Students are composite results of their environment. Whatever surrounds them creates the greatest impact in their lives. In this light, the result may be either beneficial or detrimental in nature. Several factors, which the students experienced, constitute to misbehavior. At home, severed filial relationships, overly strict imposition of house rules and double standards are some of the reasons for misbehavior. Outside the home, more factors affect the development of children like peer pressure and bullying which push them to seek vengeance or behave disruptively as an outlet of pain.

Student misbehaviors such as disruptive talking, interfering with teaching activities, disrespect to persons of authority, verbal insults and harassing schoolmates, is a thorny issue in everyday school setup. However, it is quite difficult to understand student misbehavior. One cannot judge a misbehaving student solely by looking at the child. In 2015, Curwin stated in his study that sometimes the reason for misbehavior is very different than the obvious and requires a totally different intervention than the usual consequences. Students don’t act out because they are evil people. Sometimes, they misbehave because they are looking for ways to establish and maintain a sense of self while navigating through the extreme experiences they have (Smith 2006).

In order to impede the occurrence of disruptive behavior, teachers and persons in authority must implement the following prevention and intervention strategies:

1. **Have Positive Connections.** Making students feel that they are valued, respected and needed will elicit positive behavior. By talking to the students – not about their poor behavior but about anything they are interested in, teachers may develop positive connections with them and they will be seen as caring guardians and confidants rather than strict, rule-imposing authoritarians. The positive
connection between the student and the teacher is often what it takes to short-circuit or even prevent student misbehavior (Smith 2006).

2. **Monitor Students Closely.** Apart from having engaging and meaningful lessons, another way of ensuring that students will not misbehave is monitoring them closely (Curwin 2015). Students who feel they are in the presence of an alert and active educator are less likely to misbehave than those who assume that they are not being watched. Teachers must constantly go around the classroom to check on students’ progress and give suggestions to students who are struggling with their work. This would not only make the students feel that they are important but it would also keep them focused on the task at hand and keep them from being distracted which can lead to misbehavior.

3. **Model Appropriate Behavior.** Teachers are role models to the students. According to Albert Bandura’s Social Learning Theory, people maintain certain behavioral patterns which they have acquired from the environment through the process of observational learning and imitated behavior. It is difficult for students to demonstrate positive behavior if their teachers show impatience, anger and mean behaviors. Teachers who set examples by showing high levels of patience, respect and concern often elicit positive response from the students thus preventing them from exhibiting disruptive behaviors. When teachers show kindness and give encouragement, the students will not feel threatened which may provoke the latter’s desire to be powerful and in control. Moreover, being considerate to students will not make them vengeful of their teachers.

4. **Hold the Students Responsible.** When the student calls out for attention or power, teachers must address these calls directly and hone in on solutions which may provide students with a chance to make real and lasting changes. Misbehaving students who call out for attention will behave more appropriately if given a task. Hold the students responsible by assigning tasks and classroom jobs like being in charge of collecting and distributing papers, designing the
bulletin boards, record keeping, etc. Involving the students in teaching their peers might also be a good way to appease their desire for attention and power (Norfleet 2016).

5. **Assume the Best about the Students.** Persons in authority must refrain from embarrassing or attacking the student’s dignity. Even the most stubborn, troublesome students have potential to change for the better. Teachers must not condemn the students for a misconduct they committed. In fact, teachers must show students that they believe in them and their ability to change and behave properly.

All these prevention and intervention strategies should be done with sincerity and great sensitivity. Teachers must be more persistent than these misbehaving students and must not give up on them.
References:


