are caught performing expected behaviour and are given a ticket to enter a draw for a prize. Following the "gotcha" period (often one week), staff are encouraged to "catch" kids performing expected behaviours randomly and give him or her a ticket. Some of my colleagues have indicated to me that the students being "caught" are commonly the students who are the ones behaving expectedly anyway.

Staff buy-in is essential for SWPBS to be effective; if staff are not on board with the philosophy of the program, students sense this and place less value on the expectations being presented, and behaviours are unlikely to change. Challenges related to staff buy-in result in staff not implementing the program with fidelity, staff not believing that the skills being taught need to be taught ("This is all common sense! Their parents should teach them this stuff"), or they end up not feeling the administration is following through with consequences related to their discipline referrals. Some school divisions mandate SWPBS while others allow local schools to choose whether they implement the program. Where it is locally implemented, it is necessary for a vote to occur where the staff decide whether they want to implement the program. Often a high percentage of positive votes are required, 70% and upwards.

In addition to staff unity and buy-in, data collection is another necessary component of SWPBS and comes from office discipline referrals. Information about the offence such as time, location in the school, who was involved, what the outcomes were, and other pieces of information are collected, as necessary. After collection, the data needs to be analyzed to identify patterns in behaviour problems and target those areas or individuals with increased support.

Increasing support for challenging students and areas of the school requires that SWPBS functions as a continuum for academic and social support from less to more specialized. One of

the benefits of tiered support systems is the ability to use the least restrictive intervention to start. Less specialized positive behaviour supports include the modelling and teaching of expected behaviours. More specialized supports involve increasing intensity, often in the form of small group interventions (i.e., an anger management group, a girl's group, etc.). The most specialized interventions include individualized behaviour plans, counselling or clinical interventions, restricted school access, off-site accommodations, and often involve multiple agencies. The three tiers are labelled primary, secondary, and tertiary interventions.

Primary (or tier one) supports are part of the broad, general, school-wide expectations. They are communicated and taught through well-defined, consistent discipline policies, effective academic instruction, and social skill development. These interventions are effective in reducing the problematic behaviour (potential or exhibited) of an estimated 80%-90% of the student population. Studies have suggested that the primary level of intervention and supports can have positive effects on a majority of the student body, including reduced office discipline referrals, reduced out of school suspensions, improved academic achievement, increased perceptions of school safety, and reduced rates of disruptive behaviour (Bambara et al., 2015).

Secondary (or tier two) supports are intended to support students who are portraying higher risk behaviours such as academic failure, association with negative peer groups, and poor social skills which hinder their own learning and the learning of others. These supports are estimated to be necessary to intervene with about 5%-15% of the student body. Studies have shown that the secondary level of supports are most effective with interventions such as increased daily progress monitoring, adult attention, positively stated expectations, explicit social skills instruction, group-based contingencies, and positive reinforcement for desired behaviours (Bambara et al., 2015). The most evaluated second tier intervention is the check-in/check-out

system, which is designed to give students with behavioural challenges more adult contact to receive additional instruction, reinforcement, and feedback regarding expected behaviours. The check-in/check-out system often produces positive effects in academic achievement and behaviour, resulting in less office discipline referrals and more time in-class (Horner, Sugai, and Anderson, 2010).

Tertiary (or tier three) supports are considered to "reduce the harm inflicted and experienced by 1%-7% of students who display chronic, severe problem behaviour" (Bambara et al., 2015). These individuals require intense, individualized, specialized supports. Although they often benefit from the specialized supports at school, most will often require out of school supports as well. Tertiary interventions include function-based assessments that manipulate antecedents, teach replacement behaviours that match the function of the problem behaviour, and positive reinforcement for appropriate behaviour or the use of alternate skills. These interventions have been shown to be effective across diverse student populations and educational settings (Bambara et al., 2015).

There is a lot of research supporting SWPBS in reducing problem behaviours represented by office discipline referrals (Estrapala, Rila, and Bruhn, 2020, Noltemeyer, Patrasek, Stine, Palmer, Meehan, and Jordan, 2018) Teachers who disagree with the fundamentals of SWPBS refer to the reward/punishment aspect of it, saying rewards coerce students to obey for the reward, not for an internal desire to be a productive member of a community. The most specialized, tier three interventions are based on functional behaviour analysis, where the function of the target behaviour is hypothesized by professionals, and a prosocial behaviour that meets the same function is taught to the student. In my experience, the individual at the centre is not collaborated with to determine the function of the behaviour, or what the replacement

behaviour could be. This results in needing multiple iterations of a behaviour plan where teachers guess at the function of the behaviour and manipulate antecedents to see if a replacement behaviour will suffice to fill a function. School administrators often like SWPBS because it provides hard data they can report to their superiors, showing their successes in reducing troublesome behaviour. Data collection and analysis is not only a large task, requiring multiple personnel and a lot of time, it is also necessary to provide the information needed to identify which areas and times need additional supervision, and which students require additional support. This is often the "wall" that SWPBS meets, resulting in educational settings following most parts of the program, but not collecting the data with fidelity or rigor.

SWPBS is very concrete in its implementation and provides a framework for a school to develop behavioural expectations. While successful in research, its scientific approach and experimental design influence some teachers to view it as inhumane and clinical, leading them to shy away from implementing it with sincerity.

Where behavioural theories appear mostly adult driven with the student being the target for change (i.e., the adult decides which behaviours are unacceptable, which interventions to employ, as well as how and where to implement them), transactional theories involve both adults and students in figuring out solutions to challenges, that is, both parties recognize their roles and what they can alter to allow for productive behaviour to occur. Recognizing the influence of both the teacher and the student on misbehaviour is a distinguishing difference between behavioural and transactional theories, which is discussed further below.

### *Transactional Theories*

In this section I will provide a working definition of transactional theory of behaviour management, where adults and students work together in solving problems.

'Transaction' refers to an exchange or interaction between two people and is typically used to refer to a business deal. I borrow this term from Dr. Ross Greene to describe these theories because, much like business deals, they involve negotiations and ongoing communication between the parties involved to reach agreement. In the education system, strategies based on the transactional theory of behaviour management deviate from common adult (or authority) driven consequence-based strategies, ones where the student is the only one required to change. Transactional theories strive to form a positive partnership between the student and the teacher to identify and work towards solutions to challenging situations.

Transactional theories recognize that students who misbehave are likely lacking certain skills that would allow them to behave expectedly in a school setting. In some transactional theory behaviour intervention plans, adults recognize certain personal behaviours or environmental factors that need to be adapted to meet the needs of the student.

Research has indicated that working with a student with challenging behaviour is effective in reducing the frequency and duration of challenging behaviour instances (Greene, Ablon, & Goring, 2003). Misbehaviours from students are sometimes recognized as communication problems; that is, the student wants or needs something and is unable to verbalize it, or the message is not "heard" by the adult. In a transactional model of behaviour management, student voice is heard, and solutions are developed collaboratively between the student and the teacher to help support the relationship and minimize future incidents. A necessary component of this model is that the teacher recognizes his or her role in the student's misbehaviour. Some teachers see that portion of a transactional plan as recognizing the 'fit' between the adult and the student, as well as between the student and the environment (Greene et al., 2003).

Different behaviour management models exist under the transactional theory umbrella; two notable ones are Ross Greene's Collaborative and Proactive Solutions (CPS) model, and the Restorative Justice model (Suvall, 2009) used in many schools. The basis of a transactional model is the inclusion of voices from both parties concerned by the issue. Two notable differences between transactional theory and behaviourism is where the focus of the issue lies and how the process for identifying solutions unfolds. In behaviourism, the teacher decides what is to be changed and how, whereas in transactional theories the issue is discussed, and changes are decided and agreed upon in collaboration. This distinction is important when one takes into consideration the variance in expectations among teachers of what is appropriate behaviour versus inappropriate behaviour.

**Restorative Justice.** Restorative justice is an interactive approach to offending and inappropriate behaviour which focuses on repairing harm done to relationships and people above and beyond the need for assigning blame and dispensing punishment (Wright, 2001). Restorative justice is defined with general principles including: (1) crime is a violation, (2) violation creates obligation, and (3) reparation fulfills obligation (Zehr, 2002). Restorative justice models can be considered transactional because of the involvement of the offender and victim. There is a mediator involved, who is often from a position of authority. In the education system, the mediator is often an administrator, guidance counsellor, teacher, or someone else who has training and authority to manage a mediation between the two parties.

The initial intent of the restorative model was for crime victims to have an opportunity to meet their offenders and explain to them the hurt caused and ask questions about why it was done to them. In Canada, the first documented use of restorative practices in the justice system was in 1975 (Hopkins, 2004). This project demonstrated the effectiveness of victims and

offenders communicating with each other. United States, Australia and New Zealand also employed the model in similar fashion with success in the justice system (Hansen and Unbreit, 2018). The expected result from restorative practice are that victims will be heard, offenders will understand the hurt caused, and the two parties will agree upon a method of restitution. The restitution piece looks different for every individual case. Restitution can be in the form of financial reparations, material work, or other methods. Restitution in schools can look like working to pay off a broken item, cleaning and repairing damages done, or similar. The program has been shown to produce positive results (Hopkins, 2004) for both the victim and the offender. The history of restorative practices began with the victim meeting with his or her offender in the presence of a mediator. The mediator serves to direct the discussion and provide comfort and safety to the victim in the presence of his or her offender. A second development of the model recognized the importance of family. In New Zealand, this looked like a family supporting a youth who would become involved with the justice system by developing a family plan of support which would get submitted to a judge as a sentence. Often, this plan would be accepted, and the youth would stay out of the justice system. This was termed Family Group Counselling (Hopkins, 2004). The third development of restorative practices was called restorative conferencing and was developed in Australia. This idea was informed by the family group counselling model as well as the criminological theory. Behind this idea was the thought that offenders should be confronted with the full consequences of their actions, but in a supportive and caring environment that did not label them as offenders. This model involves supporters of both the victim and the offender. Supporters of the offender are enlisted who can show them in a positive light. The process is guided by a facilitator who uses a scripted format to move the

proceedings along. It is the group who decides what the reparations should be and how the offender will make amends.

After noting the success of restorative practices in the justice system, it was a natural movement to bring the model into schools to provide mediation between students and allow offending students a chance to hear (from the victim, not a person in authority) how he or she hurt someone and then provide restitution in some form. In schools the program is often referred to as restorative practices. Hopkins (2004) cites many potential benefits to bringing this model into schools, such as creating happier, safer schools, reducing suspensions and exclusion practices, creating a culture of inclusion, and belonging, raising morale and self-esteem, increasing attendance (of staff and students), acting on bullying issues in the school and community, and reducing staff turnover and burnout.

Restorative practices can lead to benefits for both victim and offender. For the victim, it allows him or her to learn information about what is happening to his or her case, having someone listen sympathetically to him or her, being able to question and understand why it happened to him or her, an opportunity to express their concerns to the offender, opportunity to ask for compensation or reparation, a chance to receive an apology from the offender, and it gives him or her an opportunity to meet with his or her offender in a situation where he or she is not powerless as a victim (Hopkins, 2004).

Benefits are also available to the offender such as acknowledging the hurt he or she caused the victim, giving him or her a chance to face the victim and make up for the hurt caused, and to show himself or herself in a positive light to the victim by answering questions, apologizing, and doing what it takes to repair the hurt (Hopkins, 2004). In this process, both the victim and the offender have a chance to be involved in making some decisions about their case.

There are four questions which guide restorative practices (Hopkins, 2004).

1. What happened?
2. Who has been affected and how?
3. How can we put right the harm?
4. What have we all discovered to make different choices next time?

The questions focus on we so neither the victim or offender feels punitively judged, and the focus is on finding a way to move on positively. This is opposite of the common way of dealing with hurt: What is the appropriate punishment?

According to Hopkins (2004), when people are harmed, they are normally looking for the same general things:

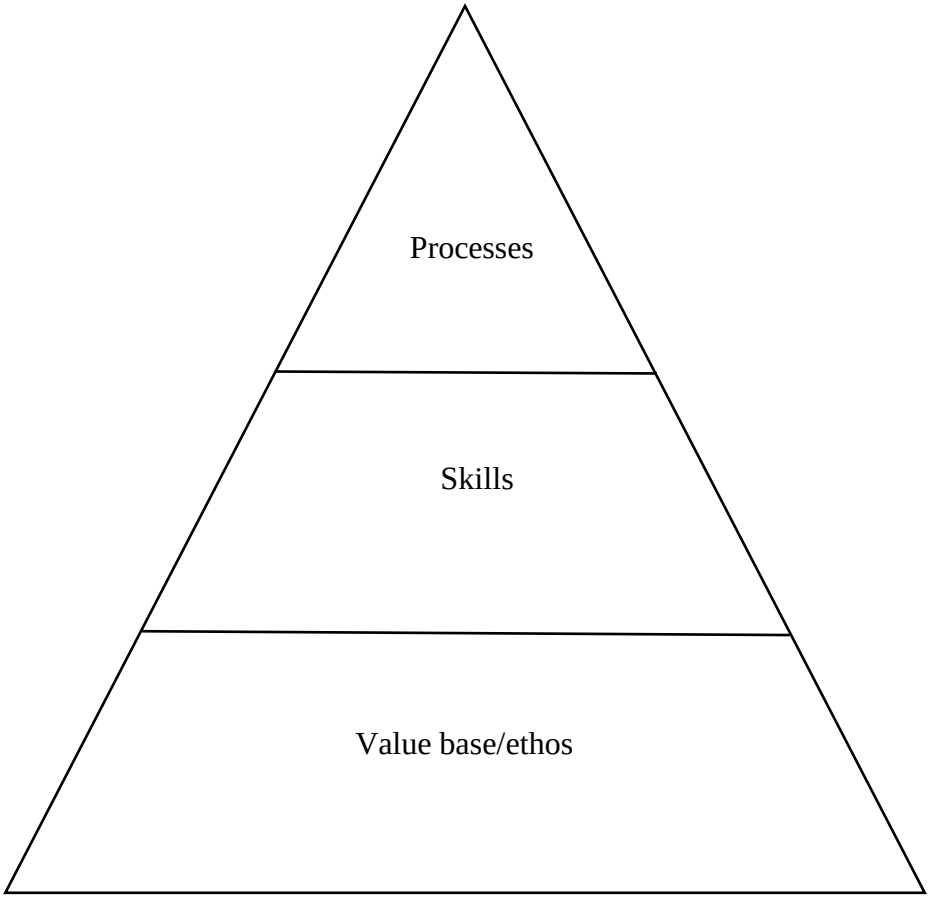
1. Someone to listen to their story,
2. Time to calm down,
3. A chance to ask why it happened to them,
4. The offender to understand and acknowledge the effect his or her behaviour has had,
5. A sincere, genuine apology,
6. Things made right, if possible, and
7. Reassurance it won't happen again.

Offenders are commonly seeking the same sort of things, someone to listen to their story, a chance to explain their actions, an opportunity to apologize, a chance to make amends, and/or a chance to move on without any resentment from the victim or their family. When punitive consequences are used, such as a suspension, the chances for coming together and attaining the above elements are often diminished. The victim relies on someone else to instill a consequence to alleviate his or her hurt or confusion, and the offender feels persecuted without a say. These

actions do not inspire positive relationships, nor do they support students learning the skills necessary for behaviour change.

A significant challenge to restorative processes in educational settings is the positional difference in power and authority between a teacher and a student. I have known this method to be used for an issue between a student and teacher only when the teacher has been victimized by the student. An idea for further research is analyzing the effects of restorative practices on students and teachers regarding issues of minor, yet frequent and consistent perceived misbehaviours in the classroom.

Figure 1. The Restorative Pyramid (Hopkins, 2004)




Hopkins (2004) describes a school wide restorative practices model based on a three-tiered model (figure 1). The base of the pyramid is labelled values and ethos because this model is based on a set of internal values that are considered "normal" and accepted in the culture. In

North America, these values include trust, respect, and tolerance. These values also recognize the significance of an individual's feelings, needs and rights. A challenge with this level is diversity in the classroom. There are many different cultures and backgrounds in a classroom, including the teacher's culture, and these values do not always align between everyone. This challenge can be overcome with whole class conversations about what values and ethics are important in the classroom, school, home, and community.

The second tier Hopkins identifies is related to the skills one needs to trust, respect, and tolerate. The second tier also includes the skills needed for an individual to self-regulate, problem solve and communicate. These skills are essential for fitting in with society, and this model gives recognition to the fact that some individuals may be lacking the skills necessary to perform certain actions in some situations, and that the skills need to be taught.

The third tier is the restorative process – the meeting between the victim and the offender – regardless of whether it also includes family members, a support group, or just the two individuals themselves, the two parties must come together for mediation or restitution. Hopkins (2004) describes different processes to be used for different situations.

***Restorative Enquiry.*** This is a one-to-one process where the listener tries to bring out details of a person's story and acknowledge their thoughts, emotions and needs in a situation.

***Restorative Discussion in Challenging Situations.*** This type of discussion occurs when there is a power imbalance, as is often the case between a student and a teacher. The intention of this process is to keep dialogue open so each party can understand the others' point of view. This discussion normally continues until both parties reach a mutually acceptable arrangement.

***Mediation.*** This process involves a neutral third party who supports the two parties in coming to an agreement. Mediation is useful when both parties believe the other is the problem.

An outcome is considered successful if both parties accept responsibility. This process occurs in schools between students very frequently, often because both students believe (from their point of view) that they are right and end up blaming each other. In elementary schools, children are taught how to be peer mediators during recess time, helping students resolve conflict themselves before it escalates to an office intervention.

***Victim/Offender Mediation.*** This process is like mediation, but there is a notable difference in that the offender has already accepted responsibility, at least partially. In a school, this process may occur between a bully and their target. It is important to ensure that the victim is not re-victimized during this process. In my experience, this concern is often the main reason mediation is not attempted as frequently as possible in schools – the fear that retribution will occur after the meeting takes place.

***Community Conferences and Problem-Solving Circles***. Circles are a useful process when there is a large group that needs to discuss an issue, or an issue has affected a large group. The facilitator has the responsibility to keep the conversation running smoothly. Often, the group will agree to guidelines at the beginning. I have experienced problem-solving circles in junior high and senior high settings to identify and successfully resolve issues such as group shaming/exclusion, bullying, self-harming behaviours, and others (Wroldsen and Follestad, 2019).

***Restorative Conferences.*** Like victim/offender mediation, in these conferences at least one person has acknowledged their responsibility in causing the other person (or group) hurt. In these conferences the groups are interested in meeting with each other, hearing and understanding the other's perspective, and in coming to a type of mediation or reparation that will satisfy the victim's needs.

To mediate or facilitate between two parties requires an ingrained belief in the values and ethos that restorative practices are based on, namely respect, integrity, trust, and tolerance. Essential skills mediators need include the abilities to remain non-judgmental, to respect everyone's perspective, to be able to develop rapport with participants and to "hear" beyond what they are verbalizing. Mediators must also empower the participants to come up with their own ideas (rather than push or suggest solutions) and be able to creatively question the participants for the processes to be effective.

Cara Suvall notes that "whereas traditional school discipline cuts off discussion in favor of a swift and punitive response, restorative programs focus on improving the community's capacity to respond positively to adversity and conflict" (2009, pg. 548). Restorative practices are a transactional model of behaviour management because all voices are heard. I recognize many uses of restorative practices in schools which involve student to student conflict, however it can also be used to solve a situation involving a power imbalance such as between a teacher and a student (see, for example, Gregory, Clawson, Davis & Gerewitz, 2016).

**Collaborative and Proactive Solutions.** The Collaborative and Proactive Solutions model, or CPS, is a behaviour management model which falls under the transactional theory umbrella. The basis of CPS is rooted in a transactional theory of intervention, where both the adult and the student's voice are included in problem solving. Dr. Ross Greene says, "kids do well if they can," rather than kids do well if they want to. This is a very important distinction and the guiding principle of this model, as the latter view puts the teacher in the position of being a motivator and/or a rewarder. Believing that "kids do well if they can" is a positive perspective on children and encourages a teacher to see a lack of skills and fit in the environment as the reasons misbehaviours occur. Proponents of the CPS model look at misbehaviour from a solution-based

perspective, where the challenges lie in the underdeveloped skills of some individuals, in the areas of problem solving, flexibility and frustration tolerance. By viewing the behaviours through this lens, the focus of teachers is taken off uncontrollable factors such as parenting style, socio-economic status, and diagnostic labels; and placed onto the skills needed to survive in a rapidly changing society. Teachers are then able to focus on teaching those skills to help increase expected behaviours. The CPS model identifies three ways adults intervene with misbehaviours, which are referred to as Plan A, Plan B, and Plan C.

Plan A involves imposition of adult will. In this scenario, challenges are not solved, and they are likely to reoccur. This method often leads to power struggles between the teacher and the student. In school, Plan A often sounds like "do this or this will happen", and frequently results in the student being removed from the class. Plan A devalues teacher-student relationships and reinforces in students that those with authority dictate to others what to do. This type of teaching and learning is not effective in the 21st century where skills such as thinking critically and questioning the historical way things have been done are essential. Students need to learn to collaborate to find solutions that work for them in conjunction with society around them.

Skipping Plan B for now, Plan C involves completely removing the expectation of the adult, for example, a student does not have to remove their hat in the classroom, even though there is a No Hat Rule. Dr. Greene stresses that Plan C is different from 'giving in'. When an adult 'gives in' to an individual, the expectation (or demand) is given, and when it causes defiance or an outburst, it is removed to pacify the individual. In the above example, a teacher demands a student remove his or her hat. The student defies the teacher by verbally assaulting him or her and his or her peers. The teacher does not want to call the office, so in order to pacify

the situation allows that student to wear his or her hat. Plan C differs in that it removes the expectation or demand from the beginning – there is no No Hat Rule (at least for that individual). Although Plan C does not teach skills or provide a solution to the expectation not being met, it does reduce oppositional situations and can increase confidence in a teacher that let them know some expectations can be over-looked while other, more important expectations (and the skills needed to meet them) can be worked on.

Plan B is the backbone of the CPS model. Plan B involves the teacher and the individual meeting together to identify the specific challenges and work on solutions that will work for both. Greene et al say, "the transactional or reciprocal model posits that a child's outcome is a function of the degree of ''fit'' or ''compatibility'' between child and adult characteristics" (2003, pg. 68). For Plan B to be effective, teachers must recognize how they react and interact with students and understand that what they see as misbehaviour is the result of lacking skills which can be taught. Specifically, CPS helps adults understand characteristics that contribute to the development of misbehaviour, and then address and resolve issues related to adult–child incompatibility.

CPS is a structured program that has scripts and resources available to teachers for free on the internet. Minimal training is needed to perform the processes involved, other than familiarity with the material, facilitating directed conversations, and a deep understanding and belief that kids do well if they can. Proponents of CPS believe that knowledge about the different skills needed to function as expected in society need to be taught to students, not punished into them, and that working with them collaboratively is the best way to reach them in a positive fashion; that is, by maintaining respectful, non-judgmental relationships (Greene et al., 2003).

The next section discusses relationship-based theories of behaviour management. These theories posit that teachers who develop positive relationships with students experience fewer classroom behaviour problems and more academic gains then teachers who do not form positive relationships with their students (see, for example, Decker, Dona & Christenson, 2007; Marzano, Marzano, & Pickering, 2003). This theory differs from behaviourism and transactional theories by further removing the control and authority of teachers. Behaviour management models that are based on positive relationships use the ideas of community and democracy along with deep understanding of the students as individuals to allow learning to take place.

***Relationship-Based Theories***

The development of a quality relationship between the teacher and student is seen by some as the base of effective classroom management and a necessity for working with students who misbehave. Research has reported that high quality relationships between teachers and students lead to fewer discipline issues, rule violations, and other related problems than with teachers who did not have the same quality of relationships (Marzano et al., 2003). Strategies to intervene with misbehaving students are often referred to as the "tools" a teacher must use to positively support students. In this analogy, the relationship can be viewed as the "toolbox". The tools need to be supported in the toolbox in the same way a student needs to feel supported by a relationship with the teacher if interventions are to be successful. If there is no positive rapport between a student and a teacher there will be no trust and no true community or collaboration, especially in times of anger or dysregulation. Establishing positive relationships with students leads to many advantageous outcomes for both the teacher and the student. Students who have positive relationships with their teachers are more likely to attend classes, ask

for assistance when needed, and take more educational risks. All of these are indicators of increased academic success (Marzano et al., 2003).

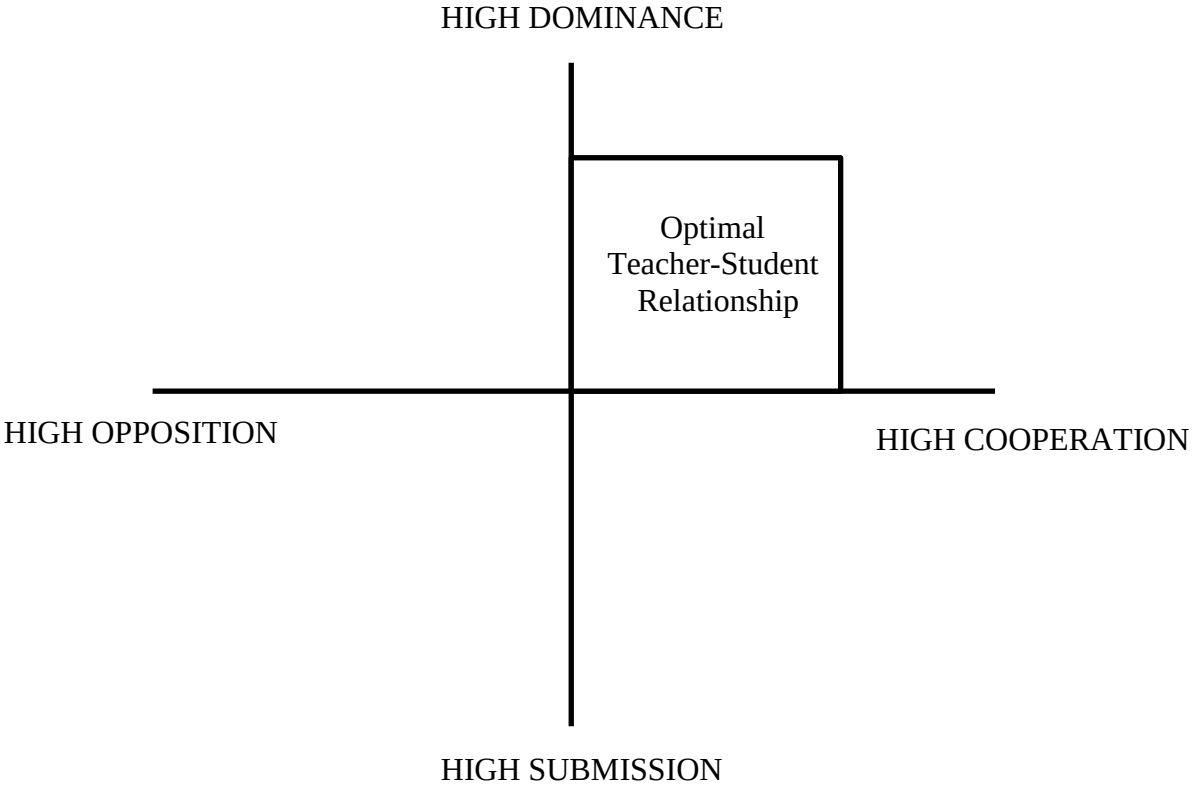
Students who misbehave in the classroom are hard to like. I have heard teachers describe and refer to them as annoying, lazy, or not worth his or her time and energy. Regardless, public school teachers must work and interact with all of Canada's teens, excluding those who are incarcerated or in a hospital. Misbehaving students can inspire additional emotions in teachers as well, including fear, apprehension, and a desire to control. Sometimes these emotions lead to anger and frustration, which, in addition to hindering relationship, can result in an abuse of power through punitive punishments. After all, teachers (teachers more-so than educational assistants) do have perceived authority and privilege in the classroom due to their position. Teachers must be able to detach from these emotions and focus on the strengths and positive aspects of the individual. When a teacher is self-aware of their vulnerabilities (such as a need to be in control, or a need for power), he or she is more likely to respond strategically than emotionally. Sometimes a teacher's perspective may cluster current misbehaving students with previous ones, possibly reinforcing negative stereotypes and a feeling of powerlessness. Beatty-O'Ferrall, Green, and Hannah write in their article Classroom Management Strategies for Difficult Students: Promoting Change through Relationships, "many teachers believe that they must have absolute authority in the classroom. They also believe that this authority comes automatically with their status as the teacher and does not necessarily have to be earned. When students question this authority by being non-compliant or engaging in disruptive behaviors, they may easily trigger an emotional reaction from the teacher" (Beaty-O'Ferrall, Green, & Hannah, 2010, pg. 8).

These emotional reactions from the teacher can present in many ways (e.g., sarcasm, derogation, condescending words, exclusion, etc.), none of which are beneficial for establishing positive relationships.

There is no recipe for creating a positive relationship but there are characteristics that have continuously come up when having conversations with colleagues and students on the topic; reliability, availability, and consistency. Trust is also very important in a relationship (Glasser, 2000). The students who are misbehaving in classrooms and schools are often students who will test adults with information to see if he or she can trust them. Glasser suggests that students who trust adults will confide in them (2000), which is important when dealing with issues proactively, at a time when interventions can be implemented before the issue becomes a situation where consequences are necessary. William Glasser proposed this idea as a way of reducing school violence in the wake of mass shootings in American high schools in his article "School Violence from the Perspective of William Glasser" (2000), which was based on his experiences working with incarcerated females. Glasser's idea was to first establish a positive, trusting relationship with one female inmate. Once the relationship was in place, she would communicate the trusting, supporting nature of the relationship to her peers. As word got around, the girls began seeking him, and Glasser was able to establish trusting relationships with other individuals. One of the benefits of this method was Glasser being able to learn about potential issues before they escalated, which allowed for proactive interventions to be implemented.

Researchers have identified two dimensions whose interactions provide definition to the relationship between teachers and their students. These are dominance versus submission, and cooperation versus opposition (Wubbels & Levy, 1993). These dimensions are illustrated in Figure 2 (reproduced from Marzano et al., 2003).

Figure 2. Interaction between Dominance and Cooperation (Marzano, et al., 2003)




Marzano et al. describe these dimensions suggesting high dominance is characterized by a teacher who provides purpose and guidance in the classroom for both academic and behavioural expectations. These are positive characteristics; however extreme dominance appears as a lack of attention to and concern for student interests, which is not beneficial for positive relationships. Opposite of dominance is submission. High submission is characterized by a lack of clarity and purpose, both negative characteristics. Neither extreme end of this dimension is ideal, as is the case with the next dimension, cooperation versus opposition. High cooperation is characterized by a concern for other's opinions and needs, as well as a desire to be

a member of a team as opposed to working alone. The other end of this dimension is high opposition, which is characterized by antagonism towards others and sabotaging other's plans. Again, neither extreme end is ideal. Marzano et al. provide the example of extreme cooperation as someone who is "unable to or lacks the resolve to act without the input and approval of others" (2003, pg. 43).

Practicing teachers and those in-training are influenced by information and advice from the teachers they work with as colleagues or in their practicum, some of whom may persuade in a negative direction. A comment I have heard from veteran teachers is "do not smile until Christmas" to make sure the students know who "the boss" in the classroom is. This scenario is probably not an exact representation of the actual course of events; however, it does indicate the perceived need of teachers (and other adults in the school environment) to establish control and authority in a classroom prior to positive, collaborative relationships. A statement with similar intentions, "I know he can be trouble, so I threatened him at the beginning of the year, and we have had a great relationship since then" was relayed to me once. A careful examination of this "great relationship" is not needed when considering the first part of the statement. This relationship was only "great" for the teacher because he or she had scared the student into compliance.

**Attachment Theory.** Teachers and parents, since the mid-1940s, have been noticing that their children and students are less respectful and less disciplined than they were when they themselves were young (Neufeld, 2013). Children now are "less likely to take their cues from adults and are less afraid of getting into trouble" (Neufeld, 2013, loc. 173). In my 18 years of experience as a teacher, I have noticed this trend as well – students are more likely to take advice from their peers (in-person, or via social-media) than from an adult, whether a parent or a

teacher. As Gordon Neufeld (2013) notes, when parents and teachers do not get the results they are looking for, they attempt "nagging, cajoling, or bribery to gain compliance" (loc. 186). When we continue to meet unsuccessful outcomes despite these interventions we resort to "simplistic, authoritarian formulas consistent with the do-it-yourself, quick-fix ethos of our era" (Neufeld, 2013, loc. 186). This is now truer than ever in the education system, where teachers feel overburdened by differentiated programming, assessing, and reporting demands, as well as being social workers, behavioural specialists, and parental figures in the classroom. Teachers juggle a lot of balls in the air at once and often feel they don't have the time available to establish a solid, positive relationship with each of his or her students. This lack of time leads him or her to search for a "cookbook" on how to deal with misbehaving students.

Gordon Neufeld speaks about attachment from a parenting point of view, which is very similar to a teacher's role in the school. He says that "for a child to be open to being parented by an adult, he [or she] must be actively attaching to the adult, be wanting contact and closeness with him [or her]" (Neufeld, 2013, loc. 218). Replace 'parented' with 'educated', and you have the same result. According to Neufeld, for a child to be open to being taught, he or she must be actively attaching to the teacher and want to learn and be taught by him or her. This statement is very powerful when you think about the opposite side of it: if a child is not attached to the teacher and does not want to be taught by him or her, no learning will occur, and the school year will likely be a battle of wills as the teacher tries to find a way to encourage the student to produce academic evidence. Neufeld reiterates this saying "just as relationship is at the heart of our current parenting and teaching difficulties, it is also at the heart of the solution (Neufeld, 2013, loc. 365).

In his book *Attachment Theory and the Teacher-Student Relationship: A Practical Guide for Teachers, Teacher Educators and School Leaders,* Philip Riley (2011) talks about the history of the theory, saying that attachment theory was designed to explain the regulation and maintenance of emotional distance and perceived security a parent and child (or teacher and student) will maintain in order to remain comfortable. Riley continues by noting that the attachment behavioural system appears to be hierarchical with the parents at the top, which can produce positive or negative results, depending on the individual situation; whether the parents provide the child with care and love unconditionally, or are absent and inconsistent in expectations. Additionally, children are now shifting the top of the hierarchy and placing their peers at the top. This leads to traits and expectations being passed on which do not have the same values and culture as those previously passed on by the family structure, including parents, grandparents, aunts, uncles, and siblings.

Riley distinguishes between attachment and attachment behaviour saying attachment is the bond felt by the care-seeker for a particular individual who is thought to be better able to cope with the world, whereas the behaviours used by the care-seeker to maintain proximity to the caregiver are known as the attachment behaviours (Riley, 2011). Riley also notes that the individual's desire to remain close to the caregiver, particularly in times of stress, can remain in place over a long period of time (Riley, 2011). Again, a substitution can be made from care-seeker to student to imply the relevance to education. A student will attach to teachers and/or peers in the school whom he or she thinks knows more in an area of interest, has more experience in an area of life, or presents something intriguing which the student feels is worthwhile.

Attachment begins when a baby, who is unable to survive on his or her own, looks for a caregiver to protect him or her from injury, starving, or other negative experience. Riley notes that attachment is "mediated by looking, hearing, holding and its goal is felt security, which produces a relaxed state in which it can get on with the developmental task of exploring the world around it" (2011, pg. 12). Caregivers who are absent or inconsistent in their caregiving can provoke negative feelings and behaviours in children including aggression, uneasiness, and despair (Riley, 2011).

It is important for teachers to note that while the care-seeking behaviour appears to be a natural occurrence, "the relationship bond is learnt through repeated exposure to each other" (Riley, 2011, pg. 13) and is referred to as the affectional bond. The way an individual realizes an affectional bond is referred to as his or her inner working model. This inner working model provides the base model upon which all other relationships are formed. An individual's inner working model is formed during the first years of his or her life and can become ingrained and difficult to overcome, however it is important for teachers to recognize that it can change over time through education and experience.

The attachment system in a human being begins at birth. During the first six months to three years of an individual's life, the child starts to see his or her caregiver as the "secure base" to return to if something starts to go wrong in his or her world. If the child senses danger or that something is not right, he or she will express "separation protest" as a danger signal to alert his or her secure base that the distance between them is too great. Around the age of three years, a child will begin to develop language skills and understand that relationships are reciprocal. This is when an individual will develop behaviours to maintain closeness to the caregiver, including negotiating, whining, crying, pleading, bribing, etc. The development of these behaviours

regarding obtaining closer proximity with the caregiver coincides with the development of the inner working model described above.

The inner working model is used by children to engage with the world around them and contains three broad dimensions: the first is a self-representation, the second is a physical world representation, and the last is an 'other' representation (Knox & Fonagy, 2003). By the age of three, children are recognizably securely or insecurely attached to their caregivers (Riley, 2011). Riley also notes that, at this point, a child's inner working model is relatively stable into adulthood (2011), although there is some change as development progresses.

A secure attachment is based on "the caregiver responding consistently and predictably to the child's needs, producing an internal working model of confidence in self and others, allowing [him or] her to gradually develop [his or] her own independence" (Riley, 2011, pg. 14). The caregiver provides the child with a safe and caring environment but allows the child to have calculated struggles in situations where it is deemed appropriate for learning. This helps the child develop self-efficacy in dealing with the physical and social environment (Riley, 2011). The opposite of this is a child who must fend for himself or herself because the caregiver does not exhibit enough empathy. This child's struggles are not calculated by the caregiver and can be unfulfilling or dangerous and (depending on the outcomes of the struggles), the child may learn to not take risks in the environment he or she find himself or herself in.

Children whose caregivers are unpredictable or rejecting of their needs can develop an insecure attachment. Insecure attachments "lead the child to attempt to minimize [his or] her unmet needs for attachment in order not to experience the pain of separation when it occurs" (Riley, 2011, pg. 14). Insecure attachments have been further broken down into different sub-types: avoidant, ambivalent and disorganized (Riley, 2011). Riley goes on to note that "in the

extreme form avoidant and/or ambivalent, people are wary and distrustful of others and of their own feeling and intuitions about relationships" (2011, pg. 14). In schools, this insecure inner working model of attachment, combined with teenage hormones and a need for control in their lives, as well as the shift to culture being passed from peer to peer in contrast to coming from parents and family, combine to indicate an increased need for teachers to provide a safe and comfortable place within the school.

Attachment theory is a basis for understanding how relationships work. Understanding how some students approach relationships due to individual life circumstances is one way of minimizing behavioural conflicts and incidents in the classroom. In addition to reducing stressful incidents in the classroom, students can experience other gains such as increased self-efficacy which leads to increased academic and social successes when a teacher establishes himself or herself as a secure base in the classroom (Riley, 2011).

**Classroom Community.** Alfie Kohn is a strong advocate of creating classroom and school communities. In his book *Beyond Discipline: From Compliance to Community, 10th Anniversary Edition* (2006), Kohn discusses the need for teachers to include students in discussions about their education. Students need to be given authentic choices regarding their academic learning – what they learn and how they learn it, as well as in decisions about their larger school life, what Kohn refers to as "the broader contours of their life at school" (2006, loc. 1360). In defence of his view, he notes that "choice promotes compliance and minimizes misbehaviour" (2006, loc. 1367), indicating that giving the students choice in the matter often results in them doing what was wanted in the first place. Students increase in their need for autonomy as they get older. Providing them with choices and decision-making opportunities in school fills this need at the school level while the teachers are still available to guide and support.

Some students (due to life circumstances) have little control over events in their lives. Teaching students the skills needed to make decisions and supporting them as they develop, leads them on a path to gain control over parts of their lives and learn to cope in other parts. This is an important part of education that is often overlooked as students are taught from an early age to only ask questions of the teacher and look to him or her to solve their problems.

Providing autonomy to students is different from creating and encouraging classroom community. Kohn (2006) says "the community approach goes beyond teacher-student interaction and asks us to consider broader question of how everyone gets along together" (loc. 1743). Community based learning models grow the skills students need to function in society, and work to minimize challenging situations through an increase in autonomy.

Kohn takes what teachers often say they want their students to leave school with, (such as skills in critical thinking, problem solving, and the ability to make informed decisions in a democratic society), and advocates for those qualities to be taught and modelled in classrooms. Kohn bases his ideas on statements such as "We cannot expect children to accept ready-made values and truths all the way through school, and then suddenly make choices in adulthood. Likewise, we cannot expect them to be manipulated with reward and punishment in school, and to have the courage of a Martin Luther King in adulthood" (Kamii, 1991, pg. 387). In Kohn's view, rewards and punishments have negative effects on student motivation and creativity and both are ways of controlling children and manipulating them to comply (Kohn, 2006).

Kohn speaks about students needing structure, which is different from being controlled. He recognizes the importance of limits within structures if the limits are reasonable. When structures are implemented with reasonable limits, two goals are obtained simultaneously; the students gain autonomy, and the teacher maintains structure and limits.

Kohn (2006) gives six criteria for teachers to consider when implementing structures or limits.

1. Purpose – is the limit or structure necessary for safety or simply for the purpose of imposing order?
2. Restrictiveness – the less restrictive, the better.
3. Flexibility – being able to change plans on the fly if necessary.
4. Developmental Appropriateness – Kohn gives an example comparing the need to ensure a four-year-old is dressed for cold weather versus monitoring the clothing of a ten-year-old.
5. Presentation style – structures and limits are more readily accepted when presented to students with rationale and acknowledgement of their feelings.
6. Student Involvement – Consider who is setting the limits. Is it the adult alone or the adults and students collaboratively?

Alfie Kohn encourages the use of class meetings (2006) as a method to create community in the classroom, referring to them as a place to share, decide, plan, and reflect. He addresses the question of finding the time to have the meetings by saying "you make the time". Kohn addresses some of the common concerns teachers pose when faced with implementing class meetings.

- Acting Out – Kohn notes that there may be an increase in negative behaviour when transitioning from a controlling environment to a structured one. While recognizing that it is unpleasant to experience these behaviours and always keeping safety in mind, it is an issue to bring to the students. Kohn advocates for the whole class to

address the issue and come up with a solution, if necessary, with the support of the teacher.

- Testing – Outrageous suggestions during meetings can be a way of testing the teacher to see if they mean that the students will have control or if it is merely suggestive in nature. This is another issue which can be brought back to the class meeting to address.
- Outright resistance – When asking students how to address an issue and someone resists saying something along the lines of "that's your job, you're the teacher", use it as a discussion topic. Ask the students what the role of the teacher is and what their role is. Do they believe they are old enough or mature enough to participate in a discussion like the current one?
- Silence – When students are silent during class meetings, the teachers first job is to figure out why he or she is silent. Kohn offers suggestions such as the following.
    - Do they feel safe with you? With their classmates?
    - Are they chronically shy?
    - Are they having trouble handling the new responsibility?

Each of these reasons calls for a different course of action. The first step is conversations with the student.

- Parroting – There may be a student who will say what he or she thinks the teacher wants to hear, reciting phrases or rules he or she has heard previously. The student is looking for the teacher to be happy with the response, yet Kohn encourages the teacher to not be happy with it and instead ask deeper questions about what he or she said.

Establishing a classroom community in which the students feel respected, safe, and autonomous takes time and patience. A teacher must be willing to relinquish his or her control and authority and give the students the power to make their own collective decisions.

## Summary

Each of these theories on behaviour management identifies a different way of working with students who misbehave. If a teacher recognizes and reflects on their own perspectives, I believe it becomes easier for them to grow in a productive, strength-based way. These theories provide different philosophies on the topics of power and control in the classroom, student autonomy, and where or who needs to change for challenging incidents and misbehaviour to minimize. The models based on the theories each purport to have similar results in reducing challenging behaviour but go about the journey to achieve them in a different way. SWPBIS deals with misbehaviour in a concrete, data driven method, teaching kids how to behave in expected fashions with incentives provided for being caught performing good behaviours. This method, although based on scientific research supporting its effectiveness, relies mostly on adult authority and student compliance along with data of observable variables. The goal of this program (at its tier one level at least) is to train children to follow societal rules, regardless of understanding. This is not to say that understanding of the expectations is not to be taught, however the 'why' rarely accompanies the 'what'. Tiers 2 and 3 focus on small groups and individuals, but still function in the same way – trying to figure out what the function of the behaviour is, along with what incentives work to encourage the student to behave expectedly (differently).

Restorative practices and CPS involve working with students in collaborative ways, helping them identify solutions to challenges that work for everyone involved. Often there is an

increased teaching component involved in this method as students are encouraged to begin problem solving and identifying their own strengths and challenges. A unique component of transactional theories is the role of the teacher. In these models, the teachers need to reflect on their own behaviour and what they can do to accommodate the students to reduce conflict, without taking all the responsibility away from the student. In contrast, proponents of SWPBIS see the teacher as the giver of knowledge and assessor of appropriateness.

The model of building community in schools and classrooms, based on attachment theory, means that teachers and students must work through their differences and challenges together. Successes are based on students feeling cared for, heard, welcomed and safe. A major goal of this method is preparing students to appreciate diversity and cooperate with others in society, leading them to be able to function successfully within a democratic society where they will have to work and solve problems with other citizens. A teacher's role in this method is like his or her role in transactional theory but pulled back a little. A teacher may begin facilitating a morning meeting but will allow students to take the reins of the meeting if necessary. The teacher acts as a role model, showing unconditional care and a non-judgemental view, even after an issue has occurred.

Through listening to stories a teacher tells about their experiences, I hope to gain an understanding of the teacher's perspective and how it was formed. Through increased understanding of a teacher's perspectives, better suited behaviour interventions can be identified that the teacher would be more likely to implement with fidelity and rigor. If a teacher views the student as the "one with the problem", a behaviourism theory focused strategy seems the most likely to be received and attempted, however if the teacher appears to be beginning or near beginning a journey in changing the way they view student misbehaviour, a transactional theory

focused strategy may be received in a better light, as the teacher maintains the position of authority but strives to consider student voice in identifying solutions to challenges.

Relationship-based strategies such as building classroom community require a teacher to firmly believe in relinquishing his or her control of the students and allowing them to guide their own learning and progress. This is not dismissing or avoiding expectations and limits, however the major decision-making capacity in the classroom is given to the students.

In the next chapter I will describe the method I used to identify and recruit participants, and how I engaged with them via an interview. I will also discuss how I analyzed the data, while maintaining and ensuring credibility, transferability, dependability, and reflexivity.

# Chapter 3

# Method

## Design of Study

The purpose of this study was to identify factors that teachers reported led to an evolution or development of his or her perspective of students' behaviours. I collected the qualitative data by listening to stories from teachers about their experiences with misbehaving students and of stories from their own past growing up and going to school. Qualitative data was chosen over quantitative methods in order to gain perspectives of teachers in their own words, through their own thoughts and through their own descriptions of their behaviour. There is little data on the perceptions of Canadian teachers regarding students who misbehave, and little data on how these perspectives were influenced by the teacher's own experiences growing up. Tools such as questionnaires and surveys serve as efficient, broad ranging data collection procedures, but do not allow a researcher to dig deeper into the participant's responses and investigate the possible 'why' of the what and how.

I looked to identify trends and pathways that led to the way teachers perceive students who misbehave in school, and how they interact with those kids through semi-structured, in-depth interviews with teachers who hold various roles within the province's education system,. Open ended, flexible, and fluid interview questions were used to promote rich discussion to answer the question "what's going on here, and why".

Through listening to stories from teachers about their perspectives and experiences working with students with behavioural challenges in an educational setting, I hope that my analysis will contribute to the research literature and to teacher education. The point of this

research was not to change the teacher's perspective in the moment, but to understand what drove the evolution of his or her understanding and perspectives over time.

> Stories are how we understand the world and troubleshoot our decisions. They are the way we transmit our history and pass on traditions and the way we explain how social structures work. They help us navigate our daily lives and justify our views and beliefs.
>
> (Patel, 2018, para. 4).

Teaching is primarily a 'people business' involving recognition of and action on: (a) the different social-emotional levels of the student population, (b) the cognitive, sensory, physical, and neurological differences the students arrive with, as well as (c) collaborating with, implementing, and reporting on educational programs. A teacher's experience with discipline while growing up, both in school and by his or her parents, has an impact on the type of expectations he or she has, and thus the behaviour management strategy he or she chooses to implement. This background of experiences and knowledge informs and molds a teacher's perspective on student misbehaviour. The stories an individual tells can provide a lot of this information, as well as the opportunity for deeper insight and reflection.

A benefit to the intimacy of a one-to-one interview is being there in the moment with the study participant. Hearing subtle nuances in the voice as stories are conveyed, recognizing latencies in responses, and seeing facial expressions change during responses all give a deeper understanding and allow for further reflection on the importance of different parts of the information being told. Although my initial plan was to conduct interviews in person, the COVID 19 pandemic prevented that from happening, and resulted in interviews being conducted

virtually via an online platform called Zoom. This limited the amount of information in the areas identified above due to the online platform, and lagging, choppy network issues.

There was a chance that the study participants, although seasoned in working with students who exhibit challenging behaviour, would view aversive and/or authoritarian measures as the best way to intervene with student misbehaviour. In a situations like this, the stories will still provide rich information which could possibly identify themes that hinder or put up barriers in place of using more positive and collaborative strategies.

Prior to beginning research, I submitted my proposal and defended it to my advisory committee. Following that, a protocol submission form was submitted and approved for research ethics by the University of Manitoba Education and Nursing Research Ethics Board (ENREB). After receiving ethics approval, I began recruiting participants.

**Recruiting the Participants**

A side product of my different roles within a large urban school division is a network of teachers in the field of inclusive education as well as general education. These individuals range from general classroom teachers to behaviour program classroom teachers to consultants, clinicians, and directors.

My initial method of recruiting participants was by emailing teachers I know who met the criteria listed below. Simultaneous with emailing teachers I know, I posted a recruitment status on social media platforms (Facebook, Instagram, and Twitter) requesting interested individuals to email me at my University of Manitoba student email (Appendix 3 – Social Media Post). I also encouraged people to share my post with their friends. Initially, I was only going to accept participants who were able to meet in person, however this criterion was removed prior to recruitment due to the virtual nature of the interview being conducted on an online platform. This

change in data collection design required an amendment to my ENREB submission, which was approved.

I accepted the first five individuals who met criteria to participate in my research. I received eight requests to participate, however when I emailed the information package (Appendix 5 as well as Appendix 1) I only received a response from five individuals. One interview had to be rescheduled, however attempts to find an alternative date and time to meet did not materialize and communication dwindled. After not receiving a requested response for two weeks, I decided to move forward with the data from the four completed interviews. This was in-line with my ENREB submission, which indicated I would collect data from three to five participants.

I required study participants to meet certain criteria:

1. Male or female teachers who have at least 10 years of practical education experience, either in the classroom or as a support teacher, clinician, consultant, etc. I was not concerned with where the individual was employed. I was open to interviewing teachers from hospitals, rural areas, urban areas, high-income/low-income areas, etc.
2. In conjunction with criteria 1, participants must have had at least five years of experience teaching students in grades 7-12.
3. Individuals with experience working with students with behavioural difficulties beyond a regular classroom setting was preferred. My intention with this criterion was to increase the chances the individual has stories to tell about working with students with misbehaviours that are more in-depth than a general classroom teacher might. I was looking for stories that did not end with a suspension or referral to an in-school or outside specialist.

4. Participants must be able to meet in person. Although technology breaks down the barrier of vast distances, I wanted to be able to meet in-person to experience the subtle nuances that live, direct conversation offers.
    a. This criterion was removed prior to recruitment due to COVID 19 and the university's mandate that all research be done virtually.

When a potential participant contacted me via my University of Manitoba student email (or in the case of social media posts by direct message), a reply email was sent from my University of Manitoba student email account (Appendix 5 – Participant Information) thanking them for their interest along with a copy of the informed consent (Appendix 1 – Informed Consent). I sent the individual an email one week from sending the Participant Information to set a meeting time and location (Appendix 6 – One Week Email). If I did not hear a response from the individual within two weeks from sending the One Week Email, I sent a follow-up email (Appendix 7 – Two Week Participant Follow-Up). If no response was heard within two weeks from sending the follow-up email, it was assumed the individual was not interested and no further contact was made by me. I included the individual if they responded later and there was still space in my study, and I had not yet begun analyzing the data.

As noted, I accepted and arranged interviews with the first five individuals who responded who met criteria. Individuals who were interested in participating but were not selected were not notified. The invitation to participate includes a statement reflecting this (Appendix 4).

I offered a $25.00 gift card from a vendor of the participant's choice as an honorarium for participants. I do not feel this was an amount which would induce anyone to take part only because of the incentive. The honorarium was presented as a thank-you for participating in my

study and was given when the individual signed Appendix 1: Informed Consent. If study participants had chosen to leave the study, they would have kept the honorarium.

Due to the COVID 19 pandemic, I met with participants virtually. The virtual nature of the interview allowed the participant the maximum amount of privacy they wished to have. The virtual nature of the interview was indicated in the recruitment letter. Interviews were a maximum length of two hours. Prior to beginning the actual interview, I read the informed consent to the participant to ensure there were no unanswered questions or necessary clarifications. The participant signed a copy of the Informed Consent and took a picture of it and emailed it back to my University of Manitoba email account.

Interviews were recorded on my laptop via the Zoom program's record function. The audio file was saved to a USB drive in a password protected folder. Transcription duties were carried out by Carol Bright, who signed two copies of the confidentiality agreement (Appendix 8 – Confidentiality Agreement), one for each of our files. Carol Bright also completed the Course on Research Ethics (CORE) tutorial.

The USB with the interviews was given to Carol Bright to be transcribed within one week of the interview. Voice recordings were deleted upon verification of the interview transcript by the participant after the interview. Field notes were voice recorded immediately post interview using my iPhone and transcribed within one week of the interview.

All names and locations were replaced with pseudonyms to protect identities. A separate file was created during transcription to record code names given as pseudonyms during interviews (the code key). The code key is a Microsoft Word document with password protection on it to ensure security, saved on the transcriber's computer until transcription completion. The file was saved to a USB drive for transferring between me and the transcriber. When the USB

was in my possession it was kept in a safe in my house. The USB drive transferred between my house and the house of the transcriber.

A transcript of the interview was emailed to each participant for verification within one-week of transcribing, two weeks after the interview. Participants were given the opportunity to clarify information contained in the transcript up to two weeks from receiving the document, four weeks after the interview. Participants were notified of this two-week time period; if no response was received within two weeks, the transcript was considered complete and correct. Transcriptions of interviews were saved in a separate file with password protection on a separate USB drive. No feedback regarding the transcripts was received, however one participant (Mike) emailed me two days later with an unsolicited follow-up email regarding his view on misbehaving students and how it developed over his career.

Participants were informed of their right to withdraw at any point, up until two weeks after the interview. I began analyzing the data two weeks after the interview (there were no clarifications or edits required by any of the participants). Participants were notified of their right to withdraw up to this point via the Informed Consent form (Appendix 1), which indicates the withdraw time frame and the rationale behind it.

**Ensuring Validity through Credibility, Transferability, Dependability, and Reflexivity**

Validity in qualitative research is essential to provide authenticity to the themes that arise from the data. According to Schwandt, validity refers to "how accurately the account represents participants' realities of the social phenomena and is credible to them" (Schwandt, 2001). Creswell and Miller add to this, saying "validity refers not to the data, but to the inferences drawn from them (Creswell & Miller, 2000). In order to ensure validity of the findings, I accounted for credibility, transferability, dependability, and reflexivity.

I used a small convenient sample size of four participants for my research. As in all qualitative research I sought to understand the participants' perspectives in great depth by listening to their stories. Below I describe how I ensured validity through credibility, transferability, dependability, and reflexivity.

**Credibility.** The Dictionary of Qualitative Inquiry refers to credibility as "the inquirer providing assurances of the fit between respondents' views of their life ways and the inquirer's reconstruction and representation of same" (Schwandt, 2001, pg. 258). In this study, credibility was established by providing descriptions of the participants to give a deeper of understanding of the participant as a person, as well by allowing each participant an opportunity to review the transcript of their interview, and provide any clarifications or corrections necessary, prior to my analysis. That gave the participant a chance to expand on a statement or provide additional background for a story he or she told. One participant took advantage of emailing me to add information to his story after he thought about the interview, however this was not in relation to any clarification or additions to his interview transcript, as he had not yet had a chance to review it. This particular participant chose to provide deeper background information which supplemented his interview. By using direct quotes from the participants in the final copy I gave voice to their individual stories, which increases credibility by directly connecting my interpretations with what the participant actually said.

**Transferability.** Transferability in qualitative research refers to how relevant or applicable the current research is with other populations or situations. According to the Dictionary of Qualitative Inquiry, transferability is necessary to provide readers with information on the current study that readers are able to identify similarities between the current study and another case where the findings can be transferred (Schwandt, 2001, pg. 258). To increase the

transferability of the analysis, I have provided a specific student age range and range of grade levels. I have also provided clear and specific criteria for inclusion in my study. This final report contains vivid descriptions of the participants as well as their demographics to give the reader a complete picture of who the sample was composed of. Geographic location information of the participant's employment is also described, allowing the reader further insight into the day-to-day goings on in the school. This helps ensure readers can form a clearer picture of the participant's situation.

**Dependability.** Dependability in qualitative research refers to the likelihood of the same information being gathered if the study were to be re-done. The Dictionary of Qualitative Inquiry refers to dependability as "ensuring the process was logical, traceable, and well documented" (Schwandt, 2001, pg. 258). In order to ensure dependability, I have provided a concise description of the process used to identify and recruit participants, as well an interview guide is provided to allow future research to mimic the current study. Descriptions of the participants and the school he or she works at is provided in order to allow future research to compare similar demographics or contrast with alternative demographics.

**Reflexivity**. The Dictionary of Qualitative Inquiry says that reflexivity refers to "the process of critical self-reflection on one's own biases, theoretical predispositions, preferences, and so forth" (Schwandt, 2001, pg. 224). In order to establish reflexivity, I made every effort to identify my own preconceptions and biases, and recognize the effect they had on my research, during both the interview process and through analysis. Immediately post interview I recorded my field notes. I noted any tone of voice changes I incurred to move a response in a certain direction. When analyzing the data, I recognized pieces of language that a participant may have used that trigger a bias in my mind. Examples of this type of language included words such as

'respect', 'comply', and 'obey'. Through recognition of this, I was able to see the bigger picture of the response or story, and not 'lose the forest for the trees'.

**Data Analysis**

Moser and Korstjens say "to be able to make sense of qualitative data, you need to immerse yourself in the data and 'live' the data." (Moser & Korstjens, 2018, pg. 15). Data were analyzed from a phenomenological perspective, where I "searched for common themes featuring within an interview and across interviews" (Moser & Korstjens, 2018, pg. 16). After I received the interview transcripts, I began reading them to re-familiarize myself with the information. It was important to view the transcripts as a whole to understand the unique perspective the participant held. One method of analyses was grouping participant responses to a single question together. This allowed me to chunk information together to compare and contrast responses to a single question, as well I used information from the entire interview to support or contradict the responses. Through this process, I immersed myself in the data and ensured familiarity with the entire interview. This familiarity and knowledge allowed me to recognize common themes across participants.

The purpose of this study was to identify factors that help a teacher evolve/develop his or her perspective of students who misbehave through listening to stories from teachers about their experiences with misbehaving students and of stories from their past growing up and going to school. Interview questions were designed to elicit stories relating to these key points of interest to help me understand on a deeper level where he or she developed his or her perspective of students who misbehave. Please see Appendix 2: Interview Guide for the questions that guided the interviews. Although the interview questions were designed to guide conversation towards stories of the participant's experiences with misbehaviour, data received did not reflect the

intention of the study as participants did not have in-depth stories about his or her own (or others') experiences with misbehaviour and discipline during his or her youth and years in school. One possible reason for this could be the participants were all reasonably well-behaved students who came from intact families where their needs were provided for. Another possible reason is participants did not read the informed consent and study information that was emailed to them, and therefore were prepared for the interview. The Informed Consent form says that interview questions "are designed to elicit stories of experiences related to misbehaviour, both personal experiences growing up and school related experiences" (Appendix 1), however when Bonnie was asked to talk about a time she got in trouble with her parents, her immediate response was "parents?" After my affirmation Bonnie said, "I was prepared for school, and I have a good one…" indicating to me that she had not read, understood, or remembered what information was covered in the informed consent. Participants were unable to provide recent stories of misbehaving students. Some participants identified the COVID pandemic and the effects it had on the previous school year as reason for not having any recent stories (minimal students, school shut down, remote learning, all of which led to a reduction in misbehaviour in school as noted by participants). Although I was prompting for specific stories about experiences with misbehaviours, both personal and professional, I ended up with stories that provide information about the evolution of his or her perspective that teacher has of students who misbehave. Each teacher had unique perspectives, however there were some common themes. Each of the participants spoke about the need for a relationship between the student and teacher when dealing with students who misbehave. The word 'respect' was used to explain relationships, regarding both how to establish a relationship, and what a relationship looks like. Another common theme was allowing students to make mistakes in order to learn and grow.

Through listening to stories told by teachers in response to carefully designed interview questions, I hoped to gather data that would indicate factors involved in both developing and evolving teachers' perspectives of students who misbehave over the course of their career. Teachers who had at least ten years of experience, and who were working in a grade seven to grade twelve classroom were recruited. This criteria was set to increase the likelihood the participant would have had an opportunity to evolve his or her perspective over the course of his or her career. Four participants who met criteria were selected and interviewed. Data analysis was performed via reading, re-reading, re-writing, and chunking responses in order to compare and contrast across participants. This assisted in identifying common themes across the responses. In chapter four I will begin by providing a description of the participants, followed by a discussion of the themes that emerged from the interview data. I will then identify limitations to the current study as well as provide ideas for future and additional, complimentary studies. Chapter four ends with implications for current practice.

# Chapter 4

## Findings

In this chapter I will being by introducing readers to the study participants and then move to a discussion on what an analysis of the data identified from the interview transcripts. The interview questions were designed to elicit stories from the participant that would provide insight into factors that formed his or her perspectives of students who misbehave, as well as what factors influenced an evolution of his or her perspective. After describing the participants I will engage in a discussion regarding the findings of this study, namely the importance of relationships when working with students who misbehave, being able to meet the basic needs of the student and allowing students to learn from their mistakes. Following that I will discuss implications for current practice. I end chapter 4 by identifying limitations to the current study along with suggestions for a follow up study.

### The Participants

As mentioned in the previous chapter, five participants met criteria and were scheduled to be interviewed, however due to continued scheduling conflicts with one potential participant, only four individuals were interviewed.

Pseudonyms are used for each participant as well as for any person referred to in a quote or story from a participant. Names of locations or settings (e.g., schools, school divisions, communities) have been replaced with pseudonyms.

While many characteristics of the participants varied, such as the length of his or her teaching career, age, and the role he or she filled in the school setting, each participant had unique stories that gave insight into the way he or she was raised, how he or she behaved

growing up, and what he or she experienced in school, as well as what he or she believes is the most effective way to work with a student with behavioural challenges.

**Bonnie.** Bonnie was the first participant interviewed. She is a white woman who has taught grade nine to twelve physical-education her entire fourteen year career as an educator. The school she works at contains a junior high within it, so although she does not work directly with students in grades seven and eight, she does interact with them. The school she works at is in a predominantly white area, and historically has been a white area. The households in the neighbourhood have mixed financial backgrounds with most of the students coming from two-parent, dual income households. There are also low income housing neighbourhoods that feed into the school (Winnipeg & Winnipeg, n.d.).

Bonnie grew up as the oldest of four kids in a two-parent household. She holds her parents in high regard, as she replicates her parents expectations with both her own children and her students. Bonnie says of her parents,

> I found them to be very strict. And now looking back at it, I am thinking, hey, that was great for me. And now that is how I am with my kids. Not the wooden spoon, but sort of like I give the rules, and this is how it is. You don't talk back to me and you don't talk back to your teachers.

Bonnie has a Bachelor of Physical Education degree, a Bachelor of Education degree, a post-baccalaureate degree in special education, and is currently working on her Master of Education degree in physical-education and health. Bonnie says she got into trouble a lot at school while she was growing up for talking too much, and says, "I talked all the time, like both of my kids have been diagnosed with ADHD and I am positive that I have ADHD – never

diagnosed." Bonnie was an athlete growing up and told me she initially wanted to be a police officer. She notices differences between the freedoms her school friends had compared to the individuals she played sports with, saying, "a lot of my friends that I played sports with, their parents, like those parents had similar rules that my parents had. So it wasn't, like, I did have friends that had similar rules. But the friends that I went to school with I didn't play sports with, but they had more freedom than I had."

Speaking about getting in trouble in school, Bonnie says of her younger self, "I would talk and talk and talk and I always knew the answer to everything, and I would just have to tell the teacher." When Bonnie speaks about her challenges in school, she says that the discipline she received got her to stop talking as much, however she noticed that the teachers weren't consistent in when she would be disciplined. Bonnie says, "I found that the teachers weren't consistent so I might do the exact same thing the next day or a month later and I wouldn't be put in the hallway again." Bonnie also talks about how she felt the discipline was unfair "because something would happen and I would say 'why are you doing that to me, you didn't do that to so and so" indicating that other students would engage in the same behaviours as she did, however they would not experience the same consequence from the teacher.

Bonnie used her educational experiences growing up to direct her philosophy of teaching. She says that she did well in university because she had to monitor her own learning, which was in contrast to what she experienced in junior and senior high school. She says that now, "for the most part there is a lot of freedom in my class, and I treat them like young adults," in essence treating her students the way that she wanted to be treated. Bonnie also notices that students exhibit behaviours that are modelled by the adults in their lives, saying, "And so then I meet the

child's parent and it's like ok, the apple doesn't fall far from the tree. Because right away the parents are like, this is your fault."

Bonnie says that her perspective of misbehaving students has evolved over the course of her career. When she began teaching, she says students had to "sit down, listen, don't talk, you must be changed, you fail if you don't, you get a 5/5 if you change and you participate" whereas she feels she is "way more lenient now." She attributes her initial perspective to being a young teacher (27 years old) teaching high school students and being in "survival mode." This made her think that she needed to be "really, really strict." Bonnie says that she now has a lot more understanding of students' lives and the individual challenges they are going through, saying "I'm just a lot more open to understand students and to figure out what's going on with them." Another aspect of Bonnie's perspective that has evolved is the amount of internalization she feels towards student behaviour. Bonnie says that when she first started teaching, she would have been offended by students challenging her or questioning her. She says, "I wouldn't have the patience or expertise to come back and challenge him" and that she "would have singled him out" and "wouldn't have been prepared." In her first few years of teaching, Bonnie says she would have "reacted hard." Bonnie says, "it took a while for me to realize that, no, they don't care" (when referring to her initial belief that her students were "dying to hear what I had to say"), and that she "had to make this fun for them because they totally don't care what happens, what I say." Bonnie attributes the change in her perspective of students to becoming a mom. She says she wants to "teach like I am teaching someone's child because you sort of see life differently when you become a mom." After having her first baby Bonnie realized that "someone loves these kids as much as I love my son."

**Mike.** The second participant interviewed was Mike. Mike is a white man who has taught many subjects and grade levels over his thirty-two year career. His interest in working with children with behavioural challenges began when he was working in a hospital's youth psychiatric ward in his early twenties. From there, Mike earned his Bachelor of Education degree and started teaching. Since then, he has worked at five different schools, including elementary schools, junior high schools, and high schools. He is currently working in a low enrollment program (maximum twelve students with two educational assistants in the classroom) for students in grades seven to nine, who have profound behavioural challenges. Mike works at a school where much of the neighbourhood population is\ single parent families, and about ten percent of the students are children in-care of Child and Family Services (CFS). This means that the students can be living with biological family, foster parents, or group homes, however CFS is the guardian of the student and has signing authority on decisions about the student's education. The school Mike works at teaches students in grades seven to twelve and has a diverse student population regarding ethnic background and culture, the majority of the school's neighbourhood population self-identifies as Indigenous (Winnipeg & Winnipeg, n.d.).

Mike grew up in a two-parent household with one brother. His parents fulfilled the stereotypical parent roles in terms of behaviour, where his mother was patient and seen as 'softer', while his father was 'strict' and used threat of physical punishment to enforce expectations. Mike says of his parents,

> My mother was a little more understanding when I got into trouble. More willing to hear my side of the story, more willing to play the long game on changing things. My father was into the short game

> and could be physical at times. Definitely loud and definitely into punishments such as writing lines and stuff like that.

Four days after the formal interview, Mike sent me an unsolicited follow-up email which explained his responses further and gave me some additional information. That email has been included in my data and has been used for analysis. In Mike's email, he states "as a kid I saw my mother as too lenient, and my father as too strict. I saw him get stricter as she let more go and I saw her let more go as he became stricter." He says his behaviour management philosophy has formed from his reflections on his parents' views, he has identified what they did that didn't work and used that as a starting point of what not to do. Mike says when he is working with a student who misbehaves, he assumes "that they've come from a system that might incorporate A, B or C reasons so I look for X, Y and Z."

During the interview, Mike mentions that early in his career he would have responded to a student who was misbehaving by sending "them to an administrator or looked at, well to an administrator so that they would end up either being removed from the classroom for the day or whatever." Mike's perspective evolved early in his career, to the belief that connecting with each student on an individual level is necessary, saying "good teachers are great actors, and they take on a role that's individual to each student that they deal with and yet they have a role for the whole class too." Additionally, Mike says that while working in his early 20s as a nurse orderly, he "quickly learned the most important lesson and the one that stuck with me through my entire career regardless of what I taught. Building relationships with students with an infallible is critical to success." Regarding his perspective evolving, he says, "if you came up with an approach that you swear by why would you change it? I have added to it, like the do the opposite approach but bottom line is nothing positive or significant can be done without a relationship."

**Harry.** Harry was the third participant interviewed. Harry is a white man in his late 40s who has worked at one school for his entire eighteen-year teaching career. Harry has taught humanities courses since 2018, before that, for sixteen years, he taught in a low enrollment program for students with profound behavioural challenges in grades nine to eleven, similar to the program Mike teaches in. Harry works at a grade nine to twelve vocational school located in a neighbourhood where household income ranges from about $50 000 to about $70 000, however the school attracts students from all over the school division resulting in students from a wide variety of socio-economic backgrounds. The neighbourhood's population comes from a variety of ethnic backgrounds (Winnipeg & Winnipeg, n.d.).

Harry grew up in a two-parent household as the oldest of 3 children. Harry says his father was "a very strict person" who used spankings as a "deterrent or as a punishment". Harry says his mother was "more patient", whereas his "father's patience was not as much." Both of Harry's parents worked which is a deviation from traditional mother/father roles, however Harry indicates the traditional roles were still evident when dealing with misbehaviour.

When Harry began working in the education field, he was able to apply the techniques and knowledge he learned in university directly into practice because he was working as a teacher's assistant while earning his education degree. Harry didn't speak directly to an evolution of his perspective of students who misbehave, however he does note that when he was student teaching in a grade three classroom there were a "couple of students who elicited 'adverse behaviours,' maybe talking out a little bit which was solved by a quick tune up talk and they were fine." Harry's perspective developed as he gained an understanding of the importance of a positive relationship with the student. When he began his teaching career in the low enrollment behaviour program, he noticed that the students recognized the pattern of "act out, get sent home." Harry

says that in the beginning of his career he was at the receiving end of a lot of personal attacks, which would result in the students being sent home. Harry indicates he had to learn to not take things personally. This led Harry to "readjust my compass and just sort of realize what can I put up with and what can't I put up with?" Harry recognized the importance of a relationship between the student and teacher, but also recognized that in the program he was teaching in some of the kids knew they were there for only two years before they transitioned to another program at another school. Harry says the students acted like, "there's nothing I can do, no matter what kind of relationship I build with you, I'm gone." Harry added to this, saying "some might let you in, some might not."

**Beth.** The last participant to be interviewed was Beth. Beth is in her early 50s, white, and has worked at three schools over her 18-year career, teaching graphic design courses, fine arts, and English. She is currently working at a predominantly white high school with grades nine to twelve that serves a town with around 700 school age children (Statistics Canada, 2016). Beth has a Master of Education degree in Inclusive Education and says, "I like the marginalized kids, and they like me."

Beth grew up as the oldest of four girls. Her parents were together until she was in grade twelve, at which point they divorced. Beth describes her mother as "the generous go-betweener, I'll handle your father kind of thing," someone who would come back to an issue when people were calm once again, rather than forcing a discussion when folks were still escalated. Beth says of her father, "he was not a person of many words. So, if he said something, it was serious. And we had to listen."

Beth did not directly discuss an evolution of her perspective on students who misbehave. Beth mentions that she began her teaching career in her early 30s, that her mom was a teacher,

and that she loved and still does love school. From a young age she says that she "felt responsibility for caring for people." Beth feels she began her teaching career with more knowledge than many new teachers, and that she "really chose this" teaching career. Beth enrolled and completed her Master of Education degree to "be a better teacher". She says her Master of Education degree "laid the foundation of her perspective" on marginalized students regarding what the students need. During her first years of teaching, Beth was more aware of students coming in her classroom when they were scheduled to be in another class. She says, "people who weren't in the class coming in, and I would be like "you don't belong here", which was a big mistake." When she gained more experience, she realized that focusing on what the children need, was more important than sending them to a class. She now believes "a classroom should be open to where a kid feels they belong."

Beth acknowledges her place in some students lives, saying, "I am their constant. I am always there, and say something happens, the next day I hold no grudges, I do not, I am not like that all, and we just, I just carry on normal, like even from one minute to the next." Not taking things personally is a big part of Beth's perspective. She goes on to say, "I accept them, you know, and, you know, if you play the worst-case scenario game, I mean, there's going to be some aggravation but, I accept them." Although she recognizes the different needs that students have, she also tries to have the "same expectations for all the kids." Beth reflects on the personality she portrays with students as tender, however she also describes herself as a "realist and very practical."

Beth's perspective has also evolved to recognize that sometimes a student will do "a dumb thing in the moment, like teenagers can be really dumb" but that this does not require an immediate apology from the student. She refers to demanding an immediate apology as "ego

bullshit sometimes with teachers," and feels it is not necessary for student growth or success. Beth recognizes that students need "time and maturity" to navigate through high school, and her role is to be there for them when they need her.

Now that we have a deeper understanding of who the participants are, I will discuss the themes that came from analyzing the data. Interview questions were designed to elicit stories that would identify factors that helped shape the participant's perspectives of students who misbehave, as well as factors that influenced the evolution of that perspective. Data from the interviews provided information and statements that helped identify key points of the participant's perspective, however data did not indicate specific factors related to an evolution of perspective.

The major theme that arose was the importance of relationship when working with students who misbehave. Within this broad theme came some more specific, subtle themes that were identified, such as letting the students make mistakes to learn from, and the ability to not take student behaviour personally. These themes will be discussed in more depth below.

**Relationships**

Relationships were mentioned by every participant as important when working with students who misbehaved, and some viewed them as necessary if you are working with students with challenges. The aspects of relationships that came up included how he or she established relationships with his or her students, as well as a recognition of the length of time it can take to establish them. Some solutions for finding the extra time necessary to provide for the students were identified. Respect was discussed as a term that always seemed paired with relationships, either in a synonymous way, as a building block for, or as a product of. Lastly, I note that

building relationships is unique to each teacher and each student, and teachers will often have to be creative to find the time to make it work.

The importance of relationships between teachers and students has a broad base of literature supporting it. Hart and Kindle Hodson say a "relationship based classroom (is) where needs of students and teachers are respected. In such a classroom there is safety and trust. And where there is safety and trust, there are the seeds for compassion and engaged learning" (Hart, 2004). Positive relationships between teachers and students result in less conflict, increased empathy, and more cooperation between the teacher and student as well as between students. Additionally, positive relationships have resulted in better scores on standardized assessments and an improved ability to acquire new skills (Goleman, 1995).

Beth describes her work by using relationship terms, saying "I bring a lot of love, actually" which is rare to hear coming from a junior or senior high school teacher. She then says, "I don't like to do really much paperwork, I like to just be with the kids, actually." Beth says this became even more evident during the period of time schools were shut down due to COVID-19. Mike values relationship more than any other strategy for working with students who misbehave saying, "I quickly learned the most important lesson and the one that stuck with me through my entire career regardless of what I taught. Building relationships with students with an infallible is critical to success." He does note, however that there is more to it than solely building a relationship. Mike says that he was "not only not doing what everyone else might have done but also adding the "left field" component. The old "I didn't see that coming" is a winner every time." Mike talks about doing the opposite thing than what specialists and teachers have done in the past with particular students, and he states that this strategy has helped build his relationship with the students because it is different for them, which increases interest and attention, as well

because of the control it gives to the student, as he or she tries to control Mike's behaviours and responses.

Respect was a word that was intertwined with the idea of relationship. It was a term that Bonnie used to describe an ideal student, to describe what misbehaving students lack, and to label the outcome of a positive relationship. Bonnie says, "that's why I coach several teams, to build those relationships and to gain that respect." Bonnie indicated that the respect earned from students through coaching sports extends out to all of that individual's peers, which leads to them respecting her as well. It seems Bonnie uses the word respect as a synonym for obey or follow the rules, with statements such as "respecting the rules," when she discusses how "everyone is going to have that off day and there's going to be that time when you have students that aren't obedient or listening right away…". In another instance Bonnie says her students "know the rules and if they didn't respect me, I think that they would not (follow them)" when she is referring to getting the students to bring in the equipment during physical-education class. Bonnie also uses the word respect as a vital piece of a relationship. She says, "If I have that respect from the student than I believe I have that relationship" and later says, "I think that if I have respect for the student than there's a relationship somewhere." Respect is an important piece in a relationship, as Anderman says, "a classroom social environment characterized by reciprocal respect was crucial for students' well-being" (Anderman, 2003).

Harry uses the word respect when he is describing an ideal student as well. Use of this term leads Harry to relationships between students and teachers. Initially, Harry describes an ideal student saying, "they have an eagerness to learn, they have a respect for themselves and for their teachers and their peers…" Whereas Bonnie seems to use respect to establish a relationship, Harry uses a relationship to teach respect. Harry says, "most of my teaching over the years has

definitely been attempting to create a safe, positive relationship with students…" but he also recognizes that these relationships can sometimes take a very long time to establish, saying, "some kids that would be a three month thing. For some kids, that's a two year thing, right?"

Harry was the only participant to mention the length of time it can take to establish a relationship, and different teachers are able provide that time through various means. Beth mentions that she allows students to work on other subjects in her classroom, saying that she used to have other teachers complain that the students were supposed to be in their classrooms, not in Beth's, but she promoted her room as an alternative space where students feel safe. She says, "there's nothing else. They're not going to go, like I always say, 'why don't they stick those kids in pre-cal?'" mimicking other teachers who feel kids with challenges should be put somewhere else, presumably a class with lowered expectations. Bonnie is able to gain extra time with students during team practices, lunches, and games when she is coaching them. This is a perfect environment for a positive relationship to blossom – an opportunity to have conversations about non-school topics. As well, sports are often an environment where the student-athletes feel confident and are able to take risks, which may not be true in a classroom. Mike is able to allocate the time needed to establish positive relationships with some students because of the program he teaches in. As I mentioned, the program Mike works in is a low enrollment classroom for students in grades seven to nine. If all of the students showed up on the same day, there would be twelve students and three adults, however there are often three to five students absent. This gives the students choice in which adult they feel most comfortable with, as well it allows the adults to distance themselves from students if needed, i.e., a particular adult does not have to be the only source of information for a particular student.

In addition to the length of time that it can take to establish a relationship, there is no instruction manual for it. Mike says, "Good teachers are actors, and they take on a role that's individual to each student that they deal with and yet they have a role for the whole class too." All teachers need to be proactive in the way they work with students and when they intervene in student misbehaviour, however they also need to be reactive and responsive to student needs, all the while maintaining a learning environment for the whole classroom. Harry talks about how important it is for teachers to have meaningful relationships with students who misbehave because you can learn about the triggers that escalate him or her. He says, "some kids, if you had said, "hey, that's a nice sweatshirt", that would be upsetting to them. Right? Just for whatever, you could set them off, so you would obviously have to get to know the people."

Beth says that sometimes she would appreciate a second person to stay in the classroom to be with the students when she feels a need "to go and have a one-on-one chat with somebody or take them down the hall and go get something, or just go for a, like I've done that lots when kids are crying. You know, I'll be like, well let's just go for a walk."

There are a number of different strategies a teacher can do to establish or strengthen a relationship with his or her students such as individual greetings in the morning and after lunch (unique handshakes, special dances, specific individual routines), lunch dates with students (where students are able to eat lunch one-to-one with the teacher), daily check-ins and check-outs, and class mantras. These strategies are relatively easy for a teacher to implement and provide a different style of communication between the teacher and student that is not focused on academics.

Learning about the student as a person is another way to establish or strengthen a relationship. Many conversations between a student and teacher focus on academics however

students have many other aspects to their personality beyond the school. It is important for the teacher to have knowledge of these aspects in order to connect on a deeper, more personal level.

Relationships between students and teachers were viewed as an essential component by each participant for working successfully with students who misbehave. The participants spoke about the individuality of each relationship, as well as the amount of time it can take to establish a relationship. The time needed to develop a relationship was obtained in various ways by each participant, such as through coaching or spending a lot of time having conversations. Respect was a term that was used to describe a relationship, as well as how to develop a relationship. Respect between both student and teacher indicated that a relationship was present.

Professional development opportunities that talk about relationships are abundant and are relatively cost effective when the session is a 'train the trainer' style. In this style of session, trainers learn information with the expectation that he or she trains other staff at the school he or she works at. However, schools are often required to pay for the registration amounts as well as the substitute teacher while the regular teacher is away. Bonnie says, "if I ask to go on any PD if it's about behaviour issues in children or anything we don't have any financial support. There's no support at our school, I don't know if it's the division but yeah," indicating that she is unable to attend workshops and seminars that talk about relationships and the effect on student behaviour.

Another method I have experienced being used in schools to communicate the importance of relationships is through book studies, where teachers meet regularly to discuss a chapter, or present the information contained within the chapter of a book to the rest of the group. This is an effective format for teachers to learn and have professional conversations with each other and have the opportunity to put information learned into action on a widescale stage

withing a school. This method is likely to be more effective if the participants 'buy-in' to the format of the professional development, and I have witnessed staff who are both engaged in the format and interested in the topic, as well as staff who are disengaged and disinterested in the format, and who sometimes do not read the book.

**Basic Needs**

The next theme that came out of my analyses of the data is meeting students' basic needs for nourishing food, and adequate rest and so on. Although interventions such as movement breaks, mindful moments, and stretching are important to maintain students' energy at the optimum levels for learning, they are not the only needs teachers must be aware of. Some basic needs that were identified by the participants included having breakfast before coming to school, having a good sleep the night before, and having appropriate clothing (clean, fits well, in decent condition, etc.). Bonnie refers to this recognition of these needs as understanding "not everyone is coming from a perfect morning, or a perfect day, or a perfect house. You have to understand these students have all sorts of stuff." Harry has a similar view saying, "you hope they (the students) show up with proper supplies, you'd hope that they're showing up after having breakfast, and you hope that they've shown up after having a good sleep." These are important pieces to ensure that students are in an optimal learning state when they arrive at school. Without them, students will have a difficult time focusing and performing at a high cognitive level. Additionally, students will be less able to control their behaviour. Harry says, "I don't even know how you're ready to learn when you get yelled at, haven't eaten, don't have a pencil and your shoes are falling apart."

Filling basic needs is important for students to be able to focus and concentrate on the academics being presented to them. Schools recognize and act on this on a large scale through

hamper drives, subsidized or free lunch programs, and breakfast programs. These programs often provide fresh fruit, or an option of cold or hot cereal for breakfast, and sandwiches and/or soups at lunch. I have worked in schools that provide subsidized full meals prepared in a cafeteria as well. In my experience, classroom teachers are aware this need is present, which is evident from the increased number of classrooms where students are allowed to eat during class, as well the proportion of teachers who have a supply of healthy snacks on hand, such as granola bars, carrot sticks, and so on, to provide students with some healthy nutrition whenever it is needed throughout the day.

Although good sleep hygiene was mentioned as a student basic need by participants, none of them offered a solution for supporting that. There are some basic needs that teachers need to be aware of, however they must also recognize that they may have little or no control over the situation. In these areas, a teacher can influence the student, which Mike says happens through a good relationship between the student and teacher. He says, "I don't really care too much about what the root of the behaviour is because generally there's not much I can do about it…" He goes on to say, "if you (the student) come into school pissy because you didn't have breakfast, well I can probably get you breakfast, and it can fix your pissy mood because you didn't have breakfast. But it's usually deeper than that, so like, what it is, is relationship building." A deep, positive relationship is necessary to both discover and respond to some of the underlying situations that some students face.

Teachers can influence a positive change in sleep hygiene for students by teaching the importance of a good night's sleep regarding brain health through brain science. These teachings can include meditation and mindfulness in order to clear the mind while falling asleep. Teachers

can also encourage students to keep sleep journals to track how much sleep they are getting over a period of time.

Recognition of these basic needs in students is important in the school system. This section discussed how students are better equipped to learn when they are not hungry, when they have slept, and when they are not stressed. Along with this was the understanding that there are many needs a student may have that a teacher is unable to fill. In those instances, the teacher needs to work on building a relationship, so the student feels safe and comfortable expressing their challenges to the teacher and receiving support in identifying solutions to overcome barriers.

**Students Learn from Mistakes**

The participants talked about letting students learn from their mistakes, which comes from setting healthy, relevant, and age appropriate limits so that students can make mistakes in a safe environment. Teachers are responsible for student safety and welfare during the school day, and this responsibility often encourages them to set limits. As Bonnie says about students who are late for class, "OK why are you late? You need to be in this classroom. I'm responsible for you." Bonnie also talks about limits in her physical education class when referring to calling in the students for instruction. Some students continue to shoot basketballs and Bonnie uses safety as a way to have them join the group. Bonnie will have a conversation with them about safety, and says, "Now they know that those 65 people could get hurt because you're still shooting basketballs." These limits are important, however as Alfie Kohn reminds us, there is nothing "inherently objectionable about "structures" or "limits" … Whether any given limit is reasonable, however, is another matter" (Kohn, 2006, pg. 229).

Mike talks about creating an environment which maintains safety but allows the students to make mistakes. When Mike began teaching in the LAC program, he says that the students were all separated by dividers and never allowed to interact with each other. This was a limit imposed upon the students by previous teachers. He says, "I had to allow the kids to interact and then I had to allow them to make mistakes so that we could try to correct them."

Beth describes letting students learn from mistakes from an academic point of view, saying "at the beginning of English we do a lot – I just check with them, I check their spelling, it's not for marks and I say to them I need to know where you're at so that, what can I help you with, where are we going." Beth goes on to talk about an issue she had with a student using voice dial to call 911 when his phone was taken away. The students in the class all wanted Beth to hang the phone up, which she did not. When they asked her why she did not hang up, she said, "Well, actions have consequences and they all said, we knew you were going to say that."

Teachers can help students learn from their mistakes by using the situation that resulted in a mistake as a teaching moment, and not attempt to punish through punitive consequences. These mistakes need to occur within properly established limits that allow students to make mistakes that will not put them or others in unsafe situations. When mistakes happen, it is important for teachers to model empathic listening and problem solving skills to the support the student in establishing a new norm in case a similar situation arises in the future.

## Summary

Data analyses indicated a few themes including the importance of a positive relationship between the teacher and students, as well recognizing and meeting student basic needs. This is important for every teacher to do for every student, not just students who misbehave. Students are unable to establish relationships or fully engage in academics when their basic needs are not met. Setting appropriate limits in school to allow students to make mistakes in a safe, controlled environment is important to create a space where students can learn from their mistakes. This is an important piece of relationships as it signals to students that they are trusted by the teacher.

### *Implications for Current Practice*

The themes that emerged from the stories told by four experienced teachers about their perspectives on students who misbehave provide rich data to remind teachers of the importance of establishing trusting, deep relationships with their students. Recognition of the time and effort it takes to establish these relationships was not lost in the stories told and teachers must find creative ways to make the time to develop them. Through these relationships teachers are able to gather more knowledge about a student's home life, including barriers and challenges they face.

One way for teachers to learn about students and deepen relationships is by having daily class meetings. It is important to note that class meetings are not 'show and tell' sessions, but rather opportunities for students to discuss what they did on the weekend (learn about interests), talk about classroom issues from their reference (problem solving), and discuss ideas for learning (control of their academics). Alfie Kohn suggests class meetings (Kohn, 2006) as a way to deal with concerns that affect the whole class. This is also a way to allow students to feel in control of their learning environment through discussions, as well as giving them control over what to learn, how to learn it, and how to show their learning. Teachers report that giving students some

of this control leads to a nicer, more positive environment in the classroom because the students see their involvement in making the classroom their own space.

The relationship between teacher and student is an important topic for pre-service teachers to recognize because a positive relationship minimizes misbehaviour and helps encourage students to engage in the academic lessons. Providing students downtime during class is another way for a teacher to find time to work on deepening relationships with students. Providing downtime in class is tricky because students are in school to learn, which comes from lessons, assignments, and experience, however down time provides students a time to rest their mind and socialize. Similar to movement breaks that many students need, some downtime in the classroom needs to be recognized by pre-service teachers as beneficial to class morale.

Meeting student basic needs is important for students to be able to fully engage in the social, emotional, and academic parts of school life. According to this study, each teacher recognized this and tried to ensure those needs were met, however none spoke about communicating with parents and/or guardians to create and plan or to reach out with support. An important next step in working with students is to include the support circle that is available to them in their home community. This often begins with parents and/or guardians.

An alternative view of the supports schools provide to students and their families questions the efficacy of providing necessary items to families, when the money saved by the family is used to purchase other items that may be seen as unnecessary, whereas the money spent could be used to further fund public education. The items seen as unnecessary can include things like cell phones, expensive brand name clothing, televisions, and in some cases drugs and alcohol. Some argue that it is the parent's responsibility to provide for their children's basic needs, and the school should not be enabling it. Indeed, further research is needed to investigate

prevailing views of whether school food hampers, clothing exchanges, and subsidized lunch programs are helping to meet the basic needs of students or creating a dependency on supports from the families who are receiving them.

Allowing students to learn from mistakes first means that teachers have to provide an environment that is safe for students to make mistakes in. This type of environment requires that limits be set that are age appropriate and reasonable. To paraphrase Alfie Kohn, limits are necessary in classrooms, however we must consider who sets them, is it the adults alone or the adults and students together? Teachers need to reflect on the limits that are in effect in their classrooms and identify if they are in place as a means of control or are they in place to allow the students to take calculated risks, which allows them to make mistakes they can learn from.

Beyond the limits that are in place inside a classroom, students should be given the opportunity to solve problems by themselves, which leads to further learning. Many issues that occur in class can be solved through class meetings. Students can discuss the issue and figure out solutions that will help mediate the challenge, with the adult available to support and keep discussions on track. When dealing with issues between two students, restorative practices should be used which allow the two individuals to direct the solution with the teacher acting as the mediator.

Participants told stories that identified situations where students learned from their mistakes, however they did not go into depth on what kind of mistakes students should work out on their own versus challenges that teachers need to step in on to support a solution. This is an idea for further research into this theme; what mistakes are teachers willing or expecting that students solve on their own compared to what mistakes are best dealt with by a teacher?

### *Limitations and Suggestions for Future Research*

There are limitations in every study. In this section I will discuss the various limitations of my research including the pandemic, time limitations, format of data collection, and the small sample size. The last limitation I will discuss is my interview skills. I will end this section with ideas for future research.

The first limitation I will discuss is the COVID-19 pandemic. There was nothing anyone could do about the effects COVID-19 had on research, which varied country to country. In Canada, responses to COVID-19 and the effect on research varied between provinces. In the case of my research, it changed the platform of the interviews, which was a big part of the process of data collection. Initially, the interviews were to be in-person, but ended up being over an online virtual meeting platform because of the restrictions put in place to minimize the transmission of COVID-19. In-person interviews were preferable to me because of the opportunity to be present with the participant and notice the subtle changes that occur during responses. In-person interviews also feel more intimate and, in my experience, seem to increase the passion in the responses. I found virtual interviews to be more sterile and less organic. The periods of wait time (the silence I would allow at the end of a response for extra information to be given) seemed to be extraordinarily long compared to the same experiences during in-person interviews.
An in-person interview would have taken place in a location that the participant chose. I imagine the participant would choose a location they were comfortable; however, nothing can beat the comfort of one's own home. When a participant is comfortable in an interview, he or she can increase the depth of his or her response and provide a more insightful answer which is the reason the participant was to choose the location of the interview. As I mentioned, one's own home is most likely the most comfortable place for an individual, yet a significant challenge with

being at home is distractions, and this was evidenced in each interview as a pet, child, partner, or phone call paused a response from a participant, or in some cases me.

Time limit was another limitation, as it dictated the number of interviews that were able to be conducted. An increased number of interviews would provide more data and allow more evidence for themes identified.

The format of data collection was via one-to-one interviews. Interviews give an opportunity for a deep, one-to-one conversation, however a format such as a group discussion could have had fellow participants providing prompts, reminders, and cues to other participants, rather than having only my questions moving the responses along. Often in group discussions, one individual's story will remind another of a story, and a chain reaction can occur with vast amounts of information coming out.

All of my participants were white people who grew up in a two-parent household, and my inclusion criteria also meant that each participant was making a decent salary, around eighty thousand dollars per year or more. Being white and middle class carries with it some privileges in society, which can be an influential factor in a teacher's perspective of misbehaving students, especially students who are not white. This is not the place for an in-depth discussion on the topic of racism in the workplace and white privilege, suffice it to say I recognize these issues and the effects they have on discipline, perspectives, and communication between teachers and students in the school environment. A suggestion for a future study is to compare teachers from the Black, Indigenous, People of Colour community, who meet the same criteria with the results of this study to identify commonalities and differences.

The final limitation centers on my research interview skills. During analysis of the interviews, many instances were noted where the comment from the participant could have led to

a follow up question which could have clarified many of the questions that remain. This is partially due to under-developed interview skills, and the sterility of the online/virtual environment. A suggestion for future research would be to include the opportunity for follow-up interviews to clarify responses, if necessary.

An idea for future research is to have a focus group with the same number of participants (three to five) to increase the amount of dialogue. As noted, this format could provide deep, rich data on the themes identified, or possibly provide new data to combine with the current study. Utilizing the same data gathering format (one-to-one interviews) with an increased number of participants who meet the same criteria would also increase the amount of data gathered, and possibly provide more support for the themes identified, provide deeper background, and evidence of the themes, or identify entirely new themes to reflect on.

Future research on this topic could also include identifying differences between genders of what is viewed as a misbehaviour, and how the different genders then experience discipline, support, or consequences. As well, examining the same ideas in relation to different cultural backgrounds would add to the research base of teacher perspectives of students who misbehave in Canada.

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## Appendix 1

## Informed Consent


This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

Research Project Title: Teacher's Changing Perspectives on Misbehaviour; A Qualitative Study

Principal Investigator and contact information: Shaun Bright: umbrigh0@myumanitoba.ca

Research Supervisor and contact information: Zana Lutfiyya: Zana.Lutfiyya@umanitoba.ca or 204.474.8714

This Informed Consent Form has two parts:

I. Information Sheet (to share information about the study with you)

II. Certificate of Consent (for signatures if you choose to participate)

Part I: Information Sheet

Introduction:

My name is Shaun Bright, I am a Graduate student from the University of Manitoba. I am inviting you to take part in my research study about the changes in a teacher's perspective on student behaviour over the course of their career. The interview will take up to 2 hours, at a mutually convenient place. Please feel free to speak to anyone you are comfortable with about this before you decide to take part or not.

Purpose of the Research:

The purpose of this phenomenological exploratory study is to identify trends in how teachers' perceptions of students who display defiant behaviours change over time. My research is particularly interested in teachers who have evolved their views on students who misbehave, and the themes that relate to that change. Information gathered through interviews with veteran teachers (10 or more years' experience) on this topic will assist in programming professional development opportunities for pre-service and in-service teachers.

Type of Research Intervention:

Participation in this research will involve taking part in an interview and spending approximately 1/2 hour verifying the transcript of the interview. Interviews will last between one to two hours. The interview transcript will be emailed to you within one week after the interview for review. After I email you the transcript, I will wait for two weeks to hear from you regarding corrections

or clarifications. If I haven't heard from you within two weeks, I will assume the transcript is correct.

Voluntary Participation:

Your decision to take part in this research is entirely voluntary.

If you decide not to take part, nothing will be held against you and no actions will be taken against you, directly or indirectly.

At any time before or during the interview, you may choose to end your participation simply by letting me know. If this is the case, your interview recording, and personal contact information will be destroyed.

You can choose to end your participation in the research up to three weeks after the interview, two weeks after the transcript of the interview is emailed to you. If you choose to withdraw at this point (after you have received the transcript of your interview) I will destroy all identifying information from you, however I will retain the electronic transcript indefinitely, as well as use it in my analysis.

The questions I will ask are open-ended and intended to deepen conversation. The questions are designed to illicit stories of experiences related to misbehaviour, both personal experiences growing up and school related experiences. During the interview you are free to not answer any questions you do not want to. I may ask you to clarify or provide examples during the interview.

Duration:

The total amount of time I am asking you to commit to this is research will be up to 2.5 hours. This includes meeting for the interview and reviewing the transcript.

Risks:

The risk to taking part in this study is no greater than the risks you encounter in your everyday life that relate to the research, such as conversations with other faculty, participating in professional development, etc. The main risk is that you could be associated with the final project despite all attempts at maintaining confidentiality. I will protect your identity by:

- Your contact information will be stored in a password protected file on a USB drive kept in a safe in my house.

- Your name and contact information will be known by my transcriber, who has signed a confidentiality agreement.

- All names and locations will be changed to pseudonyms; specific environments will be generalized as much as possible in the final product. The code key to name changes will be kept in a separate password protected file on the same USB drive, kept in a safe in my house.

- During the interview you are encouraged to use pseudonyms or generic titles (ex. Student A) when referring to specific situations or incidents.

Benefits:

As an individual, you may benefit from the discussion by reflecting on your own perspectives and taking time to adjust them as you deem necessary. Our interview may encourage you to seek relevant professional development or resources to support you in your classroom.

The information I glean in my research will benefit other teachers by providing insight on trends in teacher perspectives on student misbehaviour as well as pass on stories of teachers who altered their perspectives. Perhaps this information will encourage other teachers to reflect on their perspectives from a growth outlook.

Reimbursements:

You will be provided with a gift card worth $25.00 upon signing this Informed Consent form.

Confidentiality:

Your confidentiality will be maintained by changing the names and locations and your place of employment in the transcript and final report. General terms and pseudonyms will be used to describe the specific locations your experiences have taken place and people involved. All of your contact information will be kept apart from the code key on the USB drive, and stored in a personal safe in my house. Contact information and code key information will be destroyed within one month of you indicating your acceptance of the transcript.

Interviews will take place in a mutually agreed upon location. Discussion volume will be kept minimal however there is always a possibility of being overheard. An attempt will be made to obtain a private location.

Sharing the Results:

A copy of the final report will be available for review by July 31, 2021.

You may request a copy of the final report by emailing me at umbrigh0@myumanitoba.ca in August 2021.

Right to Refuse or Withdraw:

You do not have to take part in this research, and you can choose to withdraw at any time up to and during the interview simply by letting me know. After the interview, you can withdraw by

emailing me, up to three weeks after the date the transcript is sent to you for verification, two weeks after the interview has taken place.

This research (and your participation) will have no effect on your status within the place of your employment.

You will have an opportunity to go over the written transcript of your interview prior to completion of the final report. You will have a chance to review your responses and to clarify portions if I did not understand you correctly. If I have not heard from you within two weeks of sending you the transcript for verification, I will assume you have no edits.

This proposal has been reviewed and approved by the University of Manitoba Education/Nursing Research Ethics Board (ENREB). If you wish to find about more about the ENREB, please contact the Human Ethics Coordinator at humanethics@umanitoba.ca or 204.474.7122

Part II: Certificate of Consent

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights, nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The University of Manitoba may look at my research records to see that the research is being done in a safe and proper way.

This research has been approved by the Education and Nursing Research Ethics Board. If you have any concerns or complaints about this project you may contact any of the above-named persons or the Human Ethics Coordinator at 204-474-7122. A copy of this consent form has been given to you to keep for your records and reference.

I have been invited to take part in a research study Teachers' Changing Perspectives on Misbehaviour; A Qualitative Study. This research is being done by Shaun Bright, a Graduate student at the University of Manitoba, in partial fulfillment of is Master of Education Degree.

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/month/year

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability.

I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Print Name of Researcher taking the consent _____

Signature of Researcher taking the consent _____

Date _____

Day/month/year

# Appendix 2

## Interview Guide

1. Tell me a story about a time you got in trouble with your parents.
2. What words would you use to describe the way your parents dealt with misbehaviour?
3. Tell me a story about a time you got in trouble at school or saw someone else get in trouble. How would you describe the way you (or him or her) were dealt with?
4. What words would you use to describe an ideal student? What characteristics does an ideal student have? What do these students do in class?
5. What skills, values, and characteristics do you want students to leave school with?
6. What words would you use to describe a misbehaving student? What characteristics do they have? What kinds of behaviours do these students exhibit in class?
7. Perspective is a way of regarding situations based on current and past experiences and judging their importance. Using that definition, how do you describe your current perspective of misbehaving students? How has your perspective of misbehaving students changed since you began your career?
8. Was there something that caused you to change your perspective of misbehaving students?
9. Tell me a story of a misbehaving student you worked with recently.
10. How would you have dealt with the same student early in your career?
11. What do you think teachers need regarding students who misbehave? What do you see as barriers or challenges for teachers getting what they need regarding students who misbehave? How important is it that teachers get what you feel they need?

## Appendix 3

## Social Media Post

## Appendix 4

## Participation Invitation

Dear Sir/Madame,

My name is Shaun Bright. I am currently in the process of researching for my Master of Education degree. My research is about how teacher perspectives evolve regarding student misbehaviour. My research proposal has been approved by the Education and Nursing Research Ethics Board of the University of Manitoba (Protocol # E2020:031 (HS24000)).

I am interested in listening to stories from teachers about their perspectives on student behaviours and how they work with those individuals. I am particularly interested in stories about evolving views through experiences working with grade 7-12 students.

I require participants to meet certain criteria:

Currently employed in an educational role, working with youth aged 12–21 years old.

Minimum ten years teaching experience

Minimum five years at the junior and/or senior high school levels (grades 7-12)

Have experienced a change, evolution or development in their perspectives on student misbehaviour

Must be able to meet in-person for a 1:1 interview, lasting up to 2 hours

I thank everyone for their interest; however, I will accept the first five individuals who meet criteria and agree to participate. Individuals not accepted will not be notified.

If you meet these criteria and are interested in learning more about participation, please contact me at umbrigh0@myumanitoba.ca.

I look forward to hearing from you,

Shaun Bright

## Appendix 5

## Participant Information Email

Hello (personalized introduction),

Thank you for contacting me about participating in my research study. Attached to this email is a PDF titled Informed Consent. Please take the time to go through it, there is important information relating to your participation in my study. If you have any questions or concerns, please do not hesitate to contact me.

Please ensure you meet criteria to participate in this study:

- Currently employed in an educational role, working with youth aged 12–21 years old.
- Minimum ten years teaching experience
- Minimum five years at the junior and/or senior high school levels (grades 7-12)
- Have experienced a change, evolution or development in their perspectives on student misbehaviour
- Must be able to meet in-person for a 1:1 interview, lasting up to 2 hours
- I will contact you one week from the date of this email to schedule our meeting. I look forward to meeting with you.

Sincerely,

Shaun Bright

## Appendix 6

## One Week Email

Hello (personalized introduction),

It has been one week since I sent you a copy of the Informed Consent for my study. For your convenience I have attached a copy of the document again.

I would like to schedule an interview with you soon. Can you please provide me two dates, with times and a location for meeting?

If I have not received a reply within two weeks, I will send a follow-up email.

Thank you,

Shaun Bright

## Appendix 7

## Two Week Participant Follow-Up Email

Hello (Personalized introduction),

I am following up on your interest in participating in my research Teachers' Changing Perspectives on Misbehaviour; A Qualitative Study.

To recap, I am seeking participants for a 1:1 interview, up to 2 hours in length, regarding their experiences working with students who have behavioural challenges. My research has been approved by The University of Manitoba Education and Nursing Research and Ethics Board (_____).

Further information about my study, including eligibility criteria for participation, is contained in the attached PDF Informed Consent.

I would like to invite you to participate in my study. As mentioned, your participation would involve being interviewed in a location of your choosing, about your experiences with students who misbehave.

If you would like to participate, please reply back to me (umbrigh0@myumanitoba.ca) to indicate this. We can then set a date and time to meet. Participants will receive a $25 gift card.

I hope to hear back from you. This will be the last time I contact you for participation.

Thank you for your time.

Shaun Bright

## Appendix 8

## Post Interview Email

Dear (Personalized Introduction),

Once again, I would like to thank you for participating in my research study. Your stories and input into the subject are both valuable and appreciated.

Your interview has been transcribed and coded and is attached for your review. Please take some time to review it to confirm that it is reflecting the message you want me to receive.

If there are any responses you would like to clarify or extend, please let me know by contacting me at umbrigh0@myumanitoba.ca.

If I have not heard back from you within 2 weeks regarding any changes or clarifications, I will assume the transcript is correct and complete.

If you have any questions, comments, or concerns about this process, please contact me at umbrigh0@myumanitoba.ca.

Thank you,

Shaun Bright

## Appendix 9

## Confidentiality Agreement

This agreement is between:

Shaun Bright/University of Manitoba

and

*the transcriber*

for

Teachers' Changing Perspectives on Misbehaviour; A Qualitative Study

Protocol # E2020:031 (HS24000)

Summary of service provision:

Transcribe audio interviews into Microsoft Word, following formatting guidelines as per Shaun Bright.

I agree to:

- Keep all the research information shared with me confidential. I will not discuss or share the research information with anyone other than with Shaun Bright, or others identified by Shaun Bright.
- Keep all research information secure while it is in my possession.
- Return all research information to Shaun Bright when I have completed the research tasks or upon request, whichever is earlier.

- Destroy all research information regarding this research project that is not returnable to the Shaun Bright after consulting with Shaun Bright
- Comply with the instructions of the Shaun Bright about requirements to physically and/or electronically secure records (including password protection, file/folder encryption, and/or use of secure electronic transfer of records through file sharing, use of virtual private networks, etc.).
- Not allow any personally identifiable information to which I have access to be accessible from outside Canada (unless specifically instructed otherwise in writing by Shaun Bright).

Transcriptionist:

| | | |
|---|---|---|
| (Print Name) | (Signature) | (Date) |

I, Shaun Bright, agree to:

Provide detailed direction and instruction on my expectations for maintaining the confidentiality of research information so that Carol Bright can comply with the above terms.

Provide oversight and support to Carol Bright in ensuring confidentiality is maintained in accordance with the Tri Council Policy Statement Ethical Conduct for Research Involving Humans and consistent with the University of Manitoba Policy on the Ethical Conduct of Research Involving Humans.

Researcher(s):

| _____ | _____ | _____ |
|---|---|---|
| (Print Name) | (Signature) | (Date) |