

Behavioural difficulties with children (in classroom)



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Behavioral Difficulties with Children in the room Children are fast learners at key stage and most of the time they are easy to control in terms of behavior in the class room where learning is progressive and measurable (QCA 2006). However, there are certain difficulties which teachers may be faced with in terms of discipline and conduct as discussed by several writers working on the topic (Daniels et. al. 1999). In my own experience I have come across children with behavioral difficulties but I am glad to say that the difficulties were easily resolved using methods which are similar to the ones discussed by education experts.

It seems clear that good behavior is easy to maintain if the school and other teachers in the school establish a consistent approach to misbehavior (McCormack 2006). I agree with the statement completely and have found that if teachers get together to establish certain ground rules, the overall discipline level of the entire school can be raised significantly. In my own experience I have tried to ensure that the discipline maintained in the class is equal to the level maintained by other top teachers.

Of course in certain cases discipline issues can mean a lot more than simple misbehavior or willfulness. McCarthy (2006) suggests that certain discipline problems could come about if the child appears to be emotionally disturbed. While this may certainly be the case, in my experience I have not come across a situation which demands the use of a facility like the Multi Agency Center mentioned in the article. However, it is good to know that such facilities exist and I certainly plan to make use of these if the need arises. I did face a situation where it came to my mind that a child was facing some emotional problems but when I talked to the child in a one on one session, we were able to come to an agreement whereby she promised to improve

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her behavior and I saw a marked change in her since that.

The use of technology has also been recommended to keep children occupied and reduce discipline issues (Pendleton 2006). However, in my opinion this takes the focus away from the real issue. While technology is useful, I find that simply talking to the children about discipline issues and explaining how the collective experience for them is reduced in quality through the misbehavior of some children is more effective. This technique is also recommended for the improvement in the outlook of the entire school (Phillips, 2006).

Finally, in certain extreme situations, a teacher may be forced to use restrictive physical means to intervene with pupils who exhibit severe behavioral problems. Luckily there has never been a time when I was placed in such a situation but the guidelines given by the Department for Education and Skills are quite useful and should be studied by all teachers working with children at all levels. It is true that the violence we see around us and in the media has a negative effect on children (especially at a young age) and an ounce of preparation will go a long way in helping teachers deal with children who exhibit violent behavior.

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