

TEACHERS PROCEDURES RELATED TO STUDENTS MISBEHAVIOUR IN THE PHYSICAL EDUCATION LESSON

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Abstract

Introduction

Misbehaviour in schools and in the classroom is considered to be a serious problem to all those interested in the problematic of teaching. Teachers tend to attribute the cause for misbehaviour, more to external factors (students personal characteristics, rudeness and parent alienation, problematic family environment), than to internal ones.

Material and Methods

The study involved 12 PE teachers, divided into 3 different groups, and 1050 students of 48 classes in the 6th, 7th and 8th grades. Data was collected using an observation system of students misbehaviour [1], and the Physical Education Pupil Control Inventory (PEPCI) [2]. Finally, all the data was analyzed using descriptive and GLM Repeated Measures statistics.

Conclusions

The present study reiterates, with some differences in emphasis, the conclusions from previous studies about the expression of misbehaviour and teachers control measures in PE in Portuguese schools. Misbehaviour in PE is very frequent, mainly related to students' activity. In order to prevent or change misbehaviour, teachers use mainly tutorial or anticipatory strategies through verbal interventions. The incidence of misbehaviour is more frequent at the beginning of the year. The frequency of disruptive behaviours of the students and of teacher control showed a pronounced intra-

individual variation from class to class. The teacher experience did not emerge as an indicator of the incidence of misbehaviour, nor of control response.

Keywords: misbehaviour, teachers, students, physical education.

Introduction

Misbehaviour in schools and in the classroom is considered to be a serious problem to all those interested in teaching. It has been a highly debated topic, as well as a recurrent one, firstly reflecting the importance that society attributes to discipline in schools, which is expressed in the plurality of perspectives and positions, more or less quartered around conflicting ideologies or value scales. Secondly, it is a theme that stubbornly resists miraculous or definitive solutions, even though it continuously and abundantly segregates them. What is misbehaviour? What are its causes? How do we prevent it? How do we solve its manifestations? Who has the power to solve them? These are eternal issues, that have always been a matter of open controversy.

Misbehaviour can be seen as a symptom of crisis in the pedagogic relationship, which is in itself a complex and dynamic one, made of agreements and disagreements, routines and novelties, order and contradiction. The larger or smaller ecological balance in a classroom results from the more or less achieved interaction of instruction, management and students socialization systems (Doyle, 1986, Supaporn, Dodds, & Griffin, 2003). In fact, what really happens is that the relation among these three systems is something that has to be permanently tuned, readjusted or redefined, because there are no everlasting solutions, adaptable to the dispositions and characteristics of all types of students or classes. In this context Fenwick (1998) mentions the balance envisioned by the teacher at three different levels: classroom management (objects, movements, time and history), students energy management (in both emotional and physical terms) and self-identity management.

Misbehaviour is frequently pointed out as the major cause for boredom and frustration (Curvin & Mendler, 1983), the main reason for teachers stress (Abel & Sewell, 1999), the most important source of concern, the major energy-consuming factor for most teachers starting their professional careers (Fernandez Balboa, 1991; Roberson & Doebler, 1989; Tulley & Chiu, 1995) and one of the main factors for premature abandonment of the teaching profession (Macdonald, 1999).

The class room is a public space, with its own sequence of witnessed events and judged behaviour, according to its unique characteristics. Teachers, especially the

younger ones, are tested and inspected in terms of their management skill, that is, in terms of their ability to create and maintain a productive order in the class room (Fenwick, 1998). The first phase in the teaching career is, therefore, considered a survival phase, a phase to overcome the teaching practice shock, or reality shock, when younger teachers beliefs and naive expectations are shaken and the lack of experience and resources to manage classroom development is roughly tested (Veenman, 1984, Fernandez Balboa, 1990). The stress thus provoked and the lack of flexible and systematic rules and routines explain the tendency to adopt extreme and not at all consequent forms of behaviour, either to try to understand students unacceptable behaviour, or to impose inappropriate punishments on trivial misbehaviour (Fink & Siedentop, 1989).

Several authors attribute a critical importance to the establishment of rules and routines immediately introduced at the beginning of the school year (Boyce, 1997; Brophy & Good, 1986; Fink & Siedentop, 1989; O'Sullivan & Dyson, 1994). The students themselves are able to recognize that the most effective teachers in terms of classroom management are those who, right from the beginning of the school year, clearly set the boundaries of students classroom behaviour and its respective consequences (Cothran, Kulinna & Garrahy, 2003; Supaporn, 2000).

Teachers tend to attribute the causes for misbehaviour much more to external factors (students personal features, parents' rudeness and alienation, non-structured family environment), than to internal ones (Goyette & Dion, 2000; Miller, Ferguson, & Moore, 2002). This kind of attribution, implying lack of responsibility from the school, may have an unwanted effect, inhibiting the search for resources, in order to solve the discipline problems that fit in the sphere of the pedagogic interaction of the classroom (Fernandez- Balboa, 1990).

The study of the control of students behaviour in the classroom does not end in the finding of intervention strategies, exclusively centred on correction and punishment, but it also includes an anticipation dimension, that is to say, teacher's behaviour towards preventing and dissuading any kind of student's misbehaviour (Henkel, 1991). Moreover, together with the adoption of preventive measures or of the solving of behavioural problems, it is important to consider to what extent the teacher seeks to promote the student's self-control and not only his obedience (Brophy, 1985, Henkel, 1991). Cloes *et al.* (1998) suggest that the lack of confidence and capacity to prevent and control students behaviour on the part of inexperienced teachers leads them to resort more frequently to punitive strategies. In any case, serious misbehaviour problems in a physical education class seem to be quite rare (Cloes *et al.*, 1998), as is the adoption of punitive measures (Perron & Downey, 1997).

In a general way, these studies have not been greatly differentiated in the variety of control strategies used by teachers (Henkel, 1991). Underlying the interest to deepen the subject of misbehaviour management in a physical education class, Perron & Downey (1997) suggest that the impact of fundamental variables such as the characteristics of the teacher, the teaching methods and the school term, among others, should be analysed. The main objective of the present study is to analyze the way misbehaviour is displayed in a physical education class and the teachers answers bearing in mind the teachers, their professional experience and the moment of the school year.

Material and Methods

Participants

The study involved 12 teachers with a degree in physical education and having professional experience, who were divided into 3 different groups, according to the criteria adopted by Fink & Siedentop (1989): Group 1, teachers in their first year of teaching; Group 2, teachers with four or five years of teaching experience; Group 3, teachers with twelve or more years of teaching experience. The selection of the teachers was confined to state 2nd and 3rd cycles of basic education, in urban and suburban schools, in the Viseu and Guarda areas, which presented similar characteristics and functioning rules, including spatial and material resources for the physical education class, and where the directing board would allow teachers participation and the recording of images. The physical education teachers willingly accepted to participate in the study.

The study involved 1050 students belonging to 48 classes of the 6th, 7th and 8th grades, randomly selected according to the schedule of the involved teachers. The classes were co-educational, having on average $21,06 \pm 2,06$, with a maximum of 29 and a minimum of 18 students per class. The students were between 11 and 16 years of age, although most of them were 12 or 13 years old.

Instruments

Data gathering concerning student's behaviour was based on the System of Observation of Student's Misbehaviour (SOSM) developed by Piéron and collaborators (Piéron & Brito, 1990; Piéron & Emonts, 1988), comprising 4 categories (behaviours towards the activity, the teacher, school mates and specifically the behaviour of those students unable to engage in physical activities). These categories were sub-divided into 16 sub-categories (annex 1).

The information about the teacher's answer was gathered with reference to the Physical Education Pupil Control Inventory (PEPCI) (Henkel, 1991), and included 22

categories of answers (annex 2), divided into 3 components: Anticipation (A) “If you don’t use the arc as I told you to, I will take it back”, says the teacher before the student starts using the arc; Tutorial: (T) “If you rotate the arc again, I will have to take it from you” – it was expected that the student would leave the arc on the floor; Punishment: (P) “I’m going to take the arc away from you, because you are not using it appropriately” – the student was rotating the arc while the teacher was speaking. The Not Seeing component was added: (N.S.) to signal the situations in which, for various reasons, the teacher is unaware of students misbehaviour.

Data gathering procedures

Observations

Eight lessons were recorded on video, one from each of the 12 teachers. They were sub-divided into two moments of the same school year, 4 of which taught in October/November and the other 4 in April/May. The classes took place on the same weekday and they had a 50- minute duration. No constraint was placed on the teacher inasmuch as the teaching sequence or the selection of contents was concerned. Anonymity and confidentiality of the gathered data were ensured. Each class was recorded entirely using a video camera, with a large angular lens, which enabled one to cover the whole classroom space, and with a cordless microphone in the buttonhole, allowing for the teachers verbal interventions to feature in the video recording.

Reliability

The reliability of the observation instruments used was ensured by the comparison of the recordings of the 8 classes randomly chosen. In the intra-observer reliability, the gap between the two recorded moments was of approximately four weeks. The determination of the inter-observer trustworthiness involved a trained observer, with a great experience in terms of initial and in-service teacher training. In both cases, the percentage of agreements (van der Mars, 1989) was calculated. The values that were found in the different observation instruments were always situated above 85%.

Data analysis procedures

The exploratory analysis of the data was undertaken so that the essential presuppositions of the descriptive statistical analysis, single and multi-varied, could be evaluated.

The descriptive statistics and the variable frequencies were determined, enabling a general perspective of the study based on the observations carried out in the two previously identified moments.

The analysis of the change that occurred from the 1st to the 2nd moment of observation displayed by each group of teachers with different teaching experiences, both with relation to students misbehaviour and teachers controlling procedures, was accomplished by using the statistical procedure GLM Repeated Measures.

For all statistical tests we considered an error probability of $p \leq 0,05$.

Results

Misbehaviour in the physical education lesson

In the 96 classes 9747 misbehaviour occurrences on the part of students were observed, corresponding, on average, to a ratio above 2 misbehaviour occurrences per minute of class. In their majority, the behaviours are included into the activity (Table 1). From the 1st to the 2nd moment of observation, a considerable decrease in misbehaviour incidents, within all the components was observed, with a special emphasis on the behaviours directed at the teacher.

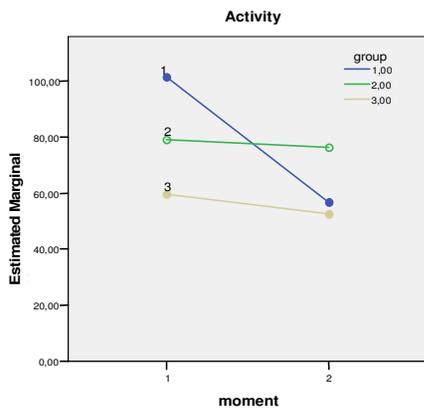
Table 1: students misbehaviour in the first and second moments of observation in the total number of classes of all teachers: percentages in each dimension, average and error pattern per instructional category SOCI

	1st moment		2nd moment			
<i>Behaviours directed at the activity</i>	(61,36%)	<i>M</i>	<i>SD</i>	(65,17%)	<i>M</i>	<i>SD</i>
Noisy, Rude conversations		25,33	46,32		13,85	14,61
Unfulfilled action		14,93	21,23		8,93	10,14
Disrespect for material resources		7,58	10,74		8,70	8,35
Leaving the classroom		1,62	2,52		0,70	1,38
Noise with balls		7,43	10,44		11,79	12,91
Change of activity		22,29	23,43		17,83	13,69
<i>Behaviours directed at teachers</i>	(16,56%)			(13,44%)		
Refusal to obey		13,12	12,77		4,70	4,24
Rudeness		3,85	5,48		2,91	3,32
Others		1,64	3,50		0,62	1,59
<i>Behaviours directed at school mates</i>	(14,17%)	<i>M</i>	<i>SD</i>	(13,87%)	<i>M</i>	<i>SD</i>
Rudeness		3,37	5,38		1,52	1,98
Blow or stroke		8,25	7,24		6,95	6,58
Dangerous behaviour		4,06	6,52		2,77	3,15
Others		,60	1,44		0,62	2,00
<i>Behaviours of students unable to engage in physical activities</i>	(7,88%)			(7,51%)		
Noisy, rude conversations		3,83	2,83		3,02	1,96
Various Disturbances		4,31	3,43		3,12	1,72
Leaving the classroom		1,31	2,33		,02	0,24

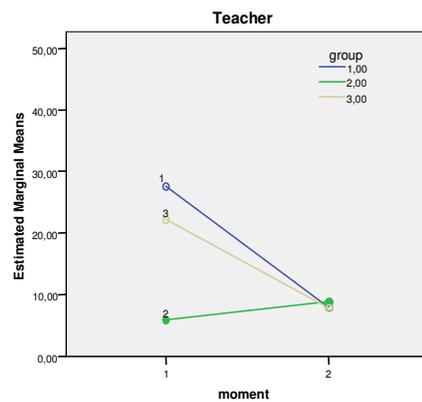
It is clear that the categories of “noisy, rude conversations”, “change of activity” and “unfulfilled action”, within the component of behaviours directed to the activity, account for a vast majority of students misbehaviour. The refusal to obey the teacher is an instruction that should be underlined, especially in the 1st moment,

together with the sum of the behaviours directed at school mates in the “blow or stroke” and “dangerous behaviour” categories.

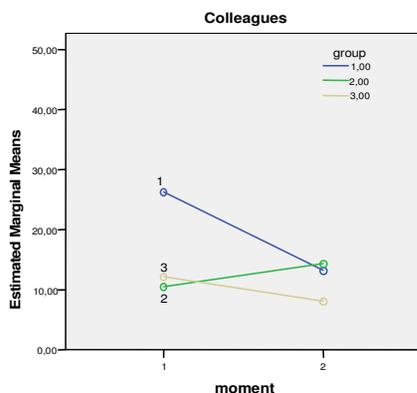
The reduced size of the sample, together with a high variation of intra-subject (from one class to another) and intra-group, places great difficulty in the use of more robust statistical procedures, when referring to the comparison among experienced groups. In the multi-varied tests of GLM Repeated Measures (4 classes x 2 observation moments x 3 groups of teacher experience), we verified that there were significant effects in the variable of dependent misbehaviour related to the effect of the intra-subject factor in the observation moment. From the 1st to the 2nd observation moment, we registered significant changes in the students indiscipline behaviours ($A=0,084$; $F=10,915$; $p=0,020$). Less varied tests showed differences that were statistically significant in the “behaviours directed at teachers” dimension ($F=26,476$; $p=0,001$) and “behaviours of students exempted from classes” dimension ($F=13,956$; $p=0,007$). However, there are no differences that are statistically significant in relation to the effects of the teacher experience factor, nor in relation to the interaction moments x teacher experience, despite the enormous reduction observed, in all dimensions, in the group of the more experienced teachers and, particularly, in the group of the less experienced teachers, contrasting with an apparent opposing tendency in the group of the more or less experienced teachers, as far as behaviours related to teachers and colleagues are concerned (see graphs 1,2,3 and 4).



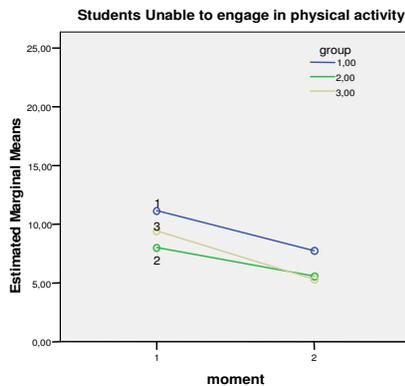
Graph1: Change in misbehaviours in relation to the activity from the 1st to the 2nd moment in each group of experience



Graph 2: Change in misbehaviours in relation to the teacher from the 1st to the 2nd moment in each group



Graph 3: Change in misbehaviours in relation to the colleagues from the 1st to the 2nd moment in each group



Graph 4: Change in misbehaviours in relation to the students unable to engage in physical activity from the 1st to the 2nd moment in each group

The Control Procedures used by Teachers in view of Students misbehaviour.

In both observation moments (Table 2), more than half of the teachers answers to students misbehaviour are included in the “tutorial” component and a little more than a third part in the “anticipation” component. In relative terms, punishment is very rare. In spite of a decrease in the number of control procedures from the 1st to the 2nd moment of observation, no alteration in the relative distribution model in the different components was observed.

Table 2: Teacher control procedures:

Frequencies and percentages found in each component of the PEPCI in both moments of observation

Components	1st moment		2nd moment		global	
	Frequency	%	Frequency	%	Frequency	%
PEPCI						
Anticipatory	3431	35,87	2167	36,45	5598	36,09
Tutorial	5142	53,76	3315	55,77	8457	54,53
Punitive	352	3,68	133	2,23	485	3,12
Does not see	638	6,67	329	5,53	967	6,23

As we can observe in Table 3, teachers use a variety of strategies to prevent or remedy inappropriate behaviours. Two tutorial behaviours, with special emphasis on the first, are presented as the type of answers that are more frequently used by the teacher, in the 1st and 2nd observation moments, respectively: calling students by their names (27,22±20,60 and 19,52±14,16) and correcting them, underlining what is wrong in their behaviour (17,0±12,99 and 14,10±11,70).

**Table 3: Descriptive analysis related to teacher control procedures
 in the 1st and 2nd moments of observation in all categories of the PEPPI instrument**

CATEGORIES	1st MOMENT		2nd MOMENT	
	M	SD	M	SD
Amends	12,70	13,16	9,50	10,87
Corrects	17,00	12,99	14,10	11,70
Exercises	1,87	3,21	1,89	3,46
Names	27,22	20,60	19,52	14,16
Immobilizes	2,14	3,35	2,50	4,48
Stops	8,25	6,24	6,41	5,50
Ignores	7,39	7,43	3,83	4,42
Changes places	8,58	9,07	5,52	5,49
Reprimands	0,22	0,69	0,20	0,40
Posture	12,14	14,92	6,81	10,38
Praises	9,79	8,93	7,04	6,53
Redirects	9,20	16,75	7,27	26,13
Forwards	1,35	3,11	0,62	2,66
Reintegrates	2,66	3,91	3,47	2,28
Confiscates	1,95	4,64	0,25	1,45
Puts Aside	3,60	4,18	1,27	1,56
Rewards	1,77	4,33	1,41	1,99
Initiates	6,16	6,28	4,41	2,80
Establishes rules	3,41	5,58	1,41	2,24
Waits	1,08	1,66	0,45	1,03

Summarizing the table, in a decreasing order, the categories shown to be more representative of the teacher's control procedures are:

- in the first moment of observation: Edits, Attitude, Redirects, Changes Places, Stops, Ignores and Initiates;
- in the second moment of observation : Edits, Redirects, Attitude, Stops, Changes Places and Initiates.

Intentionally ignoring inappropriate behaviour happens more frequently in the beginning than in the end of the school year ($7,39 \pm 7,43$ e $3,83 \pm 4,42$). But it is not very common to use "waiting" as a technique of eliminating inappropriate behaviours.

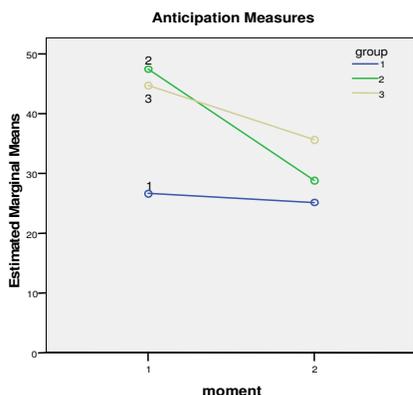
Besides the "praise" of good behaviour, which is used quite frequently ($9,79 \pm 8,93$ and $7,04 \pm 6,53$), teachers rarely use other positive reinforcement strategies. On the other hand, punishment is very rarely, if ever, used. However, the most common form of punishment consists in forbidding the students to participate in the activity, especially in the first moment of observation. "Physical exercise" is also not very much used as a behaviour control strategy.

The high values of the detour-pattern regarding the average should also be pointed out in all the observed categories, which clearly indicates a variation of the observed values among the lessons taught by the different teachers.

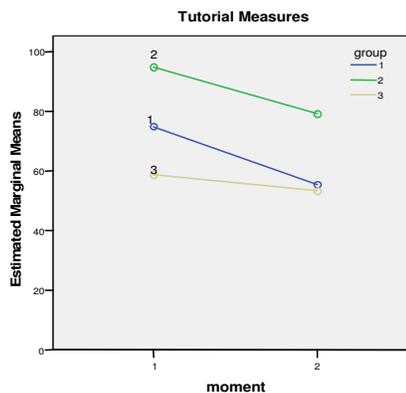
The use of the multi-varied GLM Repeated Measures does not show any significant difference regarding either the effects of the intra-subjects' factor moment of

observation, the effect of the experienced teacher group, or the effect of the group interaction x moment. Even so the subsequent uni-varied tests show some significant differences regarding the variation of the anticipated behaviours per lesson, the interaction lesson x group in the behaviours that the teacher does not see; the interaction moment observation group in the punitive behaviours, and an interaction moment x lesson x group in the anticipated behaviours.

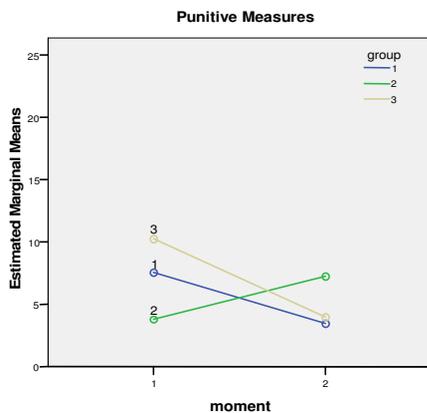
An impressionistic analysis of graphs 5, 6, 7 and 8 could suggest a tendency for a decrease in frequency in the various dimensions of the control behaviours in all groups, with an exception, the increase of the punitive behaviours in the group of more or less experienced teachers, which in this way inverts their position in the use of this type of behaviour.



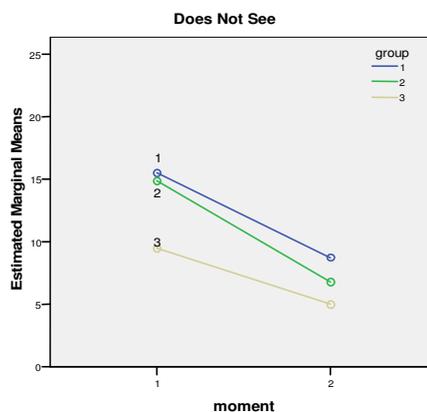
Graph 5: Change in the control measures of an anticipatory nature by the teacher from the 1st to the 2nd moment in each group of experience



Graph 6: Change in the control measures of a tutorial nature by the teacher from the 1st to the 2nd moment in each group of experience



Graph 7: Change in the control measures of a punitive nature by the teacher from the 1st to the 2nd moment in each group of experience



Graph 8: Change in the frequency of behaviour that the teacher does not see from the 1st to the 2nd moment in each group of experience

Discussion and conclusions

The present study reiterates, with some differences in emphasis, the conclusions of previous studies about the expression of misbehaviour and of teachers control measures in PE lessons of Portuguese schools. In fact, various studies, involving classes from the 5th to the 8th grades, have tried to observe the way misbehaviour expresses itself in a physical education lesson and teachers strategies to prevent or remedy the emergence of those behaviours (Abreu; 2000; Brito, 1986; Gonçalves, 2000; Mendes, 1995; Novais, 2000; Oliveira, 1993; Rosado & Marques, 1999). With few exceptions, the studies reveal that more than half of the misbehaviour occurrences are directed to the activity. In the present study, the percentage of behaviours directed to the activity is higher (above 60%). The students unable to engage in physical activity are responsible, in some studies, for a considerable percentage of misbehaviour, which in general is around 10% (below 7% in the present misbehaviour study). Incorrect behaviours directed at the teacher are normally of a lower incidence than incorrect behaviours directed at colleagues (less emphasized difference in the present study). A considerable percentage of the observed behaviours seem to be beyond the teacher's control. However, a considerable variation from study to study has been observed, from a little over a quarter to more than half of the registered behaviours. In our study this percentage is shown at relatively low levels (below 7%). One must realize that being aware of what is happening in any part of the lesson, at any moment witness is a key requisite for good class management (Brophy, 1985). Similarly to Rosado & Marques (1999) conclusions, we can point out the high frequency of inappropriate behaviours as a characteristic of a physical education lesson, although they are not shown to be serious

from a disciplinary point of view. Most of teachers answers to students misbehaviours are verbal, with a special emphasis on “stop”, “criticize” and “warn”. Resorting to punishment is not very frequent. This data corroborates what Fields (2000) stated in a commentary about studies on this subject in Australian schools: “The most telling statistic from the research, however, was that about 80 percent of teachers reported that discipline problems both inside and outside the classroom were not very serious or not a problem at all”.

The answers to the main questions of the present study lead one to a partial acceptance of the hypotheses underlying it. They focused on the expression of change in students misbehaviour in the physical education lesson and consequent behaviours of teacher control in classes from the 6th to the 8th grades, taking into consideration the school term and the teachers experience. We found significant modifications in the frequency of students misbehaviour from the first to the second observation moment. The decrease verified in all dimensions expresses itself in a significant reduction of the frequency of misbehaviours directed at the teacher on the part of the students unable to engage in physical activity. However, the groups of teachers do not significantly differ from one another in terms of changes observed in the two moments. The explanation for this fact can result from large intra-individual variability from lesson to lesson, shown by various teachers within each moment, together with a high inter-individual variability in each group, especially in the first moment, which made the comparison among groups difficult. The referred comparison was already difficult due to the reduced number of participants in the sample. In fact, on account of the high variability of results, it is not safe to talk about groups of experience, and therefore the respective averages can only be used as indicators.

The results regarding control behaviours are even less conclusive, not only regarding the differentiation among groups, but also the change in behaviour from one observation moment to another, or any interaction effect between the group factors misbehaviour and the observation moment. It would be expected that the significant reduction observed in terms of misbehaviours, probably brought about by stable behavioural rules and management routines and by a better reciprocal knowledge of behavioural expectations and contingencies, would also reflect itself in a significant reduction in terms of the frequency of control behaviours on the part of the teacher, but the size of this reduction does not have statistical significance. We can suggest that in the case of this study control strategies of students behaviour and the change throughout the school year reveal individual factors that have little to do with any group of experience. Some teachers maintain discipline in the classroom based on a reactive strategy of constant tutorial interventions, not only in the beginning of the year, but also at a later stage. Other teachers, including the more experienced ones, adopt a more

constant intervention strategy in the beginning (more tutorial, anticipated and punitive behaviours) than in the second moment, in what might constitute the observance of the old saying: *don't smile until Christmas*.

In conclusion, inappropriate behaviours in a PE lesson are very frequent, mostly related to activity and normally controlled or prevented through verbal interventions of a tutorial or anticipatory nature.

Occurrences of misbehaviour are more frequent at the beginning of the school year than at a later stage.

The frequency of students misbehaviour and teacher control behaviour shows large intra-individual variation from lesson to lesson.

Teacher experience was not seen as a consistent distinctive factor, neither regarding the incidence of inappropriate behaviour, nor the control strategies.

Future studies on this topic might benefit from the following suggestions:

The question of the influence of teacher experience should be re-approached with larger samples.

The change in student and teachers behaviours throughout the school year could be studied involving more observation moments, so that an evolution curve during time can be obtained.

The functional relationship between misbehaviour and control behaviours should be studied in a more rigorous and articulated form.

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ANEXO 1

Table 1: System of misbehaviour observation in the physical education lesson

Behaviours directed at the activity

Noisy, rude conversations: the student talks or argues out loud, seriously disturbing the group or class activities, with one or various class mates.

Unfulfilled action: the student, when faced with a task that was proposed by the teacher, does not perform it or stops performing it for an undetermined time not interfering however, with the school mates activity.

Leaving classroom: the student leaves the class without a formal authorization from the teacher.

Disrespect for material resources: the student shows little care when using the material, sometimes verbally showing his discontent or disdain for it.

Making noise with balls: the student makes noise with the balls, before the teacher starts the practical activity, or after it has finished.

Change activity: the student changes the activity proposed by the teacher, although he has the capacity to do it.

Behaviours directed at the teacher

Refusal to obey: the student, after a teacher's order or request, refuses to obey or questions his orders in a verbal or gestured form.

Rudeness: the student directs inadequate gestures or words at the teacher.

Others: all behaviours directed at the teacher, not included in the grid.

Behaviours directed at school mates

Rudeness: the student directs inadequate gestures or words at school mates.

Blow or stroke: the student physically threatens or hits school mates.

Dangerous behaviour: the student performs actions, using or not objects that might put in danger the school mates physical integrity.

Others: all behaviors not included.

Behaviours of students unable to engage in physical activities

Noisy, rude conversations: the student talks or argues, disturbing the normal development of the lesson and hindering the group or class activities.

Leaving the classroom: the student leaves the classroom without explicit or tacit authorization from the teacher.

Various disturbances: students disturb the class with various actions, such as conversation with other school mates. They also walk around the classroom, using material resources in an incorrect way; they laugh and make fun of what school mates do in the classroom.

ANEXO 2

Table 3: Physical Education Pupil Control Inventory (PEPCI)

Amends: (A,T) The teacher requires that the student amend his/her inappropriate behaviour by showing what an appropriate behaviour is.

Corrects: (T) The teacher changes the student's bad behaviour by emphasizing that something is wrong.

Exercises: (A,T,P) The teacher sets exercises as a punishment for bad behaviour.

Calls student's attention: (A,T) The teacher requires the student not to speak, but rather to listen, think and observe.

Calls by name: (T) The teacher mentions the student's name, without specifying an actual or expected behaviour.

Immobilizes: (A,T) The teacher instructs the student to gain control of the gym equipment.

Stops: (A,T) The teacher requires the student to stop the activity.

Tolerates or ignores: (T) The teacher intentionally ignores bad behaviour.

Places: (A:T) The teacher instructs the student to assume a specific or chosen place, in order to start or restart an activity.

Physical reprimand: (A,T) The teacher disapproves of the student's bad behaviour by an aggressive physical contact (pull, grab and shake).

Posture: (A,T) The teacher instructs the student to assume a specific or chosen corporal position.

Praises: (A,T) The teacher recognizes the appropriate behaviour, without giving a material reward or special privilege.

Redirects: (T) The teacher directs attention from the bad behaviour to the appropriate one, without directly referring what the student is doing wrongly.

Forwards: (T,P) The teacher contacts another authority or sends the student to another authority (parents, class tutor, headmaster).

Reintegrates: (A) The teacher makes the student return to the previous situation of participation and/or privilege.

Deprives: (A,T,P) The teacher takes back a privilege as a consequence of inappropriate behaviour .

Confiscates: (A,T,P) The teacher takes away equipment or personal belongings or the student gives the equipment back prematurely.

Puts aside: (A,T,P) The teacher takes the student out of the activity.

Rewards: (A,T) The teacher recognizes appropriate behaviour by giving a material reward or a special privilege.

Initiates: (A) The teacher clearly indicates when the activity is to start.

Establishes or reiterates rules: (A,T) The teacher establishes or reinforces a behavioural rule or expectation.

Wait: (T) The teacher delays the lesson until the problem ceases.

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