

Positive Behavior

1.1 Welcome



Child Protection
Part 3

Click the Start button to begin this course.

Start

CRDP

Notes:

1.2 What have we learned in the second part of the course?

Part 2 Sum Up

What have we learned in the **second part of the course?**

- 01** How can school staff reinforce the concept of protection at the school environment?
- 02** Positive communication with others
- 03** Positive listening

1.3 What will we learn in the third part of the course?

Part 3 Course Content

What will we learn in the **third part of the course?**

- 01** Positive behavior
- 02** Secondary prevention focuses on those most vulnerable to violence. Examples include those with special needs and those affected by crises, disasters and wars.
- 03** Key concepts: Psychosocial Support

1.7 Welcome Layout



Notes:

1.8 Pillars That Govern Classroom Management



Pillars That Govern Classroom Management

Successful classroom management relies on several basic fundamentals:

1

Preparing the class charter in the beginning of the school year with active participation of the students.

2

Discussing the learner's behavior with him/her as individually as possible.

3

Investigating the cause of an unwanted event or behavior and how to prevent it in the future.

1.9 Pillars That Govern Classroom Management



Pillars That Govern Classroom Management

Successful classroom management relies on several basic fundamentals:

4

Communicating with parents about the difficulties that their child faces and try to work as a team with them.

5

Cooperating and working with the educational mentor.

1.10 Disadvantages of Punishment and Its Consequences:



Disadvantages of Punishment and Its Consequences:

Do's:

Punishments result in variety of feelings:

Loss of confidence, anxiety, shame, anger, desire for revenge, lack of discipline, resistance, turmoil, inability to express positive emotions, obedience to avoid punishment only

1.11 Disadvantages of Punishment and Its Consequences:



Disadvantages of Punishment and Its Consequences:

Do's:

- "Non injuring slaps and beating can increase the likelihood of developing antisocial and withdrawn behavior in children." Grogan Kaylor, University of Michigan
- "Beating promotes defiance, resistance, desire for revenge or resentment." The Journal of Abnormal Psychology
- "The more severe the corporal punishment..., the greater the likelihood of engaging in violent acts."
- Hitting a child may create a vicious cycle in the family and in society, where it appears to the child that violence is a solution and that hitting weaker and smaller people is acceptable.

1.12 Unwanted Behavior Management Techniques



Notes:

1.13 Behavior Management Techniques

Behavior Management Techniques

- ✓ **Positive Reinforcement:**
Encouragement is required more frequently than praise.
- ✓ **Pay attention to:**
Choosing the appropriate encouragement for the learner. (group or individual)
- ✓ **Providing encouragement**
immediately after the desired behavior has occurred.
- ✓ **Diversification of encouragement.**
- ✓ **Use an appropriate encouragement routine.**



1.14 Behavior Management Techniques

Behavior Management Techniques

- ✓ **Role play is used when the learner**
needs to be trained to perform the required skills.
- ✓ **Role play helps simulate real life**
experiences.
- ✓ **Allows the learner to understand the**
reasons that caused his or her anxiety.
- ✓ **Helps understand the effects of**
behavior, including the consequences.



1.15 Behavior Management Techniques

Behavior Management Techniques

✓ Contracting:

A written agreement between the teacher and the learner defining the goals and stages, the situations and facilities that the teacher will provide for this process and the criteria for achieving the goals.



Notes:

1.16 Behavior Management Techniques

Behavior Management Techniques

- ✔ Use the pronoun “I” instead of “you”:

The learner talks about himself using the first person “I” instead of “you” and “we” instead of “them.” This helps the learner to acknowledge that he or she owns and controls the behavior.




1.17 Children’s Normal Reaction to Abnormal Situations

Children’s Normal Reaction to Abnormal Situations







Notes:

1.18 Children's Reactions to Abnormal Situations

	<h3>Children's Reactions to Abnormal Situations</h3> <p>Children's reactions to distressing events and emergencies is different within the diverse stages of development:</p> <p>! Children rely on the adults around them for care</p>	<ul style="list-style-type: none">• Two to five year olds would regress to earlier behaviors such as loss of bladder and bowel control or loss of vocabulary.• Six to 13 years old can lose trust and interest in learning or be troubled by flashbacks.• 13 to 18 years old are often in a difficult situation whereby adult expectations are placed upon them, yet do not have access to the support needed.
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1.19 How Distress Can Manifest in Children?

How Distress Can Manifest in Children?

<p>Physical</p> 	<p>Social</p> 	<p>Emotional</p> 	<p>Cognitive</p> 
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Notes:

1.20 How Distress Can Manifest in Children? Physical

How Distress Can Manifest in Children? Physical

- Excessive alertness, on look-out for danger, easily startled
- Fatigue / exhaustion and disturbed sleep
- General aches and pains, stomach ache
- Involuntary wetting



Notes:

1.21 How Distress Can Manifest in Children? Physical

How Distress Can Manifest in Children? Physical

- ➔ Excessive appetite
- ➔ Change in appetite or eating habits
- ➔ Hyperactivity
- ➔ Crying, being overly clingy or independent



Notes:

1.23 How Distress Can Manifest in Children? Social

How Distress Can Manifest in Children? Social

- Fighting or bullying

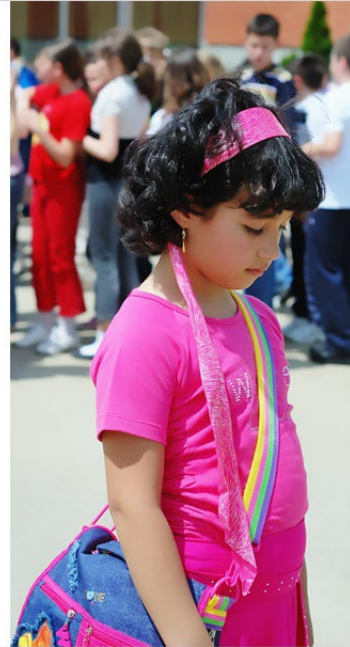
- Avoiding places, people or activities that are reminders of distressing events

- Social withdrawal and isolation

- Loss of interest in normal activities and playing games

- Being naughty, regressing in skills or behavior or speech

- Crying, being overly clingy or independent



Notes:

1.25 How Distress Can Manifest in Children? Emotional

How Distress Can Manifest in Children? Emotional

→ Fear, numbness, detachment, sadness

→ Guilt or regret, overwhelmed, hopeless

→ Anger and irritability, anxiety and panic



Notes:

1.27 How Distress Can Manifest in Children? Cognitive

How Distress Can Manifest in Children? Cognitive

- Intrusive thoughts and memories of the event / flashback
- Visual images of event or nightmares
- Poor concentration or memory
- Performance at school suffers
- Disorientation or confusion



Notes:

1.28 Reactions to Emergency or Extremely Distressing Situations



Reactions to Emergency or Extremely Distressing Situations

Other reported reactions to emergency or extremely distressing situations include:

- Flashbacks, dreams and overwhelming memories
- Identifying with the aggressor
- Reduced reactions in order to cope with overwhelming events, desensitization to the environment
- Being on guard

1.29 Interrupted Development Process



Interrupted Development Process

Primary processes of development depend on:

! It is important to understand the developmental processes that have been interrupted when children have experienced change, loss and disruption.

- Trust
- Competence
- Identity

1.41 Session End

