

Techniques of behaviour management and behaviour modification for school students

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Abstract

Behaviour problems of students can be as serious as 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 or 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 without being understood. It is important for a teacher to understand the factors which could be responsible for the observable behaviour problems of their student's behaviour or else s/he 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. Some problems faced by children are extreme shyness, fearfulness, aggression, attention getting, hyperactive, excessively dependent, day dreaming, lying and cheating, stealing etc. Many of the behaviour problems of the children can be handled by the teacher/parent by using rewards such as adult praise, treats and trinkets and parents/teachers can be trained to engage children with such problems in appropriate behaviours in order to earn these rewards. 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. Teachers and parents should use positive rather than punitive methods for correcting behaviour problems. Under certain conditions punishments can be effective. In deciding which type of corrective measures to employ, the teacher and parents 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 students.

Keywords: Techniques, behaviour management, behaviour modification

Introduction

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It is important for a teacher to understand the factors which could be responsible for the observable behaviour problems of their student's behaviour or else s/he 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. Some problems faced by children are extreme shyness, fearfulness, aggression, attention getting, hyperactive, excessively dependent, day dreaming, lying and cheating, stealing etc. Many of the behaviour problems of the children can be handled by the teacher/parent by using rewards such as adult praise, treats and trinkets and parents/teachers can be trained to engage children with such problems in appropriate behaviours in order to earn these rewards. However, their understanding of social situation that lead to such behaviour problems severely limited and they may have difficulty in comprehending how their behaviour affects children or why children behave as they do.

Techniques of Behaviour Management

Some control techniques that have proved effective in managing behaviour problems in the classroom are:

- **Signals:** 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.
- **Moving Nearer:** Moving nearer the noisy pair could remind them of the proper classroom decorum.
- **Boosting Interest:** 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?".
- **Ignoring the Noise:** Ignoring the noise for a moment might be effective some time..
- **Power with reason:** It is one technique that could be used 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.
- **Verbal Clarity:** The verbal clarity of a command produces results. For example, 'please stop drumming on your desk and get busy on those arithmetic problems'.
- **A firm control technique:** 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 desist: all these contribute firmness to a teacher's efforts at control.
- **A task focused technique:** 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'.

- **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.
- **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.
- **Interesting the Subject:** The more interesting a subject can be made, the more effective a teacher's control efforts become.
- **Encourage:** Encourage the students by pointing out their good points to him/her success.
- **Comment Positively:** Comment positively when the attention deficit student is attending appropriately to a task. Let him/her know he/she is working constructively. Praise him.
- **Stop misbehaviour in time:** Don't wait until the situation is totally out of hand before the whole class gets into the act.
- **Establish limits and maintain consistent, clear ground rules:** The students know that what is appropriate or inappropriate. They need to know what the consequences of his behaviour will be. Be consistent in following through with legitimate consequences. Threats and bribes will not work.

Behaviour Modification Techniques:

This technique is helpful for parents and teachers who wish to relate more effectively to children and to assist them to grow in the healthiest 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.
- **Extinction:** Extinction is not responding to behaviour in order to decrease that behaviour.
- **Shaping:** Shaping is the reinforcement of closer and closer approximations to the desired behaviour.
- **Consistency:** Consistency is following through with a selected approach.
- **Observation:** Observation is watching behaviour for a specific period or time in order to determine the frequency of the behaviour's occurrence.
- **Recording:** Recording is the systemic record keeping of the number of time behaviour occurs.
- **Consequence:** Consequence is the event that follows the occurrence of behaviour.
- **Baseline:** Baseline is the frequency of occurrence of behaviour prior to intervention.
- **Manipulation:** Manipulation is the intervention technique in order to change behaviour.

Role of Teachers

The teacher should be concerned with the total development of 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 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 adult should encourage the individual to explore her/his own positive and negative feelings freely.

Conclusion

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 punishments can be effective. In deciding which type of corrective measures to employ, the teacher and parents 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 students.

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