



Category	Codenames	Definition of category	Example
1	Physical aggression	The student physically assaults/hurts/harms or threatens to harm a classmate or teacher, or destroys school property or the property of a classmate/teacher (throws things, breaks things, threatens with a knife, kicks things, fights, beats...)	It even culminated in an attack on a teacher when a student threw a chair at the teacher."
	Breaking things down		"And in the first week of school he had a tantrum that we had to call his mother to the school."
	Throwing things		"The pupil has shown aggression on several occasions, in the worst case during a ski course he took with a class in the second year, when he got drunk on smuggled alcohol and pulled a knife on his classmate during an argument."
	A tantrum		"At that moment, the student angrily pushed the desk in front of him, kicked the chair he was sitting on, and started cursing in the spirit of perhaps I was making fun of him, visibly very upset."
	Threatening/assaulting a teacher		"Pupil F. walked past the pupil's desk and 'accidentally' dropped his pencil case on the floor. The pupil became angry and started pushing and swearing at pupil F. A scuffle ensued."
2	Verbal aggression	The student deliberately uses verbal expression(s) that are vulgar or intended to hurt (humiliate...) the teacher/ classmates.	"The pupil started to turn away and argue with her. She had various comments about how she would not sit with the boy in question and that she would like to stay sitting with her classmate"
	Sexual harassment		"His vocabulary consisted mainly of crude expressions."
	Abuse of		
	Kicking things around		
	Scuffing between pupils		One of the pupils cried at recess after a classmate said something unpleasant to her. After a conversation, it emerged that a word game was going on in the classroom, which included insults and taunts about the sensitive girl. The pupil who is believed to have caused this often uses provocative words, swearing and taunts to draw attention to himself.
3	Bullying	Prolonged deliberate verbal or non-verbal abuse of a classmate/teacher.	"Pupil A constantly picked on Pupil B and hurled insults at her and her hobbies. The insults culminated in the sentence, 'You like horses and you prance around, so let yourself be put down like those prancing horses.' Pupil B came to school the next day and confided in me as the class teacher. She showed me the reports from pupil A, including the sentence with the culling. In addition, there were repeated insults such as saying that she was a horse and sending gifts of horses."
	Long-term humiliation, ridicule, insult, ...		"As for the slander of my person, she said that I would write her threatening messages at night, or she made up a story when we were dealing with another problem with another student in my class that I had just left the boy, that we hadn't dealt with it at all. I don't know where it escalated to anymore. It ended up with the kids in my class thinking of me as who knows what I don't do all for kicks, even as other students. And then the atmosphere was kind of weird, too. I didn't even know what was going on for a long time."
	Abuse of the assistant		"Exclusion from the collective started to manifest itself, because everyone was taking time away from the student, even her seatmate took time away from her and it ended up that no one was sitting within reach of the student!"
4	Emotional outbursts	Affective - Affective behaviour, short-term strong and violent emotional reaction to a stimulus with reduced self-control. The student cannot handle the onslaught of emotions and discharges them outward through aggressive behavior (hitting a classmate, throwing objects, destroying school furniture...)	"During a lesson when students were imitating their movements through mirroring, one student suddenly hit a classmate angrily. After the teacher began to search for the reason why she hit him, the student quickly grabbed her backpack and ran into the hallway. There, she tried to barricade the door with a bench and banged it against the door, causing disturbances throughout the hallway and classroom. When the teacher tried to explain to the student that this was not the way to handle the situation, the student angrily began yelling that the brother of the classmate she had hit had done something to her on the playground the day before and that she was now going to do time for him."
	A tantrum		"At first he seemed only disappointed and resigned, then his emotions turned to tears, which were replaced by a fit of rage. During this, the pupil was continually fidgeting and turning around in his chair, picking at his pen."
5	Lying and fraud	The student deliberately provides false information to the teacher/parents.	"The student did not want to join the online class or claimed she did not have a microphone."
	Long-term humiliation, ridicule, insult, ...		"The student cut her hair with a friend and lied at home about the process and implementation of the change."
6	Not paying attention to teaching/inattention to teaching	The student is not paying attention to the lesson - not paying attention, not active, running around the classroom, ignoring the teacher's instructions, sleeping, looking out the window, etc.	"The didn't answer when called"
	Running around the classroom		"This particular student slept through part of the class."
	Inactivity in teaching		
	He's not paying attention		"...that the student kept forgetting his classroom supplies... These were supplies such as pens, pencils, notebooks and textbooks."
	He doesn't know what to do		"He didn't carry homework. He made excuses that his siblings tore them up, or he forgot them, lost them."
7	Failure to meet school obligations/unpreparedness for lessons	The pupil does not fulfill his/her school duties (learning, carrying equipment...)	
	Not communicating/not responding		
	Ignoring the teacher's instructions		
	Sleeping		
	Looking out the window		
8	Failure to manage teaching	The child is hindered by the absence of coping skills.	
	Forgetting aids		
	Not doing homework		
	Carrying snacks		
	Lubrication of the board		
9	Verbal disruption of teaching	The pupil disrupts the lesson with verbal expressions.	
	Chattering with classmates		
	Commenting on the interpretation		"The student had already made some remarks while discussing it; she began to comment again"
	Inappropriate remarks		"The pupils were whispering something across the desk, and I could tell by the expressions on their faces that it was probably an argument rather than a hint."
	Laughter in class		"He kept making stupid comments and interfering with the teacher's explanation. In short, his only effort was to embarrass the teacher to make himself interesting in class"
10	Violation of classroom/school rules	A student violates classroom or school rules	
	Stealing		"started stealing things from kids"
	Substance use (smoking/alcohol/cigarettes)		"In addition, cigarettes were found, indicating a possible problem with the school environment."
	Handing school property without the teacher's consent		
	Escaping from class		"After the teacher started looking for the reason why she had hit him, the student quickly grabbed her backpack and fled into the hallway. There, she tried to barricade the door with a bench and banged it against the door"
11	Non-verbal disruption of teaching	The pupil disrupts the lesson by non-verbal behaviour (interaction with objects, noisy movements...)	
	Using your phone		"The unpopulated pupil physically kicks the chair of his classmates and, after expressing his dissatisfaction with their behaviour, begins to inappropriately insult and abuse others."
	Kicking the bench		"...occasionally throwing crumpled paper around the classroom."
	Throwing paper		
	Rolling on the ground		
12	Self-destructive behaviour	The pupil deliberately harms/threatens to harm himself/herself.	
	Self-harm		"Since the beginning of the school year, the pupil was very arrogant, did not listen, did not work during lessons and disturbed the other pupils so much that he made it difficult for them to work. There have also been several instances of inappropriate sexual behaviour."
13	Problems with attendance	Repeated absence of the pupil from classes. The pupil deliberately avoids school and does not attend school, he/she is truant.	"The most serious situation occurred when the pupil started to seek out risky situations, probably to attract attention - jumping off the desk, climbing over the banister on the stairs, classmates pointed out that he had started talking about jumping out of the window."
	Truancy		"The biggest problem was truancy. During the fall, she really had unexcused hours, and there were not a few. Her mother didn't want to deal with it, often excusing the student's missed class afterwards, but when she misses 40% of the month, something is wrong."
14	Diagnosis	The pupil is diagnosed with one of the diagnoses of SWP.	
	Mental problems		
	Physical problems		
	Lower intellect		

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1	Interview with pupil(s) (student-teacher)	Solve the problem by talking (with parents, with the student, with the class,...). Targeted conversation to find out more information and to solve the situation.	First I had a conversation with both boys separately, then we had a joint conversation and evaluated the whole situation. We repeated the simulation of an appropriate response with classmates and showed other possible solutions to the situation. This was followed by a voluntary apology to the classmate and to the parents of the classmate, which the boy wanted of his own free will and which I personally consider a success.
	Interview with parents (mother/father/person) (parent-teacher/parent-child)		"So he went to the director, and we talked him out of it. Unfortunately, the problem behavior kept recurring in class and in the hallway at recess. He was also unable to concentrate at all. So we kept inviting his parents who kept making light of it."
	Communication with the class (class-teacher)		"We worked with the class teacher on the next solution and she went to her class that day and told them not to address the whole issue with the student and to leave it to the teachers."
	Interview with the class teacher (teacher-student)		
	Interview with school management (pupil-management/management-teacher/parent-management)		I called her mother to the school, and we addressed the situation together with her and the school administration, i.e., the principal and the deputy principal.
2	Agreement/compromise	Teacher and student/class agree on a mutually acceptable solution.	it was agreed that more practical situations would be included in the lessons and in return the student would tolerate topics relevant to the final exam
	New rule		I came up with the idea of trying to solve the problem with the help of a classroom collective. So one day I came to class and established the "Three Finger Rule". First warning, second warning and the third finger was no longer a warning but a test. I defended the rule in front of the class using the famous phrase "One for all, all for one".
3	Proactive solutions	The teacher chooses strategies that prevent further potential challenging behaviour and that return pupils' attention to the lesson.	
	Redirecting attention		she stayed in the classroom more often to keep the situation under control.
4	Working with a collective	The teacher addresses the situation through fostering relationships in the classroom, in an attempt to resolve the situation and prevent further	The incident was dealt with immediately and the children were not informed of what had happened. The teacher decided to work on preventing similar situations in the future.
	Fostering relationships in the classroom		
5	Cooperation with experts	The teacher seeks help elsewhere - from professionals within and outside the school.	"We worked with the class teacher on the next solution and she went to her class that day and told them not to address the whole issue with the pupil and leave it to the teachers."
	Cooperation with others Teachers		
	Reading professional books		
	Prevention methodologist		At the same time, I brought a methodologist to attend the session with us. Together, we worked to find out the cause of this behavior. First I spoke, then the parents and finally the methodologist about it, why Student A acted the way he did and what the reasons might be.
	Doctor		"The teacher contacted a professional outside the school, specifically Dr. H., who advised her to distance herself from the situation, get more information about the family at class meetings, and focus on the exact events when the problematic behaviour manifests itself.
	Police		"Once the number of hours missed exceeded a certain limit, I had to legally contact the police."
	Educational Counsellor Assistant		I have also enlisted the help of our guidance counselor, who works with students and parents in choosing a career and high school
	Special Educator		The special education teacher recommended that she should have some place to go to relieve herself when she wants to escape.
	Deployment of medication		
	OSPOD		"A complaint was then filed against the mother with the OSPOD and the boy was subsequently placed in the care of his grandfather."
	PPP/SPC		
	Psychotherapist		
	Counseling Centre		"The attack on the teacher was followed by placement in an educational care centre. After returning to school, I sought help from the counseling center, which created a customized program for our class."
	Sexologist		"The visit to the psychologist helped the pupil considerably. His mood swings have decreased and he is better able to handle conflict situations. However, he still has problems with following rules and impulsive behaviour."
Psychologist			
6	Notice	The teacher describes the pupil's behaviour, which is for him disturbing. The pupil is verbally warned about disruptive behaviour.	
	Description of behaviour		
7	Transfer of a pupil	The teacher addresses the situation by having the student leave the situation and be relocated within the classroom, school or system.	
	Educational Centre		
	Children's Diagnostic Institute (DDI)		A child psychiatrist was called in and decided to commit him to a psychiatric hospital.
	Psychiatric hospital		
	Placement of a pupil in educational centre		
	Transferring a pupil to another classes		
	Transfer to another school		
	exclusion from teaching		To calm him down, I had to take him into the hallway."
8	Disrespectful communication	The teacher chooses the form of response through verbal communication blocks, e.g. threatening, shouting, retaliatory behaviour, ordering...	
	Retaliation		
	Admonition		"The teacher immediately responded by shouting at the student..."
9	(Disciplinary) Penalties	The teacher addresses the situation through punishment that is not a direct result of the student's behaviour. There is no cause-effect - the punishment is not directly related to the student's behaviour. The teacher names the intervention as punitive.	
	Calling to the board		She went from doing homework to being called up to the board. I failed again at the blackboard.
	Homework		"When I asked him to show it (the make-up assignment) to me at the end of the class with the understanding that I would enter the grade for it into the system by the next class, he informed me that he had nothing and had not worked it out."
10	Implications	The pupil fulfils the natural consequences that follow from his/her behaviour. The teacher has provided information that introduces the pupil to the fact that this is the consequence that will happen if he/she continues to be unruly. (socially negotiated)	the student cleans up what he's done
	Repeating a year		
	Director's reprimand		
	Class reprimand		
	Note		
	Admonition of the class teacher		
	Reduced behavioural grade		
Expulsion from school			
Return to original state			
11	Physical intervention	The teacher physically reacts to the student's behavior.	
	Cleaning		I couldn't hold back and slapped him, I know that physical punishment is unacceptable and that it was extremely unprofessional, but my nerves snapped
	Sip		The pupil had to be laid down and waited for exhaustion.
12	Support	The pupil receives a special form of individual support, e.g. through an assistant or IVP.	
	Motivation		I also tried to motivate the pupil positively, giving him the space to express himself and the opportunity to assert his own opinion.
	Reward		Motivation in the form of a reward (=REWARD MOTIVATION) is very effective, which we have applied especially in reading.
	Calming the pupil		everyone was willing to help him, so his grades improved proportionately
	Offer of help		praise him for his achievements, show him that we care about him, are concerned about him and understand and take into account his difficult family situation.
	Compliments of		A remedial term for the whole class as the grades were not commendable and some pupils were interested in improving their grades.
	Corrective test		After that, a student was arranged to tutor him in English and it went well.
	Tutoring		
	Assistant		
	IVP		"Thanks to the introduction of online distance learning last year, the pupils were only put in the care of a special educator. It's kind of unique for us and a first for the school, and in a way a kind of research. The individual approach has remained, the pupil always receives weekly plans from the teacher which are tailored to her needs. Classes run for two hours every day, Monday to Friday. The pupil also receives, of course, a greater amount of homework and her knowledge must be at the minimum required level, all the material presented is really

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1	Failure		The behaviour of the pupil or the situation has not changed in any way.	"However, the next six months we did not see a remedy. However, since she finished 9 years at the school (she finished 8th grade with several failed courses and in a different state), she left and applied for a job at the unemployment office."
2	Partial success		The behaviour of the pupil or the situation has changed only partially.	"Similar incidents were repeated several times a month, then a student in the second grade got a new assistant, and as far as I know, their cooperation was a little better than in our case."
3	Short-term success		The situation changed only for a short time and then the behaviour began to repeat itself again.	
4	Long-term success		The situation has been resolved in the moment and the behaviour/situation has hasn't happened again.	"Shortly after the incident, the pupil apologised and his behaviour improved. The children accepted him back into their midst."