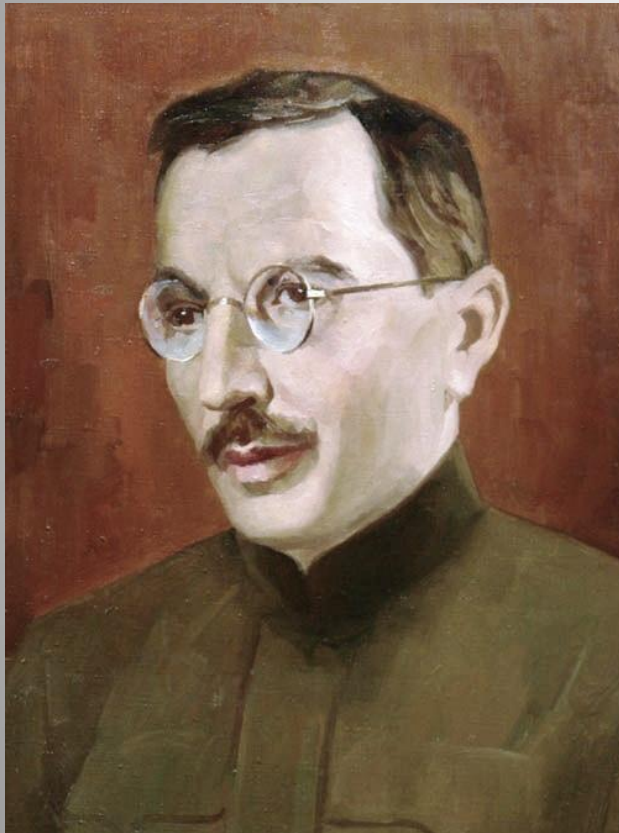





# Parenting the Difficult Children

Behavioral deviation of children is formed precisely in childhood.



- A.S. Makarenko said that "the child's personality is formed by the age of 5, and after 5 years it is difficult to re-educate a child"

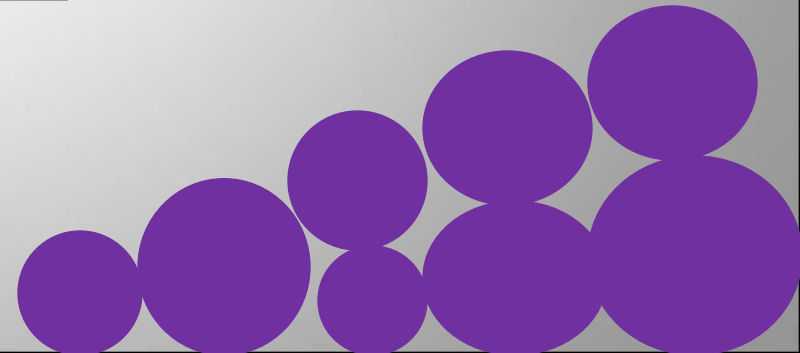


“There are no bad boys, there is only bad environment, bad training, bad examples, and bad thinking”

-Boys Town

**Surely, a modest child and family are brought up by a generous generation. The basic way to solve a problem is to establish family relationships.**

**V. Sukhomlinsky begins education with studying of family situation. He also emphasized the importance of improving the quality of his child's studies, and added that children were in good health, and behavioral challenges in children start after grade 3-4. Adult period is the most difficult period in bringing up a child, he urges parents to have a talk with their children.**



# Forms of Challenging Behavior

Aggressions	Tantrums	Self-injuries
Hitting Scratching Kicking Biting Pinching Throwing objects	Crying Screaming Whining	Scratching Biting Pinching Self-choking Eye-gouging

# Classification of the causes of “difficult” children

by type of neglect

**Pedagogically neglected/ missed**

(lack of purposeful educational work with children from an early age; miscalculations of family and school)

**Socially neglected**

(instability in society; the influence of pseudoculture; environmental disadaptation, absence of parental control)

**Offenders/ lawbreakers**

(do not take into account the requirements of others, law)

**Deviating**

**from the standard of health**

(special children)

on the field of mental disorders

**With violations in sphere of communication**

(loss of emotional contacts with children; isolation from comrades; the desire to assert themselves in any way)

**With increased or lowered**

**emotional reaction**

(passivity or frequent affects)

**With one-sided mental development**

(wrong skills and ways of teaching)

**With wrong development of the willed/volantire sphere**

(dishonesty, Irresponsibility)

by position

**Dissatisfied with their position in the team**

(negative with sociometric status;) Sociometry is a way of measuring relationships between people

**Dissatisfied with their position in the family**

(unfavorable family-household relations, divorces)

**With a broken psyche**  
(boundary conditions)

**With redundant/useless energy not found application**

(motor disinhibition, impulsiveness, motor anxiety)

The "difficult" child referenced in the studies of V. Trifanov is a pupil who does not go beyond the usual pedagogical influence, always needs extra time, teacher's will, strength, perseverance and pedagogical work. The "difficult" guys are dignified, honorable, they feel that something is wrong and therefore force them to abuse and that's why want to hurt someone, saying, "Everyone is looking down on me, they do not think that I am human, I will show them."  
"If the child become a hooligan, you can not accuse a child for this case, but pedagogical methods are guilty," A.S. Makarenko's opinion is very appropriate



# *Classification of deviations*

## *(отклонение)*

- By the peculiarities of relationships and communication with children of educators, teachers (**difficult, hard-to-learn, disorganized**)
- In the way of life of children, families, according to social conditions (**neglected, homeless, socially neglected children**).
- On the specifics of errors and shortcomings in the process of education (**pedagogically neglected**).
- On the level of development of moral qualities (**children with deviations in moral development**).
- On the mismatches of the actions of adolescents to the law, legal norms (**non-adults, lawbreakers**).







## *Forms of deviant behavior*

- Anti-social behavior
- Asocial behavior
- Autodestructive behavior



# *Anti-social behavior*

- behavior contrary to legal norms and threatening social order and the prosperity of others.

## Anti-social behavior:

- **Violence over the younger and weaker peers, animals**
  - **Theft, stealing**
  - **Minor hooliganism**
  - **Vandalism**
  - **Damaging other's property**
  - **Drug traffic, sale**



# *Asocial behavior*

- avoidance of implementation of moral and moral norms adopted in society, threatening the well-being of interpersonal relations

## *Asocial behavior:*

- **Escape from home**

- **Regular school Passes, misses**

- **Aggressive behavior**

- **Lie**

- **Blackmail (шантаж)**

- **Non-normative lexis**

- **Wall inscriptions and drawings of obscene character**



# ***Autodestructive behavior***

- behavior that deviates from medical and psychological norms, threatens the integrity and development of the individual

## *Autodestructive behavior:*

**- Smoking**

**- Toxicomania**

**- Drug addiction**

**- Opening of veins**

**- Alcoholism**

**- Suicide**





1. Establish a constant relationship with parents

2. Ensuring unity of the requirements of the school and family

**The main tasks of class teacher with parental work**

Creating a Parent Team

4. Constantly increase the degree and culture of pedagogical education of parents

Forms of parent involvement in the school practice

Participation in various out-of-school educational activities

Joining to lessons, olympiads, weeks

To create children's yard clubs

Participation in vocational guidance work of school

Involvement to school and classroom work

Carrying out of optional and circular work according to their specialty

Conduct a variety of school or classroom activities

Participation in school or classroom repairs, gardening

# Work algorithm with "difficult" students



# System of work with "difficult" students.

First stage - Diagnostics

Second Stage - The choice of methods and techniques of correction work

Third Stage - design the work taking into account value orientations and personal qualities of the student

Fourth Stage - individual training work

Fifth Stage - correction, evaluation of results





Develop goals and procedures based on a common purpose

## *S.M.A.R.T. way to write management's goals and objectives*

*Specific* – target a specific area for improvement.

"what is to be done?"

*Measurable* – quantify or at least suggest an indicator of progress.

"how will you know it meets expectations?"

*Assignable* – specify who will do it.

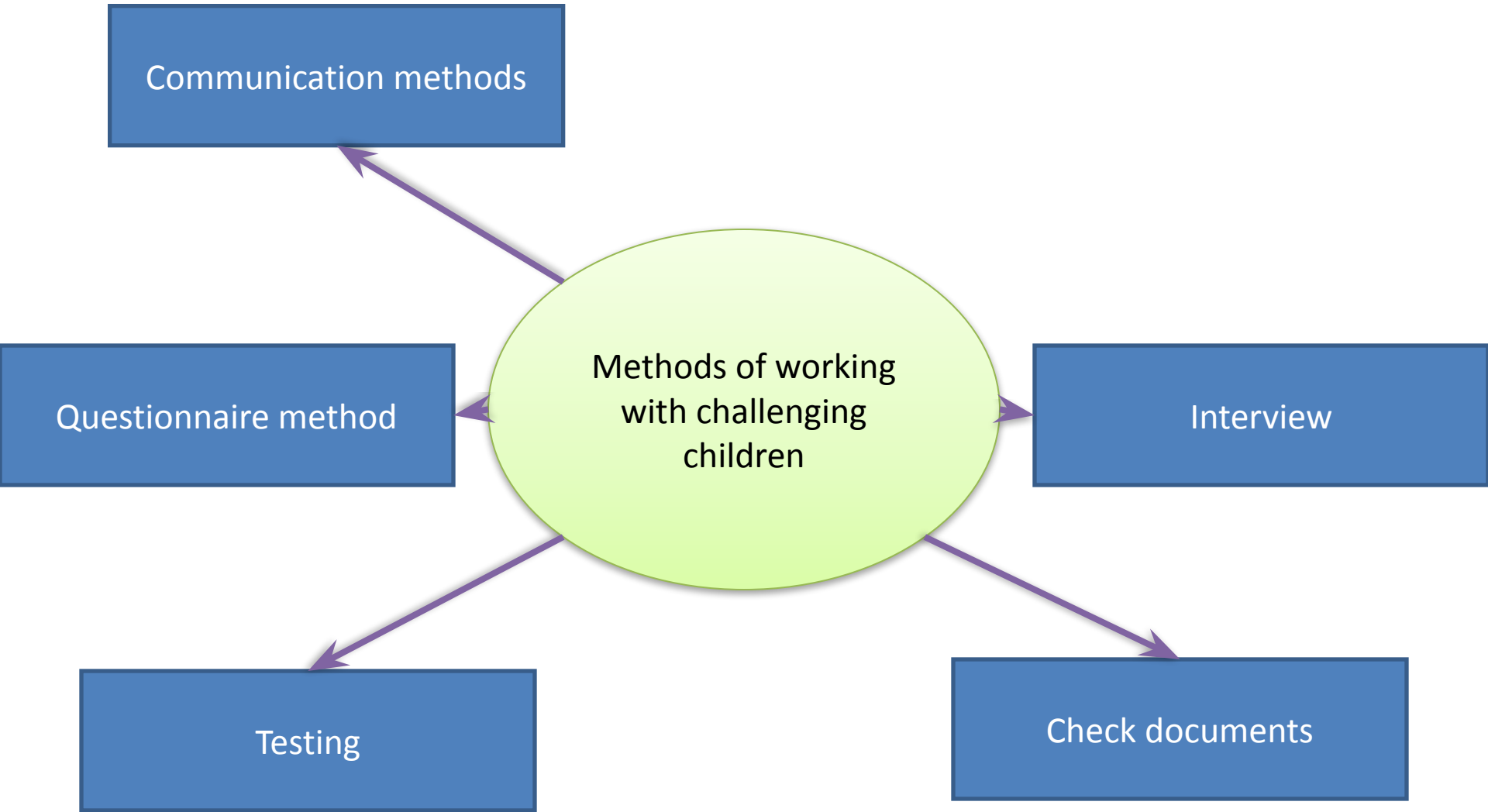
"Does he/she have the experience, knowledge or capability of fulfilling the expectation?"

*Realistic* – state what results can realistically be achieved, given available resources.

"should it be done?", "why?" and "what will be the impact?"

*Time-related* – specify when the result(s) can be achieved.

"when will it be done?"

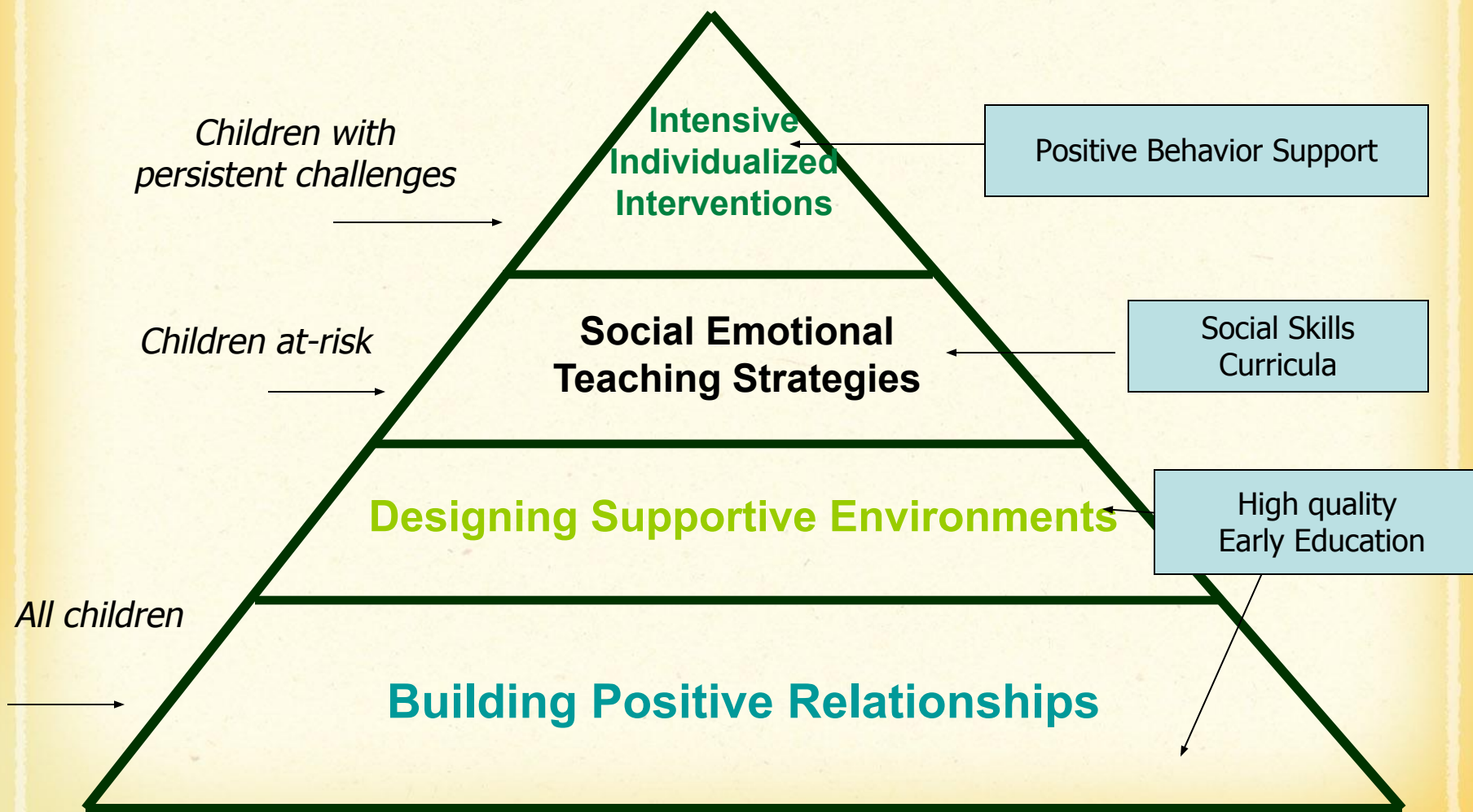


# Teaching a New Skill

## Model-Lead-Test

- Model (*I do*) – teacher or peer displays skill performed correctly
- Lead (*We do*) – require student to practice skill with coaching assistance
- Test (*You do*) – ask student to display the skill without teacher assistance & provide specific & immediate positive feedback when the skill is performed correctly

# Teaching Pyramid



# Team building with the family

**Parents want their communication with you and the teachers to be frequent, open, honest and non-judgmental**

- *Commitment* - Educators who regard their work as more than just a job.
- *Recognition* - Teachers who acknowledge the validity of their point of view
- *Skills* - Educators who can make things happen for their child and who admit to not knowing something but are willing to find out
- *Trust* - Educators who will treat their child with dignity and protect him/her from hurt
- *Respect* - Teachers to show respect by valuing their child as a person and acting and acknowledging their efforts and contributions on

**We can't change a child's life,**

**BUT.....**

**WE CAN MAKE A  
DIFFERENCE!**



# Prevention is the best intervention

**Effective teachers spend more time promoting appropriate behavior than responding to inappropriate behavior**





# Prevention

**Creating opportunities for ALL children  
to  
succeed**

- **Changing the social climate**
  - **Changing your approach with the children**
  - **Utilizing preventative pro-social skills curricula**
- **Changing the physical environment**
- **Changing the program**





- 1.) Most children stop using challenging behaviors when:
  - a.) the behavior stops working for them
  - b.) they are disciplined
  - c.) they get to kindergarten
  - d.) they develop strong language skills
- 2.) Challenging Behavior is defined as behavior that:
  - a.) interferes with a child's learning, development or successful play
  - b.) is harmful to the child or other children
  - c.) puts a child at risk for later social problems
  - d.) all of the above
- 3.) Before targeting a child's challenging behaviors, teachers should first examine:
  - a.) their own teaching practices
  - b.) the classroom layout, expectations and experiences
  - c.) their own values and beliefs about challenging behaviors
  - d.) all of the above
- 4.) Teachers should first list a child's \_\_\_\_\_ as a way to set a positive approach to helping a child learn to use more positive behaviors.
  - a.) hobbies
  - b.) favorite toys
  - c.) positive characteristics or strengths
  - d.) assessment scores
- 5.) As teachers prepare to work with a child with challenging behaviors, they will find that their \_\_\_\_\_ with that child is at the heart of the process.
  - a.) trusting relationship
  - b.) friendship
  - c.) academic focus
  - d.) all of the above

## **Seminar tasks**

1. Working with Children with Challenging Behavior
2. The Challenging Child: Understanding, Raising and Enjoying the Five “Difficult” Types of Children
3. A Guide for parents whose child is more intense, sensitive, perceptive, persistent, energetic
4. Classification of deviations
5. Functional analysis of classroom variables for students with emotional and behavioral disorder
6. Family outcomes in early intervention
7. The effects of poverty on children
8. Functional assessment and the treatment of mealtime behavior problems
9. Effects of challenging behaviors on social relationships
10. Developmental Nature of Challenging Behaviors