

FACING BEHAVIOURAL PROBLEMS *from theory to ... practice*

BEHAVIOURAL PROBLEMS

Behaviour *What humans do, mannerisms, the response to various stimuli or input, whether internal or external, conscious or subconscious, overt or covert, voluntary or involuntary.*

Behaviour:

- Serves some type of function
- Provides a consequence or reinforcement for the behaviour
- Moves within limits, frameworks and rules
- It's observable and measurable

Functions of behaviour

- Obtainment
- Escape or avoidance
- Communication
- Self-stimulation
- Control or power

Identifying the function

Jerry Webster uses a simple acronym ABC (Antecedent-Behavior-Consequence) to define the three basic parts of behaviour.

When do we have behavioural problems?

When the pupil's behaviour is out of the ordinary, and seriously breaks the rules accepted in their home and school.

What Causes Behavioural Problems in pupils?

- Genetics
- Financial strains
- Environment and culture
- Need for help
- School

Factors that affect

- Genes
- Difficulties in learning good social and acceptable behaviour
- Difficult temperament

- Teach and reinforce new skills to increase appropriate behaviour
- Draw on relationships with professional colleagues and students' families for continued guidance and support
- Assess whether school wide behaviour problems warrant adopting school wide strategies or programs

The role of effective behavioural management

- Classroom dynamics -interaction between students and teachers
- Effective Teaching
- Efficient Use of Time
- Consistency

10 Simple Strategies to Promote Positive Behaviour

- Be kind
- Verbally acknowledge pupils' efforts
- Use positive body language to show approval for positive behaviour
- Use humour with your pupils
- Remind your students that they should be proud of themselves
- Acknowledge your students feelings with empathy
- Be open minded
- Be a role model for good behaviour
- Follow your promises and rules and stay away from empty threats

INDISCIPLINE

Indiscipline is a situation in which students do not control their behaviour or obey rules (aggressiveness among peers, violence within teacher-student relationship and vandalism etc.).

For Ozula (1986) some of the act of indiscipline include: disobedience, vandalism, quarrelling, fighting, rioting, wickedness, absenteeism, violence, dishonesty, arson, idleness, disorderliness, laziness, smuggling, jealousy, gossip, drunkenness, greed, selfishness, discrimination, corruption, bribery, drug abuse, sex, and raping.

Causes of indiscipline.

- Student's idiosyncrasies (character, limits, habits, mannerism, behaviour etc.)
- Adolescence Many parents and teachers are not adequately prepared and are unable to deal with the problem of adolescence.
- Bad habits
- Some students may have acquired bad habits from previous teaching experiences.

- Unemployment and a low standard of living.
- There is criminality and illegality.
- It contributes to the exploitation and enslavement of the people.
- It creates injustice, oppression and social exclusion.

A socially fair teaching where teachers:

- Criticize their personal prejudices and social structures
- Seek through activities to create fairly oriented citizens
- Are actively committed to addressing any social and educational inequalities
- Are convinced that everyone can learn
- Determine the deficiencies of each student based on their individual characteristics
- Ensure equal access for all children to educational opportunities.
- Every student aspires to be educated to the fullest extent possible
- Respect and recognizes cultural difference as a plus and not as a deficit.
- Deliberately and practically stop making classifications during teaching (usually unconsciously).
- Promote the self-esteem, the empathy and the fair treatment of all children.
- Not just to make diversity acceptance programs so that pupils from other countries "feel good" but to apply good practices that seek justice and fair organization of school life.
- Strive for a critical anti-racist approach: it helps children make social criticism, make decisions, critically select and engage in social action. In other words to act.

Traps we should avoid

- converting something to commonality (festivals, food from other countries, etc.).
- converting something into a symbol (our school has migrants so is a low level school, children living with only one parent are problematic).
- disconnecting anti-racist education with everyday routine of the class (i.e. to teach a lesson about racism and never to be involved again)
- To marginalize students by calling them with their ethnic group or their racial background (the black, the Chinese, the Syrian, etc.). Call them by their names.
- To categorize or make generalizations of the type "everyone with a similar racial social origin is the same".

BULLYING

Definition. An unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. (Citizens Information Board, Ireland)

Some thoughts

- In bullying, pupils are repeatedly subjected to negative actions by one or more students.

- Bully
- Bully

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- Bullying is a form of violence, harmful to those involved.
- Bullying must be stopped before deep wounds are created.

Kinds of bullying. According to the National Centre Against Bullying, there are five different kinds of bullying behaviour.

1. **Physical bullying:** when physical actions such as hitting, poking, tripping or pushing, are used to hurt and intimidate. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying:** involves the use of negative words, like name calling, insults, homophobic or racist slurs, or words used to intentionally upset someone.
3. **Social bullying:** when lies, the spreading of rumours or nasty pranks are used. This includes repeated mimicking and deliberate exclusion.
4. **Psychological bullying:** involves the repeated and intentional use of words or actions which can cause psychological harm. Examples include intimidation, manipulation and stalking.
5. **Cyber bullying:** when technology is used to verbally, socially or psychologically bully. It can occur in chat rooms, on social networking sites, through emails or on mobile phones.

Characteristics of School Bullying

- **Power Abuse - Demonstration of power**

The main element of the phenomenon of school bullying is the need for the bully to exercise authority.

- **Systematic Nature of School Bullying**

A main feature of school bullying is its systematic nature. An individual or group of people will attempt to induce pain and discomfort in more than once and at a steady pace.

- **Feasibility**

One of the key features of bullying is the targeting of the victim or victims. The bullies deliberately choose certain individuals for their own specific reasons.

- **Fear of physical violence**

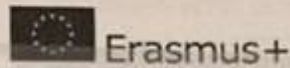
A common feature of school bullying is the possible presence of fear of physical violence. The victim usually fears the physical effects of bullying behaviour towards him, whether the bully has exerted physical violence or not. This is usually the case with the threat which is enough to happen once and the fear of the victim may be systematic.

The persons in bullying incidents

- a. **The bully.** The person or group of people who are bullying. He /she: may find it difficult to obey rules within the school, can be popular between peers, may have a particular physical development for his age group.

EDU
culture

EDU
culture



I 'm not sure

I disagree

I agree

EDU
culture



Erasmus+

Erasmus + course

KA1 staff mobility



FACING BEHAVIOURAL PROBLEMS-

**Indiscipline, racism and bullying
in the classroom**

Group work

Limassol 2019



EDUCULTURE

Limassol, July 2019

STAR CARD

Group work 2

What different forms of indiscipline have you encountered in schools?

= STUDENTS NOT LISTENING TO THE TEACHER
USING DIFFERENT KINDS OF VIOLENCE
BEING LATE AT SCHOOL
NOT DOING THEIR HOMEWORK
TALKING DURING CLASSES BETWEEN THEM
NOT OBEYING RULES
LYING