Teachers often report they feel tension and anxiety related to the disruptive and challenging behaviour in the classroom. Especially novice teachers are afraid of failing in identification, interpretation and intervention in these situations. Our aim is to present some preliminary questionnaire and eye-tracking data from the project VEGA (no. 1/0409/17) on the perception of misbehaviour among Slovak pre-service and in-service teachers.

**MISBEHAVIOUR DISTRACTS TEACHERS FROM TEACHING**

Time spent keeping order in the classroom (%) (data from selected European countries based on Talis report 2007)

![Bar chart showing time spent keeping order in the classroom for different countries.]

**MISBEHAVIOUR IS A SOURCE OF TEACHER’S STRESS**

Pre-service and in-service teachers from Slovakia (N = 531) rated 46 different types of misbehaviour (Geving, 2007). Below you can find six types of behaviour rated as the most stressful:

- Yelling at the teacher
- Hitting other children
- Stealing
- Being rude to the teacher
- Arguing with the teacher
- Playing with dangerous objects

**PROFESSIONAL VISION AND CHALLENGING BEHAVIOUR**

Developing professional vision (ability to notice and understand classroom events) may help teachers to deal with challenging situations more effectively.

- **Identification** (perceptual readiness)
- **Interpretation** (knowledge-based reasoning)
- **Intervention** (taking action)

![Diagram showing the process of developing professional vision.]

**EYE-TRACKING RESEARCH PROJECT DESIGN**

Eye-tracking technology may help to investigate and train teachers’ selective attention and interpretation of classroom events.

- 4 video sequences (total time: 15 min. & 15 sec.) showing examples of misbehaviour from regular classrooms selected out of 6 hours of recording
- 100 pre-service and in-service teachers
- Fusion of eye-tracking data, verbal comments and personality variables (detailed analysis will be published)

**Interests in our project? Contact us at sokolova@fedu.uniba.sk or fill in our survey on stressful behaviour**

References: