STAGES IN HELPING PUPILS WITH BEHAVIORAL PROBLEMS

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Teachers typically encounter pupils with behavioral problems. These pupils manifest sensory processing disorder, aggressiveness, inattentiveness or inappropriate language (Weeks, 2000). The main question of how he or she can help these pupils. It is proposed that teachers can apply four (4) effective ways of dealing with problem pupils. These are the use of positive discipline, investigate and understand, accept and help and give special attention. Though these are not infallible, these can help teachers to provide professional help to these pupils. As Philippine Education debrief Filipino teachers that “no child will be left behind” (Philippine Senate, 2010), these affirmative actions can help them to realize this positive philosophy.

Positive discipline is a program that is designed to teach pupils to become responsible with their actions, respectful with their words and resourceful part of their communities (UNESCO, 2012). Likewise, it is understood as a model used by school authorities and parents that is focused on the positive points of the behavior of pupils. It primarily works on the principle that pupils are no bad children, there is a possibility to act and to manifest bad behaviors. Therefore, it despises labeling, stereotyping and even sorting of punishment to pupils who behave negatively. Instead of focusing on the negative actions, it starts with what is good and what is favorable. Through this counter-reaction, pupils can be conditioned that it is not unruly to act negatively in the class. They can realize that they can act positively in the class and they are “by nature good” pupils.
Explore and Understand. This method is an intervention that teachers can provide to the students. Psychologically, all actions are manifestations of experiences. Therefore, negative action is just an expression of negative experiences. However, how can a teacher understand the action of his or her students’ actions? It is through exploring their lives. This term in a simple sense is a systematic examination of the source of negative action. Experiences of teachers during previous grade levels can serve as a good source of information. This can provide accounts of the pupils’ behavioral manifestations and possible explanations on their character.

Personal home visitation is also an effective way of outsourcing information about the pupils’ lives. The personal encounter with their parents, relatives, and friends can direct and offer significant indications about their behavior. Likewise, meticulous observation of pupils’ behavior at home and environment, give a tangible source of info. Thus, after knowing the background of the pupils, understanding follows. Reflection of the teacher about the experiences of the pupils can lead him or her to fully understand them. Likewise, there is a big possibility of amending pupils’ negative actions. Teachers not only form minds but also the attitude of the person (Gourneau, 2005).

Accept and Be Reminded. Pupils never wish themselves to be problematic pupils. Their untoward actions and behavioral problems are indications of a bigger problem. It is like looking at an iceberg. The action of the pupil is just the tip of the bigger ice under. Teachers are entrusted to help. Thus, they need to accept the pupil no matter how grievous and serious his or her misbehavior in school. Moreover, as the second parent of the pupils, nature follows that they need to accept each pupil regardless of anything. But how they can accept them? First, they need to condition their mind about their profession. They need to have open arms to give them change and mindset that they will soon change. Second, think about what they have promised. They have sworn to educate the young generation. The behavioral problem as a hindrance to personal progress has to be amended and to be corrected (Bear, 2004). Teachers are mandated to do the task in school.
Help and Give Special Attention. Commonly at home, parents scold their children to call up their attention to their wrong actions and to amend what they are doing. It is unfair for the pupils to experience the same treatment in school. It is fittingly and appropriately allows the pupils to experience haven in school. Teachers need to consider all aspects when he or she performs correcting misbehavior in the classroom. It is not appropriate to rebuke the offender in the public but rather necessitates a diplomatic manner. It is through making the pupil do another task, or discuss in front or beside him or her. The existence of a pupil’s misbehavior in the classroom is not flawed in classroom management. It becomes poor classroom management if misbehavior continuously and repeatedly happening in the classroom.

Teachers have to give special attention to pupils with a behavioral problem. It is one way of accompanying them through their journey of mending their behavior. The constant and frequent conversation is great to help monitor changes (Snow, 2007). Change starts in the mind then will manifest through action. The only way to determine a change of mind is communication. Special attention does not mean exclusivity but paying attention to the present needs of the pupils. It is also a way of planting good things in the mind of the pupils. The more they hear positive things the more they will be conditioned to do good actions.

It is inappropriate for teachers to compromise or dismay behavioral problems in the classroom actions. It is because education is a holistic formation. It is not only forming minds but molding the attitudes of the pupils. Thus, they teach not only the subject he or she is assigned but to be involved in whatever concerns his or her pupils. They need to educate them on all aspects of life that pupils need to imbibe and be used in the future especially about a positive attitude. It is his or her responsibility to intervene, to react and to help pupils who manifest behavioral problems in the class. However, above all, it is part of his or her dedication and commitment to help these pupils entrusted to his or her care. This is the reason why teaching is the noblest profession (Sekar, 2017).
References:


Philippine Senate. A no Filipino child will be left behind act of 2010. 53 Republic of the Philippines § (2010).


