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IO3-Blended Learning Module for Educators

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CHILDREN WITH BEHAVIORAL DIFFICULTIES

LEARNING UNIT 2

CHARACTERISTICS OF CHILDREN WITH BEHAVIORAL DIFFICULTIES

Conduct Disorder

Conduct disorder is a type of disorder that includes anti-social behavior. DSM-V symptoms are collected in four groups. These are defined as inappropriate behaviors against human and animal rights, breaking the rules, damaging the property of others and deceiving and stealing.

Below are some common problem areas where behavioral issues arise.

Attention Deficit Hyperactivity Disorder

Attention deficit hyperactivity disorder has become a well-known and frequently diagnosed disturbance these days. This problem, which manifests itself with a mobility that is not suitable for the developmental period of the child and an intense distraction, causes many behavioral problems. Although it is stated that it usually starts at the age of 3-4, it can also be seen at younger ages. While attention deficit is prominent in some children with this disorder, hyperactivity is the determining criterion for some children. The most distinctive characteristic of children suffering from intense hyperactivity is their impulsive behavior. These children have difficulty in acting with the rules, they act without thinking much about the result, and the classroom environment becomes the place where the mobility is the most prominent. They experience difficulties in social cohesion and friendships. In cases where attention deficit is at the forefront, children find it very difficult to do tasks that require mental effort and may finish their work too late. They lose their belongings very often and while doing a job it can be seen that they suddenly start doing a different job. They tend to be messy and forgetful. A small sound or activity that will not attract the attention of other people may cause their attention to be drawn in that direction (Aygölü & Özden, 2015)

Oppositional Defiant Disorder

This disorder can be explained by some behaviors in children and adolescents such as a persistent negative attitude, rebellious behavior towards the authority figure, and holding grudges. Diagnosis can be made by the long-term history of these behaviors and their severity that disrupts daily functions. These children are often wronged, resentful and spiteful. Although they do not have a problem with their peers, they are often suitable for arguments with their elders. Social modeling and attention deficit hyperactivity disorder may cause oppositional defiant disorder (Kılıç, 2011).



Anxiety

Anxiety is the emotional uneasiness experienced by a person in anticipation of a danger. A certain level of anxiety is required, and the state of extreme anxiety seen in adolescence is normal that most of them are unaware of their anxiety disorder (Karabekiroğlu, 2009). Anxiety includes situations such as worry, concern and depression that individuals experience as a result of any stress factor. It is necessary when anxiety is at normal levels, but when it is excessive, it affects the individual's life negatively and limits his social and personal life (Estes & Skinner, 1941).

Learning Disorder

Learning disorder can be defined as an individual's school success below the level expected from his / her education in line with his / her calendar age, measured intelligence level and age (Şenol, 2008). Learning difficulty may be in one of areas such as mathematics, reading and writing, or a child may have two or three of these (Öztürk, 2008).

Autism Spectrum Disorder

Autism spectrum disorder is an innate or complex neurodevelopmental difference that occurs in the first years of life. Autism is thought to be caused by some nervous system problems that affect the structure or functioning of the brain. Common signs of ASD as below;

- Avoiding eye contact
- Failing to, or being slow to, respond to someone calling their name or to other verbal attempts to gain attention
- Tending not to look or listen to people
- Reliance on rules and routines
- Delayed speech and communication skills
- Unexpected reactions to sounds, tastes, sights, touch and smells
- Engaging in repetitive behavior such as flapping hands or rocking
- Focusing on or becoming obsessed by a narrow range of interests or objects
- Being upset by relatively minor changes
- Rarely sharing enjoyment of objects or activities by pointing or showing things to others
- Difficulty understanding other people's emotions
- Being more or less sensitive than other people to sensory input, such as light, noise, clothing, or temperature
- Having a lasting intense interest in certain topics, such as numbers, details, or facts



Approximately fifty percent of children who receive intensive education with early diagnosis and a correct education method can control the symptoms of autism, improve development, make great progress, and even some children with autism may not be different from their friends when they reach adolescence.

Depression

Depression that is a state of in which the individual feels unhappy and tired due to the situation he is in, reluctance to daily work, sadness and inability to enjoy life is seen very common in community.. This situation of the individual causes changes in behavior in time. In this situation the individual negatively evaluates many things about his past and future with pessimistic thoughts. He feels guilty and punished for the events he experienced in the past, and the feeling of despair for what might happen in the future in the shadow of the past makes the person feel helpless. All of these may cause the emergence of the idea that life is meaningless, decrease in daily work, social communication and interaction performance, and failure in work / school life (Reddy, 2011).

Bipolar disorder

Bipolar disorder (formerly known as manic-depressive illness) is a mental disorder characterized by two separate episodes of illness. One of these episodes of illness has exaggeration (mania), and the other is depression. These two disease periods, which seem to be opposite to each other, progress with sedation and exacerbation. Outside of the disease periods, the patient almost completely returns to normal.

Mental Deficiency

Mental deficiency is the state of insufficiency in self-sufficiency, self-care and academic skills, communication, social and behavioral skills, together with below-average intelligence function due to a number of difficulties experienced by the individual before, during or after birth.

Activity: Behavior Ship (Drama Game)
Objective: Recognizing Behavioral Problems
After the trainer explains the behavioral problems, he writes the titles of the behavioral problems on the small sheets and asks the participants to choose a paper. In this way, each participant looks at the problem of behavior written on the paper in his hand. Instructor: "Now, let everybody think that they have the problem of behavior written on the paper in their hand and let's travel together in a ship." and the group acts their role in this cruise. For example, a participant with depression may be sad, depressed on board.



POSITIVE DISCIPLINE AS A METHOD OF CHANGING BEHAVIOR

The Concept of Discipline

The concept of discipline is generally considered outside of its true meaning and is perceived as the use of punishment in response to the child's negative behavior. However, discipline is not to set strict limits on the child's behavior and to control him in every way, but to help the child accept the consequences of his own behavior, take responsibilities and develop self-control. The concept of discipline, which supports the child's learning of positive behaviors and habits, also plays an important role in establishing balance and order in the family. The most important point that families should pay attention to in terms of discipline is that the first condition to create an effective discipline is to ensure positive communication between parents and children (MEB, 2013).

Discipline is to teach the child the desired behavior and make him gain moral maturity in terms of self-control. Since this development is only possible with an internalized sense of responsibility, such a gain cannot be achieved by an external force. The child should self-evaluate the responsibilities of his life and the experiences he has acquired and be able to accept the results (Yavuzer, 2014). Effective discipline is the one that can contribute to the development of the child, as well as being reasonable and logical.

The purpose of the discipline, which expresses a life style with established rules, is to teach the child the value of the necessary rules and change the behavior in order to become a happy and self-controlled individual even when his parents are not there (Kapoor, 2008). Internalized rules will be followed without the authority figure.

Activity: Guess the Rule
Objective: Understanding the Functions of Rules in Family Life
Families sit in a circle. A volunteer mother or father is chosen, telling the families that a warming game will be played. The volunteer participant goes out. The educator says that he will create a discussion environment in the group on a topic and that the volunteer will try to find the rule determined during the speech. A rule is determined with group members. The established rules can be like "Everybody coughs or scratches their ears before they start talking". Families are reminded to act consistently while applying the rule. The volunteer who comes in tries to guess the rule set by the parent group. The volunteer is asked to guess the rule in a few minutes.



Positive Discipline

Positive discipline, according to the definition given by Nelson, Lott, and Glenn, is a management technique that helps children control their own movements and solve their problems (Eaton, 1997). In addition, positive discipline is a method of discipline that allows children to feel good about themselves while learning social rules.

While applying the positive discipline method, the main purpose is to teach the child the consequences of his behavior and to make him aware of the need to cope with it. For example, instead of forcing a child who refuses to eat, he is given the right of choice by stating that if he does not eat, he will be hungry and cannot eat outside of meal time (Dinçer, 2003). He is expressed at a level where he can understand the consequences of his behavior without rebuking or criticizing, and he is left to do what he has to do. The aim is to enable the child to evaluate and make predictions about the outcome of his behavior.

Positive discipline, as the most useful method that will enable the child to gain awareness of responsibility, helps to develop self-control in order to gain the desired behavior, helps the individual to control his movements and solve his problems (Eaton, 1997; Peker, 2012).

Important elements of positive discipline are as follows (Eaton, 1997);

- Offering alternatives to children and granting choice,
- Using natural and logical results for learning,
- Bringing together those necessary for positive life skills,
- Teaching problem solving skills.

In positive discipline, the child sometimes learns what he needs to learn by confronting the consequences after making mistakes. Sometimes the parent gives the child the opportunity to predict how effective his action will be for him and those around him, by explaining the consequences of his behavior before the child acts. However, the child may not always act by thinking about the consequences of his behavior. In this case, it is important for him to make mistakes and confronts the consequences of his mistake. Explanation of the damages of breaking a glass item or observing the effects after breaking it will provide the same effect in terms of behavioral change in the child. In both cases, the important thing is that the parents make explanations appropriate to the child's level, address him by name when speaking, and remember that they are a role model for their child (Dinçer, 2003).

The most important goal in positive discipline, which aims to provide children with behaviors in accordance with the desired social and moral principles, is to enable individuals to gain self-control skills. (Stephens, 1992).



Determining Rules for Developing Positive Behavior in Children

The child's ability to acquire positive behaviors is possible through certain rules. Children want to know the reasons for the rules determined. This allows them to make sense of events. The points to be considered when applying the rules in the family are as follows:

- The number of rules should be limited and strictly enforced. The immutability of the rules should be emphasized, and the reason should be explained in case of change. It should be noted that these rules apply to everyone. There should be no bargaining on rules and they should be applied equally to everyone. For example; "Nobody can say bad things to anyone in this house."
- The rules should be logical and at a level children can apply. "Don't cry when there are others around." or "When you're with your elders, don't object, even if you're right." Unreasonable rules can not help the child's development.
- Rules should clarify what we expect from the child and guide him. When you say "No" to something, explain why it is said "No" and offer different options.
- Rules should be expressed in positive words whenever possible. For example; The positive statement that tells the child what to do instead of using a negative expression saying "Don't throw your toy car when it is not working" should be said "You can get help from your father to fix your toy car".
- The rules should be applied consistently by both parents. If they are not applied, the child will be confused. If the child notices that parents think differently about a rule, he will abuse it. For example; Just like, the father saying, "Sit a little longer" when mother says "It is time to go to bed".
- The child should be given a voice in determining the rules. In this case, he will adopt the rules more easily. Even the rules should be created together with the child.
- The child should not be told in exaggeration what will happen if the rules set by the family are not followed. For example, "If you do not eat your food, you will get sick, you will die" (MEB, 2013).

Event Name: Our Family Rules

Objective: Child's Understanding of the Necessity of Rules

Family members come together and express the rules they want to follow at their home. They write them on a cardboard and post it in the house where all family members can see it.

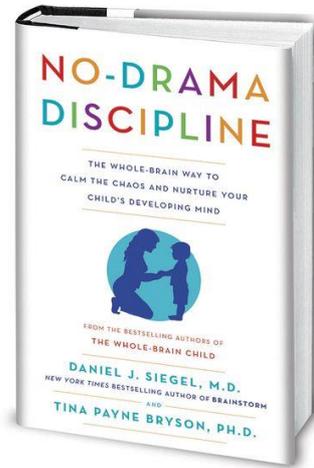
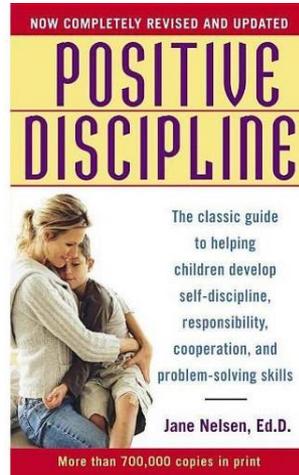
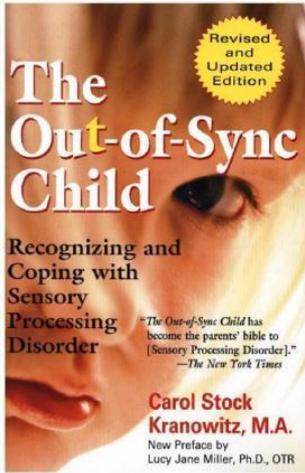
Red Rules	Yellow Rules	Green Rules
<p>Important rules that must be followed strictly.</p> <p>Example: Not behaving violently at home.</p>	<p>Rules as important as the red rules but can be broken at times Example: sleeping everyday at 21.30.</p>	<p>Rules that are not as precise as the Red and Yellow rules but are useful to do</p> <p>Example: Reading 2 or more books a week instead of 1.</p>



Setting limits does not mean having control over all of the child's behaviors and movements, it means setting rules to prevent unwanted behavior to a certain extent. In order to understand the reasons for this, rules appropriate for the child's age and personality should be established. The child should have no difficulty in complying with these rules and learn to discipline himself through them. Parents should avoid determining family rules in line with their own interests, and should take into account the wishes and needs of the child (Kağıtçıbaşı, 1990). Before setting boundaries, parents should question their requirements and act consistently in this regard as they see fit. Otherwise, even if the child obeys them in the same environment with his parents, he will display different behaviors in their absence (Yavuzer, 2014).

The aim of positive discipline is not to teach the child about what to do and not to do, but to enable him to gain the ability to distinguish between good and bad by evaluating the result of his behavior. A child who grows up with the awareness that he is responsible for his actions will be able to gain self-control and regulate his life as he grows physically. The important thing in this process is that the parent sees the child as a separate individual and acts accordingly, respects his personality and choices and establishes an open and correct communication with him (Stephens, 1992).

Book Suggestions



Video Activities

<https://www.youtube.com/watch?v=-IO6zqIm88s>

<https://www.youtube.com/watch?v=z7NeBs5wNOA>

<https://www.youtube.com/watch?v=UvPly9yIkLA>

<https://www.youtube.com/watch?v=CFIzCPAdKC8>



Activity



RESOURCE BINGO

"The language of the child is game".

There are many events in life that drag us from emotion to emotion. While all this is happening, we may find it difficult to explain to a child what has happened. This resource has been prepared to convey to children the measures brought by the process, the changing needs, and to strengthen the child and our relationship with him/her when we are struggling with the corona virus these days. This version of the game is for 5-10 years old. The materials of the game are included in the annex. You can print the cards and play with your loved ones at home. We hope that you play healthily and with pleasure.

Number of Players	3-6 People
Materials	Player Cards (Annex-1) Needs Cards (Annex-2) Pawn Cards (Annex-3) Needs Cards List (Annex-4) Health Cards (Annex-5) A pouch or a bag
Age Group	5-10
Instructions	

1. The cards in the Annex are printed and the materials that need to be cut are cut. One pouch or bag is prepared.
2. After all cards are prepared, the players come together and the person who will start the game shares the following explanation with the child / children. While sharing the explanation, attention is paid to the tone of voice to be up and down, calm and slow. It is tried to be concretized as much as possible.



“Every living in nature needs something in order to survive. As we have common needs, these needs may differ. For example, plants need sun, water and soil; however, some plants need direct sunlight, while others need shade.

Humans have common needs and different needs, just like plants. Nutrition, sleep, shelter and living in a house are common needs of all of us; however, while a baby needs 12 hours of sleep, 8 hours may be sufficient for an adult.

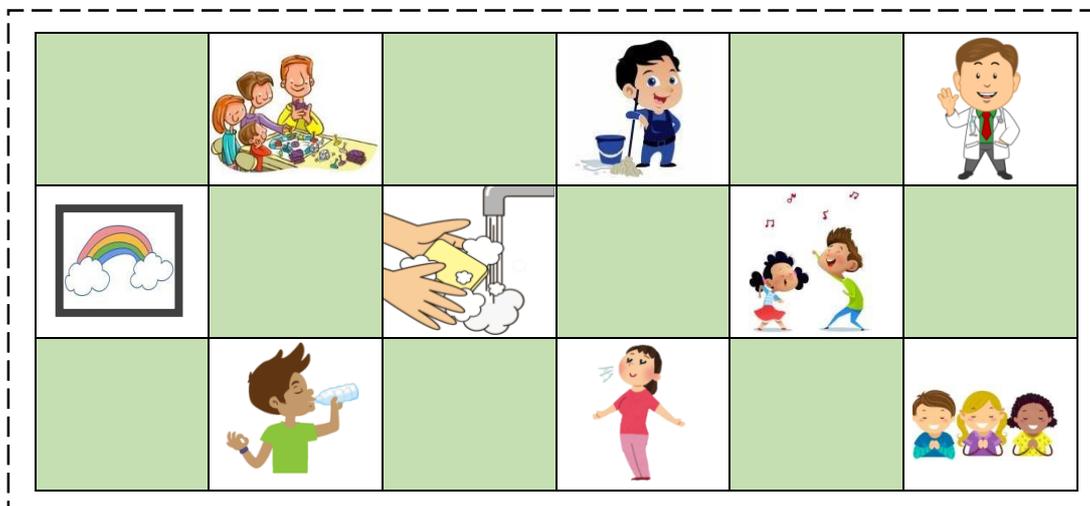
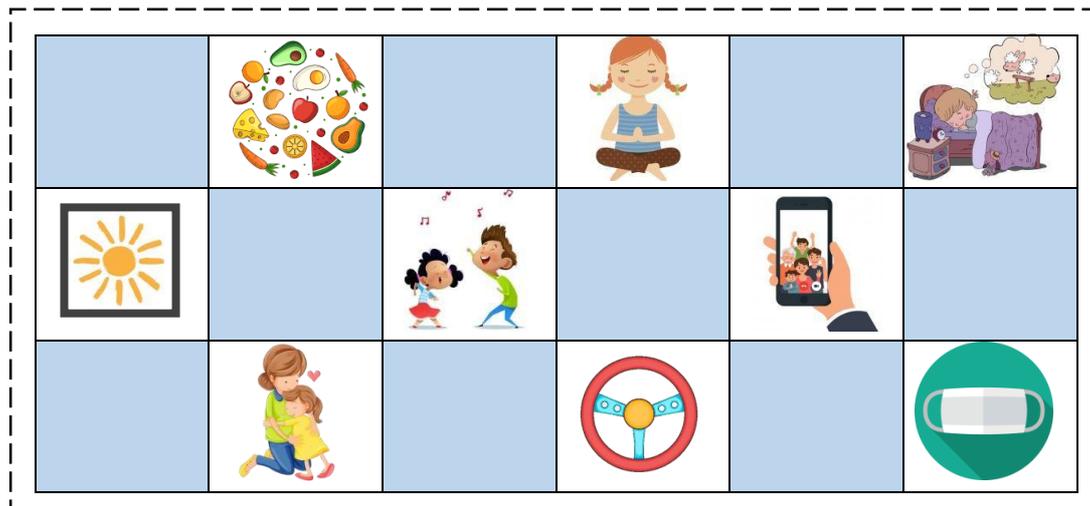
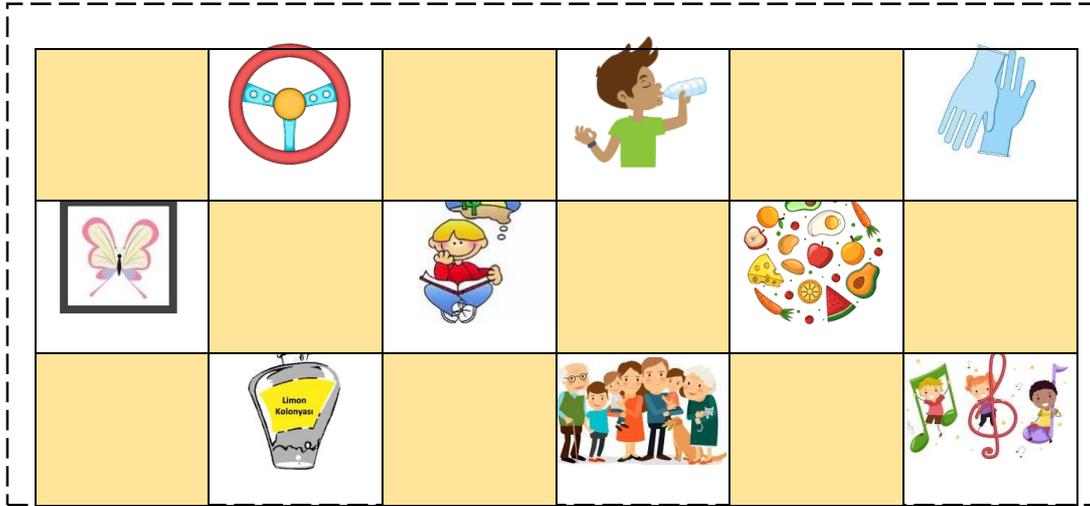
Our needs may also differ in changing conditions. For example, while we need sweaters and coats in winter; we need t-shirts and slippers in summer. You know, just as the seasons change, there may be other events in nature.

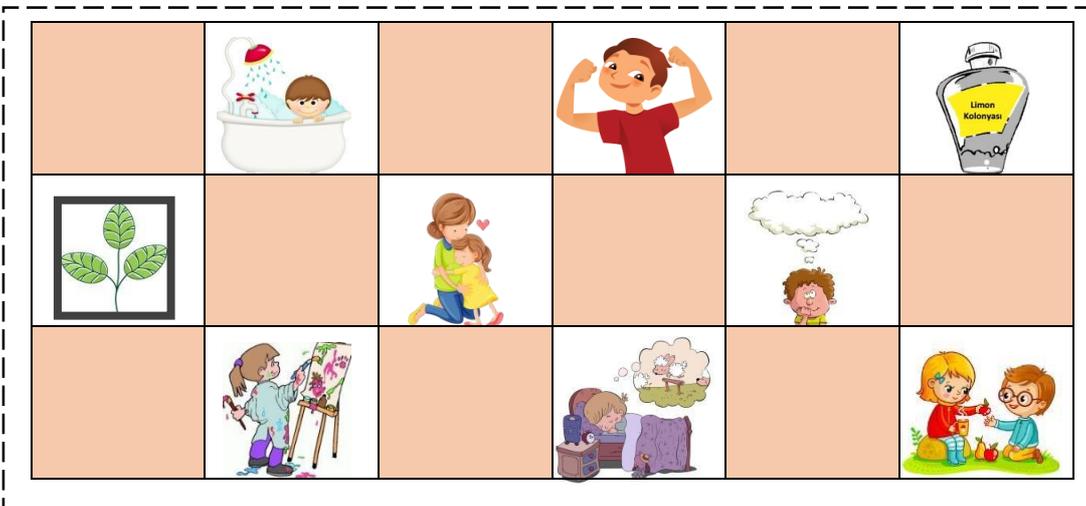
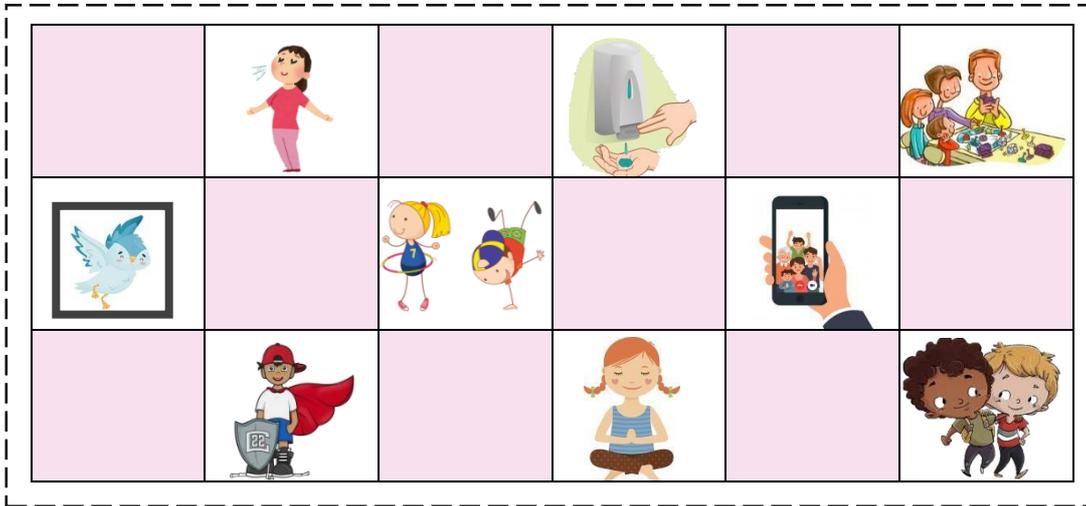
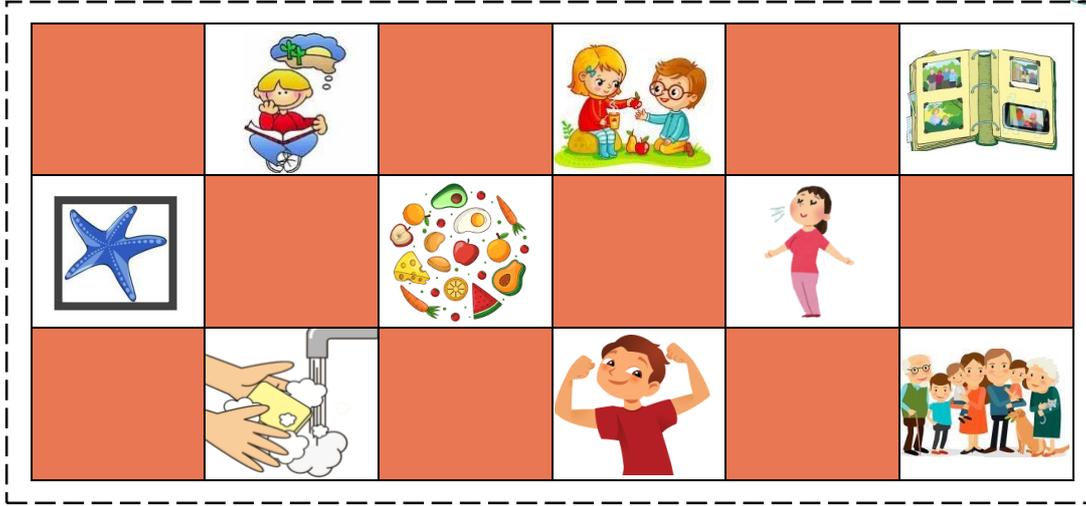
A virus called Corona has emerged recently. It is traveling from person to person, remember you had the flu before, this is another disease like that. Just like the things we do to protect from the cold, there are things we need to do to protect against this virus. Do you know what we need to protect from the virus? Let's play a game about these now? "

- 3.** Each player chooses a player card.
- 4.** Each player chooses a set of pawn cards. For example; The person who chooses the sun pawn must have 5 sun cards.
- 5.** Bingo stamps are put into the pouch.
- 6.** The person who starts the game draws 1 stamp without looking inside the pouch.
- 7.** If the drawn stamp is on the player's card, he puts a pawn card on it.
- 8.** The person who draws the stamp places the stamp he drew on the "resource table".
- 9.** On the player card, the person who has completed all the resources gets a "health card".
- 10.** The game continues until all stamps have been drawn and all players have received health cards.
- 11.** Then, the resource table is analyzed together. Resources that exist and do not exist at home are determined. It is discussed about how to provide resources that are absent or thought to be insufficient.
- 12.** You can share information about resources from the annotated visuals list and do the activities there. Each child's attention span may differ. If the child's interest is low at the end of the game, you can do this part later.



Resource Bingo Player Cards

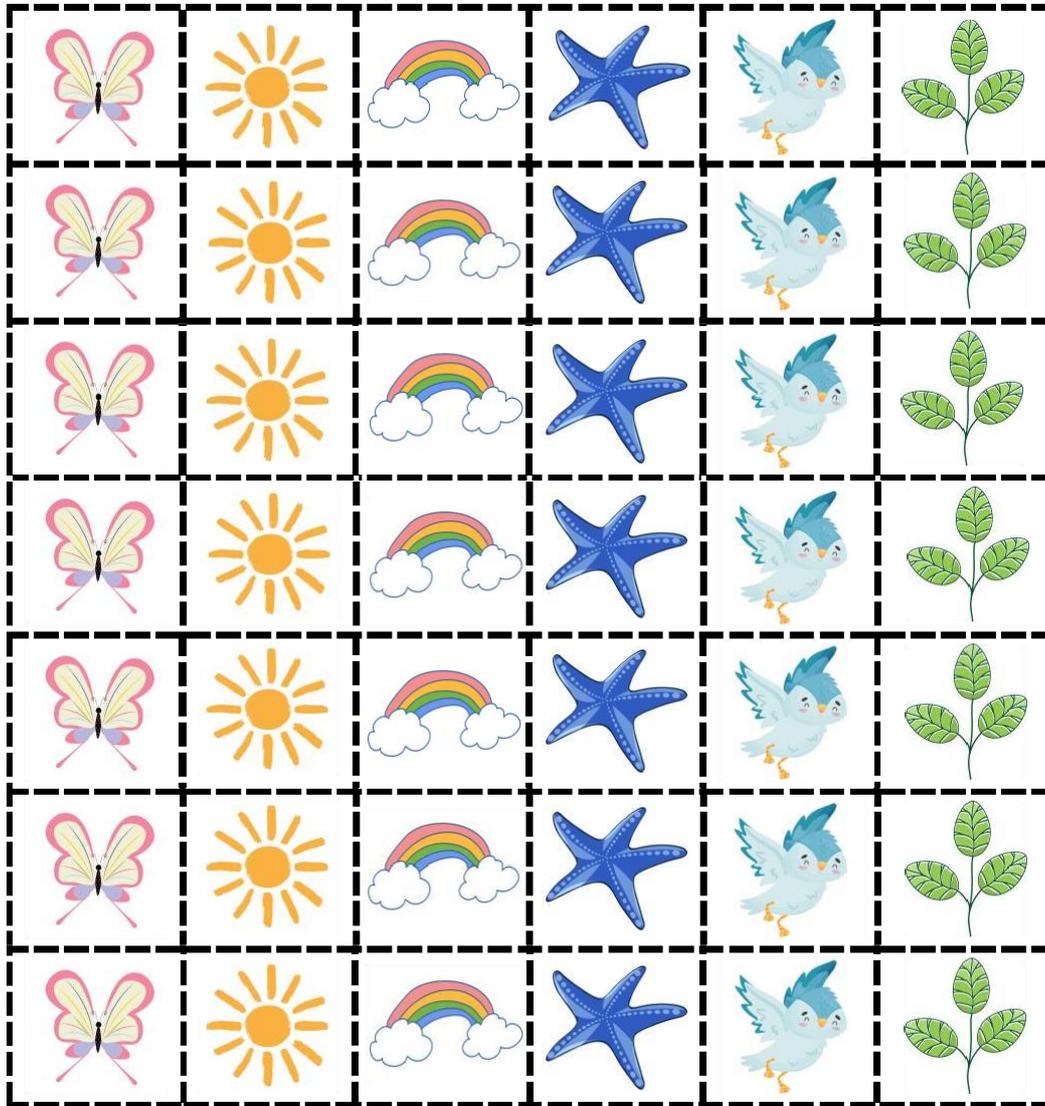






Pawn Cards

Cut each box at the marked places. Give each set of symbols to the player who chooses that symbol card.





Bingo Stamps

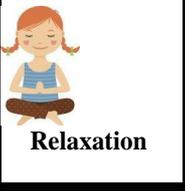
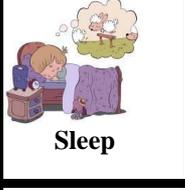
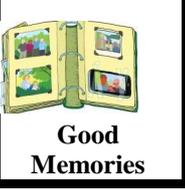
Cut each bingo stamp at the marked places, put it in a bag or pouch.

 <p>Mask</p>	 <p>Gloves</p>	 <p>Cologne</p>	 <p>Disinfectant</p>	 <p>Water</p>	 <p>Healthy Nutrition</p>
 <p>Soap</p>	 <p>Clean House</p>	 <p>Family</p>	 <p>Bath</p>	 <p>Game</p>	 <p>Telephone</p>
 <p>Breath</p>	 <p>Exercise</p>	 <p>Relaxation</p>	 <p>Dance</p>	 <p>Music</p>	 <p>Doctor</p>
 <p>Sleep</p>	 <p>Power</p>	 <p>Love</p>	 <p>Dream</p>	 <p>Trust</p>	 <p>Courage</p>
 <p>Creativity</p>	 <p>Hope</p>	 <p>Control</p>	 <p>Good Memories</p>	 <p>Safe Place</p>	 <p>Sharing</p>



Resource Table

Place the drawn stamps on the table below.

 <p>Mask</p>	 <p>Gloves</p>	 <p>Cologne</p>	 <p>Disinfectant</p>	 <p>Water</p>	 <p>Healthy Nutrition</p>
 <p>Soap</p>	 <p>Clean House</p>	 <p>Family</p>	 <p>Bath</p>	 <p>Game</p>	 <p>Telephone</p>
 <p>Breath</p>	 <p>Exercise</p>	 <p>Relaxation</p>	 <p>Dance</p>	 <p>Music</p>	 <p>Doctor</p>
 <p>Sleep</p>	 <p>Power</p>	 <p>Love</p>	 <p>Dream</p>	 <p>Trust</p>	 <p>Courage</p>
 <p>Creativity</p>	 <p>Hope</p>	 <p>Control</p>	 <p>Good Memories</p>	 <p>Safe Place</p>	 <p>Sharing</p>



Annotated Visuals

Information and suggestions regarding the visuals on the game stamps can be found in the table below.

No	Source	Image	Information/Suggestions
1	Mask		Masks both protect us from diseases and are an opportunity for us to have fun. Put on your mask and say your favorite color. Let's see if other players will be able to guess what color you're saying without seeing your mouth.
2	Gloves		Gloves help protect our hands from viruses. Moreover, you can make fun balloons by inflating unused gloves.
3	Cologne		Have you ever smelled of cologne? Do you know that cologne that protects our hands from viruses has different odors? If you have cologne at home, bring it and everybody rub cologne on each other.
4	Disinfectant		Disinfectant! It might be a little complicated to say, but it is very good at preventing viruses.
5	Water		Consuming plenty of fluids, especially water, strengthens our body. Talk about how many glasses of water you drink during the day.
6	Healthy Nutrition		Healthy food such as eggs, meat, vegetables and fruits strengthen our body. Talk about your favorite healthy foods.
7	Soap		Talk about how you clean before and after eating when your hands get dirty. Choose or create a fun song for yourself. Keep washing your hands throughout the song each time your hands get dirty.



8	Clean House		<p>about what you do to clean your home and plan how you can share household chores.</p>
9	Family		<p>Our mother, father, aunt, uncle, siblings, grandparents are our family. What do you like to do with the people in your family?</p>
10	Bath		<p>Water, soap and shampoo also help us keep our body clean and healthy while bathing.</p>
11	Game		<p>We can't go out but there are many things we can do at home. For example playing games! What games do you play at home?</p>
12	Telephone		<p>Thanks to the phone, you can hold the farthest person in your palm. You can say hello to him, have fun with him, sing songs together.</p>
13	Breath		<p>Do you know that deep breathing relaxes our body. Let's try it together now. Take a deep breath through your nose, as if you are smelling a beautiful flower, make your belly swollen like a balloon, and breathe out as if you're blowing out birthday candles.</p>
14	Exercise		<p>Our body likes to move. You can also walk around the house for a stronger body. Think about the things you do.</p>
15	Relaxation		<p>Relaxation exercises comfort us when we are bored, sad, or scared. Explore it with your family, let's see which one will you like the most?</p>



16	Dance		<p>We get a big smile on our faces while dancing and we relax. Remember a time you had a lot of fun while dancing.</p>
17	Music		<p>Listening to music or singing is fun and relaxes us. What are your favorite songs? Come on sing!</p>
18	Doctor		<p>Scientists and doctors are trying to find vaccines and drugs to keep the Coronavirus away from us. Remember, they'll be there whenever you need them.</p>
19	Sleep		<p>We need to rest for our body to be strong. What do you like to do before going to sleep?</p>
20	Power		<p>Do you know we have a very strong body? Our bodies are programmed to heal like a robot. Remember how it healed over time when your arm was injured?</p>
21	Love		<p>It can be comforting to hug our loved ones or imagine the moments we hug them when we do not feel well. How do you and your loved ones show your love for each other? Do it again.</p>
22	Dream		<p>Our brain dreams when we play games, read books, discover something new. We can go wherever we want and create new things by dreaming.</p>
23	Trust		<p>Trust in ourselves, our family and other people also strengthens us. Who are around you that you can trust? Think altogether.</p>

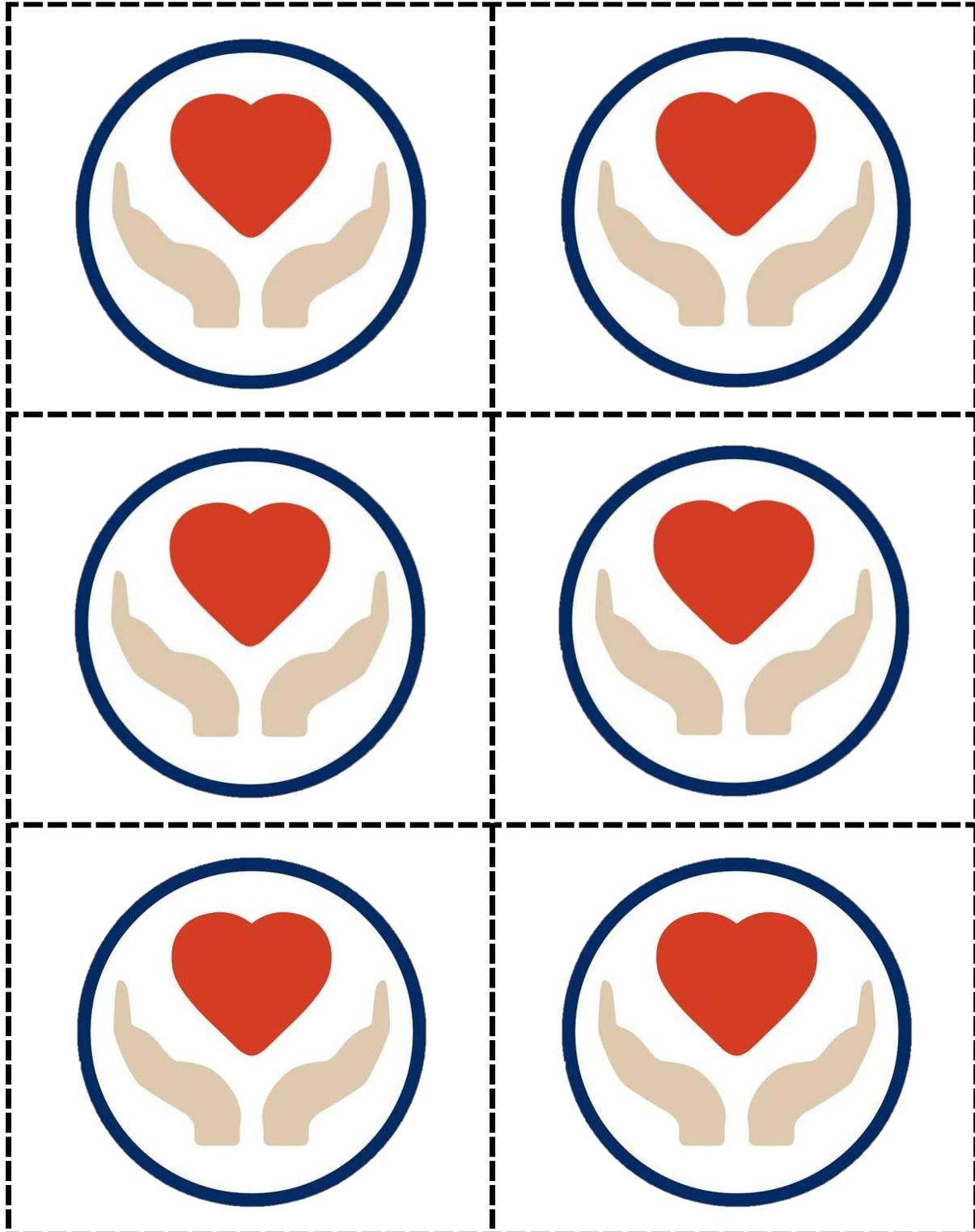


24	Courage		<p>We all get scared sometimes, this is normal. Courage is being able to face what we fear, despite our fear. Talk about what you need to be brave against the coronavirus. Share moments you felt brave before with each other.</p>
25	Creativity		<p>We can discover what is good for us and relax our emotions, using our creativity. Painting, tent with pillows and sheets, cooking are just a few things we can do using our creativity! During this period, share the things that you have done using your creativity that are good for you.</p>
26	Hope		<p>Many difficult situations such as fear, anxiety and sadness will end one day. By believing this and imagining the good days, we can increase our hope. Talk about what to do when the Coronavirus is over and imagine the future together.</p>
27	Control		<p>There may be things that we can not control in life, but protecting ourselves against Coronavirus is in our hands, we are in control. Talk about the things that are under your control in your life, at home.</p>
28	Good Memories		<p>When we go through difficult times, it empowers us to remember good memories and realize how we overcame those difficult times. Share memories you have struggled and coped with in the past. How did you achieve that?</p>
29	Safe Place		<p>There is a very private and safe place to go when we do not feel well. Come on now visit your own safe place. This may be a place you have seen before or have never known. When you find that place, notice what you see, what you hear, what smells come to your nose, the flavors in your mouth and the warmth of your location. Here your body is very comfortable and safe, feel it. Now you can give a name here and visit it again whenever you need.</p>
30	Sharing		<p>Sharing our feelings, thoughts, memories, dreams, our table with our loved ones makes us closer and stronger. Talk to your loved ones about what you share with animals, plants, other people.</p>



Health Cards

Cut out each health card at the marked places. Get a "health card" when you have completed all the resources on your player card.





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