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How to prevent children from the practice of antisocial behaviour in schools?

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Abstract:

Societies used to consider law-breaking, violence, drug and alcohol abuse, smoking, and early patterns of sexual behaviour that risk sexually transmitted diseases and pregnancy among never married teenagers to be serious problems. These problems can ruin adolescents' lives by leading them to be antisocial and put them in jail and are costly to a civilization.

Many studies from various social dimensions indicate that law-breaking, smoking, drug and alcohol use, and sexual behaviour that can cause disease are strongly correlated with academic failure and school dropout. Furthermore, adolescents with more than one of these problems are particularly likely to experience many of the serious and costly consequences of teen atrocity, drug and alcohol misuse, and risky sexual behaviour. This makes it particularly important to prevent the development of serious behaviour problems.

Therefore, it is suggested that early intervention to reduce these risk factors may prevent a whole range of problems, particularly interventions that occur when children are young – that address threat factors for these behaviours and needs interventions in various ways that some points which have been discussed here in this paper for effective prevention, such as : Switch on avoidance early, intervention of positive consequences, effective reduction of negative consequences, need to build skill through practice, regular monitor child's behaviour, control the limit of opportunities for misbehaviour, need to reduce environmental stressors, need to limit biological risks, discourage aggressive behaviour, creation of appropriate norms for the children towards their reaction on events and many more of school programmes, parents and teacher training have been highlighted here in this paper.

Key words: Children behaviour, drug use, sexual behaviour, smoking and use of drugs.

Introduction

Many societies consider law-breaking, violence, drug and alcohol abuse, smoking, and early patterns of sexual behaviour that risk sexually transmitted diseases and pregnancy among never married teenagers to be serious problems. These problems can ruin adolescents' lives by leading them to be put in jail, by limiting their education and vocational training opportunities, by having unwanted children, and by risking the development of serious illness. In addition, these problems are costly to a civilization in economic terms.

Teenagers who exhibit serious problems in one of these areas commonly develop problems in other areas, too. Many studies from various social dimensions indicate that law-breaking, smoking, drug and alcohol use, and sexual behaviour that correlated with academic failure and school dropout. Furthermore, adolescents with more than one of these problems are particularly likely to experience many of the serious and costly consequences of teen atoncity, drug and alcohol misuse, and risky sexual behaviour. This makes it particularly important to prevent the development of serious behaviour problems.

Research indicates that many of the same factors contribute to the development of all of these problems in adolescence. This suggests that early intervention to reduce these risk factors may prevent a whole range of problems. Therefore, it is suggested that early intervention to reduce these risk factors may prevent a whole range of problems, particularly interventions that occur when children are young – that address threat factors for these behaviours and needs interventions in various ways that some points which have been discussed here in this paper for effective prevention.

Switch on preclusion early

Research findings established that risk factors for behaviour problems occur throughout children's development, and children face new risks as they mature and come across new challenges. Children's environments also become more multifaceted as they grow older, making interference more difficult. Some early risks have been repeatedly tied to many behaviour problems in later childhood. Reducing these risks has the possibility to prevent the development of multiple problems.

A few programmes may have outstanding effects in preventing the development of problem behaviour in adolescence. In one study - nurses visited poor unmarried teenage mothers before and after the birth of their children. Their visits focused on improving the mother's physical and psychological health, educational and family planning, childcare and support from family and friends. The mother's own adjustment improved. More importantly, their children showed less delinquency, smoking, drug and alcohol use and sexual activities at age 15, compared to children whose mothers did not receive the programme.

School interventions that begin when children enter school have had comparable effects. These approaches usually taught teachers to apply regular consequences for desirable and undesirable behaviour. Children learned skills for thinking through problem situations and for interacting in co-operative, non-aggressive ways with peers as well as parents education the ways to interact positively with their children.

Other effective approaches begin as children enter adolescence. Repeatedly provide information on drug and alcohol use and abuse may reduce such behaviour as well as refuse peer invitations to use drugs or alcohol.

Early interventions should address prenatal care and social and economic adjustment of mothers after a child is born. Mothers who are young, poor and never married may particularly benefit from prevention programmes. Their children are less likely to have problems as they grow up, resulting in fewer costs to their societies. Schools provide important places to offer preventive interventions. Times when children enter new school environments – such as when they first attend school, encounter new academic demands, or move from smaller to larger school – are particularly good times for intervention. Schools and communities should select culturally appropriate programmes carefully based on evidence that the approach reduces children's behaviour problems. Teachers and other adults should follow the guidelines for these programmes. Too much modification may cause a programme to lose its effectiveness (Olds & Kitzman, 1993; Olds et al., 1998; Peters & McMahon, 1996).

Positive consequences matter

Research findings shows that positive reinforcement can establish the principles of learning for appropriate, immediate positive behaviour. This process is commonly decrease the problem behaviour among youths. At the societal level, if youngsters provide positive co-operative behaviour, non-violent ways of handling conflict, and involvement with peers for desirable activities may lead them in a proper way for a particular desire. Furthermore, most of the effective prevention programmes that begin when children enter school that to teach them to use positive consequences systematically. By doing this, family members encourage children to develop in positive ways.

Positive incentives come in many forms and can be tangible (such as money) or social (for example, praise). Additional examples of positive consequences that can increase behaviour involve giving children extra privileges and opportunities that they desire. Parents, teachers, other adults or peers can provide positive consequences to children for displaying more positive behaviour. Further, teachers should provide positive consequences for positive social as well as academic accomplishments, particularly with children and youth that misbehave frequently (Forehand & Long, 1996; Walker, 1996; Walker, 1995; Walker, Colvin & Ramsey, 1995).

Effective negative consequences matter

Research findings shows that positive consequences can increase the chances a behaviour will occur, however, negative consequences will reduce its probability. Behaviour often decrease when that behaviour 'costs' the person something in time, money or undesirable consequences. One clear set of costs that affect problem behaviour involves financial costs. Individuals who pay fines for unlawful offences are less likely to re-offend in the future, especially when the fine is proportional to the offender's ability to pay. When the cost of smoking or alcohol goes up, adolescent substance use goes down. Social 'costs' of problem behaviour can include loss of privileges or a mild reproach in which the adult tell the child briefly what he or she did wrong and how it creates problem. Like such type of strict negative consequences should be avoided.

Unfortunately, many of the ways that adults try to punish problem behaviours do not work in the long run to reduce problems even if they get someone to stop a negative behaviour for the moment. In particular, some parents of children often spend a great deal of time punishing their children with methods that are highly negative but do not work. The reason punishment often fails to work is probably because the punishment is too severe, too delayed and too inconsistent. Therefore, in schools and communities teachers should communicate classroom rules clearly so children understand which behaviours will result in negative consequences. Teachers and parents should avoid negative consequences that have the potential to harm the child either physically or psychologically (Forehand & Long, 1996; Walker, 1996; Walker, 1995; Walker, Colvin & Ramsey, 1995).

Build skill through practice

Two important factors that predict the development of anti-social behaviour and drug and alcohol use in adolescence are poor achievement in school and problems with peer relationships. These problems in turn are linked to poor academic and social skills. Although teachers typically focus on children's academic skills, they can also play important roles in helping children learn to interact appropriately with peers. Some of the most effective programmes for preventing drug, alcohol and tobacco use specifically teach adolescents how to resist peer pressure to become involved in problem behaviour. Children can learn through interpersonal skills by observing parents, teachers and peers that to handle situations and learn from that. Adults should instruct children in how to behave. One thing is clear from research studies that on teaching by peers' encourage to reduce the use of tobacco, alcohol and drugs than the adult instruction (Gottfredon, 2001; Elliott & Gresham, 1993).

Therefore, in schools and communities teachers and parents should act in ways that show children how to handle problems well. Children imitate behaviour of those who are important to them. We should teach young children interpersonal skills for handling conflict non-violently and co-operation with each others. We should incorporate teaching interpersonal skills into classroom teaching. Make sure children have many opportunities to practise the skills they are learning and to receive feedback on how they are doing in real-life situations.

Monitor a child's behaviour

Adult knowledge of where children are and with whom they are interacting may help to prevent problem behaviour. When parents and teachers know what their children and students are doing, they can detect when the child is getting involved in activities that might pose a risk. Thus, they reduce opportunities for problems by steering their children away from risky situations. At the same time, they can provide positive reinforcement for desired and effective and negative consequences when children violate rules or expectations.

Many research findings indicate that young children are particularly likely to experiment with alcohol, tobacco and other drugs if they are at home or at a friend's house when there are no adults around. In schools, aggressive social behaviour is more likely where adult supervision is minimal, such as on the playground and in the hallways, than where adults are present. Similarly, delinquent activity is more likely to occur in the afternoon hours, when supervision is less likely, than earlier in the day. Furthermore, parents who know what their child or adolescent are doing each day are less likely to have children who associate with deviant peers and engage in diverse problem behaviours (Coie & Miller-Johnson, 2001; Dishion & McMahon, 1998).

Therefore, in schools and communities encourage parents to ask where their children are, what they are doing and with whom using non-interrogatory manner. These questions are especially important during the teenage years, when youth become more independent and spend more time away from home. A child should be gradually given increasing autonomy during adolescence. At the same time, adults should make informed choices in how much independence they grant and under what conditions. We should encourage children to make friends with others who are not involved in problem behaviours. We should avoid creating unsupervised groups of children with behaviour problems. Children may learn problem behaviour from each other and encourage each other to behave inappropriately. When these groups exist, need to monitor them closely to prevent children from encouraging problem behaviour in their peers.

Limit opportunities for misbehaviour

Even the most troubled young people cannot engage in problem behaviours unless they have opportunities to do so. Numerous research studies show that car accidents among young people who have been drinking can be significantly reduced when laws and regulations make alcohol less available. These laws include decrease alcohol sales to children. Similar research on youth smoking indicates that communities that adopt and enforce laws that make sales of tobacco to young people illegal can significantly reduce how many adolescents use tobacco.

Therefore, in schools and communities we should create clear rules and laws that to supply or selling of tobacco, alcohol and illegal drugs to children are illegal and punishable. Need to examine situations in which children and teenagers engage in problem behaviour and make specific plans to keep children away from those situations.

Reduce environmental stressors

Research findings shows that negative events and conditions that are stressful create difficulties for both parents and children. These difficulties in turn can increase the chances the child will develop later problems. For example, a mother's exposure to stress during pregnancy is related to behaviour problems in her child. These stressors can take many forms, such as maternal smoking or alcohol use during pregnancy, a difficult or prolonged delivery, or the experience of an influenza infection. The negative effects of these early life stressors can often be reversed by consistent and warm parenting practices after the baby is born.

Repeated exposure to violence is believed to lead to changes in brain functioning, and has been related to increased risk for aggression and use of drugs and alcohol, particularly in boys. Studies also suggest that a lack of control over environmental stress might lead to higher levels of material abuse. It is believed that children are motivated to achieve control over their environment, and they will attempt to do so by regulating their body's exposure to stress and stimulation. During adolescence this attempt to control their environment may lead them to deliberately seek out chemical stimulation from street drugs or psychological stimulation from risky sexual behaviour and antisocial acts (Brennan, Grekin & Mednick, 1999; Yehuda, 2000).

Therefore, in schools and communities we should provide parent education classes on nutrition and smoking during pregnancy. Train parents in warm, consistent child-rearing practices. Advise them about how these skills can help prevent the negative effects that can result if the child was exposed to stress earlier in life. Provide children with opportunities and pro-social skills that allow them some control over their environment, especially during particularly stressful periods in their lives.

Limit biological risks

Genetic influences are not the only biological influences on a child's development. From the early stages of development, the biological influences that come from the child's brain and physiology can increase or decrease their risk for behaviour problems. Biological and environmental risk factors tend to work together to produce negative effects on children's behaviour (Brennan & Mednick, 1997; Brennan & Raine, 1997).

Therefore, in schools and communities we should provide safe environments for children to play and study in. Minimize exposure to harmful substances and other biological risk factors. Provide students with nutritious meals with adequate medical care. Children who have been exposed to biological risks may need special attention. Parents and teachers should provide a warm, supportive, and structured environment for their development.

Discourage aggression

Many research findings shows that children in pre-school and elementary school who are highly aggressive or non co-operative are likely to be rejected by their peers and do poorly in school. As they grow older, they are more likely than other children to use drugs and commit violent and non-violent crime. Aggressive children who are impulsive and have attention problems are particularly likely to continue to have problems as they grow up. This is particularly in case of girls, who are generally less physically aggressive than boys. In addition, behaviour such as hitting, kicking, teasing, bullying and fighting need to be addressed because they cause problems in the daily lives of children, their classmates, their families and their teachers (Patterson, Reid & Dishion, 1992; Taylor & Biglan, 1998).

Many programmes have been shown to reduce aggression significantly among those who participate in them. Most are more effective when children are young than the children are older.

Therefore, in schools and communities we should identify children who have problems with aggressive behaviour and make specific plans to reduce their aggression like children who harm others by fighting, hitting, bullying, calling names or excluding peers. We should use effective positive consequences to encourage children to behave co-operatively, follow classroom rules and use non-violent ways of resolving conflicts. We may seek assistance from a qualified mental health professional for aggressive children who fail to respond to interventions based on the principles. Aggressive children who are also rejected by peers, who act impulsively, who have problems paying attention in school and who have poor academic skills particularly need effective intervention.

Create appropriate norms

Norms refer to both how often a behaviour occurs in a group and the extent to which the group approves of the behaviour. Peer group norms are especially influential for problem behaviour, but family, school, neighbourhood and community norms are also important. When young people believe that many of their peers use tobacco, alcohol and other drugs, they are more likely to do so the same. Young people generally over-estimate how many of their peers use drugs and, as a result, they may want to try them. This has been shown in careful studies where some schools received information about how few young people actually use drugs, while other schools did not get such information.

The entertainment media, including cinema, television and music, also affect young people's perceptions of norms for behaviour. Research evidence suggests that seeing aggressive behaviour on TV may make some children more aggressive. Some movies, television and music may overemphasize undesirable behaviour (Hansen, 1992; Jason & Hanaway, 1997).

Therefore, in schools and communities we should use school programmes and mass media messages to emphasize the positive things that young people are doing and to show that most people are opposed to substance use and violent behaviour. We should limit the amount of time children spend viewing or listening to programmes that present aggressive behaviour and other problem behaviour in positive ways. We may encourage involvement of youth in leadership roles in activities that discourage problem behaviour.

Conclusions

In conclusion it can be said that, schools play an important role in preventing problem behaviour, particularly when other parts of the community also become involved in prevention efforts. Many of the factors that increase a child's risk for developing behaviour problems affect their behaviour in school and their academic performance. Social and academic problems in school in turn make it even more likely that early problems will continue and become worse over time.

A number of approaches are useful for reducing aggressive behaviour and preventing later problems with delinquency, substance use and risky sexual behaviour. Many of these involve school programmes parents and teacher training as important components. This paper has been highlighted some of the key points that to prevent the development of serious problems among school going children.

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