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AUTHOR Safran, Stephen P.; And Others
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ABSTRACT

A methodology that will allow teachers to assess a child's behavior problems within both Disruptive (D) and Nondisruptive (ND) contexts was developed, and a questionnaire that would attend to the issues of Manageability and Contagion, as well as Tolerance and Severity, was prepared. Initial questionnaire research using the Devereux Elementary School Behavior Rating Scale II was conducted to identify seven behavior clusters: Inattention, Blaming, Negative Aggressive, Poor Peer Cooperation, Need for Direction, Failure Anxiety, and Impatience. The preparation of the videotape of those behavior clusters was conducted in four discrete phases, prior to the editing process: conceptualizing the instrument in terms of the needs of the researchers, developing a working relationship with the children and teacher, the first shooting, and the final shooting. Field testing revealed that the Impatience and Need for Direction clusters were not perceived as accurately portrayed, and should be deleted from the presentation. In spite of these difficulties, it is likely that this videotaped production will add a much-needed dimension to research in behavioral problems. (BW)

Assessing Problem Behaviors by Videotape: A Multidisciplinary Approach

Stephen P. Safran
Ohio University

Joan S. Safran
Freelance Researcher and Consultant

Jeanette Myers
Marietta College

David W. Prince
Ohio University

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Running Head: ASSESSING PROBLEM BEHAVIORS

Assessing Problem Behaviors by Videotape:

A Multidisciplinary Approach

Since placement of Learning Disabled (LD) and Emotionally Disturbed (ED) students into regular classrooms is predicated not only on child-centered characteristics but on teacher attitudes as well (Smart, Wilton & Keeling, 1978), factors related to teachers perceptions of specific problem behaviors have been investigated (Algozzine & Curran, 1979; Curran & Algozzine, 1980; Safran & Safran, in press). Conclusions generated from the prevailing questionnaire response methodology, however, are limited by concerns about content validity, generalization and application to school situations. Furthermore, since according to ecological theory (Swap, 1974) behavior is viewed differently in varied contexts, an innovative approach which could present different classroom backgrounds for the same behavior patterns was required. To address these needs, a methodology was conceptualized that would involve carefully controlled videotaped behaviors presented within the contexts of both disruptive and nondisruptive classrooms.

Literature Review

Teachers' perceptions of behavioral disorders have been assessed primarily through rating scales, questionnaires and case reports. Research indicates that educators believe ED pupils'

behaviors to be within the "normal range," though they exhibit more severe degrees of deviancy than their non-handicapped peers (McCarthy & Paraskevopoulos, 1969; Mooney & Algozzine, 1978). In addition, despite disagreement about the behaviors corresponding to the varying levels of severity, teachers of Behavior Disordered (BD) students could identify several at the mild and severe extremes (Olson, Algozzine & Schmid, 1980). This perspective has helped to formulate a Type I and Type II dichotomy of ED students whereby the former group is more likely to display situationally specific, less acute behavior problems (Algozzine, Schmid & Connors, 1978) and tends to be mainstreamed more frequently (Peterson, Zabel, Smith & White, 1983).

Teacher tolerance of problem behaviors has been the most widely analyzed construct in this area. Algozzine (1977; 1980) identified four clusters of commonality using a factor analysis of teacher ratings: General Social Immaturity, Motorically Restless, Socialized Delinquency, and Social Defiance, which was considered as most disturbing. Attempting to more specifically identify low tolerance classroom behaviors, Safran and Safran (in press) developed the Teacher Tolerance Scale (TTS) based on the Devereaux Elementary School Behavior Rating Scale II (Swift, 1982). Their data provides additional evidence that the most disturbing behaviors are believed

to be outer-directed or disruptive (i.e., Negative Aggressive, Poor Peer Cooperation). Other studies have also emphasized that an overriding consideration of teachers is for a "behavioral contagion" effect resulting from a disruptive student (Kedar-Voivodas & Tannenbaum, 1979; Safran, 1982; Safran & Barcikowski, 1984; Vidoni, Fleming & Mintz, 1983). Though this perception has been widely voiced, it has not received empirical support from classroom based research (Kounin, Friesen & Norton, 1966; Saunders, 1971).

The literature indicates that several methodological changes are required to advance our current knowledge. Most studies have utilized written vignettes and/or questionnaires as independent and dependent measures, thereby minimizing the richness of behavioral portrayal. Furthermore, only three identified studies in this area have used content structured videotaped material (Safran, 1982; Safran, Safran & Orlansky, 1982; Stevens, 1980), a procedure which could present specific problem behaviors within controlled classroom contexts (e.g., disruptive and nondisruptive environments). Other areas of concern to teachers, such as manageability, ["how easily the behavior responds to management efforts" (Gropper, Hess, Hughes, & Pekich, 1968, p. 480)], have been largely overlooked and are also worthy of investigation. In order to address these needs, a

methodology that will allow teachers to assess a child's behavior problems within both Disruptive (D) and Nondisruptive (ND) contexts, was developed, and a questionnaire that would attend to the issues of Manageability and Contagion, as well as Tolerance and Severity, was prepared.

Methodology

Initial questionnaire research using the Devereux Elementary School Behavior Rating Scale II was conducted to identify the most appropriate behavior clusters for the study (Safran & Safran, in press). Based on this study, seven clusters (Inattention, Blaming, Negative Aggressive, Poor Peer Cooperation, Need for Direction, Failure Anxiety, Impatience) were selected and a "story line" (a child displaying said behaviors during a typical group mathematics lesson) was planned. Children's drama and video professionals joined the team and lent their expertise to the further development and implementation of this project. Over twelve months were required for the following sequence of steps, which included non-taped discussion and rehearsals, two distinct taping series, and editing interspersed with two field tests, to be completed.

The preparation of the videotape instrument could be described in four discrete phases, prior to the editting process.

Conceptualizing the Instrument in Terms of the Needs of the Researchers.

The requirements were that a target child portray, for a period of approximately one minute each, seven disruptive behaviors. These would occur in contrasting contexts: the ND class, and the D class, in which other children as well as the target child could be seen exhibiting noxious behavior. A videotape developed for an earlier study (Safran, 1982) was shown as a model. The model differed in several significant ways from the proposed instrument, as it focused upon a single child in isolation from peers or interacting with an adult whose role seemed more therapeutic than teacher oriented. To meet the needs of the planned research, the behaviors must occur within the designated context, in relationships with peers, and be of approximately the same time duration and level of intensity. Further, the portrayal must be realistic and convincing, in the range of "tolerated within the classroom" and most importantly, clearly identifiable and not readily susceptible to multiple interpretation.

The objectives of the researchers seemed best met by videotaping in a typical classroom setting. A major consideration from their point of view was to find a director/producer who could readily understand and commit to the project, and who had access into a school situation. From that point on, it was expected that the

production would be more or less a matter of turning the camera on. The problems inherent in working towards a specific, quantifiable end only revealed themselves later. The first, practical concern was to locate a school setting in which the children and their teacher would be both amenable to relinquishing school time and sufficiently experienced in "play acting techniques" to ensure that the result would be of usable, research quality. In addition, an expert in video technology would be necessary to complete the team.

Perspective of the videographer. The media expert assumed that he was invited to join the team because of his skills and proven techniques in preparing documentaries. As the production evolved, however, he found that his expertise in narrative feature film production was increasingly called upon, for, although the finished research videotapes hopefully have a considerable degree of documentary reality in their classroom behavior portrayals, in fact, the production approach closely paralleled the planning, staging, and execution of a feature film. This primarily was brought about because of the research and statistical need for equalized lengths of shots between ND and D classroom scenes and minimal overlap of behaviors.

Developing a Working Relationship with the Children and Teacher.

The children and teacher selected for the videotaping had

previously worked with the producer/director in a 10-week creative dramatics project. The expectations, work protocols and trust established at that time proved invaluable in developing the research instrument.

In order to preserve these values and assure continuity from the earlier to the new work, a preliminary session was conducted to explain the project's requirements. The researcher went along to see and be seen by the children and, more importantly, to evaluate the outcomes of the session in terms of the project's needs.

The purposes of the preliminary visit were to gain commitment from children and teacher, and to establish interpretations of "disruptive behaviors" in the classroom. In effect the children contributed to the planning and conceptualization of the final videotape. Behaviors they suggested were listed on the board in a type of group fantasy, eliciting much laughter and enjoyment. A discussion on which behaviors would, according to child prediction "get you sent out of the classroom" ensued. These behaviors were erased and the remaining items were written down on cards which were distributed to the children. As they warmed up to the idea of being disruptive on film, they tried out and practiced identifying each other's behaviors.

The First Shooting

Following the preliminary session, the team met to develop a scenario. A plot line was devised to link the behaviors together, beginning with the children entering the room after recess and continuing through a typical math lesson. The specific way that each of the seven disruptive behaviors would be portrayed was also determined. The actual dialogue would be spontaneous and it was anticipated that the sequences would link together spontaneously so that the cameras could be "kept running."

A number of problems developed. Although there were cameras for close up and long shots, no uncontaminated portrayals of the disruptive behaviors were captured in either of the two contexts. Occasionally the behavior being demonstrated was too strong; more often it was too weak. Frequently a child in camera range lost concentration. The only requisite factor easily accomplished was the duration for each behavior. Many shots had to be repeated numerous times. During one extended re-take, a child genuinely performed a behavior so disruptive that she was barred from further participation. Her victim was so upset that she, too, had to be excused. The children became very fatigued, which was not anticipated in advance.

While the results were disappointing, the first shooting must be considered as a vital step in the process. The children were

shown the first tape and readily identified the technical flaws as well as the problems in convincing portrayal of behaviors. They accepted that the tape would have to be done again.

The Final Shooting

The first taping educated the children in the requirements and constraints that media imposes. It also assisted the team in preparing a more defined and effective method for developing the videotape. The sequence of disruptive behaviors was changed to create a more natural, logical and therefore believable flow from one behavior to the next, and also to juxtapose the two contexts. A shot-by-shot narrative script was written which detailed action under the headings: Action Description, Teacher/Peer Prompt, Target Verbalizations, and Target Non-Verbalizations. Upon completion of the script, a scale drawing of the classroom with movable representations of furniture was designed. With this model, the team was able to read through the script, previsualizing the taping, camera angles, lighting and editing patterns.

The final taping took place over two days. The Sunday session was devoted to close-ups of the target child and approximately eight to ten other children who would be seen in close proximity interacting in the various sequences. This procedure minimized the time required during the school day and alleviated the

management problems of having to keep busy a large number of children. Since only one camera was available for the second taping, Monday's session was reserved for long shots which would be included for context, and for a few necessary retakes.

While no child who wished to be involved was excluded, care was taken to orchestrate the blocking so that those few children who had difficulty concentrating were placed in closed and/or peripheral positions relative to the camera. It was fortuitous for the project that the first target child suggested that he had had the experience and thought "someone else should do it next time"; a child who appeared to have greater powers of concentration was thereby selected.

During the shooting, dialogue slips were distributed as required prior to each shot. Since the specific language of the script was closely related to the natural language of the children and the teacher as recorded in the spontaneous dialogue of the first taping, direction was limited to a few specific verbal suggestions: "Make it real--no Saturday Night Live", or, "Hey, we're back to Saturday Night Live." The children were encouraged to "work on their concentration." Every effort was made to keep the atmosphere calm and positively reinforcing.

Technically, the production was carefully orchestrated. Pains were taken to ensure visual continuity between the two filming days

by seeing that nothing in the room was moved and stressing to the children the importance of wearing exactly the same clothes on both days. With all precautions, however, the target child had slicked his hair down with water to be ready for Sunday's filming. On Monday, of course, it was dry.

All the pre-production planning facilitated a smoother shooting event, as well as an opportunity to assure in advance that appropriate methods would be employed during the shooting. The researchers, by watching a live monitor and following the script, were able to give immediate feedback to the videographer and director as each cluster was taped. The team was prepared to remain in the classroom until sufficient raw footage was collected.

Initial Editing and Field Testing

The full team closely collaborated throughout the editing process. The original editing into 14 segments (60-90 seconds in duration) within two contexts had several goals. The story line was to be maintained and the accuracy of behavioral portrayal maximized while interspersing ND/D context shots. In addition, all behaviors had to be of approximately equal severity to avoid possible skewing of results. Finally, the artistic effects had to be preserved. Several logistical problems, including lack of equipment availability and breakdown (three month delay), and varying footage counts on

different machines, hampered the process. By the time the tapes reached final form, over 250 person hours had been devoted to this task.

The initial field test was completed with 30 Special Education graduate students, most of whom were experienced teachers. It consisted of a training tape procedure (full group), followed by showing half the group either the ND or D tapes in their prepared "story line" sequential order, then reversing the contexts. After viewing each individual segment, S's responded to questions concerning accuracy of portrayal ("Does the tape portray the behavior?"; "yes" or "no"), and level of behavioral severity (1 = mild; 5 = severe). Results from the portrayal item suggested high percentage agreement that behaviors were accurate except for Need for Direction in both contexts (23% no responses) and Impatience in the D context (23%). Severity ratings, means ranging from 2.11 (Impatience in the D context) to 2.94 (Poor Peer Cooperation in both contexts), suggested a need for additional reediting to further equalize these levels. Additional ratings of levels for overall classroom disruptiveness (1 = mild; 5 = severe) were completed after all seven segments were shown (Disruptive $\bar{x}$ = 2.94; Nondisruptive $\bar{x}$ = 1.76) and indicated that contexts were being differentiated.

Second Field Test and Reediting

Several procedural modifications were made for the second field test. In order to minimize a potential segment order effect, it was decided to randomize the sequence. Instrumentation was more detailed with a format intended to facilitate the rating of each behavior cluster individually. During reediting, attempts were made to decrease levels of severity for Poor Peer Cooperation (both contexts) and Inattention (ND), and to increase severity for Impatience.

Analysis of this data (N = 32) demonstrated that three of the segments, Impatience (22% in the ND context) and Need for Direction (22% ND; 25% D) were not perceived as accurately portrayed. Results of the severity ratings indicated that reediting had not achieved the desired effect of decreasing the range. Fortunately, the mean ratings of overall classroom disruptiveness resulted in significant differences ($p<.01$) between contexts in the desired direction.

Final Procedure

The results of the field tests suggested that randomization of segments should be continued and that the two nonvalidated clusters should be deleted from the presentation. Further editing to equalize severity was deemed unnecessary; compensation for any differences could be achieved through the analysis of covariance or other statistical adjustment procedures. The questionnaire was again modified, with final copy consisting of a statement of purpose,

demographic items, a training procedure section, five questions (Identification of Behavior, Levels of Severity, Tolerance, Manageability, Contagion) for each of the five behavior clusters and an item rating overall classroom context (see Appendix A).

The training procedure is intended to familiarize subjects with the terminology (as defined on the questionnaire, Appendix A) and the actual process of rating used during the experiment. A central component of this section is a "practice tape" of a student displaying Blaming and Negative Aggressive behavior patterns for the subjects to evaluate and discuss. Following the practice tape, subjects will be randomly divided into two groups, shown the ND or D behavior segments (in random order, blind to the variations in context), and asked to respond to the five questions immediately after each segment. The final item will again question overall classroom disruptiveness. Subjects will then be debriefed. To control for validation of behavioral portrayals, if a subject responds "no" to the accuracy of behavior question, subsequent ratings for that behavior will be omitted. In addition, if a "no" response is given to two of the five accuracy items, the subject will be eliminated from the sample.

Closing Comments

It is likely that this multidisciplinary videotaped production

will add a much-needed dimension to research in behavioral problems. Use of this medium adds a richness to behavioral portrayal within varying contexts sorely lacking in questionnaire methodologies without sacrificing experimental controls. Therefore, it is the team's belief that similar research should be encouraged and refined. This initial effort could be considered a basis for future projects. For example, in retrospect, the original intent to follow a story line was unnecessary. It would be easier and more efficient to collect a series of individual behavior vignettes and intersperse them with a "stockpile" of context shots. Or, given the opportunity to spend several days in a classroom, a traditional, documentary could sufficiently illustrate the various behaviors as well as a range of context situations. A major consideration would be, however, to find ways of controlling this material to meet the needs of empirical research.

Other Practical Production Considerations

A classroom with a minimum of hard surfaces (which tend to cause echos) will produce better sounds. Ceiling tiles, rugs, curtains, childrens coats and of course the room full of people, all absorb stray sound waves. Curtains on the windows are also useful to avoid overexposure of the video image between inside and outside light sources. Curtains also allow the flexibility of intercutting

different shooting sessions without worrying about the continuity of light (morning, afternoon or evening) from shot to shot.

Three-quarter inch U-Matic is a better tape format than ½ inch VHS or Beta because of better detail and color. First generation close-ups in any format acceptable but detail and sharpness fall-off in wider shots of the room in ½ inch. In the editing process the finished piece is usually two to three generations away from the original. The loss in color and sharpness can be minimized if a Time Base Corrector is available.

In Sum

Close cooperation between team members and careful coordination with school personnel is essential to the successful completion of this type of project. While the time and energy commitment is extensive, with such teamwork, artistic and empirical needs can blend and harmonize.

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Appendix A

Final Instrumentation

Safran & Safran
Research Project: Teacher Perceptions of Problem Behaviors

Purpose:

The purpose of this study is to identify specific behaviors which teachers find least tolerable, most difficult to manage in the classroom and most apt to disrupt other students (behavioral contagion).

Directions

Each participant will follow this procedure:

I. Complete these questions on your computer sheet.

Your group number (listen to instructor) will be indicated on your sheet in the "special codes" section.

1. In which area do you currently teach (or have most recently taught)?

   a. Regular Education
   b. Special Education
   c. Other (please specify)_____
   d. No teaching experience

2. What is your highest academic degree?

   a. Bachelors
   b. Masters
   c. Post-Masters
   d. Doctorate
   e. Other (please specify)_____

3. Sex

   a. Male
   b. Female

4. How many years have you been employed as a teacher?

   a. 1-3
   b. 4-6
   c. 7-9
   d. 10 or more
   e. no teaching experience

5. At what level are you currently teaching (or have most recently taught)?

   a. Elementary School
   b. Middle or Junior High School
   c. High School
   d. Other (Itinerant, adult, etc.)_____

6. How would you describe your school type?

   a. Rural
   b. Small town
   c. Suburban
   d. Urban

7. If in special education, what is your current or most recent disability area taught? (If not in special education, leave blank)

a. LD/BD
b. DH
c. MSPR or SMI
d. SBH
e. Other_____

8. What is your typical class size?

a. 1-10
b. 11-17
c. 18-24
d. 25-31
e. Over 31

9. How would you describe the ability level of the average student in your class?

a. Above grade level/overachieving for special education placement-classification
b. About grade level/at expected achievement level for special education placement-classification
c. Below grade level/below expected achievement for special education placement-classification

10. How much longer do you anticipate remaining in teaching?

a. Less than one year
b. 1-3 years
c. 4-6 years
d. 7-10 years
e. Over 10 years

11. How would you describe your role as a teacher?

a. Concerned primarily with student social development
b. More concerned with socialization but consider academic implications
c. Concerned equally with social and academic development
d. More concerned with academics, but consider social implications
e. Concerned primarily with academic achievement

12. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.

a. Strongly agree
b. Agree
c. Neither agree nor disagree
d. Disagree
e. Strongly disagree

13. If I really try hard, I can get through to even the most difficult or unmotivated students.

a. Strongly agree
b. Agree
c. Neither agree nor disagree
d. Disagree
e. Strongly disagree

II. Definition of Terms:

1. Severity

Two terms often used to describe levels of severity of behavior problems are mild and severe. The following are behavioral characteristics often associated with each, but personal judgments are required in determining your final choice.

A. Mild

"1. These children have problems that require only brief interventions.

2. A guidance counselor should be able to effectively intervene in the treatment of these children.

3. These children show an infrequent rate of behavioral disturbances.

4. These children may have academic problems, but the range of problems are comparable to those found among normal children.

5. These children need regular class placement with a support crise; teacher."

B. Severe

"1. A residential center is the best placement for most of these children.

2. These children are often classified as autistic or schizophrenic.

3. These children usually show no social interest in relating to others.

4. These children are most often multi-handicapped.

5. The problems of these children are more likely to be genetically or organically based." (Olson, Algozzine & Schmid, 1980, p. 99-100)

2. Manageability

This term refers to "how easily the behavior responds to management efforts."

3. Contagion

This term refers to:

A. "Does the behavior disrupt the activity of others?

-OR- B. Do others copy the problem behavior?"

III. Participate in training session.

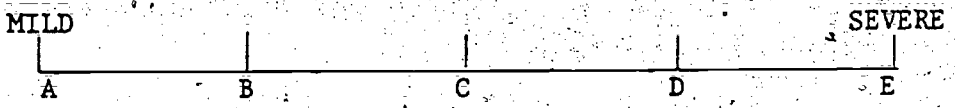
View the training tape, looking for instances of "Negative Aggressive" and "Blaming" behaviors.

After viewing the training tape, complete the following questions (on the next page, not on your computer sheet) using the given scales. Please read the scales carefully and respond to each item as it is written.

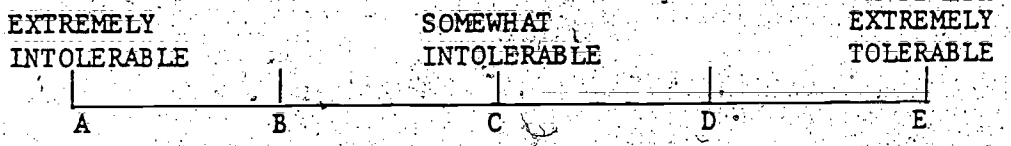
(A) PORTRAYAL OF BEHAVIOR

A = YES
B = NO

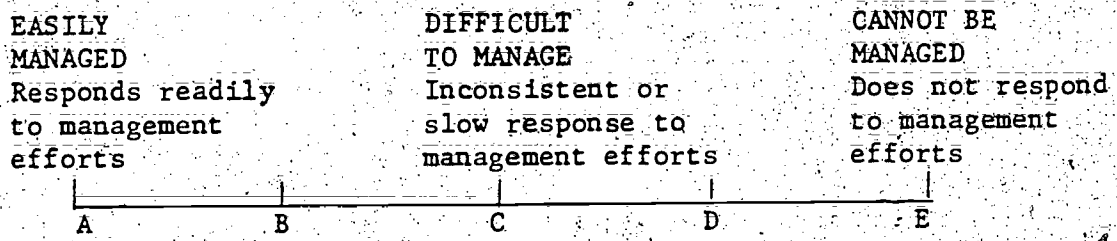
(B) LEVEL OF SEVERITY



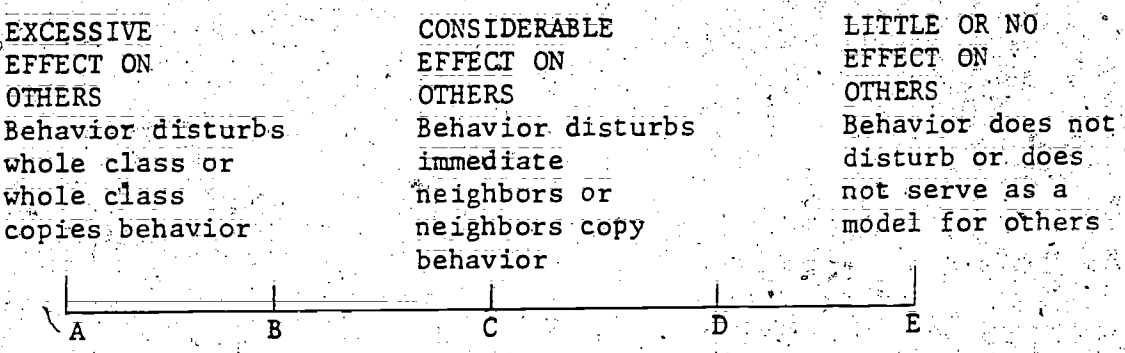
(C) LEVEL OF TOLERANCE



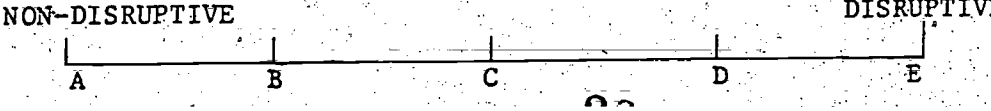
(D) LEVEL OF MANAGEABILITY



(E) LEVEL OF CONTAGION



(F) OVERALL CLASSROOM DISRUPTIVENESS



Cluster - Negative Aggressive

a. Does the tape portray the behavior? (A) _____
b. What is the level of severity? (B) _____
c. What is your level of tolerance? (C) _____
d. How easily can you manage this behavior in your classroom? (D) _____
e. How disruptive ("level of contagion") would this behavior be in your classroom? (E) _____

Cluster - Blaming

a. Does the tape portray the behavior? (A) _____
b. What is the level of severity? (B) _____
c. What is your level of tolerance? (C) _____
d. How easily can you manage this behavior in your classroom? (D) _____
e. How disruptive ("level of contagion") would this behavior be in your classroom? (E) _____

Overall Classroom Disruptiveness

f. How would you rate the behavior of the other children in the class? (F) _____

IV. View the tape and complete the questionnaire on your computer sheet.

A. RESPOND TO EACH BEHAVIOR SEGMENT SEPARATELY BUT KEEP IN MIND THE CLASSROOM CONTEXT.

- Although there is overlap between behaviors, try to respond to the specific targeted behavior for each segment (i.e., "Poor Peer Cooperation") within the overall context of the presented classroom (disruptive/non-disruptive)
- The segments have been collected from a 40 minute math lesson but will be presented in random order so there will be no "story line".

B. COMPLETE COMPUTER SHEETS CAREFULLY FOLLOWING ADMINISTRATOR'S DIRECTIONS

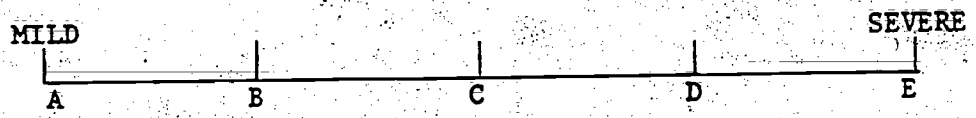
- The administrator will direct you to a specified number on your questionnaire and computer sheet for each segment. Answers must be in the correct space to be properly analyzed.
- Be sure to refer to the correct scale (specified by letter at the end of each question) when answering each item.

C. WHEN COMPLETING #45, PLEASE MAKE A CUMULATIVE JUDGMENT OF THE LEVEL OF DISRUPTIVENESS (BEHAVIOR OF OTHER STUDENTS) YOU PERCEIVE THROUGHOUT THE TAPE.

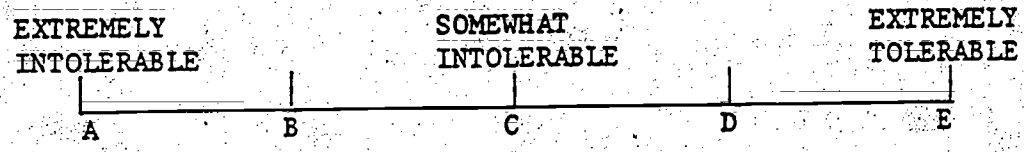
(A) PORTRAYAL OF BEHAVIOR

A = YES
B = NO

(B) LEVEL OF SEVERITY



(C) LEVEL OF TOLERANCE

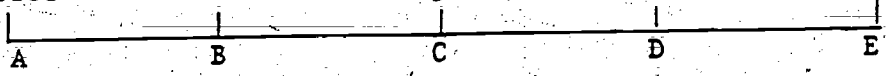


(D) LEVEL OF MANAGEABILITY

EASILY MANAGED
Responds readily to management efforts

DIFFICULT TO MANAGE
Inconsistent or slow response to management efforts

CANNOT BE MANAGED
Does not respond to management efforts

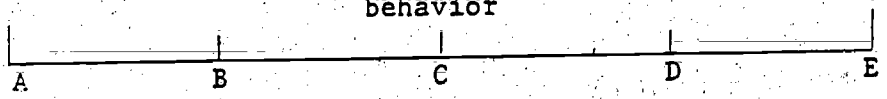


(E) LEVEL OF CONTAGION

EXCESSIVE EFFECT ON OTHERS
Behavior disturbs whole class or whole class copies behavior

CONSIDERABLE EFFECT ON OTHERS
Behavior disturbs immediate neighbors or neighbors copy behavior

LITTLE OR NO EFFECT ON OTHERS
Behavior does not disturb or does not serve as a model for others



(F) OVERALL CLASSROOM DISRUPTIVENESS

PLEASE ANSWER EACH OF THE FOLLOWING ITEMS USING THE SCALES ON YOUR COMPUTER SHEET.

KEEPING IN MIND THAT OTHER TEACHERS HAVE JUDGED THIS TO BE A DISRUPTIVE CLASS.

Cluster A - Poor Peer Cooperation

20. Does the tape portray the behavior? (A)
21. What is the level of severity? (B)
22. What is your level of tolerance? (C)
23. How easily can you manage this behavior in your classroom? (D)
24. How disruptive ("level of contagion") would this behavior be in your classroom? (E)

Cluster B - Negative Aggressive

25. Does the tape portray the behavior? (A)
26. What is the level of severity? (B)
27. What is your level of tolerance? (C)
28. How easily can you manage this behavior in your classroom? (D)
29. How disruptive ("level of contagion") would this behavior be in your classroom? (E)

Cluster C - Inattention

30. Does the tape portray the behavior? (A)
31. What is the level of severity? (B)
32. What is your level of tolerance? (C)
33. How easily can you manage this behavior in your classroom? (D)
34. How disruptive ("level of contagion") would this behavior be in your classroom? (E)

Cluster D - Blaming

35. Does the tape portray the behavior? (A)
36. What is the level of severity? (B)
37. What is your level of tolerance? (C)
38. How easily can you manage this behavior in your classroom? (D)
39. How disruptive ("level of contagion") would this behavior be in your classroom? (E)

Cluster E - Failure Anxiety

40. Does the tape portray the behavior? (A)
41. What is the level of severity? (B)
42. What is your level of tolerance? (C)
43. How easily can you manage this behavior in your classroom? (D)
44. How disruptive ("level of contagion") would this behavior be in your classroom? (E)

Overall Classroom Disruptiveness

45. How would you rate the behavior of the other children in the class? (F)