HANDLING BEHAVIORAL PROBLEMS: HOW TO DISCIPLINE WITHOUT SCOLDING

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Many people may view teaching as a simple profession. Discussing in front of the class, giving assignments, examinations and projects and recording students' performances but these are just tip of the iceberg. Many of them do not know what is really happening inside the classroom and the dilemmas that teachers have to deal with. One of the most common challenges encountered by the teachers is the behavioral problem among the students. It is unavoidable for a teacher to encounter students who have disciplinary problems and those students can often be considered as pain in the neck.

Seeman (2000) stated that a discipline problem according to is a behavior (not merely the expression of a feeling) that disrupts (or is potentially disruptive to) the learning of the rest of the class (not just the learning of the disrupter) or the role responsibilities of the teacher (not just the personal feelings of the teacher). He also said that there are four general sources of disruptive behaviors such as outside the classroom, within the classroom environment, involving student-teacher interaction and related to lesson plan delivery.

It is important to know first the sources of the students' disruptive behaviors so that the teacher will be able to know what actions should be taken. The students are possibly experiencing some family problems or relationships with other people. It is also possible that they have problems with routine and procedures within the classroom environment.
There might also have teacher factors wherein the students have some issues with the teacher or the delivery of lesson is ineffective or not interactive. The teacher must know first the reasons and upon knowing where those behaviors are coming from, then the teacher may now take an action.

According to Melissa Kelly (2017), consistency and fairness are essential for effective classroom management. The teacher must implement rules and consequences of bad behaviors consistently because if not, the students may not take it seriously the next time the teacher got mad. The teacher may lose respect and disruptions may probably increase. Kelly also added that if you appear unfair in how you enforce the rules, the students will resent you. Also, yelling is inappropriate so just simply say the students' names and issue a verbal warning, or ask them some questions to bring their focus back.

On the other hand, in able to avoid having interruptions, Kardamis (2016) suggested that teachers must keep the students engaged because the more they are engaged in learning, the less they will cause problems. Developing rapport with the students could also prevent behavioral problems. Motivating and inspiring them to learn can create a light atmosphere inside the classroom and giving them some compliments in a job well done can establish a good teacher-students relationship.

Indeed, teaching is a profession that gives educators a very tough job because they are not only dealing with paper works but with the behavioral problems of the students as well. Teachers cannot avoid to encounter these challenges so that they must always be prepared of the right things to be said and done if such situation occurs. There are times that they will be frustrated and mad but they must always keep in their mind that no
matter how difficult they are to handle and no matter what troubles they may cause, the care for the students must always prevail.

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