



BEHAVIORAL PROBLEMS AND EDUCATIONAL APPROACHES

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Abstract:

Quite significant is the proportion of students who have behavioral problems and attend all school levels. The purpose of this work is to highlight, through recent bibliographical data, the basic framework of educational approaches with an emphasis on effective teaching within the classroom and on effective management of behavioral problems in the educational community. In order to successfully address the behavioral problems of students, it is necessary that teachers try to integrate them, use appropriate educational approaches and cooperate effectively between the school and the families of these students. The aim is to offer a brief overview of literature related to the key role of educational techniques in behavioral problems.

Keywords: behavioural problems, teaching, educational approaches, school, family

1. Introduction

Children with behavioral problems constitute a significant proportion in the educational community and require specialized treatment and education services interdisciplinary (Campbell, 1995/ Compas et al., 1989/ McLeod, Kaiser, 2004/ Kauffman et al., 2006). This work through bibliographical data seeks to highlight a basic framework of educational approaches with an emphasis on effective teaching within the classroom and on effective management of behavioral problems in the educational community (Ioannidi, Gogaki, 2020). The purpose is to offer a brief overview of literature related to the key role of educational techniques in behavioral problems.

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2. Children with behavioral problems

According to the literature (Heward, 2009/ Kauffman, Landrum, 2013/ Snowman, McCown, 2015/ Achenbach, 1978, 2015):

- A key characteristic of students with behavioral, emotional or behavioral disorders is the manifestation of behavior which falls significantly short of the standards of the cultural and age groups, in two dimensions: externalization and internalization. It should be noted that both of these patterns of abnormal behavior adversely affect the academic performance and social relationships of the child and adolescent.
- Exterior behaviors are: failure to observe instructions within the classroom, aggression, anger explosions, non-compliance with instructions, destruction of foreign property, vandalism, excessive squabbles, theft, discomfort of classmates, abusive attitudes and squabbles, etc. Students with problems of externalization often exhibit anti-social and/or offensive behavior.
- A large number of students with emotional or behavioral disorders also have learning difficulties and/or linguistic delay and have difficulty in developing and maintaining interpersonal relationships. In addition, a significant proportion of students with behavioral disorders may be confronted with social control bodies and arrested during their school years.
- Direct observation and measurement of specific problem behaviors within the classroom can demonstrate whether and for which behaviors intervention is necessary. The measurable dimensions of the behavior are five: frequency, duration, time, topography and size. Most qualification tools include assessment scales or behavioral checklists, completed by parents, teachers, peers and/or children themselves. Children identified in the process of distinguishing signs of behavioral disorder or risk of developing behavioral problems are subject to a more comprehensive assessment, with a view to determining whether they qualify for specific treatment and what their specific educational needs are in particular.
- Educational approaches include:
 - Systematic teaching and learning of social and academic skills.
 - Preventive strategies at school class management level to promote positive social behavior and academic success.
 - Learning self-managing skills can also help to take responsibility on the part of students with behavioral disorders.
 - In addition, group approaches through the influence of the group of peers are intended to help students with behavioral problems towards desirable social choices and attitudes within the community.
 - Teachers should focus their energy on modifiable variables in a student's environment, for example: elements that can potentially make a difference in learning and behavior on the part of students with such problems in their behavior.

- The teacher's praise serves as a means of strengthening and social acceptance. The teacher's sense of humor for normalizing relations and conflicts is also legitimate. The teaching staff in general must be stable and show maturity.
- Finally, when a student with emotional or behavioral disorders is placed in a general education school, both the student and the teacher must have received appropriate preparation in advance and then be supported.

3. Educational interventions and management strategies in the school class and community

It is common knowledge that regardless of the seriousness of the diagnosis of behavioral difficulties, which also requires interdisciplinary cooperation between health and education professionals in cooperation always with the family, the main point is to devise intervention strategies and their successful implementation as a key challenge at school, family and professional level (Kourkoutas, 2007, p. 173).

According to Elliott et al. (2008, p. 407), the school environment is expanded to targets according to the age of the child and management techniques are changed according to the development stage. For example, the desired qualities of an teacher are illustrated by the following skills:

- a) In the early grades of primary school there is a need for: patience, teaching skills, socialization skills, self-care skills, etc.
- b) In the middle classes of primary school there is a need for: patience, diagnostic and teaching skills, understanding, development awareness, etc.
- c) In the final grades of primary school and secondary school there is a need for: motivation skills, rigor, management skills, patience, understanding the concerns of the early adolescence, etc.
- d) High school needs: specialization in the teaching subject, relationship skills, ability to manage control while giving freedom, etc.

In this context, as Elliott et al. notes (2008, p. 506), it is a fundamental principle in educational psychology that student motivation plays an important role in teaching activities and in the management of behavior within the school class. In addition, key strategies are: (a) Material from the analytical program should be of interest from the point of view of students, (b) Students should work in collaborative learning groups, (c) they should be used in addition to individual and group activities in class management plans.

Moreover, as mentioned by the Minister (Skaloubakas, 2007-2013), at strategic school level it is important that teachers' attention is paid to strengthening skills for child involvement in school activities and academic achievements, while reducing unjustified absences and inappropriate behavior in the school community and so on. It is also necessary to promote family-school cooperation by helping parents, such as rewarding desirable behaviors to the child and presenting consequences of disruptive behaviors,

providing support for study at home, encouraging the participation of the child in team sports, guidance on extracurricular activities, etc.

In particular, children with learning and behavioral difficulties can be tackled through (Koliadis, 1997, p. 292):

- Behavioral approaches, where we have direct teaching and remedial strategies aimed at improving learning outcomes and behavior, e.g. positive or negative support, symbolic remuneration and sanction as a consequence of actions and not as a punitive mood, compliance with rules and principles of the teaching class and school community, encouragement to engage the student in the learning process, etc.
- Socio-cognitive approaches, where the social dimension of learning is developed, motivation of the student is fostered and the skills and skills of the student are improved. In this context, the emphasis is placed on the learning process and the active participation and responsibility of the student through: (a) General learning strategies, e.g. verbal guidance, review and evaluation of actions, cognitive behavioral configuration, etc. (b) Specific intervention strategies, e.g. exercise of search strategies, self-observation and self-guidance, use of self-questions, etc.). (c) Psychoeducational authorities for the development and cultivation of self-emotion, e.g. communication, cooperation, honesty, success, stakeholder empowerment, counseling, etc.
- In addition, at the teaching level, different teaching approaches and techniques can be effective strategies for managing and dealing with behavioral incidents, e.g. differentiated teaching, teaching response, group response, various experiential activities to provide opportunities for communication and participation (role playing, value clarification, case study), quality teaching, reflective teacher, etc.
- Similarly, an educational intervention program to address class-related behavioral problems may aim at:
 - a) Raising students' awareness of the phenomena of aggression, violence and behavioral disturbances;
 - b) Self-reflection of students in relation to their personal role and the role of the group; and
 - c) Empowering students to adopt alternative forms of behavior, taking responsibility and participating constructively in educational events (Andreou, 2007).

Overall, it is important to understand the psychology and specificity of each child with behavioral difficulties and to understand the dynamics and interaction of factors in the school and family environment (ecosystem approach). Finally, a pedagogical climate as shaped by the educational system, the establishment of a positive ecology within the school class regardless of student learning and behavioral characteristics, pedagogical humor, the promotion of positive interpersonal relationships and individualized relationships of trust, the reference to rules, stable rewards, cooperation with the family, the avoidance of labeling procedures and adequate information are important parameters for long-term effective interventions.

Therefore, the advisory role of teachers in the management of disruptive behaviors and behavioral difficulties in general is the cornerstone of effective intervention through individual alternative management strategies (Kourkoutas, 2007).

4. Other good practices

According to bibliographical data, the emphasis is placed on school and social inclusion of students with social adjustment difficulties through partnerships and networks of a social character, such as (Kourkoutas, 2012/ Kourkoutas et al., 2013/ Ioannidi, Travlos, 2010/ Zacharopoulou, Ioannidi, 2010-2011/ Ioannidi et al., 2011/ Ioannidi, 2016/ Ioannidi 2018a/ Ioannidi, 2018b):

- Family and school cooperation, as well as the emphasis on pedagogical, educational, cultural and social environments, to enhance psycho-social skills and mental resilience within the school.
- The inclusion role of the school and the practices of co-education, health promotion and support for students with behavioral disorders and generally vulnerable groups.
- Good psychosocial and academic development practices for students with social adjustment difficulties, combined with cross-thematic approaches to the analytical program e.g. museum programs, various cultural programs, etc.
- New prevention and early intervention strategies related to crime prevention training programs.

In addition, approaches and techniques of dealing with psychopedagogical attitudes in the classroom and the accession school are (Kourkoutas, 2007, p. 112/ Vaughn et al., 1996):

- Objectives and expectations for the student's success to be clearly stated.
- Class management must be effective without authoritarianism, taking into account the evolutionary level of all children, as well as the possible difficulties of school and social adjustment.
- Positive climate is needed without breaking boundaries and differences.
- Match the skills of students with the goals set by the school and teachers.
- Courses are clearly presented under specific educational procedures.
- To provide learning support and individualized attitudes when necessary towards some students, so that they are not directly or indirectly excluded from the teacher or his classmates.
- Provide adequate opportunities for students to meet academic requirements.
- Student performance should be evaluated without criticism and separated from the rest of the personality.
- Finally, a more anthropocentric - along with academic achievements - on the part of the school, the flexibility of programs beyond technocratic stereotypes, lifelong education and training of teachers, and parental involvement, are issues whose competence, combined with the suitability of their authorities, can prevent anti-social attitudes.

Furthermore, interdisciplinary cooperation between professionals, families and young people with offensive behavior, as an organizational authority and good practice in improving education and the provision of special education services in youth detention centers is a fundamental provision of specific pedagogical support for children and adolescents at risk or under-age inmates (EDJJ/ Shelton, 2004/ Kourkoutas, Kokkiadi, 2015).

5. Conclusion

In conclusion, it should be noted that special and educational need and cultural diversity are part of a whole, which must coexist under the dimension of an inclusive philosophy, which will not end with learning competence but with the slogan (Kasidis et al., 2016).

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