

Emotional and Behavioral Problems

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Proceeding

Behavioral difficulties are a complex and very serious issue as their manifestation is not only due to genetic and neurological factors but also to the interaction children have with the environment where they live. A child's problematic behavior may be associated with the "bad" family environment they live in as well as the bad relationships they have with their family. Whether there are no ties of love between parents and their children, or they neglect them, or they do not show appreciation and respect, or they abuse them, and generally they do not praise them or they do not pay attention to their skills, it is very likely that these children develop problematic behaviors because of the grief and sadness they feel. A problematic behavior can be displayed either in an aggressive or antisocial way or with depression and frustration. Both internal and external problem behavior include isolation from the community and a negative identity. Firstly, a key asset for the teacher is to create a relationship of trust with the child, to stress their positive characteristics and emotional skills, to encourage them to have a good image and appreciation for themselves, to create

cooperation and communication ties between the teacher and the child as well as between the classmates and the child with problematic behavior, so that children could feel that they do not have a negative identity, that they are no different from the other classmates and especially could avoid any exclusion and isolation may have. Furthermore, as behavioral difficulties are mainly due to the child's psychological and social background, the teacher should also play the role of a psychologist before deciding on the causes of problematic behavior and how to deal with it. Also, the teacher should be in excellent cooperation, contact and communication with the child's family and be familiar with the living conditions and emotional relationships that the child has with their parents. Also, there must be advisory consultancy for parents, teachers and children, excellent cooperation and communication with special consultants and finally, psychoeducational programs in the classroom. Finally, to conclude, behavioral difficulties require special attention concerning the way each pupil is assessed and dealt with, because the environmental effect on the child contributes to the manifestation of a problematic behavior. For this reason, there should be cooperation and communication among the

teacher, special consultants and parents, aiming at achieving child's right psychosocial analysis and finding effective measures to deal with it.

Behavioral problems-how to handle them

- i. creating a positive climate in the classroom with Communication and cooperation between teacher and Students
- ii. promoting and enhancing child's emotional skills
- iii. cooperation between parents and school
- iv. Behavioral control
- v. Rules in the classroom
- vi. Adults or experts in the classrooms as guides or child Consultants
- vii. Personalized intervention- teacher should devote time to the child to learn the special characteristics
- viii. Students' positive initiatives and use of humour and alternative teaching methods
- ix. Positive identification of evidence of problematic Behavior.

The Right Function of a School

- i. Positive climate
- ii. Courses should be clearly presented
- iii. More time to students
- iv. More opportunities for their goals
- v. Use of psychosocial activities such as theatrical game and teams with communication and cooperation with adults or peers
- vi. contact with the family and special consultants concerning child's interests
- vii. children's skills should be taken into account
- viii. Interpersonal relationships should be taught

Teacher's Attitude

- i. facing children as a whole, not focusing on their problematic behaviors
- ii. cooperation with parents and consultants information about dangers, participation, lack of stereotypes and aggressive behaviors
- iii. Acting as a psychologist
- iv. Being prestigious
- v. Punishment not for revenge
- vi. No preaching
- vii. Neither rush nor delay in addressing a psychologist
- viii. Knowing their characters and psychology
- ix. Not hasty conclusions for an aggressive behavior
- x. Teacher's cooperation with experts and consultants

Interventions in the Classroom

- i. Imbuing confidence in the teacher, boosting their ego and skills
- ii. Acceptance by classmates and peers
- iii. Creation of new social models
- iv. Avoiding a negative identity

Factors leading to aggressive behavior

- i. Biological and psychological factors
- ii. Family environment
- iii. Social environment
- iv. Low psycho-emotional and psychosocial development
- v. Low self-esteem
- vi. Rejection
- vii. Poor skills in school

Child's Characteristics

- i. Low self-esteem
- ii. Selfishness
- iii. Lack of empathy
- iv. Anger
- v. Fear and stress
- vi. low performance
- vii. Poor social relations
- viii. Isolation

- ix. Language disorders
- x. Poor confidence
- xi. They do not learn from their mistakes
- xii. Lack of cooperation

Factors Leading To Isolation

- i. Disagreeable climate
- ii. Emotional rejection by teachers and classmates
- iii. Victimization
- iv. Negative cooperation with parents
- v. Not identifying psychological problems
- vi. Lack of political integration

Dealing With a Problematic Behavior

A Behavioral Approach

- i. Positive support (praise -points- applause).
- ii. Temporary restriction to a desk to think and stay calm.
- iii. Symbolic rewards (the proper behavior will be rewarded using badges- when collecting 5 badges, a book from the library will be given).
- iv. Behavior contract (self- control, negotiation , trust , realizable terms).

Ecosystemic Approach

It is affected by the environment- mainly by the teacher so teacher's behavior should change in order to achieve Student's desirable behavior.

- i. Reframing (a new interpretation framework of the problematic behavior by the teacher).
- ii. Incentive connotation (the positive elements are Presented forcing children to show the right thing).

Active Hearing

Discussion aiming at learning the reasons as well as the Way of thinking for the actions.

- i. Positive functions (if you do not participate, i will focus on the other children).
- ii. The trap- door technique (it stresses the positive elements of a personality so that the problematic behavior will change).
- iii. Mirroring (repeating some sentences in order to identify which emotions they cause).
- iv. Reflection (students' emotions are interpreted by their words).

