

Foley, Michael, 2013, *Teachers' Perceptions of Challenging Behaviour in three different Primary Schools.*

ABSTRACT OF DISSERTATION

In the present climate teachers increasingly have to contend with a myriad of different challenging behaviours. These behaviours, often the result of out-of-school factors, come in numerous guises, intensities and frequencies. Schools must deal with these issues in such a manner as to promote a positive outcome for all.

The writer undertook this study to examine challenging behaviour in three primary schools in the south of Ireland and the methods employed in these schools to deal with this challenging behaviour and to promote positive behaviour. Two of the schools were urban schools in areas of social and economic disadvantage and the third was a rural school. Questionnaires were distributed to the teachers in all three schools and the principals of the schools were interviewed.

In the literature review, the writer mainly concentrated on reports and policies of the Irish government as well as numerous reports published by teachers' unions in the Republic of Ireland. Through the questionnaires and interviews, the study set out to discover the perceived levels of challenging behaviour in each school, the types of misbehaviour which occur, the possible causes for this misbehaviour, the sanctions used to counteract it and the effectiveness of the school's discipline policy in managing challenging behaviour.

A number of conclusions are drawn from the research which point to the need for a whole school positive approach towards managing challenging behaviour. It was found that, in general, all three schools were relatively level with regard to the frequency and intensity of challenging behaviour.