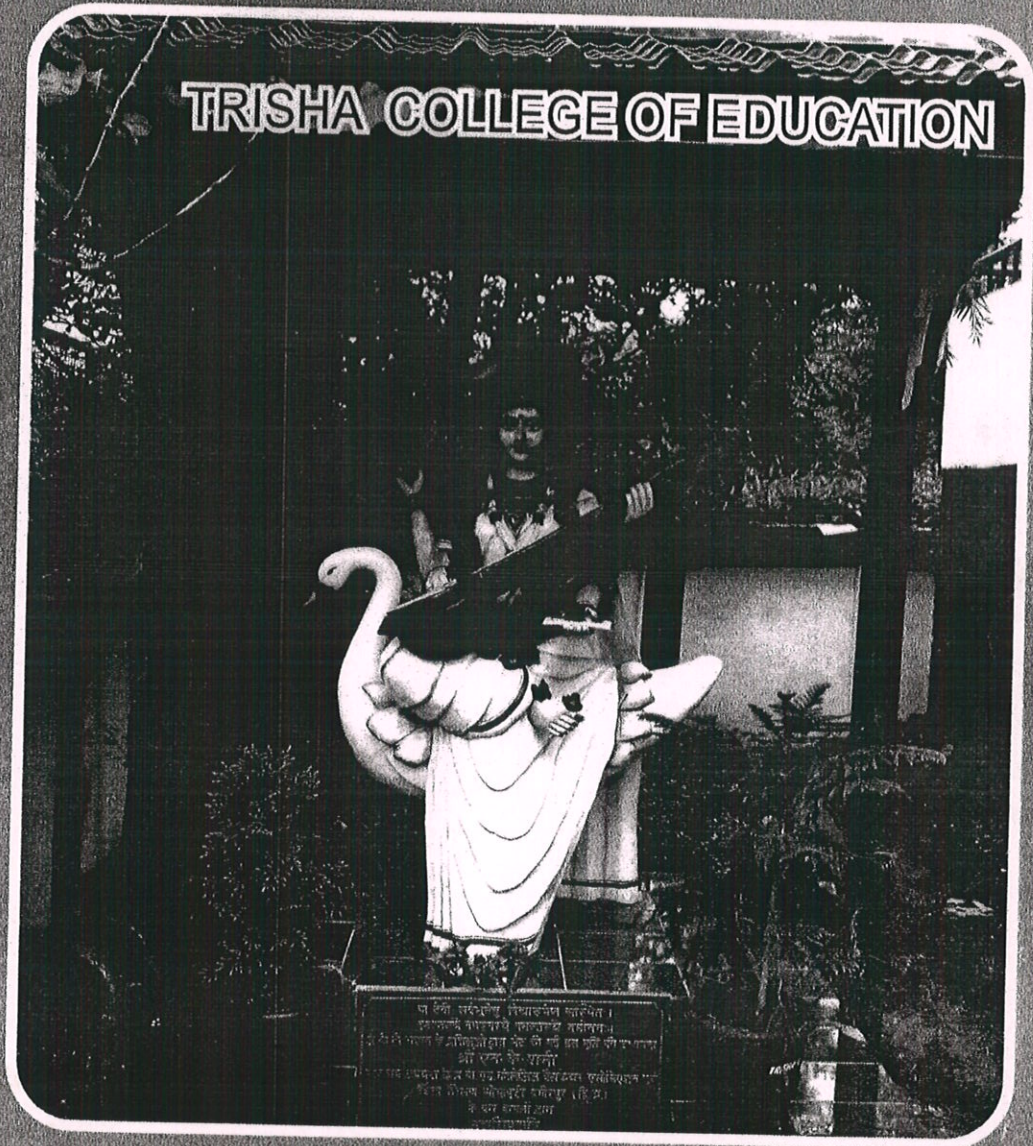


TJER Vol -5. No-1

ISSN: 2454-793X

# Trisha Journal of Educational Research



*Handwritten signature*

Vol -5 No-1 June 2019



(A Half Yearly Peer-Reviewed & Refereed National Journal)

[www.trishacollege.com](http://www.trishacollege.com)

[trishacollegehmr@yahoo.co.in](mailto:trishacollegehmr@yahoo.co.in)

## HOW TO PREVENT STUDENTS JAGGED BEHAVIOUR IN INCLUSIVE SCHOOL ?

Kyntiewhunlang Iyngkhoi\*

### Abstract:

Many societies consider delinquency, violence, drug and alcohol abuse, smoking, and early patterns of sexual behaviour that risk sexually transmitted diseases and pregnancy among teenagers in schools. These problems can ruin adolescents' lives by leading them to be put in jail, by limiting their education and vocational training opportunities, by having unwanted children, and by risking the development of serious illness. In addition, these problems are costly to a society in economic terms. Crime, drug and alcohol abuse, smoking and high-risk sexual behaviour result in huge health care, judicial and victim-related costs over the life span of an adolescent with serious behaviour problems. Research indicates that many of the same factors contribute to the development of all of these problems in adolescence. This suggests that early intervention to reduce these risk factors may prevent a whole range of problems. For some societies, these are new problems and they may require new approaches to prevent them. Fortunately, evidence suggests that interventions – particularly interventions that occur when children are young – that address risk factors for these behaviours can reduce the chances that children will develop these serious behaviour problems as they reach adolescence. Therefore, it can be discussed that, schools play an important role in preventing problem behaviour, particularly when other parts of the community also become involved in prevention efforts. A number of approaches are useful for reducing aggressive behaviour and preventing later problems with delinquency, substance use and risky behaviour. Many of these involve school programmes and teacher training as important components. Many also involve parents and community efforts to reduce youth problems and increase children's involvement in positive activities that will improve their skills and competencies. This paper has discussed some of the key principles underlying the most effective of these programmes. Programmes using these principles will work best if leaders and organizations in the community work together, each doing what they can to prevent the development of serious problems.

Keywords;- Behaviour and adolescent.

### Introduction

Many societies consider delinquency, violence, drug and alcohol abuse, smoking, and early patterns of sexual behaviour that risk sexually transmitted diseases and pregnancy among never married teenagers to be serious problems. These problems can ruin adolescents' lives by leading them to be put in jail, limiting their education and vocational training opportunities, by having unwanted children, and by risking the development of serious illness. In addition, these problems are costly to a society in economic terms. Crime, drug and alcohol abuse, smoking and high-risk sexual behaviour result in huge health care, judicial and victim-related costs over the life span of an adolescent with serious behaviour problems.

Adolescents who display serious problems in one of these areas frequently develop problems in other areas, too. Many studies from various countries indicate that delinquency, smoking, drug and alcohol use, and sexual behaviour that can cause disease are strongly correlated with each other. All of these problems are also associated with academic failure and school dropout. Furthermore, adolescents with more than one of these problems are particularly likely to experience many of the serious and costly consequences of teen violence, drug and alcohol misuse, and risky sexual behaviour. This makes it particularly important to prevent the development of serious behaviour problems.

Research indicates that many of the same factors contribute to the development of all of these problems in adolescence. This suggests that early intervention to reduce these risk factors may prevent a whole range of problems. For some societies, these are new problems and they may require new approaches to prevent them. Fortunately, evidence suggests that interventions – particularly interventions that occur when children are young – that address risk factors for these behaviours can reduce the chances that children will develop these serious behaviour problems as they reach adolescence. The risk factors and interventions have several common features (Durlak & Wells, 1997; Webster – Stratton & Taylor, 2001).

### **1. Start prevention early.**

Risk factors for behaviour problems occur throughout children's development, and children face new risks as they mature and encounter new challenges. Children's environments also become more complex as they grow older, making intervention more difficult. Some early risks have been repeatedly tied to many behaviour problems in later childhood. Reducing these risks has the possibility to prevent the development of multiple problems.

A few programmes have had remarkable effects in preventing the development of problem behaviour in adolescence. School interventions that begin when children enter school have had similar effects. These approaches typically taught teachers to apply systematic consequences for desirable and undesirable behaviour. Children learned skills for thinking through problem situations and for interacting in co-operative, non-aggressive ways with peers. Some school interventions involved parents by teaching those ways to interact positively with their children and to discipline misbehaviour effectively. Therefore, In schools and communities

- Early interventions should address prenatal care and social economic adjustment of mothers after a child is born.
- Schools provide important places to offer preventive interventions. Times when children enter new school environments – such as when they first attend school, encounter new academic demands, or move from smaller to larger school – are particularly good times for intervention.
- Schools and communities should select culturally appropriate programmes carefully based on evidence that the approach reduces children's behaviour problems. Teachers and other adults should follow the guidelines for these programmes. Too much modification can cause a programme to lose its effectiveness (Olds & Kitzman, 1998; Olds et al., 1998; Peters & McMahon, 1996).

## 2. Positive consequences matter

One of the best-established principles of learning is that appropriate immediate positive consequences can make behaviour more frequent. This process is commonly called positive reinforcement. Similarly, increasing positive incentives for alternatives to problem behaviour can lead to decreases in problem behaviour. When adults provide positive consequences for a child's co-operative behaviour, non-violent ways of handling conflict, and involvement with peers who are involved in desirable activities, they steer youth away from problem behaviour. Furthermore, most of the effective prevention programmes that begin when children enter school or that work with parents of aggressive children teach adults to use positive consequences systematically. By doing this, adults encourage children to develop positive ways. Therefore, in schools and communities

- Teachers should provide positive consequences for positive social behaviour as well as academic accomplishments, particularly with children and youth that misbehave frequently.
- Consequences can come in many forms: positive attention, privileges, access to desirable activities, prizes and money all are positive consequences. Children showing problem behaviour may respond to more frequent, immediate and salient positive consequences and improve their behaviour more than children with fewer problems.

- Teachers with large numbers of children who misbehave should examine properly and that to discourage.
- Many programmes help teach parents and teachers to use consequences effectively. Schools can offer these programmes to help adults learn to help children develop in more pro-social ways (Forehand & Long, 1996; Walker, 1996; Walker, 1995; Walker, Colvin & Ramsey, 1995).

### 3. Effective negative consequences matter

Negative consequences can be tangible or social. But behaviour often decrease when that behaviour 'costs' the person something in time, money or undesirable consequences. One clear set of costs that affect problem behaviour involves financial costs. Individuals who pay fines for criminal offences are less likely to re-offend in the future, especially when the fine is proportional to the offender's ability to pay. When the cost of smoking or alcohol goes up, adolescent substance use goes down. Social 'costs' of problem behaviour can include loss of privileges or a mild reprimand in which the adult tell the child briefly what he or she did wrong and why it is a problem. Another negative consequence that works will for some children involves briefly removing them from the ongoing activity for about five minutes and asking them to sit quietly by themselves in an isolated place. Severe negative consequences that cause physical or emotional harm to children are generally called 'abuse' and should not be used. Many effective programmes for preventing serious adolescent behaviour problems teach parents and teachers to discipline problem behaviour in new, non-abusive, more effective ways.

Therefore, In schools and communities

- Teachers should communicate classroom rules clearly so children understand which behaviours will result in negative consequences.
- Teachers and parents should provide brief, immediate, mild and consistent negative consequences for problem behaviour.
- Teachers' negative consequences will work best if teachers also establish warm, positive relationships with their students and if they provide positive consequences for pro-social alternatives to problem behaviours.
- Teachers and adults should avoid negative consequences that have the potential to harm the child either physically or psychologically (Forehand & Long, 1996; Walker, 1996; Walker, 1995; Walker, Colvin & Ramsey, 1995).

#### 4. Build skill through practice

Two important factors that predict the development of anti-social behavior and drug and alcohol use in adolescence are poor achievement in school and problems with peer relationships. These problems in turn are linked to poor academic and social skills. Although teachers typically focus on children's academic skills, they can also play important roles in helping children learn to interact appropriately with peers. Children learn interpersonal skills in various ways. They observe parents, teachers and peers handle situations and learn from what they do. Children must also generalize what they have learned to real-life situations. Teaching children how to handle problem situations will be most effective if it involves: (a) instruction and opportunities to observe others behave effectively; (b) practise and feedback on the skills they are learning; (c) instruction in many different examples of the skills; and (d) positive consequences from adults or peers when children use their skills in their daily lives. In addition, children must learn skills that are appropriate to their culture and that will help them be more effective in the situations they encounter. Therefore, In schools and communities

- Teachers and parents should act in ways that show children how to handle problems well. Children imitate behaviour of those who are important to them.
- Teach young children interpersonal skills for handling conflict non-violently and co-operating with others. Children can also benefit from learning cognitive skills for recognizing problem situations, stopping to think rather than responding impulsively.
- Incorporate teaching interpersonal skills into classroom teaching. Make sure children have many opportunities to practise the skills they are learning and to receive feedback on how they are doing.
- Train children to use skills that are likely to be effective in real-life situations.
- Children who have problems getting along with others are likely to have more difficulties than others with learning and mastering important interpersonal skills. They may need more practice and feedback than others and more systematic attempts to help them apply what they have learned (Gottfredson, 2001; Elliott & Gresham, 1993).

## 5. Monitor a child's behaviour

Adult knowledge of where children are and with whom they are interacting may help to prevent problem behaviour. When parents and teachers know what their children and students are doing, they can detect when the child is getting involved in activities that might pose a risk. Thus, they reduce opportunities for problems by steering their children away from risky situations. At the same time, they can provide positive reinforcement for desired and effective and negative consequences when children violate rules or expectations.

Therefore, in schools and communities

- Encourage parents to ask where their children are, what they are doing and with whom using non-interrogatory manner. These questions are especially important during the teenage years, when youth become more independent and spend more time away from home.
- A child should be gradually given increasing autonomy during adolescence. At the same time, adults should make informed choices in how much independence they grant and under what conditions.
- Encourage children to make friends with others who are not involved in problem behaviours.
- Create enjoyable activities for children and teenagers that involve adult supervision (Coie & Miller-Johnson, 2001; Dishion & McMahon, 1998).

## 6. Limit opportunities for misbehaviour

Even the most troubled young people cannot engage in problem behaviours unless they have opportunities to do so. The child's community or neighbourhood also makes a difference in problem behaviour. Thus, in schools and communities

- Create clear rules in schools and laws in communities that prohibit illegal things to children and adolescents.
- Create clear school practices that state that the school does not permit students to use illegal substances or to engage in aggressive behaviour.
- Examine situations in which children and teenagers engage in problem behaviour and make specific plans to keep youth away from those situations. Provide attractive alternative activities for youth to take their place (Biglan et al. (in preparation); Brewer et al., 1995).

## 7. Reduce environmental stressors

Negative events and conditions that are stressful create difficulties for both parents and children. These difficulties in turn can increase the chances the child will develop later problems. So in schools and communities

- Provide parent education classes on nutrition.
- Train parents in warm, consistent child-rearing practices. Advise them about how these skills can help prevent the negative effects that can result if the child was exposed to stress earlier in life.
- Provide children with opportunities and pro-social skills that allow them some control over their environment, especially during particularly stressful periods in their lives.
- Teach children and adults ways of limiting the stress they experience and skills for dealing with stress that cannot be avoided (Brennan & Grekin & Mednick, 1999; Yehuda, 2000).

## 8. Limit biological risks

Genetic influences are not the only biological influences on a child's development. From the earliest stages of development, the biological influences that come from the child's brain and physiology can increase or decrease their risk for behaviour problems. Biological and environmental risk factors tend to work together to produce negative effects on children's behaviour. Biological risk factors may not have negative effects in the context of a supportive and less stressful family environment. Similarly, environmental risk factors may have fewer negative effects when the child has been helped to maintain good biological functioning throughout development. So, in schools and communities

- Provide safe environments for children to play and study in.

Children who have been exposed to biological risks may need special attention. Parents and teachers should provide a warm, supportive, and structured environment for their development. (Brennan & Mednick, 1997; Brennan & Raine, 1997).

## 9. Discourage aggression

Children in pre-school and elementary school who are highly aggressive and unco-operative are likely to be rejected by their peers and do poorly in school. Many



will not simply outgrow their aggressiveness. As they grow older, they are more likely than other children who prefer antisocial activities. Behaviour such as hitting, kicking, teasing, bullying and fighting need to be addressed because they cause problems in the daily lives of children, their classmates, their families and their teachers.

Many programmes have been shown to reduce aggression significantly among those who participate in them. Most are more effective when children are young (ages 4-8) than when children are older. Therefore, in schools and communities

- Identify children who have problems with aggressive behaviour and make specific plans to reduce their aggression. Look for children who harm others by fighting, hitting, bullying, calling names or excluding peers.
- Use effective positive consequences to encourage children to behave co-operatively, follow classroom rules and use non-violent ways of resolving conflicts.
- Communicate clear rules that aggression is not permitted and use effective immediate negative consequences to respond to aggressive behaviour.
- Work with parents so that they learn effective ways of disciplining aggression and encouraging alternative behaviour at home.
- Offer parent-and teacher-training programmes that teach effective ways of working with children to help them develop non-aggressive skills to reduce aggressive behaviour.
- Seek assistance from a qualified mental health professional for aggressive children who fail to respond to interventions based on the principles in this pamphlet. Aggressive children who are also rejected by peers, who act impulsively, who have problems paying attention in school and who have poor academic skills particularly need effective intervention (Patterson, Reid & Dishion, 1992; Taylor & Biglan, 1998).

### 10. Create appropriate norms

Norms refer to both how often a behaviour occurs in a group and the extent to which the group approves of the behaviour. Young people are more likely to engage in problem behaviours if they think that others do the same things or would approve if they engaged in it. Peer group norms are especially influential for problem behaviour, but family, school, neighbourhood and community norms are also important.

The entertainment media, including cinema, television and music, also affect people's perceptions of norms for behaviour. Evidence suggests that aggressive behaviour on TV may make some children more aggressive. So movies, television and music produced in our country in particular overemphasize undesirable behaviour. Schools can also reduce the harmful effect of aggressive media by teaching children that these shows are not accurate about the extent or results of violence and substance use. So in schools and communities

- Use school programmes and mass media messages to emphasize positive things that young people are doing.
- Limit the amount of time children spend viewing or listening to programmes that present aggressive behaviour and other problem behaviour in positive ways.
- Schools can reduce the harmful effects of media by teaching children that television and films are not accurate about the extent or results of violence and substance use.

## Conclusions

In conclusion it can be discussed that, schools play an important role in preventing problem behaviour, particularly when other parts of the community also become involved in prevention efforts. Many of the factors that increase a child's risk for developing behaviour problems affect their behaviour in school and their academic performance. Social and academic problems in school in turn make it even more likely that early problems will persist and become worse over time.

A number of approaches are useful for reducing aggressive behaviour and preventing later problems with delinquency, substance use and risky behaviour. Many of these involve school programmes and teacher training as important components. Many also involve parents and community efforts to reduce youth problems and increase children's involvement in positive activities that will improve their skills and competencies. This paper has discussed some of the key principles underlying the most effective of these programmes. Programmes using the principles will work best if leaders and organizations in the community work together, each doing what they can to prevent the development of serious problems.

## References

Biglan, A., et al. (In preparation.) *Changing destinies: causes, consequences, and prevention of multiple behaviour problems in youth*. New York, NY, Guilford Press

- Brennan, P.; Grekin, E.; Mednick, S. 1999. Maternal smoking during pregnancy and adult male criminal outcomes. *Archives of general psychiatry* (Chicago, IL), vol. 56, p. 215-19.
- Brennan, P.; Mednick, S. 1997. Perinatal and medical histories of anti-social individuals. In: Stoff, D.; Breiling, J., eds. *Handbook of antisocial behaviour*, p. 259-79. New York, NY, Wiley.
- Brennan, P; Raine, A. 1997. Biosocial bases of antisocial behaviour: psychophysiological, neurological, and cognitive factors. *Clinical psychology review* (Kidlington, UK), vol. 17, p. 589-604.
- Brewer, D., et al. 1995. Preventing serious, violent, and chronic juvenile offending: a review of evaluations of selected strategies in childhood, adolescence, and the community. In: Howell, J., et al., eds. *Serious, violent and chronic juvenile offenders: a sourcebook*, p. 61-141. Thousand Oaks, CA, Sage Publications.
- Coe, J.; Miller-Johnson, S. 2001. Peer factors and interventions. In: Loeber, R.; Farrington, D., eds. *Serious and violent juvenile offenders*, p. 191-210. Thousand Oaks, CA, Sage Publications.
- Dishion, T.; McMahon, R. 1998. Parental monitoring and the prevention of child and adolescent problem behaviour: a conceptual and empirical formulation. *Clinical child and family psychology review* (New York, NY), vol. 1, p. 61-75.
- Durak, J.; Wells, A. 1997. Primary prevention mental health programs for children and adolescents: a meta-analytic review. *American journal of community psychology* (New York, NY), vol. 25, p. 115-52.
- Ellis, S.; Gresham, F. 1993. Social skills interventions for children. *Behaviour modification* (Newbury Park, CA), vol. 17, p. 287-313.
- Forehand, R.; Long, N. 1996. *Parenting the strong-willed child*. Chicago, IL, Contemporary Books, Inc.
- Frederickson, D. 2001. *Schools and delinquency*. Cambridge, UK, Cambridge University Press.
- Hansen, W. 1992. School-based substance abuse prevention: a review of the state of the art in curriculum, 1980-1990. *Health education* (Bradford, UK), vol. 7, p. 403-



**COURSES OFFERED WITH INTAKE:** B.Ed (2 Unit), D.El.Ed (50)

**Features:**

- \* Having, Well Qualified & Experienced Faculty Members involving in Teaching, Research & Innovation
- \* Easily accessible as the college is situated at NH-70.
- \* Fully Computerized & enriched library, Well Equipped laboratories ICT Lab with Broad Band Connectivity
- \* Regular publication of College Magazine
- \* Organized National & International Workshops and Seminars for better professional developments.
- \* Classroom teaching with modern technological instruments.
- \* Cent percent result in all streams every Years.

**Trisha College of Education**

**Rangas, Distt. Hamirpur (H.P.) - 177048 Ph. 01972-241833**

**NAAC Accredited**

**HP University Affiliated, NCTE Recognized**

**Managed by: Trisha Shikshan Society, Hamirpur (H.P.)**

**website: [www.trishacollege.com](http://www.trishacollege.com)**



**COURSES OFFERED WITH INTAKE:** B.Ed (2 Unit, 50), D.El.Ed (50)

**Features:**

- Having Well Qualified & Experienced Faculty Members involving in Teaching, Research & Innovation.
- Easily accessible as the college is situated at NH-70.
- Fully Computerized & enriched library, Well Equipped laboratories ICT Lab with Broad Band Connectivity.
- Regular publication of College Magazine.
- Organized National & International Workshops and Seminars for better professional developments.
- Classroom teaching with modern technological instruments.
- 100 percent result in all streams every Years.

**Trisha College of Education**  
**Rangas, Distt. Hamirpur (H.P.) - 177048 Ph. 01972-241833**  
NAAC Accredited  
HP University Affiliated, NCTE Recognized