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APPENDICES

Appendix A: Demographic Details for All Variables Analysed by Gender of the Respondent (Teacher Gender)

Teacher Age Analysed by Teacher Gender

Years	N	Male	Female
Overall	143*	76	67
<30	31	14	17
30-39	68	34	34
40-49	33	20	13
50-59	11	8	3

Note. * 2 missing values.

Teacher Experience Analysed by Teacher Gender

Years	N	Male	Female
Overall	128*	68	60
First year	9	4	5
1-4	12	7	5
5-10	25	11	14
>10	82	46	36

Note. *17 missing values

Year Taught Analysed by Teacher Gender

Year Taught	N	Male	Female
Overall	140*	74	66
Year 7	23	14	9
Year 8	33	18	15
Year 9	31	15	16
Year 10	26	13	13
Year 11	19	10	9
Year 12	8	4	4

Note. * 5 missing values

Subject Taught Analysed by Teacher Gender

Subject Taught	N	Male	Female
Overall	140*	76	64
English	23	12	11
Mathematics	20	17	3
Science	19	15	4
Social Science	19	13	6
Art/Design	29	13	16
Other	30	6	24

Note. 5 missing values

CLASSROOM BEHAVIOUR PROBLEMS CHECKLIST AND
QUESTIONNAIRE (Secondary School Version)

Many teachers complain that their job 'wears them out' and probably what contributes most to these feelings of weariness is the fact that teachers find themselves constantly nagging away at forms of student's behaviour which annoy, upset and distress them. We want you to try to identify the aspects of student's behaviour which are most disruptive of good order in the classroom and cause you most trouble. The sorts of behaviour which teachers often comment on are listed below under ten headings. We would like you to read through *all* the ten categories (A-J), *and* the examples given before attempting to answer the questions on the opposite side of this sheet using the category letters in the spaces provided. This task should not take you more than about five minutes. You are asked to complete the questionnaire independently. It is impossible to include categories to suit everyone so please choose those nearest to your viewpoint. Numbers present at the top of this page simply ensure that data from your school is kept together. There is no space for your name so you can be sure that your responses will remain anonymous. Please note that you should relate your responses to *one class you teach most often in your subject speciality.*

Categories of Behaviour

Letter	Category	Some examples of category
A	Verbal abuse	Making offensive or insulting remarks to staff or other pupils likely to lead to confrontation (as distinct from D below)
B	Making unnecessary noise (non-verbal)	Banging objects/doors, scraping chairs, moving clumsily
C	Disobedience	Refusing/failing to carry out instructions or to keep class or school rules
D	Talking out of turn	Calling out, making remarks, interrupting and distracting others by talking/chattering
E	Idleness/slowness	Slow to begin or finish work, small amount of work completed
F	Unpunctuality	Late to school/lessons, late in from recess or lunch break
G	Hindering other children	Distracting others from their work, interfering with their equipment or materials
H	Physical aggression	Poking, pushing, striking others, throwing things
I	Untidiness	In appearance, in written work, in classroom, in desks
J	Out of seat	Getting out of seat without permission, wandering around

Please circle appropriately.

Teacher's age: --   under 30   40   50   60   Sex: --   M   F

Subject speciality within school _____

Year of class taught subject speciality most frequently. (If several classes are taught subject speciality equally often, choose *one* and relate all information to this class).

Year 7   Year 8   Year 9   Year 10   Year 11   Year 12

Number of children in class   boys [   ]   girls [   ]   total [   ]

How many of these children would
you class as troublesome?   boys [   ]   girls [   ]   total [   ]

1. In general terms, do you think that you spend more time on problems of order and control than you ought? (please circle)

                    Yes   No
                    [   ]   [   ]

2. Write down the *two* categories of behaviour you find most troublesome with this class as a whole.

            Most troublesome   Next most troublesome
                    [   ]   [   ]

3. Write down the *two* categories of troublesome behaviour you find most frequent with this class as a whole.

            Most frequent   Next most frequent
                    [   ]   [   ]

4. All classes have students who are more troublesome than the rest. Indicate the sex of the two most troublesome students in this class and indicate their most troublesome behaviours.

    Sex of most troublesome student (please circle)   Boy   Girl

    Most troublesome behaviour   Next most troublesome behaviour
                    [   ]   [   ]

    Sex of second most troublesome student (please circle)   Boy   Girl

    Most troublesome behaviour   Next most troublesome behaviour
                    [   ]   [   ]

Comments:

☐   ☐

TEACHER STRESS AND CLASSROOM TEACHING QUESTIONNAIRE

The following questionnaire seeks to determine the sources and level of any stress you experience associated with your classroom teaching. You may be asked to complete this questionnaire again at a later date. The code numbers present on this questionnaire simply enable data from your school to be kept together. All responses and comments will be treated with complete confidentiality and will only be viewed by the research team. Thank you for your time and input. Your valuable contribution is appreciated.

Please tick the appropriate boxes.

MALE	
FEMALE	

AGED under 30 years	
AGED 30 to 44 years	
AGED 45 years or more	

TEACHING EXPERIENCE first year	
TEACHING EXPERIENCE 1 to 4 years	
TEACHING EXPERIENCE 5 to 10 years	
TEACHING EXPERIENCE over 10 years	

Please turn over.

As a teacher, how great a source of stress are these factors to you? Please tick the most appropriate answer.

POSSIBLE STRESS FACTORS	LEVEL OF STRESS				
	None	Mild	Moderate	Much	Extreme
1. poorly motivated pupils					
2. maintaining class discipline					
3. inadequate disciplinary sanctions available					
4. individual pupils who continually misbehave					
5. generally high noise level					
6. pupils' non-acceptance of teacher authority					
7. pupils who show a lack of interest					
8. punishing pupils					
9. constant monitoring of pupils' behaviour					
10. noisy pupils					
11. trying to uphold/maintain values and standards					
12. pupils' general misbehaviour					
13. pupils' poor attitudes to work					
14. inadequate disciplinary policy of school					
15. pupils' impolite behaviour or cheek					

Appendix D: Full Details of All the Demographic Variables

Responses to Q1 for Total Sample and Analysed by Teacher Gender

Teacher	*N*	Yes	%
Overall	143*	76	53
Male	75**	43	57
Female	67	32	48

Note. * 2 missing values;** 2 missing values;
N for teacher gender = 142, 3 missing values.

Responses to Q1 according to Teacher Age

Years	*N*	Yes	%
Overall	143*	76	53
<30	30	11	37
30-39	69	40	58
40-49	33	21	64
50-59	11	4	36

Note. * 2 missing values

Responses to Q1 according to Teacher Experience

Years	N	Yes	%
Overall	127*	69	54
<5	21	9	43
5-10	24	10	42
>10	82	50	61

Note. * 18 missing values; for the purposes of the Chi-square analysis first year and 1-4 years were combined as the category < 5 years.

Responses to Q1 according to Subject Taught

Subject Taught	N	Yes	%
Overall	139*	76	54
English	23	12	52
Mathematics	20	9	45
Science	17	9	53
Social Science	19	9	47
Art/Design	29	18	62
Other	31	15	48

Note. * 6 missing values

Responses to Q1 According to Year Taught

Year Taught	*N*	Yes	%
Overall	139*	76	54
Year 7	23	10	43
Year 8	33	21	64
Year 9	30	15	50
Year 10	26	17	65
Year 11/12	27	10	37

Note. * 6 missing values; for the purposes of Chi-square analysis, Years 11 and 12 were combined.

Appendix E: Sex of the Most Troublesome Student Analysed by Teacher Age

Sex of the Most Troublesome Student Analysed by Teacher Age

Years	N	Boy	%
Overall	129*	113	88
<30	28	26	93
30-39	60	54	90
40-49	31	25	81
50-59	10	8	80

Note. * 16 missing values

Appendix F: Sex of the Most Troublesome Student Analysed by Teacher Experience

Sex of the Most Troublesome Student Analysed by Teacher Experience

Years	N	Boy	%
Overall	115*	100	87
First year	9	8	89
1-4	10	10	100
5-10	20	19	95
>10	76	63	83

Note. * 30 missing values

Appendix G: Sex of the Most Troublesome Student Analysed by Year Taught

Sex of the Most Troublesome Student Analysed by Year Taught

Year Taught	*N*	Boy	%
Overall	125*	110	88
Year 7	19	18	95
Year 8	30	25	83
Year 9	27	24	89
Year 10	25	24	96
Year 11	17	15	88
Year 12	7	4	57

Note. 20 missing values.

Appendix H: Sex of the Most Troublesome Student Analysed by Subject Taught

Sex of the Most Troublesome Student Analysed by Subject Taught

Subject Taught	*N*	Boy	%
Overall	125*	109	87
English	22	20	91
Mathematics	18	17	94
Science	13	13	100
Social Science	16	12	75
Art/Design	28	24	86
Other	28	23	82

Note. * 20 missing values

Appendix I: Question 4 e & f (Behaviours of the Next Most Troublesome Student)

Most Troublesome Behaviour of the Next Most Troublesome Student (Question 4e)

Behaviour	N	%
A. Verbal abuse	11	10
B. Non-verbal noise	7	6
C. Disobedience	10	9
D. Talking out of turn	39	35
E. Idleness/slowness	21	19
F. Unpunctuality	6	5
G. Hindering other children	13	12
H. Physical aggression	2	2
I. Untidiness	0	0
J. Out of Seat	2	2

Note. N = 111; 34 missing values.

Next Most Troublesome Behaviour of the Most Troublesome Student (Question 4f)

Behaviour	N	%
A. Verbal abuse	6	6
B. Non-verbal noise	4	4
C. Disobedience	13	13
D. Talking out of turn	19	19
E. Idleness/slowness	26	25
F. Unpunctuality	18	18
G. Hindering other children	13	12
H. Physical aggression	3	3
I. Untidiness	1	1
J. Out of Seat	8	8

Note. $N = 102$; 43 missing values.

Appendix J: Constructed Variable (Low/Moderate-high Incidence of Troublesome Behaviour and Teacher Demographics

Note: In the following tables, low incidence troublesome classroom behaviour is defined as less than 10% of the class as behaviourally troublesome; moderate-high is 10% or more of the class as being behaviourally troublesome.

Low Incidence/ Mod-High Incidence Troublesome Classroom Behaviour Analysed by Teacher Gender

Sex	N	Low (%)	Mod-High (%)
Male	72	33 (46%)	39 (54%)
Female	61	16 (26%)	45 (74%)
Total	133*	49	84

Note. * 12 missing values

Low Incidence/ Mod-High Incidence Troublesome Classroom Behaviour Analysed by Teacher Age

Years	N	Low (%)	Mod-High (%)
<30	29	12 (41%)	17 (59%)
30-39	66	26 (40%)	40 (61%)
40-49	29	6 (21%)	23 (79%)
50-59	10	5 (50%)	5 (50%)
Total	134	49 (37%)	85 (63%)

Note. * 11 missing values

Low Incidence/ Mod-High Incidence Troublesome Classroom Behaviour Analysed by Teacher Experience

Years	*N*	Low(%)	Mod-High (%)
<5 years	20	9 (45%)	11 (55%)
5-10	22	10 (45%)	12 (55%)
>10	77	21 (27%)	56 (73%)
Total	119*	40 (34)%	79 (66%)

Note. The category 'First year out' and 1-4 years were combined in as one category (< 5 years) for the purposes of the chi-square analysis.

Low Incidence/ Mod-High Incidence Troublesome Classroom Behaviour Analysed by Subject Taught

| Subject Taught	*N*	Low (%)	Mod-High (%)
English	20	6 (30%)	14 (70%)
Maths	20	12 (60%)	8 (40%)
Science	17	8 (47%)	9 (53%)
Social Sc	17	8 (47%)	9 (53%)
Art/Design	26	6 (23%)	20 (77%)
Other	30	9 (30%)	21 (70%)
Total	130	49 (38%)	81 (62%)

Note. * 15 missing values

Low Incidence/ Mod-High Incidence Troublesome Classroom Behaviour Analysed by Year Taught

Year Taught	Total	Low (%)	Mod-High (%)
Year 7	23	9 (39%)	14 (61%)
Year 8	30	6 (20%)	24 (80%)
Year 9	28	8 (29%)	20 (71%)
Year 10	23	9 (39%)	14 (61%)
Year 11/12	26	16 (62%)	10 (38%)
Total	130*	48 (37%)	82 (63%)

Note. * 15 missing values; Years 11 and 12 have been combined for the purposes of the chi-square analysis.
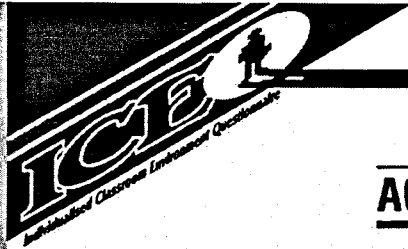
LONG FORM

ACTUAL CLASSROOM

Directions

This questionnaire contains statements about things which could happen in this classroom. You will be asked **how often** each practice **actually happens**. There is a separate sheet for your answers.

There are no 'right' or 'wrong' answers. Your **opinion** is what is wanted.

Think about how well each statement describes what your actual classroom is like. Draw a circle around the number on the answer sheet:

    1 — if the practice *actually happens* **almost never**
    2 — if the practice *actually happens* **seldom**
    3 — if the practice *actually happens* **sometimes**
    4 — if the practice *actually happens* **often**
    5 — if the practice *actually happens* **very often**

Be sure to give an answer for all questions. If you change your mind about an answer, just cross it out and circle the one you want.

Some statements in this questionnaire are fairly similar to other statements. Don't worry about this. Simply give your opinion about all statements.

PLEASE DO NOT WRITE ON THIS QUESTIONNAIRE.

ALL ANSWERS SHOULD BE GIVEN ON THE SEPARATE ANSWER SHEET.

LONG FORM

ACTUAL CLASSROOM

How often does this *actually happen* in your classroom?

1. The teacher considers students' feelings.
2. Students discuss their work in class.
3. The teacher decides where students sit.
4. Students find out the answers to questions from textbooks rather than from investigations.
5. Students work at their own speed.

6. The teacher talks with each student.
7. The teacher talks rather than listens.
8. Students choose their partners for group work.
9. Students draw conclusions from information.
10. All students in the class use the same textbooks.

11. The teacher takes a personal interest in each student.
12. Most students take part in discussions.
13. Students are told exactly how to do their work.
14. Students carry out investigations to test ideas.
15. All students in the class do the same work at the same time.

16. The teacher goes out of his/her way to help each student.
17. Students give their opinions during discussions.
18. Students are told how to behave in the classroom.
19. Students find out the answers to questions and problems from the teacher rather than investigations.
20. Different students do different work.

21. The teacher is unfriendly to students.
22. The teacher lectures without students asking or answering questions.
23. The teacher decides when students are to be tested.
24. Students are asked to think about the evidence behind statements.
25. Different students use different tests.

26. The teacher helps each student who is having trouble with the work.
27. Students are asked questions.
28. Students are punished if they behave badly in class.

29. Students carry out investigations to answer questions coming from class discussions.
30. Students who have finished their work wait for the others to catch up.

31. The teacher remains at the front of the class rather than moving about and talking with students.
32. Students sit and listen to the teacher.
33. The teacher decides which students should work together.
34. Students explain the meaning of statements, diagrams and graphs.
35. Different students use different books, equipment and materials.

36. Students are encouraged to be considerate of other people's ideas and feelings.
37. Students' ideas and suggestions are used during classroom discussions.
38. Students are told what will happen if they break any rules.
39. Students carry out investigations to answer questions which puzzle them.
40. Students who work faster than others move on to the next topic.

41. The teacher tries to find out what each student wants to learn about.
42. Students ask the teacher questions.
43. Students who break the rules get into trouble.
44. Investigations are used to answer the teacher's questions.
45. The same teaching aid (e.g. blackboard or overhead projector) is used for all students in the class.

46. The teacher uses tests to find out where each student needs help.
47. There is classroom discussion.
48. The teacher decides how much movement and talk there should be in the classroom.
49. Students solve problems by obtaining information from the library.
50. All students are expected to do the same amount of work in the lesson.

LONG FORM

ACTUAL CLASSROOM: Answer Sheet

REMEMBER: You are rating what *actually happens* in your classroom

	ALMOST NEVER	SELDOM	SOMETIMES	OFTEN	VERY OFTEN		ALMOST NEVER	SELDOM	SOMETIMES	OFTEN	VERY OFTEN		ALMOST NEVER	SELDOM	SOMETIMES	OFTEN	VERY OFTEN		ALMOST NEVER	SELDOM	SOMETIMES	OFTEN	VERY OFTEN		ALMOST NEVER	SELDOM	SOMETIMES	OFTEN	VERY OFTEN	TEACHER USE ONLY

1 ... 1 2 3 4 5   11 ... 1 2 3 4 5   21 ... 1 2 3 4 5   31 ... 1 2 3 4 5   41 ... 1 2 3 4 5   Pe _____
2 ... 1 2 3 4 5   12 ... 1 2 3 4 5   22 ... 1 2 3 4 5   32 ... 1 2 3 4 5   42 ... 1 2 3 4 5   Pa _____
3 ... 1 2 3 4 5   13 ... 1 2 3 4 5   23 ... 1 2 3 4 5   33 ... 1 2 3 4 5   43 ... 1 2 3 4 5   Id _____
4 ... 1 2 3 4 5   14 ... 1 2 3 4 5   24 ... 1 2 3 4 5   34 ... 1 2 3 4 5   44 ... 1 2 3 4 5   Iv _____
5 ... 1 2 3 4 5   15 ... 1 2 3 4 5   25 ... 1 2 3 4 5   35 ... 1 2 3 4 5   45 ... 1 2 3 4 5   D _____

6 ... 1 2 3 4 5   16 ... 1 2 3 4 5   26 ... 1 2 3 4 5   36 ... 1 2 3 4 5   46 ... 1 2 3 4 5   Pe _____
7 ... 1 2 3 4 5   17 ... 1 2 3 4 5   27 ... 1 2 3 4 5   37 ... 1 2 3 4 5   47 ... 1 2 3 4 5   Pa _____
8 ... 1 2 3 4 5   18 ... 1 2 3 4 5   28 ... 1 2 3 4 5   38 ... 1 2 3 4 5   48 ... 1 2 3 4 5   Id _____
9 ... 1 2 3 4 5   19 ... 1 2 3 4 5   29 ... 1 2 3 4 5   39 ... 1 2 3 4 5   49 ... 1 2 3 4 5   Iv _____
10 ... 1 2 3 4 5   20 ... 1 2 3 4 5   30 ... 1 2 3 4 5   40 ... 1 2 3 4 5   50 ... 1 2 3 4 5   D _____

Name _____

School _____

Class/Year _____

Date _____

TOTAL SCALE SCORES

Pe _____
Pa _____
Id _____
Iv _____
D _____

Observing Pupils and Teachers In Classrooms
(OPTIC) Schedule

School _____ Class _____

Teacher _____ Date _____ Time _____

No. of children present _____ Observer 1 _____ Observer 2 _____

Nature of lesson _____

Section A. Teacher behaviours

Positive responses		Negative responses	
Academic	Social	Academic	Social
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Totals (REX)			
( )	( )	( )	( )

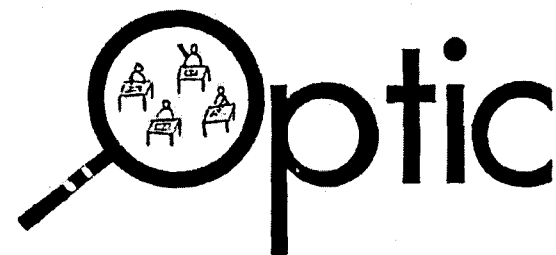Section B. Pupil behaviours
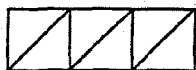
Total [ ] = per cent on-task

Optic

Observing Pupils and Teachers In
Classrooms (OPTIC): a behavioural
observation schedule for use in schools

FRANK MERRETT & KEVIN WHELDALL

POSITIVE PRODUCTS

Procedure for using OPTIC

OPTIC is meant to be used when the class under observation is engaged in classroom activity either as a whole, in groups or individually. A complete observation session will take 30 minutes. The observer should position him/herself to one side of the classroom and should not interact with the pupils or the teacher in any way. Completion of the headings at the top of the observation sheet will occupy the observer for the first few minutes of the session and will allow time for the teacher and the class to become accustomed to the observer's presence. (Special care should be taken with these records when a second observer is present and his/her identity must be recorded under the appropriate heading.) It may be necessary for the observer to move, at some stage, so that the faces of all the children can be seen, but wherever the observer sits it is possible that some interaction will be missed; some actions will not be clearly visible and/or some comments will not be heard. The recording need not be continuous but it must be unobtrusive. As far as possible, the observer should pay attention only to the immediate phase of the recording using a stop-watch or a watch with a sweep hand. The observer should try to be as objective as possible, remembering that reliability is the chief aim—that a second person observing would record what the first observer recorded. Three minutes is to be spent on each section alternately. Purely as a convention, if the date is even, the observer starts with Section B and if it is odd with Section A.

Section A is concerned with teacher behaviours—observation time three minutes on five occasions (i.e. 15 minutes in all).

During this time the observer pays attention to the teacher only, in order to record his/her reponses to the behaviours of the pupils. Statements made by the teacher, which are mainly concerned with informing or instructing, should be ignored.

Teacher behaviours which should be recorded as positive events include verbal praise ("Correct!", "That's great!", "I like that!", "Well done!"); gestures like nodding encouragingly, smiling, giving the thumbs up sign; physical contact like placing the hand on the shoulder; the granting of privileges and the giving of tokens of approval like stars, ticks, points and so on.

Teacher behaviours which should be recorded as negative events include verbal criticism, reprimands, the pointing out of failure, error or general disapproval ("That's wrong!", "You're a dead loss!", "Don't do that!"); gestural responses like frowning or glaring; aversive contact involving shaking or smacking; withdrawal of privileges, points or rewards; isolation from the rest of the group and so on.

The observer is also required to distinguish between the teacher's responses to academic behaviours (like giving a correct answer) and social (conduct) behaviours (like putting up a hand to answer a question). Reference to the record sheet will show that Section A consists of four major headings (segment boxes) namely, positive academic, positive social, negative academic and negative social. For each three minute period the observer marks in the segment boxes each occurrence of one of these four behaviours by checking the numbers appropriately in sequence. If the teacher says, "Sit down, John," the observer would circle the next number in the appropriate segment box (negative social). If the teacher gives a star to a child for work completed correctly the observer would mark the next number in the segment box under positive academic. Marking the numbers in the relevant box in sequence at each occurrence of the behaviour provides an accurate count.

The following symbols are to be used within the segment boxes to mark the numbers.

O = event appropriately contingent but not R, E or X as below.

Ø = event non-contingent (rarely occurs).

R = event has been related to a rule, e.g. "Great! You have kept the rule and put your hand up without calling out".

E = event has been used as an example, e.g. a child's work or action is commented upon or displayed as an example to be copied, "Look everyone. See what a super picture David has drawn".

X = event was appropriately contingent with the teacher expressing precisely what has been done, e.g. "Well done! That was very neat work".

For example, if in a three minute period, the teacher's third positive response to social behaviour takes the form, "Susan, I'm pleased to see you working quietly. That's one of our classroom rules, isn't it?" Then the observer would mark an R over the figure three in the appropriate segment box (i.e. positive social). These symbols should also be used to record relevant negative events. For example, if the teacher sees John pulling faces and says, "Look at John, everyone. This is what I call a really silly boy". the observer would mark the next number in the appropriate segment box (negative social) with an E to show that the event has been used as an example.

At the end of the observation session the total number of responses for each teacher behaviour category should be entered in the boxes provided. The numbers of REX responses should be indicated by entering the appropriate figures within the brackets.

Section B is concerned with on/off-task pupil behaviour—observation time three minutes on five occasions (i.e. 15 minutes in all).

The observer should divide the class, by eye, into three convenient and approximately equal groups and pay attention to each in turn for one minute. During the first minute the observer should look at each pupil in the first group, in turn, for four seconds and decide whether, for the whole of that period he/she is on-task. To be rated on-task the child must be attending, i.e. in eye-contact with the teacher or the task or otherwise following the teacher's instructions. This would include listening to the teacher or to some apparatus operated by the teacher or to another child asked by the teacher to speak or following instructions or routines set by the teacher e.g. reading, drawing and so on. If the first child is on-task the observer should place a dot in the upper/left half of the first square. If he/she is off-task the observer should place a dot in the lower/right half and so on. (Later it will be possible for the observer to enter the total number on-task and the total number of children observed for each minute). As the second minute begins the observer should pass to the second group of children and observe them in order using the same procedure, entering the results in the second square. This is then repeated for the third group in the third minute and the results are entered in the third square. The sixteenth square is for the grand total of results which should then be converted into a percentage of on-task behaviour and entered in the appropriate place, i.e. =   per cent on-task.

If there is an interruption at any point in the observation session, recording should cease but may be resumed from the same point when convenient to do so, starting at the beginning of a three minute sequence. The observer should ensure that all headings have been completed before the observation session ends, i.e. before the details are forgotten.

Summarising the Data

In order to obtain a respresentative estimate of the behaviour of the teacher and his or her class, the class and teacher should be observed together on at least three, and preferably four, occasions. The data for these sessions should then be added and averaged. For Section B, on-task behaviour, this is straightforward; the three (or four) estimates of overall on-task behaviour are simply averaged to give a representative figure. For Section A, teacher behaviour, the data for the three (or four) sessions should be summed to give rates of positive academic, positive social, negative academic and negative social responses per 45 minutes (or per hour for four sessions). Division by 45 (or 60 for four sessions) yields rates per minute for these four behaviours. (The same principles apply for REX responses if it is intended to differentiate them.) For some purposes simple rates of overall positive and negative responding are appropriate, in which cases the relevant figures for academic and social behaviours are simply added together. Similarly, for some purposes, ratio measures of positive to negative responding are required in which case positive behaviour measures are divided by negative behaviour measures. Taken together the results from the two sections of OPTIC provide a summary of current levels of teacher responsiveness and the accompanying class behaviour. As such, these results may be used to compare teachers and/or classes, to compare the same teachers or classes in different situations and/or to record changes over time.