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Behavior of in elementary school students

Abstract : This re article describes the analysis of the recorded classroom behavior of superior teachers in transaction with pupils. The problem was to discover ho w teaching method and style affected pupil personality development and educational progress. Eight hypotheses were tested, using 21 teachers of 507 fourth and sixth graders of high socioeconomic background. There is a significant relationship

between the placement o f a child in a superior classroom and subsequent self-esteem, academic achievement, and creative thinking. Height of self-concept was related to socially integrative, learner-supportive teacher behaviors. Predictions of superior reading and mathematical achievement taught by academically oriented teachers and higher self-concepts in classrooms with counselor-type teachers were unsupported. Superior pupil originality with creative teachers was unsupported. High degree of private communication with pupils yielded high self-esteem. Little support was given to the predicted relationships with democratic teacher behavior. Sequential analyses of teacher transaction types of children were recommended

Key words: Behavior- self-esteem- supportive and safe learning- of challenging behaviors-

New teacher with pupil behaviors with different

If student behavior problems have you frustrated, rest assured that you are not the only new teacher who feels this way. It comes with the job description . . . even seasoned professionals sometimes have trouble quieting talkative types, avoiding power struggles, and redirecting overly demanding students.

Pre-task: For help with reining in difficult behavior, the New Teacher Survival Guide tapped the expertise of behavior management expert Bill Rogers, author of Behavior Management: A Whole-School Approach. He has identified five especially tricky classroom personalities and devised strategies for handling them. Use these strategies to maintain better control and establish a calmer, more productive atmosphere for you and all your students.

The Chatterbox — What can you do about the student who distracts others with nonstop talking?

Methods and means to deal with the behavior of students

Give a positive direction or reminder, followed by "thanks." For example, "Emma, Lisa, facing this way and quiet, thanks!" The key, says Rogers, is to focus on the desired behavior rather than the misbehavior. And using "thanks" rather than "please," even when correcting, communicates your expectation that the students will comply, he adds.

Try a strategic pause. A pause communicates the expectation that students look toward you, listen, and subsequently respond. Even if you call a misbehaving student's name,

Keep the focus on the primary issue by knowing how to redirect. Frequently, students who are singled out will argue or sulk, which is secondary to the primary issue of their disruptive talking. "Don't get drawn into these secondary issues," Rogers cautions. You can briefly acknowledge the student's feelings, then quickly shift focus back to the primary issue.. You'll need to know this stuff," responds the teacher, redirecting the focus to continuing the lesson.

Planning :The Boycotter — Sometimes students simply refuse to do their work, pulling teachers into a power struggle. If this happens:

-Give students a choice — with consequences attached. For example, "If you choose not to do the work now, you will need to do it during free time." Rogers explains that using the word "choose" or "choice" is important because students need to understand that they have control over how they behave. Their behavior is their responsibility.

-Provide take-up time. This refers to the time students have to respond to corrective discipline. If you turn briefly to respond to another student or survey the room, this gives the student a chance to save face while complying, and it eliminates a prolonged confrontation.

-Start with tactical ignoring. Keep the focus on the lesson, or on acknowledging and reinforcing students who follow the rules and ask for help at appropriate times. For example, while you are conferring with one student, ignore the student who is interrupting and asking you to look at his paper right now. When he sits down and waits quietly (maybe after a reminder), go to him enthusiastically, reinforcing his improved behavior.

-Give students alternatives. An established routines such as, "Ask three before you ask me," works in many situations, Rogers suggests. In other words, students should ask three peers before seeking your help. Encourage students to help each other, turning to you for help only as a last resort.

Public elementary schools are having quite a time addressing behavior issues within the school and classrooms. It is the responsibility of elementary schools to ensure students are provided a comfortable and safe learning experience in an elementary classroom. This responsibility may be best achieved by utilizing specific research-based effective practices for classroom behavior management.

Research has found that one of the most effective strategies for ensuring positive behavior is consciously and intentionally teaching students about the daily routines of the classroom and about what expected behavior looks like. Intentional teaching about routines and expected behavior has the potential to significantly eliminate the majority of challenging behaviors in an elementary school.

Practice: This article conducted to see if afternoon breaks would decrease off-task behaviors for a class of fourth grade students. The purpose was to see if students would stay better focused and exhibit fewer off-task behaviors if allowed to have short motor breaks in the afternoon. The motor breaks included yoga poses involving gross motor movements. The results of the study demonstrate that incorporating motor breaks into the afternoon routine significantly decreased the students' off-task behaviors. The results also demonstrate how the students' perceptions of their abilities to focus and remain on-task in the afternoons increased due to the motor breaks.

The implementation of motor breaks was successful in decreasing students' off-task behaviors

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The Elementary School Student Code of Conduct is in effect from the time a student arrives at the bus stop and boards the bus at the beginning of the day until the student gets off the bus and leaves the bus stop at the end of the day and at all times when students are participating in school-sponsored

activities. **PRACTICAL APPLICATION**

1. Parental/guardian involvement and cooperation is vital in the discipline process.
2. The elementary discipline procedures will apply and be consistently enforced at all elementary

schools. At the same time, the School Board realizes the uniqueness of each building and recognizes that there may be individual building and classroom procedures to implement and supplement these District procedures.

3. All elementary staff and parents/guardians will work together to correct the misbehavior of the student and to maintain a written record of incidents of serious misbehavior.

4. Measures to correct misbehavior will depend upon the nature of the behavior, the frequency, and the willingness of the student to correct the undesirable behavior. The use of these measures is intended to encourage acceptable behavior. Corrective action will normally begin at a minimal level and proceed to more serious action.

B. Behavior Expectations

1. The following rules will apply at all elementary schools:

a. Students will show respect and courtesy to other people at all times.

b. Students will show respect for property inside and outside the buildings.

c. Students will behave in a manner that does not endanger themselves or others. 2

2. When unacceptable behavior cannot be readily corrected by the classroom teacher, the child's parents/guardians will be informed of the problem by the teacher or the principal and requested to participate in solving the problem.

There are times when a student may be out of control and needs to regain control. In these situations, a student needs to go to a specific place or location that will get them away from the situation causing the behavior. They need to calm down and get control of them self once again. Establishing a place in the elementary school classroom called the Think Spot or the Safe Spot is a good strategy to pull the student away from the antecedent to their behavior and let them get control.

Sensory Processing Disorder

These children can be disruptive in the classroom because they are unable to keep pace with daily lessons. They might walk around or talk at inappropriate times, and their special needs divert the teacher's attention from the set program. Children with this disorder find it difficult to organize and make sense of the sensory information that their brain receives from the world around them. Normal activities can seem confusing and overwhelming to them. They often have problems learning and prefer not to play with classmates during recess.

Aggressive Students

Aggressive behavior is a serious problem and is disruptive to a supportive and safe learning environment. Physical aggression can be violent, even between young students, and on or both pupils might get hurt. Aggression between pupils in the classroom or playground disrupts all other activities and negatively affects teachers and other students. Apart from the initial disruption, the after-effects of physical fighting remain with sensitive pupils and interfere with their school day.

Behavior problems at school interfere with lessons and disturb other students. Behavior problems often overwhelm teachers, particularly novices, and some consider this to represent the most difficult aspect of a teacher's work day. Children who exhibit behavior problems invariably require extra attention, which places strain on teachers and slows the pace at which lessons are offered and completed

When students with disabilities exhibit challenging or disruptive behavior, it may be time to conduct a functional behavior analysis to find out what may be triggering the behavior, when, and why. Using information from , team can develop a behavior intervention plan to support the student in school

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