UNIT 13 BEHAVIOURAL PROBLEMS OF STUDENTS

Structure

13.1 Introduction
13.2 Objectives
13.3 Nature of Behaviour Problems
  13.3.1 Problems of Children
  13.3.2 Problems of Adolescents
13.4 Identification of Behaviour Problems
  13.4.1 Classification of Behaviour Problems
  13.4.2 Types of Behaviour Problems
13.5 Causes of Behaviour Problems
  13.5.1 Personal and Social Needs
  13.5.2 Effects of Maturation
  13.5.3 The Teacher and Classroom Conditions
  13.5.4 Social and Cultural Conditions
  13.5.5 Home Conditions
  13.5.6 Occasional Lapses
13.6 Suggestions for Dealing with Behavioural Problems
  13.6.1 Does Punishment Improve Behaviour?
  13.6.2 Techniques for Behaviour Management
  13.6.3 Behaviour Modification Technique
13.7 Remedial Measures
  13.7.1 Role of Teachers
  13.7.2 Role of Parents
  13.7.3 Role of Counsellors/Psychologist
13.8 Let Us Sum Up
13.9 Unit-end Exercises

13.1 INTRODUCTION

Most children have some behaviour problems at sometime or the other. Behaviour problems arise from conditions within the child or from external influences effects of which are often not noticed or understood by others. Behaviour problem’s range from extreme withdrawal to intense hostile aggression. In a classroom students with behaviour problems try to cope with their problems in their own ways which, at times, become troublesome for others.

The units on Understanding Counselling (Unit 2), Guidance in the Classroom (Unit 3), Role of Teachers and Career Masters in Guidance (Unit 4) and Guidance Programme (Unit 6) discussed in detail the issues related to understanding of counselling and counselling services and the role of a teacher in the classroom.

In this unit, we shall try to understand more about the difficulties experienced by these students which often result in problems of different types for various causes, or needs of students not being met. Suggestions and techniques for dealing with behaviour problems will also be discussed.

13.2 OBJECTIVES

After going through this unit, you will be able to:

- identify behaviour problems;
- distinguish between different types of behaviour problems in children and adolescents;
- explain the causes of behaviour problems;
Guiding Students with Special Problems

- provide suggestions for dealing with students of behaviour problems; and
- describe the role of parents and teachers in the management of behaviour problems in students.

13.3 NATURE OF BEHAVIOUR PROBLEMS

Behaviour problems of students can be as serious a handicap to their development and learning as the mentally retarded children's slowness to learn. Behaviour problems arise from external influences whose effects are not often noticed or understood by others. Often, emotional and psychological factors in apparently normal children are not readily seen nor understood but are often labelled as depression, hostility, withdrawal or day dreaming to combat the stress. They may be battered and abused sexually, emotionally or physically. Most of these children are often in regular classrooms trying to cope with their problems (themselves) without being understood.

Teachers and parents are faced with the difficulty of dealing with the behaviour problems of their children. Behaviour problems of children often interfere with the learning process and are incompatible with their educational program.

As a result of their behaviour problems such children are seldom liked by their peers, teachers, brothers or sisters, or even parents. Even sadder, they often don’t even like themselves. Let us now try to understand what is a behaviour problem?

It is important for a teacher to understand the factors which could be responsible for the observable behaviour problems of their students. Behaviour or else she might deal with such students in a way which might aggravate the result. Students with behaviour problems often offer the most frustrating problems or the most rewarding challenges for teachers.

The behaviours reflecting behaviour problems range from extreme withdrawal to intense hostile aggression. These students, if not identified and helped during their school days would continue to have difficulties dealing with society and their problems may become progressively more serious later in life.

Students have a number of physical, psychological and educational needs which are basic to their growth and development. You may recall that student’s needs are:

**Physical needs**
- proper food, clothing
- protection from pain, sickness, time to play.

**Psychological needs**
- to be accepted as a unique individual
- emotional satisfaction
- constant reassurance
- affection
- help in regulating emotional responses
- help in accepting his or her own sex
- help in learning how to behave with other people.

**Educational needs**
- education that does not arouse fear
- help in studies
- warm and understanding atmosphere at school
- sense of achievement
- education to meet life’s challenges
- encouragement for new learning.
All these needs are inter-related. They interact with one another and leave their imprint on the growing child.

![Human Needs Diagram]

Abraham Maslow (1970) saw human motivation as a hierarchy of needs, with the most basic being physiological needs and the highest being self-actualization. Only after basic needs are satisfied we can work on achieving higher needs.

### 13.3.1 Problems of Children

Some problems faced by children are extreme shyness, fearfulness, aggression, attention getting, hyperactive, excessively dependent, day dreaming, lying and cheating, stealing etc.

Many of these problems of children can be handled by the teacher/parent by using rewards such as adult praise, treats and trinkets. Parents/teachers can be trained to engage children with such problems in appropriate behaviors in order to earn these rewards. However, their understanding of social situations that lead to such behavior problems is severely limited, and they may have difficulty in comprehending how their behavior affects children or why children behave as they do.

### 13.3.2 Problems of Adolescents

The period of adolescence is often marked by intense striving for independence and by rebellion directed at adult authority. Problems with parental and school supervision, drugs and alcohol misuse, truancy, theft and sexual misconduct are common at this age. Therefore, it is not surprising that adolescents with such problems are generally reported to be suspicious of adults (including the therapist) rebellious, defiant and resistant to treatment attempts. Such unwilling adolescents may blame others for their own problems and lack motivation to change their own behavior. Group treatment methods are often used with adolescents in order to create a less threatening and more inviting atmosphere and to attempt to enlist peer support for behavior change. Teenagers who are primarily fearful, withdrawn, depressed or mentally confused are often given individual therapy.

---

**Check Your Progress**

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

1. Fill in the blanks
   
   i) **Behaviour problems arise from conditions** ................................ the child or from ................................ whose effects are not often understood by others.

   ii) **Behaviour problems range from extreme** ................................ to intense.

   iii) **Students with behaviour problems often offer the most problem and the most potentially** ....................... challenge to teachers.
13.4 IDENTIFICATION OF BEHAVIOUR PROBLEMS

13.4.1 Classification of Behaviour Problems

Quary and his co-workers have developed a well known classification system of behaviour problems. A wide range of data was collected on hundreds of behaviour disordered children, including behaviour ratings by parents and teachers, life histories and responses on questionnaires by the children themselves. By statistically problems tend to appear in groups or clusters. Children who showed some of the behaviours in a given cluster had a high likelihood of also showing the other traits and behaviours in that cluster.

<table>
<thead>
<tr>
<th>Conduct Disorder</th>
<th>Personality Disorder</th>
<th>Immaturity</th>
<th>Socialized Delinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disobedient, disruptive, get into flights, be bossy, temper tantrums</td>
<td>Social withdrawal, anxiety, depression and inferiority, guilt, shyness, unhappiness</td>
<td>Short attention span, extreme passivity, daydreaming, younger playmates, clumsiness</td>
<td>Truancy, gang membership, theft</td>
</tr>
</tbody>
</table>

Quary (1972, 1975) classified of behaviour problems into 4 clusters.

13.4.2 Types of Behaviour Problems

Behaviour problems have been classified into given types:

1. **Classroom Disturbance**: The extent to which the child teases and torments classmates, interferes with other’s work and is quickly drawn into noise making and must be controlled.

2. **Impatience**: The extent to which the child starts work too quickly, is sloppy in work, is unwilling to go back over work and rushed through work. Physically more active and restless.

3. **Disrespect-Defiance**: The extent to which the child speaks disrespectfully to teachers, resists doing what is asked of belittles the work being done and breaks classroom rules.

4. **Achievement Anxiety**: The extent to which the child gets upset about tests and scores and is sensitive to criticism or correction.

5. **External Reliance**: The extent to which the child looks to others for direction, requires precise direction and has difficulty making one’s own decisions.

6. **Inattentive-Withdrawn**: The extent to which the child loses attention, seems to be oblivious to what transpires in the classroom and seems difficult to reach, or is preoccupied.

7. **Irrelevant-Responsiveness**: The extent to which the child tells exaggerated stories, gives irrelevant answers, interrupts when the teacher is talking and makes irrelevant comments during class discussion.

8. **Need for closeness to teacher**: The extent to which the child seeks out the teacher before or after class, offers to do things for the teacher, is friendly towards the teacher and likes to be physically close to the teacher.

Some more categories are also identified and mentioned by others. They are:

- **Anxiety-Depression**: The child seems to be tense with face drawn and rigid, cries easily at the smallest pretext, does not talk to anyone, doesn’t take interest in things. The child gets upset about test and test scores, sensitive to criticism or correction.

- **Quiet and Withdrawn**: The child is withdrawn and quiet in the class, doesn’t have friends and is mostly isolated. Tends to be very self-centred, preoccupied with own thoughts and problems and disinterested in or unenthusiastic about anything else.
Aggression and Violence: A hostile or angry behaviour directed to harm or injure a person or property.

Attention Deficit: The child has difficulty in attending to tasks and instructions for any length of time. Easily distracted, fidgets excessively, has difficulty in sitting still.

Truancy: The child who is frequently absent in school for vague reasons or minor ailments.

Physical Injury: Recurrent and multiple injuries are observed for which no adequate evidence is given for delay medication, spots like strap marks, bites and burns.

---

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the block.

2. Clarify the given statements as True or False.
   i) Behavior problems of children tend to disrupt the functioning of the classroom.
      (T/F)
   ii) Students academic achievement and intellectual growth is not affected by behaviour problems.
      (T/F)
   iii) These children do not tell or express under any emotional stress/problems.
        (T/F)
   iv) A child with behaviour problems often has no friends.
       (T/F)
   v) These children are mostly rejected by teachers and parents.
      (T/F)
   vi) Children who exhibit behaviour problems would have more difficulties in their later adult life.
      (T/F)

3. Answers the following in 4 to 5 lines.
   i) When does the behaviour become a behaviour problems?

   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................

   ii) Why are these children often sad?

   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................

13.5 CAUSES OF BEHAVIOUR PROBLEMS

The cause of a particular child's behaviour problem is, in all probability a peculiar combination of some of the contributing factors which we shall discuss, plus, perhaps some others which we are not as yet aware of which have been overlooked.

13.5.1 Personal and Social Needs

A child's need for attention, recognition, approval and belonging are just as real and compelling as the need for food and drink. A child deprived of attention might resort to any activity which promises being into the limelight.

A child or adolescent often does not know how to get social satisfaction properly. For example,
the bully, the liar, the show off, the joker, the habitual interrupter — is probably trying to satisfy social needs.

Besides social needs, the need for self-respect, the need to feel that one is free and independent and important as an individual might be expressed by an individual in the form of disobedient, disorderly, unco-operative, truant, or talks when s/he should be listening, or pushes when s/he should be waiting for his/her turn.

Children who are notably above or below average in mental ability are apt to misbelieve in order to help satisfy their social and personal needs because their desires are not otherwise being met.

### 13.5.2 Effects of Maturation

Regardless of what an individual's chronological or even mental age may be, s/he may be no more mature in self-control or human relations than an average individual some years his/her junior. Behaviour problems such as temper tantrums, negativism and boisterous, attention-getting devices are indicative of immaturity.

Other contributing factors are the individual's physical development. The small boy for example, may adopt defiant, aggressive mannerism in order to demonstrate to himself/herself as well as to others that s/he is a force to be reckoned with despite his/her shortness of stature. The fat child may try to live up to the reputation s/he has acquired as the class clown. The big child may feel that his/her in the group is to act as ring leader whenever any mischief is contemplated, for s/he too has a reputation to uphold. His/her peers expect a certain amount of unruly behaviour from him/her and s/he cannot afford to let them down.

### 13.5.3 The Teacher and Classroom Conditions

Some behaviour problems may be attributed to the teacher. It is improbable that any teacher consciously invites misconduct, but many do so inadvertently. Teachers who are sarcastic or who humiliate their students and those who are down right unfair to them earn the animosity of the students, and they become intent on seeking means of gaining revenge.

The vacillating teacher with no set policy also contributes to students misbehaviour, since they try out to see what and how much they can do before the teacher demonstrates displeasure. The teacher who is easy going, who tries to be a 'pal' to the students, is another who practically extends the class an invitation to do as they jolly well please.

The teacher's methodology as well as personality can contribute to the incidence of behaviour problems. If the work of the class is boring, if the interest and attention of the students cannot be held, if there is little for them to do but sit and listen or read, if the lessons are not well planned and if the ordinary matters of class routine are not well organized, if every student is not given some worth while task to perform, if the teacher allows discussions to get out of hand and degenerate into a number of private conversations, the teacher is helping to set up the kind of environment in which discipline problems are likely to breed and flourish.

Another aspect to be considered is the physical dimension of the classroom itself, particularly the size of the room, the number of students and the seating arrangements. First the number of students and the seating arrangements. The greater the number of students in the class, the less opportunity there is for anyone to obtain the attention s/he wants and needs. Second, the more crowded the room, the greater is the opportunity and temptation for a student to misbehave, if for no other reason than that there is less likelihood for his/her being singled out and observed. The crowdedness of a room might also, of course, have a bearing on the student's physical discomfort by necessitating restrictions on bodily movement which are not conducive to normal classroom behaviour.

Sub-groups within a classroom exert a considerable effect on individual behaviour. For example, Mohan and Ram cause disturbance as soon as they are placed together, their mutual influence seem to bring out the most undesirable qualities in each. But, however, if left to themselves or seated next to other students behaviour problem wouldn't occur.
13.5.4 Social and Cultural Conditions

Among the socio-cultural factors which have been found to contribute to the misbehaviour of children and youth are certain television shows, movies, comics and magazines in which they encounter violence, horror, sadism, flagrant disregard of principles of decency and morality. However, we would justified in asserting that Raman does such and such because he watches the wrong television shows, but we might be correct in maintaining that given Raman’s social, emotional, intellectual and cultural back ground and considering other influences acting upon him, the viewing in question might affect what he does in a particular situation and how he does it.

The behaviour problem of adolescents is often explained in terms of the unfavourable world conditions in which they live. Discrimination, persecution and inequality of opportunity on the basis of race, religion or nationality, may also contribute to the misbehaviour in young people.

13.5.5 Home Conditions

Various kinds of unsatisfactory home conditions are also the factors contributing to student’s misbehaviour. Students whose home have been broken by the death of a parent, divorce, or separation or by the prolonged absence of both parents for business or social reasons probably lack the firm but loving parental guidance they need for satisfactory adjustment in school life. Feeling rejected - or indeed dejected - they might attempt to compensate by resorting to different forms of behaviour.

When parents and other adults in the home environment demonstrate by their words or deeds of having escaped punishment for traffic violation; when they are impudent and rude to one another; when they fail to respect each others rights and dignity; when they speak ill of others, in such cases a child learns to disregard social or moral conventions.

Some students have never had their share of attention and recognition, some have had too much. Their every wish has been catered to; they are never been denied their own way. Such students become accustomed to the belief that the rest of the world exists to serve them. When such students find themselves in a situation where they are not expected to perform tasks which are not immediately enjoyable or to conform to needed regulations for the good of the group, they do to know how to act. Aggressive and behaviour-problem students often come from homes in which their parents are inconsistent disciplinarians, use harsh and excessive punishment, and show little love and affection for good behaviour.

13.5.6 Occasional Lapses

In some instances, none of the factors that have been mentioned above might be applicable. The explanation of the misbehaviour might be the simple fact that students were unaware of a certain regulation or that they had forgotten it, or that they did not think it would be enforced, or that they were carried away in the excitement of a moment and did something that they know they shouldn’t have done and wouldn’t if they had only stopped to deliberate before acting.

Truancy

Truancy from school can mean one of the two things:

i) the student is escaping from an intolerable situation in which the school programme brings nothing but failure, shame, disgrace and ridicule from peers, or

ii) the student is suffering from serious emotional conflicts. In either case truancy is a symptom demanding immediate attention from a psychologist or responsible adult.

Example

Sunil was one of two students living in an upper-middle class family in a community of high economic level. The parents were well educated, serious-minded people with strong religious beliefs. The father was stricter than the mother in religious and moral scruples. He constantly held the children to extreme difficult standards which they could not meet. Both children were bright,
but they did poor work in school as a result of their feelings of inadequacy. They also became filled with angry and resentful feelings towards the parents. Sunil was made to repeat the class because of his poor academic achievements. This was a terrible blow to the sensitive child and intensified his feelings of depression and resentment. He began to withdraw from school activities. He pulled off into fantasy which made him 'absent minded' and his school work continued to suffer.

Sunil's truancy began with frequent illnesses of a minor nature that kept him out of school for a day or two at a time. Finally he refused to go to school. The mother concealed the truancy from the father and school for a short while on the excuse of illness. She gradually realized the seriousness of Sunil's disturbances and sought counselling from a psychologist.

These students require prompt and thoughtful attention in order to help them attain better emotional adjustment.

Withdrawn
Rani was in the sixth-grade. The teacher noted that she was unusually quiet, she did not speak to the other students; she did not play with them. The students ignored her because she so successfully pulled within herself. In an endeavour to help Rani, the teacher tried giving her special tasks or 'privileges' making another quiet child or friendly student sit with her. Rani did her work quietly but began showing interest very slowly. The teacher decided that it was not helping her so called for her mother. The teacher talked to the mother about Rani's withdrawing silent behaviour. They realized that Rani's younger sibling was getting much more attention from the parents and she was burdened at a young age.

The teacher and mother planned ways to help Rani to be more carefree and childlike by reducing her responsibility and giving her an opportunity to have more 'fun'. The teacher got Rani to work with other girls in making puppets. By the end of the year Rani was still 'shy' but no longer the silent, solitary child she had been in the beginning of the academic year.

Stealing
It is a common symptom noted in certain disturbed children. For example the teacher found Rs. 500/- missing from the students welfare fund. However, a few days before the teacher had heard some students talking about Romesh spend money on treating his friends to pepsi for two nights in a row.

The teacher was alert and put two and two together. The teacher privately confronted Romesh. After a few attempts to lie out of it, he admitted the theft and told a heart-rending tale. On inquiring into the details of Romesh's background the teacher realized that he belonged to an average economic background but had friends from higher socio-economic standards. In order to having sense of belonging with the group he stole the money so that he too could show off and treat his friends.

The teacher decided to make up the deficit himself and let Romesh pay back the stolen money on the instalment plan. In three weeks Romesh paid up the debt. The teacher congratulated Romesh for the way he had stuck by his promise to make things right.

This example illustrates better the 'making it right' aspect of restitution than punitive measures as expulsion from school, staying after school for being bad or being sent to a juvenile detention hour. Restitution, if followed by appropriate rewards, is very effective restraining device and should not to be confused with punishment.

Anxiety and Fear
Anxiety elicits both maladaptive and adaptive behaviour patterns. Anxiety becomes a maladaptive behaviour because of its intensity, duration and inappropriate expression in response to situations. Anxiety is also an adaptive function and necessity for prevention and preparation to meet various challenging situations in life, like exams.

Anxiety is called a maladaptive behaviour when it is exhibited in the form of speech problems like stuttering, stammering, unexplained physical symptoms of headache, stomachache, sleeplessness, over sensitive etc.
Example

Sonal began to stutter at the age of 10 years. She was an extremely active child, who even prior to her stuttering, expressed tensions by physical signs such as twisting her face repeatedly, restlessness and other small unnecessary movements of an automatic character. Her parents were critical and demanding and especially harsh with her. After a while, she began to have difficulty getting words out at all. They would tumble from her lips incoherently and breathlessly.

These conditions are largely correctable, but the earlier the corrective measures are taken the better. If not corrected it easily becomes habitual and remediation would take a longer time. The psychologist can help the student trying to find the psychological condition causing the problem, teaching her better habits of breathing and relaxation.

Check Your Progress

Notes:
1) Write your answers in the space given below.
2) Compare your answers with those given at the end of the block.

4. Answers the following in brief.
   i) Mention other behaviours observed by you in teenagers which could be added to the already classified behaviour.
   ii) Aggressive students are more easily identified than the withdrawn. Why?

5. Match the statements given in column A with column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Vomits and gets upset before exams</td>
<td>a) Withdrawn</td>
</tr>
<tr>
<td>ii) Does not follow what is going on in class</td>
<td>b) Achievement Anxiety</td>
</tr>
<tr>
<td>iii) Prefers solitary and refrains from group activities</td>
<td>c) Truancy</td>
</tr>
<tr>
<td>iv) Multiple or recurrent injuries often neglected</td>
<td>d) Physically Abused.</td>
</tr>
<tr>
<td>v) Absence in the classroom</td>
<td>c) Poor Comprehension</td>
</tr>
</tbody>
</table>

6. Clarify the given statements as True or False.
   i) Children often do not know how to obtain social satisfaction of their needs appropriately. (T/F)
   ii) A child may throw his books across the room in imitation of an observed behaviour. (T/F)
   iii) A bully or bear is aware of his unsocial way of obtaining personal satisfaction. (T/F)
   iv) A show off is often trying to get recognition and attention. (T/F)
   v) A student caught first time eating chewing gum should be punished. (T/F)
   vi) A respectable home environment would attribute to a child being disrespectful to authority figures. (T/F)
13.6 SUGGESTIONS FOR DEALING WITH BEHAVIOURAL PROBLEMS

13.6.1 Does Punishment Improve Behaviour?

A teacher is punishing a student whenever he consciously inflicts physical or mental pain or discomfort upon another student. An important area of misunderstanding must be clarified before we proceed further. There is a substantial qualitative difference between withholding gratification and inflicting punishment. A student may be denied the privilege of going out to recess for a time because he has disobeyed safety rules and endangered the health of his classmates and himself. Obviously this will cause him some discomfort. It however, differs substantially from being whipped, purposely embarrassed in front of his peers, or forced to hold heavy books at arm’s length until exhaustion sets in.

Example

Mrs. Reeta, the physical education teacher of 6th grade was determined that all boys should wear their regular uniform in every class. One Wednesday Paresh forgot his uniform for the third time in a row. Deciding to make an example of the forgetful boy’s the teacher made him wear a girl’s uniform and come in front of the class. The classmates made fun of him and called him ‘sissy’. The boy soon burst into tears. He did, however, remember his uniform daily as long as he had the same teacher.
In the above mentioned case the child's fear of re-experiencing unpleasantness becomes the major reason for pupil's stopping the behaviour. This is a positive technique. Research shows that punishment may suppress deviant behaviour for a time, but it does not weaken the bad habit.

The only time when punishment is effective for eliminating a deviant habit is when a correct alternative behaviour is performed and reinforced.

Teachers who make generous use of punitive control techniques often defend their actions by saying, "It may not agree with the psychology book, but it works". What the teacher usually means is that the deviancy doesn't occur or spread. Research corroborates the principle that the longer the duration of a punishment, the longer the punished response will be suppressed.

13.6.2 Techniques for Behaviour Management

Some Control Techniques that have proved effective in managing behaviour problems in the classroom are:

1. **Signals** such as a finger on the lips or a 'frowny' shaking of the teacher's head might be all that is required to get the students quietly back to their work.

2. **Moving nearer** the noisy pair could remind them of the proper classroom decorum.

3. The **girls interest might be boosted** if the teacher says "That's a pretty important report you are writing. May I see how it's coming along?"

4. **Ignoring the noise** for a moment might be Mr. Sood's choice of technique if he believes that the noise will soon subside by itself.

5. **Power with reason** is one technique that Mr. Kapoor could use in a laboratory situation. Saying, "you have to treat those acids with respect. You could very easily burn someone badly", might reduce mishandling or chemicals markedly.

6. **Verbal clarity of a command produces results.** For example, 'John, stop drumming on your desk and get busy on those arithmetic problems'.

7. A **firm control technique** conveying 'I mean it'. A serious, business like tone of voice, walking closer to the deviant, or continuing to look at the deviant until he desists: all these contribute firmness to a teacher's efforts at control.

8. A **task-focused technique** dealing with noise in the 'I hear noise in the back of this room. We will never finish learning how to do square root if that continues'.

9. **Increase your repertory of techniques.** Part of misbehaviour control is using the right technique at the right time since students are individuals and react in different ways.

10. **Know your class leaders well.** Discipline problem should decrease by knowing every student well, since it is important to know what things are reinforcing to a student before you can reward him for his good behaviour.

11. The **more interesting a subject can be made, the more effective a teacher's control efforts become.**

12. **Encourage** the students by pointing out their good points to him/her and peers, point out his/her successes.

13. **Comment positively** when the attention deficit student is attending appropriately to a task. Let him know he is working constructively. Praise him.

14. **Stop misbehaviour in time.** Do not wait until the situation is totally out of hand before stopping it. Stop the act before you become angry and lose control or before the whole class gets into the act.

15. **Establish limits and maintain consistent,** clear ground rules. He knows what is appropriate or inappropriate. He needs to know what the consequences of his behaviour will be. Be consistent in following through with legitimate consequences. Threats and bribes will not work.

These are certain action which we should avoid dealing with students. These actions have been found inappropriate. Thus, for helping a behaviour problem student do not include the followings:
Guiding Students with Special Problems

1. Using brute force: 'you hit me, I'll hit you back!'
2. Accusing the student of misbehaving. 'You are, in a sense, forcing the student to lie to save face.'
3. Comparing the student's behaviour with that of his/her peers or siblings.
4. Arguing - you cannot win a argument with a student. Usually, you both lose.
5. Embarrassing the student in front of his/her peers or other elders.
6. Removing the student from activities s/he does well and enjoys doing.
7. Ridiculing the student for his/her mistakes or misbehaviour.
8. Not to label the student - until sure.

Most of the preceding suggestions and guide lines are simple and applied common sense.

Thinking through problems and alternatives in advance, as suggested here, may help to save the day for the parent/teacher and for the behaviour problem student.

13.6.3 Behaviour Modification Technique

This technique is helpful for parents and teachers who wish to relate more effectively to children and to assist them to grow in the most healthy way, both physically and mentally. Major terms used in this context are:

**Reinforcement**
Reinforcement is a consequence following a behaviour that is designed to increase the behaviours occurrence in the future. A child will do his work neatly if each time he does so his mother/teacher lets him know how much she appreciates his efforts.

**Punishment**
Punishment is a consequence following a behaviour that is designed to decrease the behaviour's future occurrence.
Example: If a child is told to sit in a chair each time he hits his sister,

**Extinction**
Extinction is not - responding to a behaviour in order to decrease that behaviour.
Example: A child engaging in tantrums who is not given attention by his mother (ignored) will stop having a tantrum.

**Shaping**
Shaping is the reinforcement of closer and closer approximations to the desired behaviour.
Example: In helping a mother to make her excessively dependent child more independent, the procedure must be started with small initial attempts and each attempt rewarded. Each (attempt) step takes time, depending on the child's readiness, so patience is important. As the child progresses from step to step, the reinforcement for the previous step should be eliminated.

**Consistency**
Consistency is following through with a selected approach.
Example: Each time a child gets out of bed after being put to bed, the parents needs to immediately return the child to bed.

**Observation**
Observation is watching behaviour for a specific period or time in order to determine the frequency of the behaviour's occurrence.
Example: A child who is hyperactive and distracting to her peers; the teacher records the number of times she observes the child having a temper tantrum.
Recording

Recording is the systematic record keeping of the number of times a behaviour occurs.

Students Name: ____________________________
Date: ______________

<table>
<thead>
<tr>
<th>1 minute</th>
<th>2 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes</td>
<td>4 minutes</td>
</tr>
<tr>
<td>5 minutes</td>
<td>6 minutes</td>
</tr>
<tr>
<td>7 minutes</td>
<td>8 minutes</td>
</tr>
</tbody>
</table>

Figure 1: Sample of chart for systematic record keeping of times a behaviour occurs

Consequence

Consequence is the event that follows the occurrence of a behaviour.

Example: A child finished his homework and is allowed to watch the T.V. programme of his interest as a reward (consequence).

Baseline

Baseline is the frequency of occurrence of a behaviour prior to intervention.

Example: An observer records the frequency of whining (inappropriate) behaviour before attempts are made to change that behaviour.

Manipulation

Manipulation is the intervention technique in order to change a behaviour.

Example: A child throws his books. In order to decrease the throwing behaviour the child is placed in a chair each time he throws the book. (time out).

Check Your Progress

Notes: a) Write your answers in the space given below.
    b) Compare your answers with those given at the end of the block.
8. Give Short Answers to the given questions.
   i) Why can there be no one best way of dealing with behaviour problems?

   ii) Why should punishment be least used?

13.7 REMEDIAL MEASURES

Some of the measures that teachers, parents and counsellors may take to manage behaviour problems are as follows:
13.7.1 Role of Teachers

The teacher should be concerned with the total development of the students and not just the academic achievement. The teacher is in an excellent position to make significant contributions towards the formation of healthy personalities and have opportunities and responsibilities in this regard. The teacher with a training in understanding human behaviour and her/his opportunity to observe and compare a child with his/her peers in a classroom is in a better position to identify students with problem behaviours. Most behaviour problem students have mild to moderate problems that can be treated effectively in the regular classroom and at home. However, severe problems of students should be handled by a psychologist.

A teacher dealing with these students must be effective and creative, able to adapt curriculum materials and activities to the individual needs of the students. The teacher can help a student who has an inaccurate self-image by creating psychologically safe environment in which the student can express her/himself freely without fear of rejection. By showing unconditional positive regard for the students adults should encourage the individual to explore her/his own positive and negative feelings freely.

According to Rogers, if we create school and home environment in which students receive continuous love and regard, most behaviour problems would be eliminated. People value the good will and positive regard of others and will try to obtain it.

However, the primary task of the teacher with behaviour problems is to teach them improved social skills - helping students replace their maladaptive behaviours with more socially appropriate responses. This is often a difficult and demanding task, particularly when the teacher seldom, if ever, knows all of the factors that affect the students' behaviour. On top of this, there are sometimes a host of contributing factors over which the teacher can exert little or no control (for instance, the delinquent friends with whom the student associates after school). Inspite of these limitations, it does little good to bemoan the student's past (which no one can alter) or to use all of the things in the student's environment that cannot be changed as an excuse for failing to help the student in the classroom.

Rather than threaten, the teacher can establish logical, realistic and natural consequence and make it (hopefully) more comfortable for the student to choose the more responsible activity. Consequences need to fit the situation and be such that can follow through with them. For example “I’ll break your arm if caught stealing!” what are your choices if he does steal again?

13.7.2 Role of Parents

Adolescents are dependent primarily on their parents to socialize them, to protect them and meet their needs. Competent parent may tend to produce competent children, and inadequate or rejecting parents may permanently disable their children. Despite the importance of adequate parenting practices, such skills are taught only informally, mostly by examples within families.

Instructions on parenting and in behavioural principles might help to prevent parental mishandling of children and to promote optimal child development. Most parents seek such instructions only after their children have developed troublesome problem behaviours, not as an instructional or as a preventive measure.

New directions in the prevention and treatment of children’s behaviour problems have included training programs offered for parents and self-regulation training for children. Behavioural parent training programs have become popular and proved effective in altering parent-child-interactions and have positive effects on the entire family.

Self-regulation programs have been devised for impulsive aggressive and non-compliant students. For example, when the teacher tells the parent that the student has been absenting school, stealing or is violent, parents very often find it difficult to accept this. However, non-acceptance of the behaviour would only increase the problem. Instead, the parents should try to understand why he could have stolen and make the child understand that it is a wrong behaviour or else seek help of a professional.
Parent Management Training entails training parents to interact more effectively with their children and use various behaviour principles (e.g. reinforcement, extinction and punishment) to increase prosocial behaviour. It focuses on directly offering positive patterns, reducing coercive interchanges between parents and child and enhancing prosocial behaviour through systematic reinforcement. Efficiency of this method depends upon the type of family, intensity of the treatment (e.g. duration, supervision in the house) and several parent and family factors (parental discord and psychopathology). However, dysfunctional families may produce little or no change.

### 13.7.3 Role of Counsellors/Psychologist

The counsellor has two primary responsibilities, first to make sure that he or she does no further damage to the child and second, to manipulate the child's present environment in order to cause more appropriate behaviour to develop in spite of past and present circumstances that cannot be changed. The emphasis is on the present and future, not the past and on improving the school and home environment or using community resources for the child's benefit.

The counsellor, when receives a request for assistance, would usually talk with the teacher/parent to get a first hand report and assessment of the problem of the child. Following a detailed picture and understanding of the child's problem from the source of referral, he would then decide whether the particular problem of the child could be handled by the parent or teacher or himself.

In case, the counsellor feels that the problem is severe she makes use of a number of diagnostic techniques in making her/his study, such as psychological tests, interviews, observations of the child, etc. The child's physical health in some cases may also be ascertained through consultation with the parents or a physical examination.

Following the completion of the detailed study, findings will be discussed with the child's parents and recommendations will be made to help him. The recommendation may be therapy for the child, together with counselling for one or both parents. Just as the child needs help, so do the parents in knowing how to work with the child at home. The counsellor also always discussed helpful procedures with the child's teacher. He maintains a contact with the parent and teacher to check on the child's progress after a plan of assistance has been established, determine whether the planned strategy is working with the child or it needs to be changed and further determine whether assistance is needed.

The counsellor can also address a group of teachers and explain in a general way the pupils' difficulties and discuss methods by which teachers who come in contact with such children can help or plan a program. The counsellor can also assist the school with P.T.A. meetings or parent discussion groups.

### Check Your Progress

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

2. Tick mark (✓) the given statements as True or False.

i) A teacher is in a better position to identify behaviour problems of students (T/F)

ii) Mild and moderate problems can be handled effectively by parents and teachers. (T/F)

iii) Punitive approach is better than trying to remediate the situation for the child. (T/F)

iv) Parents and teacher can help children overcome all types of problems. (T/F)

v) A counsellor needs to assess the problem of a child before working on the problem. (T/F)

vi) A counsellor does not need the help of parents and teacher in understanding and dealing with the behaviour problems of children. (T/F)
10. Give short answers of the given questions.
   i) Mention some positive approaches teacher/parents can use to improve or correct behaviour problems?
   ii) How can parents help their children cope with their behaviour problems?
   iii) Why does a counsellor need to assess a behaviour problem of a child?

13.8 LET US SUM UP

To deal effectively with behaviour problems a teacher must understand the reasons for behaviour problems. Among these reasons are attempts to satisfy personal or social needs, the teacher and classroom conditions and home, social and cultural conditions. A number of suggestions have been given for dealing with behaviour problems of children. Teachers and parents should use positive rather than punitive methods for correcting behaviour problems. Under certain conditions punishment can be effective. In deciding which type of corrective measures to employ, the teacher and parent should take into account its problem effects on child's mental health and character formation, the effects on the morale and attitudes of other students. Corrective measures should also be suited to the individual student.

Children who have behaviour problems require the help of teacher and parents to understand and deal with them so that their trouble can be reduced and are able to cope better with their academics and improve their personal life. They should try to identify the cause of the behaviour problems within the child or in the environment. For this they need to value the good and positive aspect within the person and help them replace their behaviour problem with more socially appropriate responses.

13.9 UNIT-END EXERCISES

1. Prepare a report of agencies in the community to which teenagers' of school going age group, with rather serious behaviour problems can be referred. Describe the services available and the procedure for making referrals.

2. Visit a school in your neighbourhood and try to identify some teenagers with behaviour problem and find out the causes underlying the behaviour problem?