

**Using online project gAME to tackle Early school leaving and
reducing behavioral difficulties among pupils**

GAME learning units & materials

**Working with a student with a behavioral disorder.
Diagnosis and recommendations**

editorial by

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PROJECT 2019-1-PL01-KA201-064865

The publication has been made with the financial support of the European Commission. The publication reflects only the position of its authors and the European Commission and the National Agency of the Erasmus + Program are not responsible for its substantive content.

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INTRODUCTION

The school's social climate affects both the overall performance of students and the satisfaction of teachers and parents. The way of communication and the ability to create positive relationships in the educational space is an elementary condition for pedagogical success.

Building lasting and secure relationships depends largely on the knowledge and personal and social competence of teachers and educators who are able to recognize and identify the needs, expectations and problems of their students. The effectiveness of educational and preventive interventions is the result of, among others, reliable and accurate diagnosis of difficult situations.

Therefore, the stereotypically perceived patterns of interaction between teachers and students should be changed in the new concept of education. To this end, new methods, techniques and means of education and upbringing should be developed.

The GAME project implemented under the ERASMUS + program (Strategic Partnership for school education KA201) aims to create an interactive educational tool for teachers and educators who work with students with behavioral disorders.

Despite the fact that there are many publications on the publishing market on educational difficulties and problems, there is still no study that comprehensively addresses the subject of the most frequently occurring disturbed forms of behavior with a proposal of specific corrective actions. Meanwhile, such behavior is not uncommon in a school or classroom space, and not every teacher/educator is a certified sociotherapist with appropriate therapeutic competences, thanks to which he could intervene quickly and effectively. The perceptible multiple pressure of the school and local community constantly causes him anxiety and fears not only for the comprehensive development of the student, but also for his own professional fate.

Therefore, in order to meet the needs of educators, it is worth taking creative activities, using new methods and designing innovative educational tools to more effectively correct existing dysfunctions and prevent the emergence of new educational problems early enough.

The guide, which we hand over to the reader, may become an inspiration for further preventive and educational work. In the original intention, it was one of the necessary stages of the *GAME*:

UsinG online gAMe to tackle Early school leaving and reducing behavioural difficulties among pupils (2019-1-PL01-KA201-064865) implemented within the ERASMUS+ program (Strategic Partnership for school education KA201), the aim of which was to create an interactive educational tool responding to the needs of teachers and educators working with students who exhibit behavioral difficulties and are at risk of leaving the education system earlier.

The team developing the particular content, which also forms the guide, includes representatives of five partner organizations: University of Patra (Greece), Amadora Inovation (Portugal), Centrul de Training European (Romania), New Edu n.o. (Slovakia), ARID Association (Poland) and the project leader is the Pontifical University of John Paul II in Cracow.

The final outcome of the project activities is the educational game which is available for everyone who is interested on our website: www.projectgame.eu.

The guide is not the universal antidote which would be useful in working with every student; it is only the proposition of possible actions and it can be helpful for those teachers/educators who feel helpless, powerless, frustrated, facing the problems that still arise in students' behaviour.

The thematic areas allow, among others, for independent development of diagnostic tools, lesson scenarios or modification of corrective interactions.

The publication consists of two main parts. In the first one there is a diagnosis of the school situation of students with behaviour problems. The diagnosis took into account both the students' and teachers' perspective. Based on proprietary questionnaires (included in the Annex), we obtained data that allows for the preparation of a detailed report on the basic areas of behavioural disorders: disorders in relations with adults, disorders in relations with peers, disorders in functioning in a group, disorders in self-perception, disorders in task relations.

The second part discusses the basic theoretical assumptions regarding behavioural disorders in the context of constructing preventive and corrective actions taking into account the most common problems in pedagogical practice.

The following chapters of the guide are therefore:

- a) **disorders in relations with adults** (working with the aggressive student, refusing to cooperate, manipulating, isolating himself, focusing attention on himself),
- b) **disorders in relations with peers** (working with an impulsive, mobbing students, exhibiting anti-social behaviour, not accepting cultural or ideological differences),

- c) **disorders in functioning in a group** (functions and types of groups, teamwork skills, basic problems in the functioning of the group, approach to conflicts, ways to solve the problem),
- d) **disorders in self-perception** (working with a student with symptoms of depression, with different sexual orientation, provoking, manifesting self-destructive behaviour, shy),
- e) **disorders in task relations** (work with a student with specific learning difficulties, executive function disorders, attention deficit and excessive motor activity, internalizing disorders, obsessive-compulsive disorders).

Bearing in mind the necessity to use the publication in practice, the structure of these chapters takes into account the general characteristics of the discussed problem and the proposed corrective actions. Thanks to the introduction to the problem of selected disorders in the behaviour of children and adolescents, educators will learn the necessary information about the symptoms, causes and consequences of these disorders. They will also learn about selected ways of coping with difficult situations, which should undoubtedly change the stereotypical approach to the “school bully” and improve the ability to predict his reactions and select an appropriate action strategy.

It should be emphasized once again that the proposed corrective actions, although based on the experience of specialists from various countries and having a rich theoretical foundation, are only an invitation to further self-development and looking for the best solutions to the possibilities, situation and context.

Bożena Majerek, Agnieszka Domagała-Kręcioch

CHAPTER I.
DIAGNOSIS OF THE SCHOOL SITUATION OF STUDENTS WITH BEHAVIORAL
PROBLEMS.

REPORT AND RECOMMENDATIONS

BOŻENA MAJEREK

To adapt the didactic game to the needs of educators, a needs diagnosis was planned and conducted using a questionnaire for teachers and students.

This Report presents both the theoretical foundations that formed the basis for the construction of the tools and the methodological assumptions under which the study was conducted. The data obtained during the study were thoroughly analyzed, thus constituting the basis for formulating conclusions and recommendations for the interactive learning tool GAME being prepared.

1.1 THEORETICAL ASSUMPTIONS

Commonly used by teachers, the term "difficult student" refers to the didactic and educational difficulties of the student. However, due to the main assumptions of the project, the diagnosis of needs focused primarily on problematic behavior of students at school.

The term 'behavioral disorders' is expressed differently in the literature on the subject. Some authors treat him very widely, considering all these behaviors as disturbed, which do not serve to meet the personal needs of man and are not aimed at solving tasks posed by the environment. Others, however, narrow the scope of this concept, set moral and social norms as a reference when assessing specific behaviors.¹

Most authors also recognize that when identifying such behaviors, the time of their occurrence is important, as most children in specific developmental stages exhibit specific disorders of varying intensity and duration. Therefore, many symptoms can be transient. We talk about disorders in the strict sense when they are of a chronic nature and meet with disapproval of the social environment.

¹ Radochoński M., Podstawy psychopatologii dla pedagogów, WUR Rzeszów, 2001, p. 244.

There are many classifications that attempt to characterize the symptoms of behavioral disorders in children and adolescents. The most common are the following:

- 1) physical aggression, initiating fights,
- 2) violence against younger or weaker animals,
- 3) destruction of own and other people's property, theft,
- 4) lies,
- 5) truancy, escape from home,
- 6) premature and contingent sexual initiation,
- 7) self-destruction in the form of suicide attempts and self-harm;
- 8) abuse of drugs and psychoactive substances.²

In the American classification of mental disorders DSM-IV, behavioral disorders are ordered into the following symptomatic groups:

- 1) aggressive behavior, threatening health and life, or bringing physical harm to other people and living beings;
- 2) non-aggressive behavior, resulting in the loss or destruction of someone else's property;
- 3) burglaries and thefts;
- 4) serious violation of law.³

In the ICD-10 classification, however, diagnostic criteria for behavioral disorders are:

- 1) "outbursts of anger extremely frequent or severe in relation to the developmental level,
- 2) quarrels with adults,
- 3) active rejection of adult requirements or non-compliance with rules,
- 4) deliberately doing things that make other people angry,
- 5) accusing others of their own mistakes or inappropriate behavior,
- 6) "irritability" and ease of anger by others,
- 7) falling into anger or resentment,
- 8) malice and vengeance,
- 9) lies or breaking promises in order to obtain goods or privileges, or to avoid obligations,
- 10) initiating physical aggression,
- 11) using weapons that can cause serious injury to others,\
- 12) staying out after dark despite the parents' prohibitions,
- 13) displaying physical cruelty to other people,

² *Ibidem*, p. 245.

³ <http://www.psychologia.edu.pl/czytelnia/61-remedium/565-zaburzenia-zachowania-u-dzieci-i-mlodziezy.html> (06.02.2020).

- 14) manifesting physical cruelty to animals,
- 15) willful destruction of the property of others,
- 16) deliberately setting fire with the risk or intention of causing serious damage,
- 17) thefts (in shops, burglaries, forgery),
- 18) truancy from school,
- 19) escaping from home,
- 20) committing crimes (e.g. extortion, assaults),
- 21) forcing other people to engage in sexual activity,
- 22) terrorizing others,
- 23) burglary in someone else's house, building or car."⁴

Usually, we start to talk about a behavioral disorder when behavior inadequate to the situation becomes the rule, and the child in different situations presents a constant stereotype of behavior. Thanks to this definition, we can point to some features of disturbed behaviors that allow us to distinguish them from behaviors considered normal. Such criteria are inadequacy, stiffness of the reaction, harm to the subject and the environment, and the presence of negative emotions.⁵ Inadequate behavior is one that does not take into account the individual features of the situation, is irrational, and thus seems strange or even shocking to those observing them. The rigidity of the reaction is to repeat certain behaviors regardless of changing environmental conditions and the people with whom they come into contact. The harmfulness of such behavior relates primarily to the consequences felt by the child (e.g. anger, emotional tension, alienation, humiliation) as well as his environment (e.g. consternation, helplessness, disorganization of the lesson, anxiety, aggression). At the same time, disturbed behavior is usually accompanied by unpleasant emotions (e.g. anxiety, hatred, anger, shame, guilt, jealousy, resentment, etc.).

Behavioral disorders may manifest themselves in various areas of the child's functioning. Practitioners most often list four types:

1. **Disorders in relationships with adults** that rely primarily on attacking people who are kind to the child or who do not know them, rejecting cooperation and help proposals, provoking aggression, lack of confidence, manipulation for gain, lies, threats, attempts bullying, etc.

⁴ Klasyfikacja zaburzeń psychicznych i zaburzeń zachowania w ICD-10 , Uniwersyteckie Wydawnictwo Medyczne Vesalius”, Warszawa 1998, p. 140.

⁵ Strzemieczny J., Zajęcia socjoterapeutyczne dla dzieci i młodzieży, PTP Warszawa, 1993, ss. 35-42

2. **Disorders in peer relationships** are most often manifested as rivalry at all costs, rejecting others, deterrence, isolation, aggression, violence, manipulating others in order to achieve certain benefits, showing disdain and resentment, attempts to subordinate and dominate over others, etc.
3. **Disorders of self-perception** (attitude towards oneself) are self-destructive behaviors, consisting primarily of inadequate assessment of oneself and one's own abilities, selfdepreciation, self-aggression, self-blame, etc.
4. **Disorders in task situations** usually manifest themselves in the implementation of tasks related to school learning (e.g. doing homework, classroom work, oral answer, test), the child's interests (e.g. training, match, performing in a performance or in other life situations, when the child is facing a task). Disorders may appear at various stages of the task implementation - before or during the task, and may take various forms, e.g. refusal to perform the task, postponing, interrupting the action during the implementation, not using their capabilities in the task.⁶

The abovementioned types of behavioral disorders most frequently appearing in the literature have been supplemented by another important area, i.e. **problems in functioning in the classroom**. Each group has its own standards to which its member must comply. The inability to recognize and respect these principles or the inability to oppose them in a constructive manner causes numerous conflicts that effectively impede proper functioning in the team. At the same time, these problems generate and strengthen other areas of child behavior disorders.

According to the analysis of the literature on the subject, it was also recognized that the **risk behaviors** undertaken by students constitute an important area in which educational and preventive interventions should be carried out. Risky behaviors are activities that carry the risk of negative consequences for both the physical and mental health of the individual and for the social environment. The most common risky behaviors include: smoking, drinking alcohol, Internet addiction, and experimenting with extreme diets. Undertaking such activities by students should be considered as an unambiguous manifestation of behavioral disorders.

⁶ Karasowska A., Jak wychowywać i uczyć dzieci z zaburzeniami zachowania, PARPA Warszawa, 2009, ss. 7-11.

The analysis of literature presented above on student behavior disorders formed the basis for the construction of research tools for the needs diagnosis. The educational problems of young people listed in individual classifications have been grouped into six further areas, i.e. problems in relations with adults, problems in relationships with peers, problems in group functioning, disorders in self-perception, problems in task situations and risky behaviors. Appropriate problematic behavior of students was selected for individual categories, using the method of "competent judges".

In the face of the abovementioned difficulties, students exhibiting such behavior are undoubtedly a challenge for teachers. At the same time, each teacher and educator, through their reactions, can contribute to the correction of disturbed behaviors or to their strengthening. It can also in a constructive or destructive way influence processes occurring in a group in which such children are participants.⁷

1.2 METHODOLOGICAL ASSUMPTIONS

The diagnosis of needs was carried out in accordance with the methodology of scientific research. Therefore, the goal was set and the main and detailed problem was formulated, the method of constructing research tools was discussed, the course and organization of research was presented, and the characteristics of the examined group were also made.

1.2.1. Aim and research issues

Scientific research is a multi-stage process consisting of various activities aimed at providing objective, accurate and comprehensive knowledge of a designated fragment of reality. The first step in constructing research is undoubtedly to set its purpose. The main purpose of this research is to analyze and describe the perception of the frequency of selected behavioral disorders of children and adolescents in school situations in the assessment of teachers and students. The goal set in this way generates the main problem, which was: How do students and teachers perceive child and youth behavior disorders?

The following specific problems were formulated for the above-mentioned main problem:

⁷*Ibidem*, p. 5.

1. What is the frequency of perceiving selected disorders of student behavior at school by teachers from particular countries?
2. What is the frequency with which students from particular countries perceive selected behavioral disorders of children and young people at school?
3. What are the differences in perceiving the frequency of selected behavioral disorders of children and adolescents in school in the assessment of teachers and students from individual countries?

1. 2.2. Construction of research tools

In order to obtain answers to the research questions posed, a questionnaire was constructed consisting of 66 questions. These questions were assigned to six selected categories of student behavior disorders based on theoretical analysis, i.e.

1. Problems in relations with adults (15 Items)
2. Problems in relations with peers (11 Items)
3. Problems in functioning in a peer group (8 Items)
4. Problems in self-perception (9 Items)
5. Problems in task situations (9 Items)
6. Risky behavior (14 Items)

Each of the questions formulated has a 5-grade scale, allowing teachers and students to estimate the frequency of their perception of selected manifestations of behavioral disorders of children and young people in school situations. The questions were given in tabular form. In order to be able to accurately and comprehensively compare the results of teachers and students, identical questions were asked both. Both research tools have been provided with a record. Students were asked to provide their gender, age, place of residence and type of school. Teachers, on the other hand, indicated: gender, age, place of residence and seniority.

The diagnostic tools prepared by the project team from the Pontifical University of John Paul II in Krakow have been positively evaluated by all project partners. At the turn of October and December 2019, they were translated into English, and then into the languages of individual partners, i.e. Slovak, Romanian, Greek and Portuguese.

1.2.3. Organization and conduct of research

Research in all partner countries, i.e. Poland, Slovakia, Romania, Greece and Portugal, was conducted from November 2019 to January 2020. Research activities coordinated by individual partners were largely uninterrupted and without major problems. Only in Portugal did the partners have to deal with a burdensome administrative procedure in order to obtain permission to conduct a study among students, which significantly delayed the task within the prescribed period.

1.2.4. Characteristics of the studied group

All diagnostic tests were carried out in schools (primary and secondary) and included 106 teachers. Due to the feminization of the profession, 76.4% of women and 23.6% of men aged 26-65 found in the study population. The surveyed teachers are experienced, because over 70% declare seniority over 10 years. Most of them live in large cities (36.8%) and towns (44.3%). A detailed distribution of data is provided in Table No. 1 which shows the demographics characteristic of the teachers surveyed.

Tabela 1. Demographic characteristics of the teachers surveyed

	Category	Poland	Romania	Greece	Slovakia	Portugal	Total		
							N	%	
1	Sex	K	37	7	9	19	9	81	76,4
		M	6	3	6	4	6	25	23,6
2	Age	26-34	16	-	8	1	-	25	23.6
		35-44	17	1	2	5	10	35	33,0
		45-54	10	5	5	10	4	34	32,1
		>54	-	4	-	7	1	12	11,3
3	Accommodation	Big city	9	6	-	12	12	39	36,8
		Town	25	3	15	2	2	47	44,3
		Village	9	1	-	9	1	20	18,9
4	Seniority	1-5	9	-	6	1	-	16	15,1
		6-10	10	1	4	-	1	16	15,1
		11-15	6	1	2	5	3	17	16.0

	16-20	10	2	1	-	5	18	17,0
	21-35	8	3	2	12	6	31	29,2
	>35	-	3	-	5	-	8	7,6

Table No. 2 shows the demographic characteristics of the surveyed youth.

Tabela 2. Demographic characteristics of the surveyed students

	Category		Polan d	Romani a	Greec e	Slovakia	Portugal	Total	
								N	%
1	Sex	K	26	42	29	38	27	162	50,8
		M	34	38	21	32	32	157	49,2
2	Age	12	-	-	-	-	14	14	4,4
		13	-	-	-	19	20	39	12,2
		14	-	5	-	34	15	54	16,9
		15	-	17	-	16	6	39	12,2
		16	3	14	24	1	4	46	14,4
		17	17	44	26	-	-	87	27,3
		18	27	-	-	-	-	27	8,5
		19	13	-	-	-	-	13	4,1
3	Accomodation	Big city	25	40	-	24	59	148	46,4
		Town	7	23	50	6	-	86	27,0
		Village	28	17	-	40	-	85	26,6

In total, 319 students participated in the study. Analyzing data based on gender, it should be noted that the population was very well selected, as almost the same number of girls (N = 162) and boys (N = 157) took part in the study. The group was also correctly selected due to age, as students in the age group 12-14 years (33.5%), 15-16 years (26.6%) and 17-19 years (39.9%) participated in the study. Almost half of the respondents came from large cities (46.4%), and the rest from small cities (27%) and villages (26.6%).

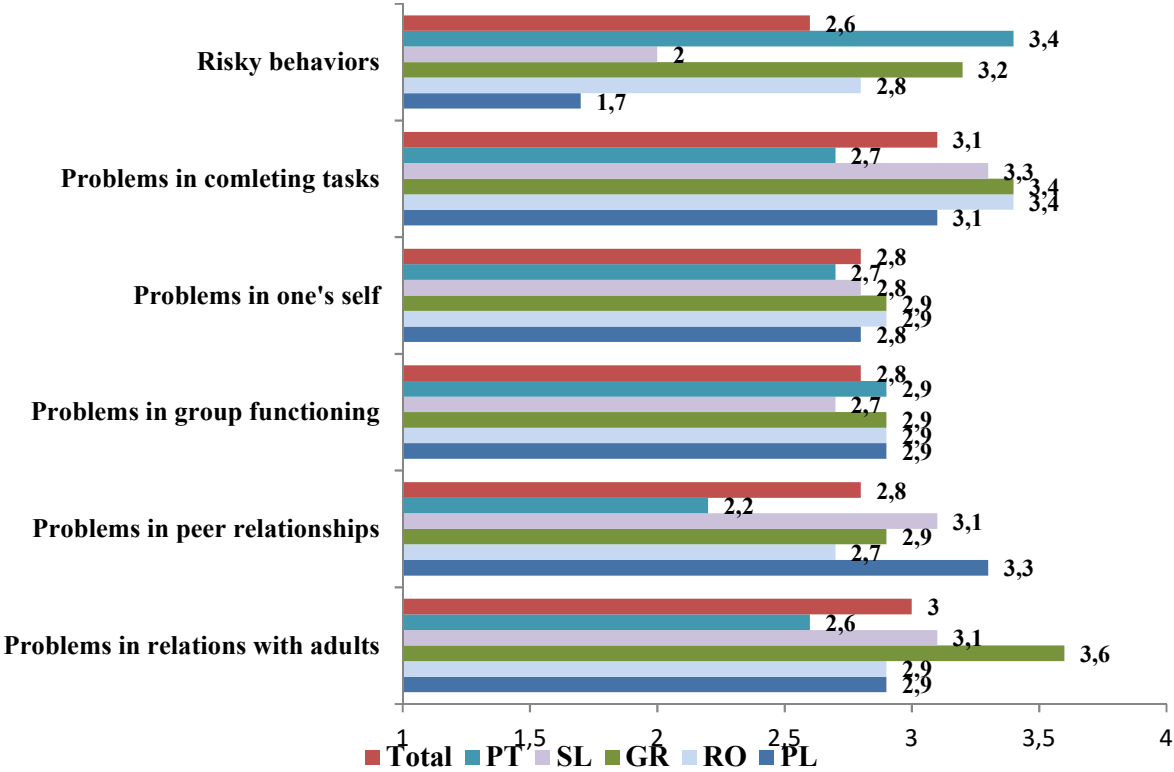
1.3. ANALYSIS OF THE TEST RESULTS

The data obtained in the course of the study was thoroughly analyzed and the result is presented in this chapter. First the results of the teacher were presented, then the students, and then they were compared and compared.

1.3.1. Perception of the frequency of student behavior disorders by the surveyed teachers

Teachers participating in the study assessed the frequency of appearance in school reality of selected manifestations of student behavior disorders. The obtained test results are presented in the graph and in subsequent tabular summaries.

Chart 1. Frequency of perception of student behavior disorders in the assessment of surveyed teachers from individual countries



The data in the chart shows that in the assessment of teachers, almost all categories of student behavior disorders indicated in the study are in the range from M = 2.6 to M = 3.1. This means that these behaviors only occasionally appear in school reality. According to teachers, they are the least likely observers of risky behaviors undertaken by students (M = 2.6), while they most often identify students' problems in task situations (M = 3.1) and problems in relations with adults (M = 3.0).

Within individual categories, there are differences in the ratings of teachers from different countries. Teachers from Greece most often point to students' problems with adults, believing that such situations occur quite often ($M = 3.6$). In Portugal, however, teachers rarely identify students' problems with adults ($M = 2.6$). Other research results are quite similar.

On the other hand, problems from peer relationships are most often pointed out by teachers from Poland ($M = 3.3$) and Slovakia ($M = 3.1$), and least often from Portugal ($M = 2.2$). Other assessments converge.

According to the respondents, problems in the functioning of students in a group appear almost to the same extent in all countries. There were no significant differences in their assessments (from $M = 2.7$ to $M = 2.9$).

We see a similar situation by analyzing the frequency of problems in students' relationships with themselves (from $M = 2.7$ to $M = 2.9$).

Slightly larger differences in grades can be seen by analyzing data on the frequency of students' problems in task situations, which are most often noted by the surveyed teachers from Romania ($M = 3.4$), Greece ($M = 3.4$) and Slovakia ($M = 3.1$), and the least often teachers from Portugal ($M = 2.7$).

The greatest variation in teacher assessments can be seen in the frequency of risky behavior undertaken by students, which most often occurs in Portugal ($M = 3.4$) and Greece ($M = 3.2$), and least often in Poland ($M = 1.7$) and Slovakia ($M = 2.0$).

To sum up, it should be noted that the differences in the assessments of the surveyed teachers from individual countries in the next five categories are not significantly large, which justifies the fact that the virtual app GAME being developed will equally apply to school reality in all European countries. Only in the area of risky behavior do we see quite a large diversity of results, which can be a premise for the elimination of this module from the teaching tool being developed.

Therefore, to make the right choice of student behavior disorders that will be included in the GAME package, you need to analyze data on the frequency of specific problems in school reality. To this end, the following table summarizes the results of assessing the frequency

of teachers observed 15 selected manifestations of student disorders in relationships with adults.

Table 3. Frequency of disorders in relations between students and adults according to the teachers surveyed

Problems in relations with adults		Poland	Romania	Greece	Slovakia	Portugal	Total
		M	M	M	M	M	
1.	They argue	3,3	2,8	3,6	3,5	2,3	3,1
2.	They use violence	1,6	2,0	3,5	1,8	3,3	2,4
3.	They rebel	3,7	2,7	3,9	3,2	2,5	3,2
4.	They insult and take revenge	2,2	2,5	3,7	2,4	3,1	2,8
5.	They blame them for their own failures	2,8	2,6	3,9	3,3	2,6	3,0
6.	They take offence and avoid contact	2,7	2,8	3,7	2,6	2,4	2,8
7.	They lie	3,5	3,5	3,7	3,5	2,3	3,3
8.	They are unreliable	3,4	3,0	3,5	3,6	3,3	3,4
9.	They are vulgar	2,7	2,7	3,6	3,5	3,1	3,1
10.	They are disrespectful	3,1	3,0	3,5	3,5	2,7	3,2
11.	They provoke and irritate	3,2	2,6	3,6	3,2	2,3	3,0
12.	They manipulate	2,8	2,5	3,5	2,7	2,5	2,8
13.	They don't talk to them about their problems and needs	3,4	3,8	3,8	3,1	2,4	3,3

14.	They focus attention on themselves	3,5	4,1	3,9	3,5	1,8	3,4
15.	They are aggressive	2,0	2,6	3,3	2,7	2,9	2,7

According to the results of the research above, it should be noted that teachers pay attention to the fact that their students are often literal ($M = 3.4$), focus their attention on themselves ($M = 3.4$), and at the same time lie ($m = 3, 3$) and do not want to talk to them about their problems and needs ($M = 3.3$). The respondents also notice that students often rebel ($M = 3.2$), argue ($M = 3.1$) and disregard them ($M = 3.2$), which is manifested, among others, by vulgar behavior ($M = 3.1$). These results clearly indicate significant disturbances in teacher and student communication, which should be taken into account in the GAME tool being developed.

The indicated behaviors appear in individual countries with varying degrees of intensity. With fairly slight differences in the frequency ratings, e.g. being literal by students (from $M = 3.0$ to $M = 3.6$), we note areas where these discrepancies are large, e.g. in Portugal it is relatively rare for students they want to focus attention on themselves ($M = 1.8$), and in Romania ($M = 4.1$) or Greece ($M = 3.9$) such events are common.

The data also point to the fact that in Romania ($M = 3.8$) and Greece ($M = 3.8$), students do not talk to teachers about their problems and needs more often than in other countries. Rebellious behavior is more frequent in Greece ($M = 3.9$) and Poland ($M = 3.7$), while less frequently in Portugal ($M = 2.5$) and Romania ($M = 2.7$). Quarrels between teachers and students also occur more often in Greece ($M = 3.6$) and Slovakia ($M = 3.5$), while less often in Portugal ($M = 2.3$) and Romania ($M = 2.8$). Greek ($M = 3.6$) and Slovak ($M = 3.5$) teachers are the most common with vulgar behavior, and less frequently Polish ($M = 2.7$) and Romanian ($M = 2.7$) teachers.

To sum up, it should be emphasized that despite the identified differences in the respondents' assessments from individual countries, these results clearly show numerous problems and disturbed relations between teachers and students, which clearly indicates the need to develop their competence in the field of correct communication. It also seems that teachers should learn strategies for effective response and negotiation skills in conflict situations.

In order to identify the frequency of disorders in peer relationships, teachers were asked to evaluate 11 selected manifestations of such problems. The results are given in Table 4.

Table 4. Frequency of students' problems in peer relationships in the assessment of the teachers surveyed

Problems in peer relationships		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They argue	3,9	2,8	3,2	3,4	1,4	2,9
2.	They blame them for their own failures/problems	3,4	2,8	3,1	3,5	1,7	2,8
3.	They insult and take revenge	3,2	2,6	2,9	3,5	1,6	2,9
4.	They lie	3,6	3,4	2,8	3,7	2,0	2,9
5.	They are aggressive	3,2	2,4	3,1	2,9	1,8	2,7
6.	They separate and are withdrawn	2,7	2,5	2,7	2,6	3,1	2,7
7.	They are insincere and disloyal	2,9	3,0	2,9	2,61	2,7	2,8
8.	They snub others	3,2	2,2	2,7	2,6	2,9	2,8
9.	They provoke conflicts	3,3	2,3	2,7	3,1	2,0	2,7
10.	They dominate others	3,1	2,6	2,7	3,2	2,4	2,8
11.	They aren't capable of asking for help	3,3	3,1	2,9	2,7	2,5	2,9

Based on the above data, it should be stated that in the assessment of teachers from all countries, the problems indicated in the study only occasionally appear in the school space (from M = 2.7

to $M = 2.9$). Most often, in their opinion, students argue ($M = 2.9$), offend and avenge ($M = 2.9$), lie ($M = 2.9$), and in a problem situation they cannot ask others for help ($M = 2.9$).

This average value, however, does not seem to reflect the real situation, because analyzing data from individual countries, one can notice quite large differences. In the assessments of Polish and Slovak teachers, their students, more often than in other countries, argue, lie, try to dominate and are unable to talk to others about their problems. It is also worth paying attention to the results of Portuguese teachers, who see separation and alienation behaviors more often than other problems in peer relationships.

The table 5 presents the results of the research on the frequency of teachers' perception of students' problems of functioning in a group.

Table 5. The frequency of students' problems in functioning in the group assesses the examined teachers

Problems in group functioning		Poland	Romania	Greece	Slovakia	Portugal	Total
		M	M	M	M	M	M
1.	They do not comply with class rules	3,4	3,1	2,9	3,4	2,5	3,1
2.	They provoke class conflicts	3,2	2,9	3,2	2,9	2,6	3,0
3.	They can't cooperate in a group	3,3	3,0	3,1	2,7	2,6	2,9
4.	They are rejected by the whole class	2,6	2,4	2,8	2,1	3,4	2,7
5.	They dominate the whole class	2,9	2,7	2,9	2,6	3,1	2,8

6.	They are afraid to speak in front of the whole class	2,8	2,7	3,0	2,1	2,7	2,7
7.	They manipulate and create pressure in class	2,7	2,8	2,5	2,5	2,8	2,7
8.	They are favored by the whole class	2,6	3,2	2,8	3,0	3,3	3,0

Analyzing the average values of students' problems in group functioning, as in previous analyzes, it should be stated that there are no significant differences in the assessments of the teachers surveyed (from $M = 2.7$ to $M = 3.1$). Most often, according to them, students are unable to adapt to class rules ($M = 3.1$), provoke conflicts in the class ($M = 3.0$) and are unable to cooperate in a group ($M = 2.9$). Teachers also highlighted the problem of class favoring informal leaders ($M = 3.0$).

Here too, it is necessary to point out quite significant differences in the assessments of teachers from individual countries. The inability to comply with class rules is primarily noted by respondents from Poland ($M = 3.4$), Slovakia ($M = 3.4$) and Romania ($M = 3.1$). Provoking conflicts in the classroom is most often seen by Polish ($M = 3.2$) and Romanian ($M = 3.2$) teachers. Lack of cooperation skills is usually observed by respondents from Poland ($M = 3.3$), Greece ($M = 3.1$) and Romania ($M = 3.0$). Portuguese teachers show us a slightly different situation at school. According to them, the most common problem is the fact that students reject students ($M = 3.4$) and favor some students ($M = 3.3$) and attempts at student domination ($M = 3.1$).

Another important category selected for research was the identification of students' problems in relationships with themselves. The results obtained during the study are presented in the table below.

Table 6. Frequency of students' problems in relation to themselves in the opinion of the teachers surveyed

Problems in one's self		Poland	Romani	Greec	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They think and speak about themselves badly	2,9	2,0	2,6	2,5	3,2	2,6
2.	They don't believe in their own abilities	3,3	3,0	2,8	3,1	2,4	2,9
3.	They act selfdestructively	1,8	2,0	2,6	2,9	3,0	2,4
4.	They make an impression that they care about nothing and nobody	2,7	3,2	2,8	2,7	2,4	2,8
5.	They don't show empathy	2,9	3,0	2,9	2,8	2,9	2,9
6.	They cannot stand up to anyone	2,4	3,0	2,9	2,4	2,9	2,9
7.	They don't have their own opinions	2,6	2,8	2,9	2,6	2,9	2,8
8.	They cannot admit to their own mistakes	3,4	3,4	3,5	3,2	2,1	3,1
9.	They can't deal with their own problems	3,2	3,8	3,4	3,2	2,1	3,1

According to the above data, it should be noted that, according to the respondents, their students are most often unable to admit their mistakes (M = 3.1) and cope with their own problems (M = 3.1). Teachers from Poland (M = 3.4), Romania (M = 3.4), Greece (M = 3.5) and Slovakia (M = 3.2) note the students' difficulties in admitting their mistakes. A similar distribution of data can be seen in Item-e No. 9, except for teachers from Portugal (M = 2.1), all others almost equally believe that their students quite often do not cope with their problems (from M = 3.2 to M = 3.8). Respondents also note that their foster children have assertiveness problems (M = 2.9), some deficiencies in empathic feelings (M = 2.9) and quite often do not believe in their own abilities (M = 2.9). According to the surveyed teachers, their students most rarely take self-destructive behaviors (M = 2.4). However, teachers from Portugal (M = 3.0) and Slovakia (M = 2.9) pay attention to this problem.

Teachers from Romania (M = 3.0), Greece (M = 2.9) and Portugal (M = 2.9) notice a lack of opposition skills. However, according to teachers from Poland (M = 3.3), Slovakia (M = 3.1) and Romania (M = 3.0) their students quite often lack faith in their own abilities.

In the conducted research, it was recognized that students' problems in task situations are a component of the whole spectrum of symptoms of behavioral disorders, which largely contribute to school failures leading to early leaving the education system. The results obtained during the study are presented in Table 7.

Table 7. Frequency of students' problems in task-related situations in the assessment of the examined students

Problems in completing tasks		Poland	Romani a	Greec e	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	You can't rely on them	2,7	3,3	3,4	3,3	3,1	3,2
2.	They don't make any decisions or undertake tasks on their own	2,7	3,0	3,1	2,8	2,3	2,8
3.	They cannot manage their time	3,1	3,5	3,1	3,3	2,0	3,0

4.	They leave everything until the last minute	3,7	3,8	3,1	3,7	1,7	3,2
5.	You always have to instruct them what to do	3,5	3,8	3,3	3,7	1,9	3,2
6.	They get bored quickly performing tasks	3,4	3,9	3,5	3,5	2,1	3,3
7.	They do the tasks anyhow	3,3	3,3	3,3	3,8	2,1	3,2
8.	They refuse to be engaged in anything	2,8	2,8	3,6	3,0	2,6	3,0
9.	They are constantly late (they are unpunctual).	2,4	3,0	3,9	3,0	2,6	3,0

According to the above data, it should be noted that almost all surveyed teachers agree that their students often get bored too quickly when performing tasks ($M = 3.3$). This situation is most often pointed out by respondents from Romania ($M = 3.9$), Greece ($M = 3.5$), Slovakia ($M = 3.5$) and Poland ($M = 3.4$).

In the opinion of the respondents, students are also quite often dependent and teachers must tell them what to do ($M = 3.2$). Here, almost all teachers from individual countries agree in their assessment (from $M = 3.3$ to $M = 3.8$).

According to the respondents, their students perform just as much as the tasks entrusted to them ($M = 3.2$), leaving behind the implementation of important things at the last minute ($M = 3.2$). In both categories, teachers from Poland, Romania, Greece and Slovakia are almost unanimous. However, it is difficult to explain the situation that is outlined by Portuguese respondents. Here the results are again different from the others.

The surveyed teachers also regret the fact that quite often they unfortunately cannot rely on their students (M = 3.2). This aspect of school reality is pointed out by respondents from Greece (M = 3.4), Romania (M = 3.3) and Slovakia (M = 3.3).

Teachers also indicate that their students are unable to organize their work (M = 3.0) and maybe that's why they are constantly late (M = 3.0).

The last category selected for research was risky behavior undertaken by students. Their frequency is presented in the table below.

Table 8. Frequency of risky behaviors undertaken by students in the assessment of the teachers surveyed

Risky behaviors		Poland	Romani a	Greec e	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They destroy someone's property	2,3	2,4	3,3	2,9	2,3	2,6
2.	They play truant	1,8	3,3	3,1	1,9	2,7	2,6
3.	They run away from home	1,3	2,1	3,1	1,4	4,4	2,5
4.	They drink alcohol	1,5	3,2	3,3	2,1	4,2	2,9
5.	They smoke cigarettes	1,7	4,1	3,1	2,3	3,9	3,0
6.	They sexually harass others	1,2	2,7	3,3	1,5	3,9	2,5
7.	They intimidate others	1,8	2,8	2,9	1,8	2,4	2,3
8.	They take drugs	1,4	2,1	3,2	1,6	4,3	2,5
9.	They gamble	1,3	2,7	3,1	1,7	4,2	2,6
10.	They mistreat animals	1,2	2,0	3,4	1,7	4,1	2,5

11.	They extort money from others	1,4	2,4	3,3	1,6	3,5	2,4
12.	They participate in fights	2,1	2,2	3,0	2,1	2,4	2,4
13.	They follow strict diets	1,4	2,8	3,1	1,7	4,4	2,7
14.	They are addicted to the Internet	2,9	4,3	3,5	3,9	1,9	3,3

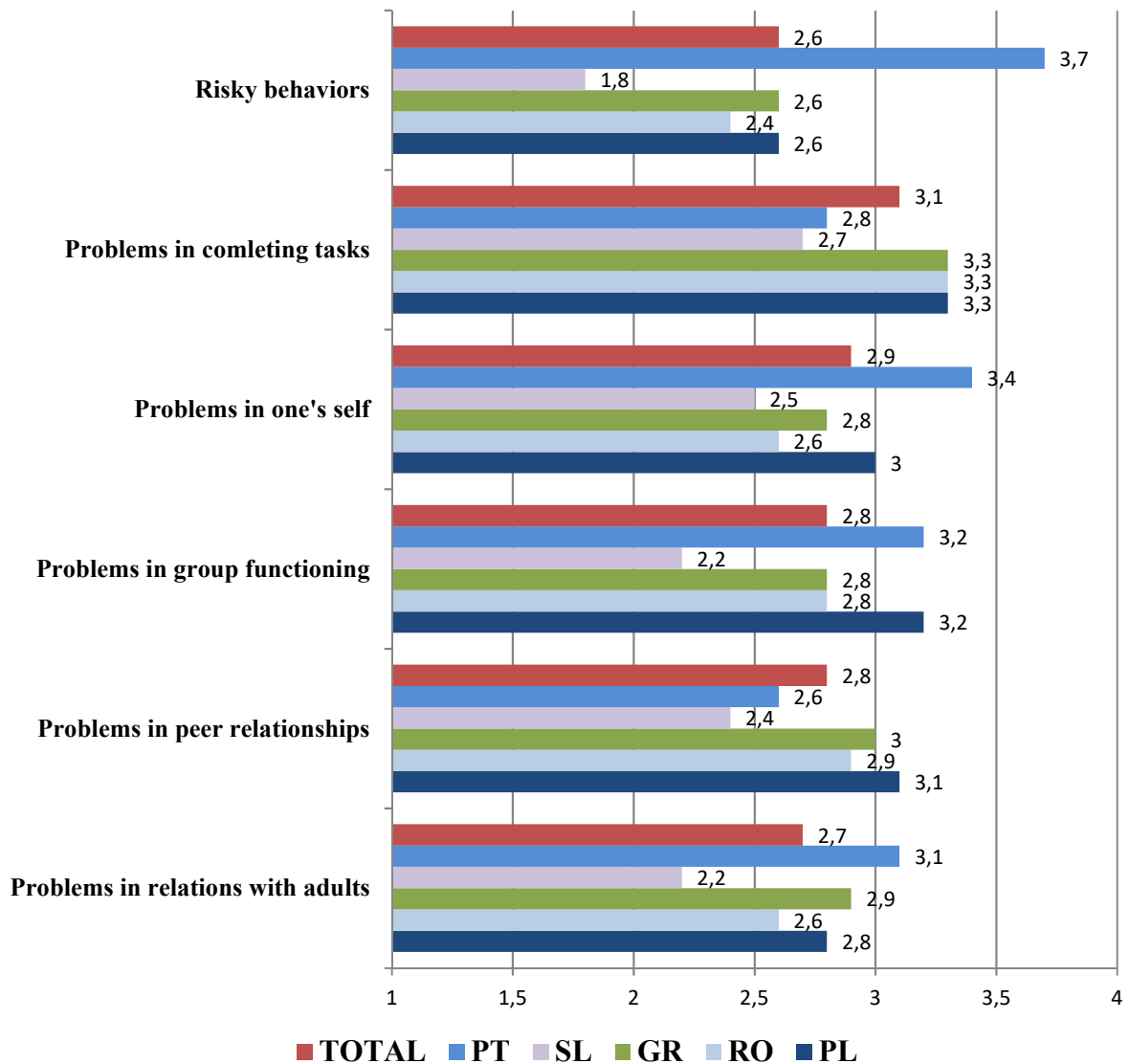
When analyzing the data contained in the table, it should be noted that the surveyed teachers most often pay attention to the addiction of students to the Internet ($M = 3.3$). This problem often occurs in Romania ($M = 4.3$), Slovakia ($M = 3.9$) and Greece ($M = 3.5$). Cigarette smoking is also a fairly common problem ($M = 3.0$), which is noticed mainly by teachers from Romania ($M = 4.1$), Portugal ($M = 3.9$) and Greece ($M = 3.1$).

Other general values indicate that the categories of risk behavior included in the study are rare or very rarely undertaken by students. However, analyzing the data received from partners from individual countries, we note the unique discrepancy of results. Because almost all of the problems mentioned above occur above all in Portugal and Greece, in other countries adopting minimum values.

1.3.2. Perception of the frequency of behavioral disorders of youth by the surveyed students

Students are very insightful observers of their colleagues' behavior. They also most often experience the consequences of disorders in the behavior of other people. For this reason, the study also asked students to rate the occurrence of problematic behaviors indicated in the questionnaire. The results are presented in the chart below and in the following tabular summaries.

Chart 2. Frequency of behavior disorders of children and adolescents in the assessment of the surveyed students



According to the data in the above chart, it should be noted that, according to the surveyed students, youth problems most often occur in task-related situations ($M = 3.1$). Students from Poland ($M = 3.3$), Romania ($M = 3.3$) and Greece ($M = 3.3$) agree on this issue. Slightly less frequently, such problems were identified by respondents from Slovakia ($M = 2.7$) and Portugal ($M = 2.8$).

A similar level of severity of difficulty can be seen by analyzing the results in the category of problems in relationships with oneself ($M = 2.9$). Here, however, we notice a fairly large discrepancy in the data presented. In the opinion of the respondents from Portugal ($M = 3.4$),

young people often face such problems. In contrast, students from Slovakia (M = 2.5) and Romania (M = 2.6) claim that their colleagues rarely experience such difficulties. Other values in subsequent categories indicate that the selected problems only appear occasionally (from M = 2.6 to M = 2.8).

It is also worth noting quite large discrepancies in the presented data from individual countries. The most significant are the results of students from Portugal, who believe that their colleagues often take risky behaviors (M = 3.7), quite often have problems in relationships with themselves (M = 3.4) and in relationships with adults (M = 3.1). At the opposite pole are the results of Slovak students who assess that risky behavior (M = 1.8), problems in relationships with adults (M = 2.2) and functioning in a group (M = 2.2) appear quite rarely. The results of other students from individual countries are quite convergent.

Table 9 presents the assessments of the surveyed students from individual countries regarding the frequency of selected youth problems in relationships with adults.

Table 9. Frequency of youth problems in relations with adults in the opinion of the surveyed students

Problems in relations with adults		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They argue	3,1	2,8	3,6	2,5	3,2	3,0
2.	They use violence	1,4	1,8	2,2	1,0	3,9	2,1
3.	They rebel	3,3	2,5	2,8	2,4	3,1	2,8
4.	They insult and take revenge	2,4	2,1	2,5	1,9	4,1	2,6
5.	They blame them for their own failures	2,6	2,7	2,7	2,3	3,0	2,7
6.	They take offence and avoid contact	2,8	2,8	2,9	1,8	2,6	2,6
7.	They lie	3,6	3,3	3,4	2,8	2,1	3,0

8.	They are unreliable	3,2	3,1	3,0	2,4	3,3	3,0
9.	They are vulgar	3,2	2,4	2,4	2,4	3,1	2,7
10.	They are disrespectful	2,8	2,7	2,8	2,2	2,6	2,6
11.	They provoke and irritate	2,8	2,5	2,8	2,2	2,7	2,6
12.	They manipulate	2,6	2,5	2,7	1,9	3,6	2,7
13.	They don't talk to them about their problems and needs	3,5	3,3	3,2	2,6	3,0	3,1
14.	They focus attention on themselves	3,0	3,1	3,9	2,8	2,7	3,1
15.	They are aggressive	2,3	2,1	3,0	1,9	3,2	2,5

Analyzing the data in the table, it should be noted that in the opinion of the surveyed students, the most common problems in the relationship of young people with adults is on the one hand a strong need to focus attention ($M = 3.1$), on the other hand the lack of the ability to talk to adults about their problems ($M = 3.1$). The lack of such skills is indicated primarily by students from Poland ($M = 3.5$), Romania ($M = 3.3$) and Greece ($M = 3.2$).

The surveyed students also admit that their colleagues lie quite often ($M = 3.0$) and are literal ($M = 3.0$). For students from Poland ($M = 3.6$), Greece ($M = 3.4$) and Romania ($M = 3.3$) lying to adults is a common situation.

The inability to establish and maintain positive relationships with adults is also manifested in quite frequent quarrels ($M = 3.0$), which is significant primarily for students from Greece ($M = 3.6$), Portugal ($M = 3.2$) and Poland ($M = 3.1$).

The results regarding the use of violence against adults by young people are also significant. And although such situations in the average results take the lowest value ($M = 2.1$), according to students from Portugal they often occur ($M = 3.9$). In their opinion, young people are often

offended ($M = 3.6$), manipulative ($M = 3.6$) and aggressive ($M = 3.2$). Data on the assessment of the frequency of conflicts in peer relationships are extremely valuable.

Table 10. Frequency of youth problems in relationships with peers in the assessment of surveyed students

Problems in peer relationships		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They argue	3,5	3,1	3,6	2,5	2,2	3,0
2.	They blame them for their own failures/problems	2,9	2,8	3,1	2,7	2,4	2,8
3.	They insult and take revenge	3,1	2,9	2,8	2,4	2,5	2,7
4.	They lie	3,4	3,2	3,2	2,9	2,2	3,0
5.	They are aggressive	3,0	2,6	2,6	2,3	2,5	2,6
6.	They separate and are withdrawn	2,8	2,8	3,0	2,1	3,3	2,8
7.	They are insincere and disloyal	2,8	3,0	2,8	2,2	2,8	2,7
8.	They snub others	3,2	2,8	2,8	2,5	2,8	2,8
9.	They provoke conflicts	3,2	2,8	2,6	2,2	2,0	2,6
10.	They dominate others	3,3	2,7	3,1	2,5	2,6	2,8
11.	They aren't capable of asking for help	3,2	3,0	3,0	2,0	3,1	2,9

According to the results in the table above, the surveyed youth believe that their peers argue most often ($M = 3.0$) and lie to each other ($M = 3.0$). In the opinions of respondents from Greece ($M = 3.6$) and Poland ($M = 3.5$) such situations often occur.

Difficult peer situations also result from the fact that young people are often unable to ask for help ($M = 2.9$). In this case, apart from the grades of Slovak students ($M = 2.0$), all others indicate that such situations occur relatively often.

After analyzing the difficulties inscribed in individual peer relationships, it is necessary to characterize the data that will indicate the problems of youth in functioning in the classroom. Data obtained during the study are presented in Table 11.

Table 11. Frequency of youth problems in group functioning in the assessment of the students surveyed

Problems in group functioning		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They do not comply with class rules	4,1	2,9	2,9	2,7	2,5	3,0
2.	They provoke class conflicts	3,3	2,6	2,6	2,2	2,6	2,7
3.	They can't cooperate in a group	3,4	2,9	3,1	2,1	3,2	2,9
4.	They are rejected by the whole class	2,5	2,7	2,0	1,7	3,8	2,5
5.	They dominate the whole class	2,9	2,8	2,8	2,0	3,9	2,9
6.	. They are afraid to speak in front of the whole class	3,4	3,1	3,6	2,4	2,9	3,1

7.	They manipulate and create pressure in class	2,8	2,6	2,5	1,5	3,5	2,6
8.	They are favored by the whole class	3,2	2,9	2,7	2,7	3,0	2,9

In the opinion of the surveyed students, difficulties in functioning in a school class are most often caused by the inability to speak in front of the group (M = 3.1). Such situations are primarily noted by students from Greece (M = 3.6) and Poland (M = 3.4)

Inability to adapt to class rules (M = 3.0) is another factor disrupting proper peer relationships. Such situations most often occur in Poland (M = 4.1). In turn, inability to cooperate in a group (M = 2.9) is noticed primarily by respondents from Poland (M = 3.4), Portugal (M = 3.2) and Greece (M = 3.1).

It is also worth noting that Portuguese students more often than others indicate on the one hand the frequent phenomenon of group rejection (M = 3.8), on the other hand, numerous attempts to dominate the class (M = 3.9) and manipulative creation of pressure groups (M = 3.5).

An extremely important category included in the study were the students' problems in their relationship with themselves. The results characterizing these difficulties are presented in the table below.

Table 12. Frequency of youth problems in relationships with themselves in the opinion of the surveyed students

Problems in one's self		Poland	Romani a	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They think and speak about themselves badly	3,1	2,5	2,2	2,3	3,6	2,7

2.	They don't believe in their own abilities	3,2	3,0	2,8	2,7	3,2	3,0
3.	They act selfdestructively	2,6	2,3	2,2	2,3	4,4	2,8
4.	They make an impression that they care about nothing and nobody	3,1	2,8	3,1	2,4	3,4	3,0
5.	They don't show empathy	3,0	2,7	3,1	2,6	3,2	2,9
6.	They cannot stand up to anyone	2,6	2,3	2,5	2,3	3,1	2,6
7.	They don't have their own opinions	2,6	2,6	2,7	2,2	3,5	2,7
8.	They cannot admit to their own mistakes	3,5	2,7	3,6	2,9	3,1	3,2
9.	They can't deal with their own problems	3,3	2,7	3,2	2,4	3,3	3,0

When characterizing the relationships of young people towards themselves, one should pay attention primarily to the lack of ability to admit their mistakes to them ($M = 3.2$). This problem is most often noticed by students from Greece ($M = 3.6$) and Poland ($M = 3.5$).

In the opinion of the respondents, young people often do not believe in their own abilities ($M = 3.0$). This fact is indicated by respondents from Poland ($M = 3.2$), Portugal ($M = 3.2$) and Romania ($M = 3.0$).

The surveyed students also believe that their peers quite often give the impression that they care about nothing and nobody (M = 3.0). Young people in Portugal (M = 3.4), Poland (M = 3.1) and Greece (M = 3.1) take up these unique behaviors.

According to the results of the study, it can also be said that adolescents quite often do not cope with their own problems (M = 3.0). This fact is again pointed out to us by respondents from Poland (M = 3.3), Portugal (M = 3.3) and Greece (M = 3.2).

Young people, in the opinion of the respondents, also quite often have problems with identifying the feelings and emotions of others (M = 2.9). Lack of empathy among their colleagues is most often noticed by students from Portugal (M = 3.2) and Greece (M = 3.1).

Disturbing data is provided to us by students from Portugal, because in their opinion, young people very often perform self-destructive acts (M = 4.4). The results for the other countries are in the range of M = 2.2 to M = 2.6. For Portuguese teachers, students' manifested problems in this way are undoubtedly a great challenge in the process of diagnosis as well as therapy and prevention.

Problems that arise in task situations are very often an important cause of school failure for students. Therefore, thanks to the data provided in the table below, it is possible to make a detailed description of the lack of individual skills in this area

Table 13. Frequency of youth problems in task-related situations in the assessment of the surveyed student

Problems in completing tasks		Poland	Romani a	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	You can't rely on them	3,2	3,0	3,0	2,8	3,2	3,0
2.	They don't make any decisions or undertake tasks on their own	2,9	3,1	3,2	2,5	3,2	3,0
3.	They cannot manage their time	3,1	3,3	3,6	2,5	3,0	3,1

4.	They leave everything until the last minute	3,8	3,7	4,1	3,5	2,4	3,5
5.	You always have to instruct them what to do	3,0	3,2	3,5	2,7	2,8	3,0
6.	They get bored quickly performing tasks	3,4	3,5	3,5	3,1	2,8	3,3
7.	They do the tasks anyhow	3,5	3,5	3,2	2,2	2,8	3,0
8.	They refuse to be engaged in anything	3,3	3,1	2,8	2,2	3,2	2,9
9.	They are constantly late (they are unpunctual).	3,8	3,2	3,0	2,4	2,4	3,0

On the basis of the data contained in the table, it should be noted that in the opinion of the respondents, a frequently occurring problem in task situations is their leaving of important things at the last minute ($M = 3.5$). Except for the Portuguese respondents ($M = 2.4$), all others pay attention to this.

At the same time, the respondents admit that their colleagues often get bored quickly when performing tasks ($M = 3.3$). In this regard, all respondents estimated at a similar level.

The surveyed students claim that quite often young people cannot organize their work ($M = 3.1$). Such a situation is most often perceived by respondents from Greece ($M = 3.6$) and Romania ($M = 3.3$).

According to the results obtained, the characteristics of students' problems in problem situations should also be added that they are quite often late ($M = 3.0$), as long as they perform

the tasks assigned to them (M = 3.0), they cannot be relied on (M = 3.0) and have problems with independent decision-making and tasks (M = 3.0).

Despite the differences appearing in the opinions of students from individual countries, it seems that the difficulties indicated for the study appearing in task situations are almost equally noticed by the respondents.

The last category considered in the conducted research was risky behavior undertaken by young people. Average ratings showing the frequency of such behavior in individual countries are presented in Table No. 14

Table 14. Frequency of taking risky behaviors by young people in the opinion of the surveyed students

Risky behaviors		Poland	Romani	Greec	Slovakia	Portugal	TOTAL
		M	a	e	M	M	M
1.	They destroy someone's property	2,5	2,2	2,3	1,9	3,2	2,4
2.	They play truant	3,7	3,2	2,1	1,9	3,1	2,8
3.	They run away from home	1,7	1,7	2,3	1,2	4,5	2,3
4.	They drink alcohol	4,0	2,8	3,4	2,3	4,0	3,3
5.	They smoke cigarettes	4,1	3,9	3,8	2,4	4,4	3,7
6.	They sexually harass others	1,7	1,6	1,8	1,5	4,1	2,1
7.	They intimidate others	2,3	2,6	2,2	1,7	3,0	2,4
8.	They take drugs	3,0	2,0	2,4	1,4	4,5	2,7
9.	They gamble	2,6	2,5	2,9	1,4	4,1	2,7

10.	They mistreat animals	1,3	1,5	2,0	1,3	4,0	2,0
11.	They extort money from others	1,6	2,1	2,1	1,3	3,7	2,2
12.	They participate in fights	2,4	2,3	3,0	1,8	2,8	2,5
13.	They follow strict diets	2,0	2,0	2,7	1,5	4,1	2,5
14.	They are addicted to the Internet	3,7	3,6	3,9	3,7	1,6	3,3

The surveyed students believe that their colleagues often smoke cigarettes ($M = 3.7$) and drink alcohol ($M = 3.3$). These types of risky behaviors are most often noticed by respondents from Portugal ($M = 4.4$) and Poland ($M = 4.1$). Apart from the respondents from Slovakia ($M = 2.3$), all others indicate a high frequency of such behavior by young people.

Respondents also indicate that young people often abuse the Internet ($M = 3.3$). In this area, only Portuguese students believe that such situations are rare. On the other hand, they indicate the frequent use of strict diets ($M = 4.1$) and sexual harassment of others ($M = 4.1$), which in the case of the assessment of other respondents is very rare.

It seems that this category of problem behaviors is internally the most diverse and inconsistent.

1.3.3. Frequencies of behavior disorders of children and adolescents in the assessment of surveyed students and teachers

Perception of the meaning of behavior is always subjective. For this reason, the analysis should compare the data received from the surveyed students and teachers. This procedure will identify such areas where conflicts in the student-teacher relationship occur most often. Negative attitudes and inadequate expectations as well as misreading the intentions and behavior of partners give rise to numerous antagonisms, disrupting mutual relations.

In accordance with the adopted structure of analysis, the first category of behavior are students' problems in relations with adults. The frequency of noticing such disorders by respondents is presented in the data presented in the table below.

Table 15. Frequency of students' problems in relations with adults according to the respondents

Problems in relations with adults		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		U	N	U	N	U	N	U	N	U	N	U	N
1.	They argue	3,1	3,3	2,8	2,8	3,6	3,6	2,5	3,5	3,2	2,3	3,0	3,1
2.	They use violence	1,4	1,6	1,8	2,0	2,2	3,5	1,0	1,8	3,9	3,3	2,1	2,4
3.	They rebel	3,3	3,7	2,5	2,7	2,8	3,9	2,4	3,2	3,1	2,5	2,8	3,2
4.	They insult and take revenge	2,4	2,2	2,1	2,5	2,5	3,7	1,9	2,4	4,1	3,1	2,6	2,8
5.	They blame them for their own failures	2,6	2,8	2,7	2,6	2,7	3,9	2,3	3,3	3,0	2,6	2,7	3,0
6.	They take offence and avoid contact	2,8	2,7	2,8	2,8	2,9	3,7	1,8	2,6	2,6	2,4	2,6	2,8
7.	They lie	3,6	3,5	3,3	3,5	3,4	3,7	2,8	3,5	2,1	2,3	3,0	3,3
8.	They are unreliable	3,2	3,4	3,1	3,0	3,0	3,5	2,4	3,6	3,3	3,3	3,0	3,4
9.	They are vulgar	3,2	2,7	2,4	2,7	2,4	3,6	2,4	3,5	3,1	3,1	2,7	3,1
10.	They are disrespectful	2,8	3,1	2,7	3,0	2,8	3,5	2,2	3,5	2,6	2,7	2,6	3,2
11.	They provoke and irritate	2,8	3,2	2,5	2,6	2,8	3,6	2,2	3,2	2,7	2,3	2,6	3,0
12.	They manipulate	2,6	2,8	2,5	2,5	2,7	3,5	1,9	2,7	3,6	2,5	2,7	2,8
13.	They don't talk to them about their problems and need	3,5	3,4	3,3	3,8	3,2	3,8	2,6	3,1	3,0	2,4	3,1	3,3

14.	They focus attention on themselves	3,0	3,5	3,1	4,1	3,9	3,9	2,8	3,5	2,7	1,8	3,1	3,4
15.	They are aggressive	2,3	2,0	2,1	2,6	3,0	3,3	1,9	2,7	3,2	2,9	2,5	2,7

Analyzing the data presented in the table above, it should be stated that in the respondents' assessment the most common difficulty appearing in student-teacher relations is the fact that the juveniles' attention is focused on themselves. Both teachers ($M = 3.4$) and students ($M = 3.1$) pay attention to this problem. It is noteworthy when analyzing data from individual countries that there is a large discrepancy between the respondents' assessments. Teachers from almost all countries notice the problem much more often than students. The only exception are the assessments of Portuguese respondents.

The fact that young people fail to keep their promises is more often pointed out by teachers ($M = 3.4$) than students ($M = 3.0$). In this category, we see the biggest discrepancy in the Slovak (1.2 point difference) and Greek (0.5 point difference) data.

Also in the case of adolescents lying to adults, teachers ($M = 3.3$) pay more attention to this fact than students ($M = 3.0$). In addition to Slovak data (difference of 0.7 points), the assessments of the respondents are similar.

Rebellious behavior of young people is also more often noticed by teachers ($M = 3.2$) than students ($M = 2.8$). These differences are even more apparent when we consider results from individual countries. According to the data of the Greek respondents, this discrepancy amounts to as much as 1.1 points, the Slovakian 0.8 points, and the Polish 0.4 points. Only the data of respondents from Portugal take the opposite values, i.e. this problem was more often identified by students ($M = 3.1$) than teachers ($M = 2.5$).

In the opinion of the respondents, students often do not want to talk to teachers about their problems. Here, we see almost agreement in the assessments of teachers ($M = 3.3$) and students ($M = 3.1$).

The surveyed teachers ($M = 3.2$) also more often than students ($M = 2.6$) indicate a lack of respect of their pupils. We see the greatest variation in results in the case of Slovak data (a difference of 1.3 points).

A similar situation occurs when we analyze the frequency of occurrence of vulgar behavior of young people towards educators. Teachers (M = 3.1) more often than students (M = 2.7) pay attention to this fact. At the same time, we see very large differences in the data obtained in the case of Slovak (1.2 points difference) and Greek (1.1 points difference) data.

Both the surveyed teachers (M = 3.1) and students (M = 3.0) agree that young people quite often quarrel with their educators. Slovak teachers (M = 3.5) notice such events much more often than students (M = 2.5). We identify the opposite situation by analyzing the results of Portuguese respondents. In this case, students (M = 3.2) pay more attention to this form of problems than teachers (M = 2.3).

To sum up, it should be stated that in the case of many categories of problems indicated in the survey, they were more often noticed by teachers than students. Based on this, it should be concluded that students are often not aware of how their behavior is perceived and evaluated by adults. Lack of such knowledge creates inevitable conflicts and misunderstandings.

When identifying the frequency of problems arising in individual peer relationships, you should analyze the results obtained by respondents. The table below summarizes the assessments of teachers and students.

Table 16. Frequency of students 'problems in relations with peers in the respondents' assessment

Problems in peer relationships		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		S	T	S	T	S	T	S	T	S	T	S	T
1.	They argue	3,5	3,9	3.1	2,8	3,6	3,2	2,5	3,4	2,2	1,4	3,0	2,9
2.	They blame them for their own failures/problems	2,9	3,4	2.8	2,8	3,1	3,1	2,7	3,5	2,4	1,7	2,7	2,8
3.	They insult and take revenge	3,1	3,2	2.9	2,6	2,8	2,9	2,4	3,5	2,5	1,6	3,0	2,9
4.	They lie	3,4	3,6	3.2	3,4	3,2	2,8	2,9	3,7	2,2	2,0	2,6	2,9
5.	They are aggressive	3,1	3,2	2.6	2,4	2,6	3,1	2,3	2,9	2,5	1,8	2,6	2,7

6.	They separate and are withdrawn	2,8	2,7	2,8	2,5	3,0	2,7	2,1	2,6	3,3	3,1	2,8	2,7
7.	They are insincere and disloyal	2,8	2,9	3,0	3,0	2,8	2,9	2,2	2,6	2,8	2,7	2,8	2,8
8.	They snub others	3,2	3,2	2,8	2,2	2,8	2,7	2,5	2,6	2,8	2,9	2,8	2,8
9.	They provoke conflicts	3,2	3,3	2,8	2,3	2,6	2,7	2,2	3,1	2,0	2,0	2,6	2,7
10.	They dominate others	3,3	3,1	2,7	2,6	3,1	2,7	2,5	3,2	2,6	2,4	2,8	2,8
11.	They aren't capable of asking for help	3,2	3,3	3,0	3,1	3,0	2,9	2,0	2,7	3,1	2,5	2,9	2,9

According to the results of the research presented in the above table, it should be noted that the average results for all teachers and students almost do not differ. The respondents agree that in individual peer relations quite often quarrels (S. M = 3.0; T. M = 2.9) and lies (S. M = 2.6; T. M = 2.9).

Young people are often offended and revenge (S. M = 3.0; T. M = 2.9) According to the respondents, students are also quite often unable to ask others for help (S. M = 2.9; T. M = 2.9).

When analyzing the results from individual countries, we most often notice differences in the assessments of teachers and students in data from Slovakia. Here teachers are more likely to see youth problems in peer relationships. The opposite situation can be observed in the case of Portuguese data. In this case, it is the students who indicate more frequent problems in peer contacts than their educators. Such results probably testify to different awareness of difficulties and ignorance of students, which equally translates into misunderstanding of the problems of young people.

In order to characterize the problems that appear in the functioning of students in the group, the data in the table below should be analyzed.

Table 17. Frequency of students' problems in group functioning in the assessment of the respondents

Problems in group functioning		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		U	N	U	N	U	N	U	N	U	N	U	N
1.	They do not comply with class rules	4,1	3,4	2,9	3,1	2,9	2,9	2,7	3,4	2,5	2,5	3,0	3,1
2.	They provoke class conflicts	3,3	3,2	2,6	2,9	2,6	3,2	2,2	2,9	2,6	2,6	2,7	3,0
3.	They can't cooperate in a group	3,4	3,3	2,9	3,0	3,1	3,1	2,1	2,7	3,2	2,6	2,9	2,9
4.	They are rejected by the whole class	2,5	2,6	2,7	2,4	2,0	2,8	1,7	2,1	3,8	3,4	2,5	2,7
5.	They dominate the whole class	2,9	2,9	2,8	2,7	2,8	2,9	2,0	2,6	3,9	3,1	2,9	2,8
6.	They are afraid to speak in front of the whole class	3,4	2,8	3,1	2,7	3,6	3,0	2,4	2,1	2,9	2,7	3,1	2,7
7.	They manipulate and create pressure in class	2,8	2,7	2,6	2,8	2,5	2,5	1,5	2,5	3,5	2,8	2,6	2,7
8.	They are favored by the whole class	3,2	2,6	2,9	3,2	2,7	2,8	2,7	3,0	3,0	3,3	2,9	3,0

By analyzing the data in Table 17. it can be said that youth problems in group functioning are most often due to the fact that students are quite often unable to adapt to class rules. Student ($M = 3.0$) and teacher ($M = 3.1$) grades are almost consistent. While analyzing the results of Polish

respondents, significant differences can be noticed. It is much more often students ($M = 4.1$) than teachers ($M = 3.4$) perceive this problem. The opposite situation is identified in the case of Slovak data, where teachers ($M = 3.4$) more often than students ($M = 2.7$) see this dilemma. Quite often the problem of favoring some students for the rest of the class is noted by both teachers ($M = 3.0$) and students ($M = 2.9$). However, about such difficulties inform us more often surveyed students from Poland ($M = 3.2$) than their tutors ($M = 2.6$).

The surveyed students ($M = 3.1$) more often than teachers ($M = 2.7$) tell us that they have difficulty speaking in front of the whole class. This problem is primarily pointed out to students from Greece ($M = 3.6$), Poland ($M = 3.2$) and Romania ($M = 3.1$). At the same time, it seems that teachers in these countries are much less likely to see such difficulties for students.

Respondents are almost unanimous about the frequency of problems resulting from the deliberate provocation of conflicts in the class by young people (S. $M = 2.7$; T. $M = 3.0$) and the lack of ability to cooperate in a group (S. $M = 2.9$; T. $M = 2.9$).

In the conducted research it was recognized that problems with oneself are an important factor influencing the educational and didactic failures of students. These, in turn, generate other difficulties, which in consequence may lead to early leaving the education system. For this reason, students 'and teachers' assessments regarding the appearance of behaviors specified in the survey should be carefully analyzed. The results are shown in Table 18.

Table 18. Frequency of students 'problems in relation to themselves' assessment

Problems in one's self		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		U	N	U	N	U	N	U	N	U	N	U	N
1.	They think and speak about themselves badly	3,1	2,9	2,5	2,0	2,2	2,6	2,3	2,5	3,6	3,2	2,7	2,6

2.	They don't believe in their own abilities	3,2	3,3	3,0	3,0	2,8	2,8	2,7	3,1	3,2	2,4	3,0	2,9
3.	They act selfdestructively	2,6	1,8	2,3	2,0	2,2	2,6	2,3	2,9	4,4	3,0	2,8	2,4
4.	They make an impression that they care about nothing and nobody	3,1	2,7	2,8	3,2	3,1	2,8	2,4	2,7	3,4	2,4	3,0	2,8
5.	They don't show empathy	3,0	2,9	2,7	3,0	3,1	2,9	2,6	2,8	3,2	2,9	2,9	2,9
6.	They cannot stand up to anyone	2,6	2,4	2,3	3,0	2,5	2,9	2,3	2,4	3,1	2,9	2,6	2,9
7.	They don't have their own opinions	2,6	2,6	2,6	2,8	2,7	2,9	2,2	2,6	3,5	2,9	2,7	2,8
8.	They cannot admit to their own mistakes	3,5	3,4	2,7	3,4	3,6	3,5	2,9	3,2	3,1	2,1	3,2	3,1
9.	They can't deal with their own problems	3,3	3,2	2,7	3,8	3,2	3,4	2,4	3,2	3,3	2,1	3,0	3,1

According to the above data, it should first of all be noted that both the surveyed teachers ($M = 3.2$) and students ($M = 3.1$) quite often encounter situations in which young people cannot admit to your mistakes. Students from Greece ($S. M = 3.6$; $T. M = 3.5$) and Poland ($S. M = 3.5$; $T. M = 3.4$) have the biggest problems in this matter. Differences in the perception of such difficulties also appear in the results from Romanian respondents. Here teachers ($M = 3.4$) are much more likely than students ($M = 2.7$) to encounter such situations. The opposite order of results is observed in the case of Portuguese data, which shows that students ($M = 3.1$) see this problem much more often than teachers ($M = 2.1$).

In the opinion of almost all respondents, young people quite often do not cope with their own problems (S. M = 3.0; T. M = 3.1). Also in this case, teachers from particular countries often pay attention to such difficulties. The exception is the averages calculated for Portuguese respondents, which show that the surveyed teachers (M = 2.1) significantly less frequently than students (M = 3.3) identify such difficulties.

Quite often lack of faith of young people in their own abilities is pointed out by both surveyed teachers (M = 2.9) and students (M = 3.0). Also in this matter, the Portuguese data are a bit disturbing, because teachers (M = 2.4) definitely less frequently than students (M = 3.2) notice this problem.

Young people (M = 3.0) only slightly more often than teachers (M = 2.8) believe that their colleagues quite often give the impression that they care about nothing and nobody. It is worth noting that again teachers from Portugal (M = 2.4) much less frequently identify this problem than the surveyed students (M = 3.4). Teachers (M = 2.9) and students (M = 2.9) agree quite often on the lack of empathy among young people.

Another issue analyzed was the characteristics of students' problems in task-related situations. The obtained data are presented in the table below.

Table 19. Frequency of students' problems in task situations as assessed by the respondents

Problems in completing tasks		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		U	N	U	N	U	N	U	N	U	N	U	N
1.	You can't rely on them	3,2	2,7	3,0	3,3	3,0	3,4	2,8	3,3	3,2	3,1	3,0	3,2
2.	They don't make any decisions or undertake tasks on their own	2,9	2,7	3,1	3,0	3,2	3,1	2,5	2,8	3,2	2,3	3,0	2,8
3.	They cannot manage their time	3,1	3,1	3,3	3,5	3,6	3,1	2,5	3,3	3,0	2,0	3,1	3,0

4.	They leave everything until the last minute	3,8	3,7	3,7	3,8	4,1	3,1	3,5	3,7	2,4	1,7	3,5	3,2
5.	You always have to instruct them what to do	3,0	3,5	3,2	3,8	3,5	3,3	2,7	3,7	2,8	1,9	3,0	3,2
6.	They get bored quickly performing tasks	3,4	3,4	3,5	3,9	3,5	3,5	3,1	3,5	2,8	2,1	3,3	3,3
7.	They do the tasks anyhow	3,5	3,3	3,5	3,3	3,2	3,3	2,2	3,8	2,8	2,1	3,0	3,2
8.	They refuse to be engaged in anything	3,3	2,8	3,1	2,8	2,8	3,6	2,2	3,0	3,2	2,6	2,9	3,0
9.	They are constantly late	3,8	2,4	3,2	3,0	3,0	3,9	2,4	3,0	2,4	2,6	3,0	3,0

Thanks to the above data, we can characterize students' behavioral disorders in task-related situations. Both students ($M = 3.5$) and teachers ($M = 3.2$) admit that such problems are often associated with a lack of organizational competence, and especially leaving the realization of important things at the last minute. It is also interesting that young people themselves are aware of such a problem (e.g. in Greece $M = 4.1$).

The frequent problem of quick fatigue while performing tasks is noted by teachers ($M = 3.3$) and students ($M = 3.3$). It is also worth noting that the data provided by individual survey partners are also consistent in this respect.

Lack of work organization is also a fairly common factor disrupting the proper course of task situations (S. $M = 3.1$; T. $M = 3.0$). Here again it is worth articulating the fact of awareness of the youth who in Greece ($M = 3.6$) and Portugal ($M = 3.0$) more often than teachers say about the lack of skills in organizing work. Only in Slovakia educators ($M = 3.3$) more often than pupils ($M = 2.5$) indicate such a lack of student competences

Also teachers (M = 3.2) slightly more often than students (M = 3.0) suggest that young people are dependent and always have to be told what to do. We see this situation when analyzing data from Poland (S. M = 3.0; T. M = 3.5), Romania (S. M = 3.2; T. M = 3.8) and Slovakia (S. M = 2.7; T. M = 3.5). An opposite system of assessments is observed for Greek (S. M = 3.5; T. M = 3.3) and Portuguese (S. M = 2.8; T. M = 1.9) results.

Teachers (M = 3.2) also slightly more often than students (M = 3.0) say that young people do their job anyhow. Interestingly, analyzing data from individual countries, one should again pay attention to the awareness of youth of the lack of diligence in the performance of tasks by their colleagues. In Poland (S. M = 3.5; T. M = 3.3), Romania (S. M = 3.5; T. M = 3.3) and Portugal (S. M = 2.8; T. M = 2.1) it is the youth who first of all point to this problem. Only data from Slovakia indicate that teachers (M = 3.8) more often than students (M = 2.2) notice this problem.

The respondents also claim that unfortunately you can often not rely on youth (S. M = 3.0; T. M = 3.2). In Romania (S. M = 3.0; T. M = 3.3), Greece (S. M = 3.0; T. M = 3.4) and Slovakia (S. M = 2.8; T. M = 3.3) teachers more often pay attention to this fact. Only in Poland the awareness of the problem is higher among students (M = 3.2) than teachers (M = 2.7).

According to the surveyed teachers (M = 3.0) and students (M = 3.0), young people are quite often late. Such situations are primarily noted by teachers from Greece (S. M = 3.0; T. M = 3.9) and Slovakia (S. M = 2.4; T. M = 3.0). In Poland, however, students (M = 3.8) more often than teachers (M = 2.4) perceive this problem.

The last element of behavioral disorders selected for the study are risk behaviors undertaken by young people. The results obtained during the study are presented in the table below.

Table 20. Frequency of risky behaviors undertaken by young people in the respondents' assessment

Risky behaviors		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		U	N	U	N	U	N	U	N	U	N	U	N
1.	They destroy someone's property	2,5	2,3	2,2	2,4	2,3	3,3	1,9	2,9	3,2	2,3	2,4	2,6

2.	They play truant	3,7	1,8	3,2	3,3	2,1	3,1	1,9	1,9	3,1	2,7	2,8	2,6
3.	They run away from home	1,7	1,3	1,7	2,1	2,3	3,1	1,2	1,4	4,5	4,4	2,3	2,5
4.	They drink alcohol	4,0	1,5	2,8	3,2	3,4	3,3	2,3	2,1	4,0	4,2	3,3	2,9
5.	They smoke cigarettes	4,1	1,7	3,9	4,1	3,8	3,1	2,4	2,3	4,4	3,9	3,7	3,0
6.	They sexually harass others	1,7	1,2	1,6	2,7	1,8	3,3	1,5	1,5	4,1	3,9	2,1	2,5
7.	They intimidate others	2,3	1,8	2,6	2,8	2,2	2,9	1,7	1,8	3,0	2,4	2,4	2,3
8.	They take drugs	3,0	1,4	2,0	2,1	2,4	3,2	1,4	1,6	4,5	4,3	2,7	2,5
9.	They gamble	2,6	1,3	2,5	2,7	2,9	3,1	1,4	1,7	4,1	4,2	2,7	2,6
10.	They mistreat animals	1,3	1,2	1,5	2,0	2,0	3,4	1,3	1,7	4,0	4,1	2,0	2,5
11.	They extort money from others	1,6	1,4	2,1	2,4	2,1	3,3	1,3	1,6	3,7	3,5	2,2	2,4
12.	They participate in fights	2,4	2,1	2,3	2,2	3,0	3,0	1,8	2,1	2,8	2,4	2,5	2,4
13.	They follow strict diets	2,0	1,4	2,0	2,8	2,7	3,1	1,5	1,7	4,1	4,4	2,5	2,7
14.	They are addicted to the Internet	3,7	2,9	3,6	4,3	3,9	3,5	3,7	3,9	1,6	1,9	3,3	3,3

According to the above research results, it should be stated that according to students ($M = 3.7$) and teachers ($M = 3.0$), youth smokes cigarettes quite often. It is worth noting that the data for individual countries in both surveyed groups are quite similar. However, in the case of data from Poland we see a very large discrepancy. Students ($M = 4.1$) much more often than teachers ($M = 1.7$) point to this problem.

Similarly, in the case of drinking alcohol by young people (S. $M = 3.3$; T. $M = 2.9$). Here, too, Polish teachers ($M = 1.5$) far less often than students ($M = 4.0$) notice such behavior. The results for the other countries are quite convergent.

The third risky behavior which, according to students ($M = 3.3$) and teachers ($M = 3.3$), manifested quite often by young people is Internet addiction. Almost all respondents pay attention to this threat. The exception is only the Portuguese, who believe that such disorders appear rarely (S. $M = 1.6$; T. $M = 1.9$).

According to Portuguese data, young people often also take on other behavioral disorders indicated in the study, e.g. running away from home (S. $M = 4.5$; T. $M = 4.4$), sexual harassment of others (S. $M = 4.1$; T. $M = 3.9$), drug use (S. $M = 4.5$; T. $M = 4.3$), gambling (S. $M = 4.1$; T. $M = 4.2$), bullying over animals (S. $M = 4.0$; T. $M = 4.1$) and the use of strict diets (S. $M = 4.1$; T. $M = 4.4$). This is very disturbing data, especially since both teachers and students indicate a high frequency of their occurrence. Data for other countries indicate the occasional occurrence of the above-mentioned risk behaviors.

1.3.4 Conclusions and recommendations

Based on the conducted research, the following conclusions were formulated:

I Problems in relations with adults

Analyzing the results of research on the identification of students' problems in relations with adults, it was found that both teachers and students agree that the most common problems of students in relations with adults in school reality are: illegibility, lies, quarrels, a strong need for foster children attention to themselves and the inability to talk to adults about their needs and problems. Teachers, however, more often than students also pointed to the rebellious

behavior of their pupils, their vulgarity towards adults and manifestations of disrespect towards teachers.

Summing up, it should be emphasized that, despite the differences in the assessments of respondents from individual countries, the results obtained in the course of the study clearly indicate numerous problems and disturbed relationships between teachers and students, which clearly indicates the need to develop their competences in the field of correct verbal and non-verbal communication. It also seems that teachers should learn strategies for effective response and negotiation skills in conflict situations (quarrels, rebellion, vulgarity, lies, illegibility). Teachers should undoubtedly acquire knowledge and skills in recognizing the needs and problems of students and supporting pupils in finding and using the help of others. Educators must also provide their students with appropriate skills, because the lack of interpersonal and social competences as well as the inability to recognize one's own and other people's emotions deepens the difficulties in mutual relations.

II Problems in relations with peers

When analyzing the frequency of student disorders in peer relationships, we see a unique agreement between teachers and students. Both pointed to the following problems: quarrels, insults, lies and the inability to ask for help in difficult situations.

Considering the above conclusions, in the GAME didactic tool being prepared, first of all, it should be shown to pedagogues effective ways of identifying the manifestations and causes of disturbed student relationships with each other, indicate the consequences of their inadequate responses in the situation of disturbed behaviors of foster children, teach students appropriate strategies to respond and cope with difficult situations peers and recognize and name their emotions, problems and needs towards peers.

III. Problems in group functioning

According to both groups of respondents, the most common problems arising in the functioning of students in a group relate to the students' inability to adapt to class rules and inability to cooperate in a group. Educators also noticed problems related to provoking conflicts by pupils, alienation of some students and favoring informal class leaders. On the other hand, the students thought that the most difficulties were due to their lack of self-presentation skills and speaking in front of the whole class.

According to the above conclusions, teachers should be competent to recognize problems resulting from students' inability to adapt to group rules and norms. They should also learn how to build a class team, and especially how to enforce established rules and norms. Knowledge of the group roles performed and behaviors resulting from them, as well as techniques for dealing with conflict situations will undoubtedly limit the scope and frequency of emerging problems.

IV. Problems in relation to oneself

When identifying students' problems with themselves, one should first of all point to the students' lack of ability to admit their mistakes, lack of faith in their own abilities, inability to deal with their problems and lack of empathy. Teachers also pointed to the problem of the students' lack of assertiveness, and the students' such behaviors of their classmates that give the impression that they care about nothing and nobody.

The above-mentioned conclusions above all show the need to support teachers in developing the ability to recognize symptoms and mechanisms of inappropriate perception of themselves by students. Educators should be able to read the child's messages correctly, initiate a conversation with students with self-perception disorders, diagnose the student's self-acceptance level, support foster children in building their own image. The ability of students to correctly recognize emotions, correctly name their problems, and knowledge of constructive strategies for solving them will probably reduce the scale of disorders in this area.

V. Problems in task situations

In task situations, both teachers and youth agreed that students lack organizational skills, because they are often late, leave things that are important at the last minute, are unable to organize their work rationally, and get bored and abandon tasks quite quickly. The surveyed teachers more often than the youth also indicated the lack of independence of students, low level of task implementation and lack of trust as to the date and quality of their work results.

Lack of organizational competences of students generates a number of didactic and educational problems. For this reason, in the designed activities, first of all, attention should be paid to the identification of factors disturbing the undertaking and implementation of tasks. Particular attention should also be given to the ability to delegate tasks and effective motivation for their effective implementation. Teachers should also become aware of how to recognize and respond appropriately to the successes and failures of their pupils.

VI. Risky Behaviors

Among the selected risky behaviors, the respondents most often pointed to students' smoking, drinking alcohol and Internet addiction. However, this category was the most diverse and internally inconsistent. There were very big differences both in the assessment of teachers and students, as well as data from individual countries. Therefore, the exclusion of this category of problems in the designed didactic tool GAME should be considered.

In summary, it should be stated that the differences in the assessments of the surveyed teachers from individual countries in the next five categories were not significantly large, which justifies the fact that the virtual app GAME being developed will equally apply to school reality in all European countries. Only in the area of risky behavior do we see quite a large diversity of results, which can be a premise for the elimination of this module from the teaching tool being developed.

When starting to design the GAME didactic tool, it is undoubtedly necessary to assume that early diagnosis, appropriate prevention and correct educational impact can counteract and correct dysfunctional behavior of students. Modification of problems in students' behavior may include, among others on:

VII. Breaking the stereotype of a "school bully" eg by initiating an unusual situation that goes beyond the everyday pattern of the situation; different, positive treatment, thanks to which the teacher perceives students with behavior problems as cooperation partners, interesting people who are worth talking to, joking about; treating students like 'normal youth' without negative labeling. The turning point may be a change in the teachers' thinking patterns (release from the stereotype), which causes a change in behavior towards the child, as well as a change in the child's thinking patterns about himself, which causes a change in his behavior, which leads to building his "new position" in the environment.

VIII. Creating corrective experiences, i.e. new ones, different from the previous ones, which may eliminate or alleviate the effects of psychological injuries. Their essence lies primarily in the fact that they do not confirm the child's perceptions and expectations arising from his previous experiences and help the child experience himself in a different way.

The biggest enemy of educators is the rigidity of their own ways of responding. This is particularly important when they work with students who exhibit behavioral disorders, because the rigid patterns of child and adult 'overlap', which usually leads to their mutual strengthening.

Breaking the "vicious circle" in which the teacher and the student get involved requires change. The initiative belongs to the adult here, he must do something that will "snatch" him and the child from this scheme, will open new possibilities in their relationships. This can be done through the following strategies:

- 1 Change in the child's perception pattern (e.g. focus on his strengths).
- 2 The strategy of surprise, which consists in creating new, unconventional, attractive for children situations, thanks to which they can experience themselves in a constructive way.
- 3 Revealing hidden possibilities, eg by entrusting the student with a task contrary to the stereotype in which it was "crowded" by the environment.
- 4 Change of perspective, eg by changing the role of student and teacher.
- 5 Create space for constructive actions.

To sum up, it should be stated that despite quite extensive literature on the educational problems of students and publications on ways of working with students with behavioral disorders, yet effective methods have not been developed to alleviate such difficulties. Therefore, it is worth undertaking creative activities, applying new methods and designing innovative educational tools to more effectively correct existing dysfunctions and prevent the emergence of new educational problems in advance.

CHAPTER II

WORKING WITH A STUDENTS WITH BEHAVIORAL DISORDERS. THEORETICAL BASIS FOR THE CONSTRUCTION OF PREVENTIVE AND CORRECTIVE ACTIONS

BOŽENA MAJEREK

Thanks to the introduction to the issue of disorders in the behavior of children and adolescents, teachers and educators will learn the necessary information about the manifestations, causes and consequences of behavioral disorders. They will also learn about selected ways of dealing with difficult situations. Participation in the proposed workshop using the GAME app will give them the ability to predict the reaction of students with behavioral disorders, and thus will help them to choose the right strategy. Expanding their own interpersonal and social competences will be an important element of their development in the field of teaching and upbringing skills.

The term behavioral disorder is defined differently in the literature. Some believe that these are all behaviors that do not serve to meet the personal needs of man and solve the tasks set by his environment; while others, narrowing the scope of this concept, take moral and social norms as a reference when assessing specific behaviors. Most children in specific developmental stages show specific disorders of varying intensity and duration. Many symptoms of disturbed behavior are transient. Therefore, we speak of strict behavior disorders when they are of a chronic nature (over 6 months) and are unequivocally disapproved of the social environment.

Due to the variety and variability of symptoms, behavioral disorders do not create a specific, static picture. As your child grows, some of the symptoms may increase or disappear, and new ones will appear instead. There are four basic features of disturbed behavior: inadequacy, reaction rigidity, harm to the subject and the environment, and the presence of negative emotions.

Problems related to behavioral disorders can affect all areas of the child's functioning. Most often, however, they are manifested in relations with:

- adults
- peers
- peer group
- task situation
- with themselves
- undertaking
- risky behaviors.

Behavioural disorders are conditioned by numerous biological factors (e.g. brain anatomical abnormalities, disorders of the level of neurotransmitters in the brain) and psychosocial (e.g. lack of proper care, excessively strict upbringing or neglect, experience of sexual abuse or violence, low social status of the family, frequent change of residence or change of school, contact with other people violating social norms).

Systematic and comprehensive educational and therapeutic work conducted on children and adolescents with behavioral disorders is very important because it limits the progressive pathologization process. It was found that adolescents with behavioral disorders in adulthood develop anti-social personality traits, which greatly hinders functioning in society and significantly increases the risk of entering into serious conflicts with the law. The sooner effective educational and therapeutic interventions begin for students with behavioral disorders, the greater the chances of their proper functioning.

The preventive and corrective actions proposed in the further part of the guide have been prepared on the basis of general theoretical assumptions:

- Disturbances in the behavior of students and pupils are a real cause of the progressing pathologization process.
- Disturbances in the behavior of students and pupils are the main reason for their early leaving of the educational system.
- Lack of skills of teachers, educators and educators in the field of student behavior disorders contributes to the escalation of students' personal and social problems.

- The shortage of interpersonal and social competence of teachers, educators and educators makes it difficult to correct disorders in students' behavior.

The content of the publication will allow teachers and educators to:

- identify the most common manifestations of disturbed relationships of pupils and pupils with adults;
- identify the most common causes of difficulties in relationships with students with behavioral disorders;
- anticipate the consequences of inadequate action in a situation of disturbed student behavior;
- choose appropriate strategies to respond and cope with disturbed relationships with students;
- name your own and student's emotional states;
- identify and name their own needs and expectations regarding the behavior of pupils and pupils;
- help students develop their personal and social competences;

In addition, the thematic areas presented will provide answers to the following practical problems:

- What are the most common symptoms of disorders in relationships with adults?
- What are the most common communication mistakes (also difficulties or misunderstanding) of teachers and educators made in relations with pupils and pupils?
- How often do teachers and educators react to inappropriate behavior of pupils and pupils?
- What is the awareness of teachers and educators in identifying and expressing their own emotional states, needs and expectations?
- What is the awareness of teachers and educators in identifying and naming emotions of pupils and pupils?
- How do you talk to a student who needs help and support?
- How to develop students' personal and social competences?

The general assumptions adopted in this way became the starting point for the construction of five basic thematic areas in which specific proposals for practical solutions in working with

students showing behaviours problems were taken into account. The general characteristics of the problem and the proposed strategies for corrective actions can inspire further exploration and practical implementation of issues that are so important in the school space.

2.1. PROBLEMS IN RELATIONSHIPS WITH ADULTS

BOŽENA MAJEREK

The basic condition for the effectiveness of educational and therapeutic work conducted against behavioral disorders is to create appropriate relationships based on mutual understanding, reasonable tolerance towards oneself, a sense of responsibility for one's fate and commitment. Such a social bond gives a sense of being accepted, a sense of security, belonging and community. The correct teacher / educator - pupil / pupil relations are influenced by factors such as acceptance, openness, authenticity, mutual respect, understanding of difficulties and limitations, perceiving efforts and strengths, devoting time and attention to students, the ability to set boundaries, norms, requirements and expectations, enforce requirements, and communicate properly. The ability to recognize one's own emotional states and needs, as well as correctly identify students' emotions and their needs is the basis for proper school relationships. Systematic self-reflection on own personal and social competences serves their development, while limiting disturbances in relations with pupils and pupils. Perception of students' problems, ability to conduct conversations, conflict resolution and assurance. Appropriate forms of assistance and support in difficult situations are the conditions for the effectiveness of educational work.

The main goal of the module is to provide knowledge about the manifestations and conditions of disorders of pupils and foster children in relations with peers. The lack of sufficient competence in the area of interpersonal communication and social resources of students is considered to be the main cause of peer problems. Developmental deficits and insufficient socialization strengthen and generate educational problems of children and youth. What's more, the inability to recognize one's own and other people's emotional states and moods intensifies difficulties in relations with peers. Cultural barriers can strengthen and deepen behavioral disorders and conflicts between students.

Specific topics:

- Disorders of students in relations with adults: manifestations and causes
- Disorders of verbal communication (e.g. lack of courtesy, profanity, inability to complain, lies, rebellion, illegality)
- Disorders of non-verbal communication (e.g. provocation, favoring some students)
- Strategies for effective response in problem situations
- Negotiation skills in conflict situations
- Skills seeking help and support
- Ability to use the help and support of others
- The ability to recognize one's own and other people's emotions
- Skills to identify the needs and expectations of adults
- Skills in recognizing students' needs and problems
- Ability to develop proper relations with adults among students

Goals:

- Identify the most common manifestations of disturbed relationships of pupils and pupils with adults; • identify the most common causes of difficulties in relationships with students with behavioral disorders;
- Anticipate the consequences of inadequate action in a situation of disturbed student behavior;
- Choose appropriate strategies to respond and cope with disturbed relationships with students;
- Name your own and student's emotional states;
- Identify and name their own needs and expectations regarding the behavior of pupils and pupils;
- Help students develop their personal and social competences;

Guiding concepts:

- Students' sense of security is a basic condition for the proper development and conduct of the teaching and upbringing process.
- Instrumental treatment of students by teachers and educators generates and deepens behavioral disorders.

- Relationships based on a sense of bond and co-responsibility strengthen the positive mutual references of students and limit the manifestations of behavioral disorders
- Supporting a positive class climate is conducive to meeting the needs of order, belonging, social acceptance and self-realization, which further reduces the manifestation of behavioral disorders.
- Building relationships based on acceptance, authenticity, openness, and commitment helps correct student misconduct towards peers.
- The ability to set boundaries, norms, requirements and rules of conduct, as well as their proper enforcement, helps reduce disorders in the behavior of pupils and foster children.
- Skills in proper verbal and non-verbal communication are a basic condition for the proper conduct of relationships between students.
- The ability to set boundaries, norms, requirements and rules of conduct, as well as their proper enforcement, helps reduce disorders in the behavior of pupils and foster children.
- Formulating unclear or contradictory messages disrupts the relationship between students and pupils
- Supporting pupils and pupils in expressing their own emotional states in an acceptable way strengthens their personal and social competences.
- Positive identification of positive behavior of students and pupils strengthens and consolidates them.
- Being aware of the most common mistakes in relationships with students (e.g. sking “why?”, reproaching, ignoring, insulting, hostility, blaming, threatening, punishing) reduces the likelihood of committing them.
- Being able to talk about your problems and applying for help and support in difficult situations reduces disturbances in the behavior of students and foster children.

Guiding Questions:

- What are the most common symptoms of disorders in relationships with adults?
- What are the most common communication mistakes (also difficulties or misunderstanding) of teachers and educators made in relations with pupils and pupils?
- How often do teachers and educators react to inappropriate behavior of pupils and pupils?
- What is the awareness of teachers and educators in identifying and expressing their own emotional states, needs and expectations?

- What is the awareness of teachers and educators in identifying and naming emotions of pupils and pupils?
- How do you talk to a student who needs help and support?
- How to develop students' personal and social competences?

Examples of work with a student who:

- is aggressive (strategy 2.1.1.)
- refuses to cooperate (strategy 2.1.2)
- manipulate (strategy 2.1.3)
- isolate himself (strategy 2.1.4)
- self-centred (strategy 2.1.5)

2.1.1. Work with an aggressive student/stages of building a strategy for working with an aggressive student - Klaudia Miśkiewicz, Maciej Dymacz

Aggression is a serious problem at school and adults are among its victims. Despite the fact that the schools is obliged to react to acts of aggression and violence, the teachers themselves are sometimes helpless in the face of the scale of the phenomenon. This condition results, *inter alia*, from the fact that it is school that is more and more often assigned the function of compensating for the negative influence of the family home, peer environment, media and unresolved development crises of young people.

Factors influencing the appearance of aggression at school include: the lack of conflict resolution skills, lack of knowledge of the basic mechanisms of the child's functioning in the family, impaired communication, improper system of norms, etc. The emergence of aggression is explained, among others, by theories of instinct, frustration, social learning.

Symptoms of problems:

- 1) challenging and insulting other people (other children, parents, teachers),
- 2) using profanity,
- 3) showing disrespect to the teacher,
- 4) using ironic comments about the teacher's work,

- 5) using physical aggression towards other children,
- 6) offending others directly or indirectly,
- 7) destroying objects,
- 8) disturbing lessons,
- 9) using dangerous tools, eg. knife, scissors; the student may use these tools to try to hurt someone or merely scare someone.

Causes of problems:

- 1) Too high requirements imposed on children by their parents. It can lead to breaking off the relationship between parents and children. As a result, a child can act aggressively to show his need for emotional contact. The second result can be guiltiness in a child and it can lead to aggression towards himself.
- 2) Too low requirements imposed on children by their parents. A child has no limitations can have too high self-assessment. When someone (e.g. a teacher) estimates his work as worse than the work of another child, he can be aggressive towards a teacher or that child.
- 3) Children can be aggressive when they imitate the behaviour of adults (e.g. parents). When at home they are beaten, they think this is a normal way of resolving conflicts. When at home no one talks about problems, when there is no talk about emotions, a child cannot talk to a teacher about his emotions, frustrations, difficulties. He communicates through aggressive behaviour.
- 4) Watching movies and programs where aggression and violence are the most common responses.
- 5) Feeling frustrated. There can be a lot of reasons for frustration, including:
 - failure to achieve the set goals;
 - not understanding his problems by others;
 - failure to cope with relationships with peers;
 - feeling of injustice, grudge, humiliation itp.
- 6) Behaviour of peers who may provoke aggression.

7) The teacher's behaviour, coming, for example, from the lack of emotional control, improper application of the system of punishments and rewards, lack of consequences, offending the student.

Consequences of problems:

1) Aggression leads to aggression. When one student is aggressive he can provoke aggressiveness in other students. Such aggressiveness can have different forms:

- aggression towards a thing (e.g. a child kicks a chair),
- aggression towards another person (e.g. a child attacks someone else – another child, a teacher),
- aggression towards himself (self-harm).

2) Aggression can cause a lot of different reactions in children that are the victims of aggression. For example:

- high stress and feeling of insecurity,
- lack of self-confidence, low self-assessment,
- aversion to school,
- truancy,
- difficulties in learning,
- physical illnesses: stomach ache, sleep disturbance,
- fears, phobias,
- suicide attempts.

3) Aggression can also lead to destruction of peer relations. Children do not want to play and talk with an aggressive student. Sometimes there are more than one aggressive students and they create a group who insult and frighten other children. Such an aggressive group feels stronger than an individual aggressive student.

4) Aggression can also lead to an isolation of an aggressive student. Children do not want to have a relation with him because they are afraid of him. They can also behave hostilely towards this child. It can provoke aggressive actions again because the child feels lonely and wants to gain a place inside a peer group.

5) Aggression causes a change in some teachers' behaviour towards a child. They do not like him because he interrupts them. They treat it as an interloper and are very

strict to him. Some teachers do not try to understand causes of his behaviour and they do not try to work with him to change his aggression.

6) Another consequence can be a situation when an aggressive child joins a pathological group (like a gang) and it can start a process of demoralization.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Raising of a student's self-esteem	Practise positive reinforcements: – systematic praise a child for a good behaviour – you can fix a reward system for a good behaviour (sweets, label with a text “I am polite”)
2.	Creating space where a student could use his energy in a positive way	Give additional tasks to a student (not as a punishment!), especially such tasks which will be interesting and enjoyable for a student.
3.	Perfecting of teacher's personal behaviour that should be a model for students	Talk calmly and in a well-balanced way. Do not show aversion toward a child but kindness and readiness to help. React on aggressive behaviours without showing negative emotions.
4.	Making a student aware of mechanism of aggressive behaviours and working out devices for dealing with aggression.	Talk to a child about causes of aggressive behaviour. Talk over every difficult situation showing how to react without aggression. Prepare a lesson about aggressive behaviour (causes, consequences, ways of dealing with aggression). Learn a child exercises that could help in easing the emotional tension (breathing exercises, counting till 10, leaving holes in a sheet of paper, drawing negative emotions, relaxation music etc.) Read therapeutic tales to a child (or the whole class). Talk about problems in the tales.

5.	Building a relationship with a student	<p>Tell a student that he is important for a teacher.</p> <p>Ensure that a teacher wants to help, take the initiative to help.</p> <p>Create space to a conversation with a student (appropriate amount of time, secluded place where no one could listen to a talk). Ask a student about his problems and things which he cannot deal with. Propose solutions. Ask a child how he would feel if someone would be aggressive toward him – and what should he do then? Motivate a student to thinking about these problems.</p> <p>Do not show superiority or contempt. Show respect and interest.</p> <p>Show understanding of a student’s difficulties in controlling his behaviour (“I understand that it is difficult to overcome aggression; do not give up”).</p>
6.	Leading to getting knowledge about rules and obeying them by a student	<p>Together with a student discuss rules of behaviour and consequences of breaking them (let a student give his opinion about the rules). Write down the rules. You can also sign your names on such an “agreement”.</p> <p>Be consistent in enforcing appointed rules. Always talk about bad behaviour – but remember also about praising for a good behaviour (positive reinforcements is more effective than negative reinforcements).</p>
7.	Assisting a student in respecting limits	<p>Describe behaviours which break school rules (e.g. “I hear that you use vulgar words”, “I see that you are kicking Tom”) but without remarking on a student’s character (“you are vulgar”).</p> <p>Tell about your feelings (“it hurts me when you use vulgar words”, “I feel bad when I see you behave this way”).</p>

		<p>Refer to binding rules (e.g. “there is a rule that we mustn’t offend other people”, “we made a deal that...”).</p> <p>Tell about your expectations (e.g. “I expect that you will tell your friend that you are angry with him but without offending him”, “I do not agree to beating; I expect you will solve conflicts without using your fists”).</p> <p>Believe in a students’ good will and show them that (“I believe you can behave with kindness”, “I hope next time you will be more attentive”).</p>
8.	Increasing of parents’ engaging in working on a child’s behaviour	<p>Conduct a meeting with parents about aggression, it’s causes, consequences, appropriate and in appropriate ways of facing with children’s aggression.</p> <p>Ask parents to do with a child exercises that will teach him how to discharge the emotional tension.</p> <p>Explain a positive role of positive reinforcements and ask parents to use it as often as possible.</p>
9.	Aiming to create a hospitable peer surroundings where there will not be aggression	<p>Talk with the whole class about aggressive behaviours and ways with dealing with them.</p> <p>Teach students exercises which will help them discharge the emotional tension. Also help children train ways of behaviour in case someone is aggressive towards them (e.g. playing roles).</p>
10 .	Improving the quality of passing expectations and communications by a teacher	<p>Speak to a child in an understandable language.</p> <p>Simply and clearly express expectations (“I want you to...”, “I expect that...”).</p> <p>Your statements express with respect (NO: You are awful! Are you not ashamed?”, “You write only nonsense. Who will read it?”, YES: “I see you have broken the rules again. We must talk about</p>

		consequences”, “You have done some mistakes, let’s try to correct them”).
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2.1.2. Stages of building a strategy for working with a student with no will to cooperate - Klaudia Miśkowicz, Maciej Dymacz

Pupils with disruptive behaviour, although they may make up a relatively small group of the classroom community, consequently their misbehaviour can consume far too much of the teacher's attention, time and energy, which affects the teaching and learning process in the school. In addition, any reaction to a child's behaviour confirms the pattern in which the child is functioning or implies changes. A lack of motivation for any action on the part of the pupil requires that respectful and understanding situations are created in which the pupil nevertheless sees an opportunity to prove himself. Even if the effects of these actions are not immediately noticeable, they can be the beginning of long-term and important changes.

Symptoms of problems:

- A student does not want to follow the teacher's instructions. He refuses doing tasks or he just pretends that he does them.
- When a student is asked by a teacher to do something (e.g. to help a teacher with bringing books etc.), he refuses or he shows his aversion to the task.
- A student does not want to do tasks during the lesson. He does not want to read the text, does not want to take the quiz, he does not want to write down in a notebook.
- A student is not interested in building communication with the teacher. He does not want to answer questions, he refuses a proposition to talk about problems. He also does not tell about himself.
- A student shows his aversion to the teacher, shows that he does not like the teacher.
- A student skips classes. It can mean that a child does not see a value of the class. Skipping can also be an effect of stress connected with difficult tasks, a feeling of being misunderstood.
- A student shows a disparaging attitude to school, learning and teachers. He can comment tasks as "stupid" or "needless". He can also deride other students who are diligent and hardworking.

Causes of problems:

There can be a lot of causes of such a situation. There are a few: Niechęć do szkoły. Jeśli rodzice nie traktują szkoły i uczenia się jako czegoś ważnego, dziecko przejmując od nich to przekonanie.

- Too high expectations set by the teacher.
- Problems in personal life.
- Health or development problems that the teacher is not aware of.
- Lack of subjective treatment by teachers, e.g. as a result of his work only as an obligation and the conviction that his professional role consists mainly in passing on knowledge, and not in solving problems and difficulties of students.
- Low involvement of parents in cooperation with the school. Parents do not want to take part in creating a good relationship between the child and the teachers. They do not encourage the student to be open and willing to cooperate.

Consequences of problems:

- A student does not do the tasks correctly. He makes a lot of mistakes in exercises and his works are not solid enough.
- A student is not prepared for classes. He does not prepare homework. He does not know enough about the topics of previous lessons,
- A student's talents and skills are hidden and cannot be seen by a teacher (because a child does not show it). A student cannot burgeon and develop his abilities.
- Such a situation – when it lasts for a long time and when it concerns not only the relationship with one teacher – can lead to general problems in learning and, in the future, it can affect student's future life (career, choosing high school, university).
- A student will treat other people (especially adults) like enemies. He will have a wrong conviction about relations with other people. He will not understand what a cooperation and a teamwork mean. It can be a barrier that will be very onerous and unhandy in future life (family life, work).

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Creating a relationship with a student	<p>Talk with a student in private – show him that a teacher cares about him.</p> <p>Motivate a student to join collaborative actions during a lesson (show him that his opinion will be heard and his activity will be helpful).</p>
2.	Elaborating openness and sense of acceptance in a student	<p>Have a conversation with a student about the teacher-student relationship. Show that each member of a class is important and necessary, that making mistakes is normal, that a teacher is to help and advise.</p> <p>Create situations where a student could express his opinion freely without a stress that he will be evaluated.</p> <p>Organise additional classes where the openness between children will be trained. There can be classes concerning how to discuss, how express feelings, needs etc. (A teacher can prepare such a lesson himself or ask a school pedagogue for help).</p> <p>Remember about body language – use open attitude which encourages to cooperation.</p>
3.	Improving quality of teacher's communication	<p>Give clear and understandable statements.</p> <p>Use recommendations in a positive form (“sit on a chair”) instead of negative (“do not walk around the class”).</p> <p>Always gives clear and detailed rules – you can write them on a poster and hang in a classroom where they will be visible for students.</p> <p>Prepare an additional lesson about rules prevailing at school, about a need to follow</p>

		them and about cultural way of making comments about any changes in the rules.
4.	Changing a student's attitude to school and learning	Ask a student how he sees a school, what he likes and what does not. Together with a student create an action plan – what to do to make school more friendly to him. Also explain that not everything can be changed, some of inconveniences we must learn to accept.
5.	Increase of parents' engagement in motivating a child to learning	Talk to parents and explain them that their attitude has a huge impact to a child's perception of school. Discuss ways of helping and methods of motivating a child to learning.
6.	Changing a student's motivation to learning (building an internal motivation)	Give a student small tasks which will not surpass his possibilities. Praise a student for well done work (positive reinforcements). Talk to a student about things that are interesting to him and about his hobbies. Then (if possible) adapt teaching methods to his preferences. Moreover, give tasks in a form that will be pleasant to a student.
7.	Changing a relation Me-It into a relation Me-You	Show a student that he is seen by a teacher. Treat a child individually. Eagerly listen to a child, let him express his opinions. Do not look down on a student but show that a teacher understands his problems and difficulties.
8.	Teaching a student constructive behaviours	Talk to student about his behaviour – make him understand his behaviour and it's causes. Help him learn how to change incorrect to correct behaviour (e.g. a resistance to making a task

		change into telling a teacher that a student does not understand what to do and how) Organize meetings between a student and school pedagogue. Encourage a student to talking about his feelings, things that worry or irritate him and what gives him happiness.
9.	Improving quality of transferring the subject of a lesson	Prepare lessons in various forms – to make them attractive for students (activation of different senses; avoid only one form of communication in one lesson).
10 .	Elaborating consistence in guarding compliance with the rules	Pay attention to every incorrect behaviour. Require from a student following the established rules (e.g. that a student will answer a few questions during a lesson; if a child will not do it for some time, a teacher should encourage him to tell something; after a lesson remind him rules that you have established together).

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2.1.3. Working with manipulative pupils - Klaudia Miśkowicz, Maciej Dymacz

Manipulation is an intentional action whose purpose is to gain a benefit for a person who manipulates. This action is connected with a lack of respect for other people's rights and purposes. Such social influence is not insignificant on the decisions of other people. The first acts of manipulation are usually unconscious, and it depends on the reactions of adults whether they will become permanently in the repertoire of behaviour later in life. Manipulation may concern, among other things, information or knowledge, while the object against which actions are taken is not always the final purpose of manipulation.

There are a lot of types of manipulation, and among them the following are popular in school life: emotional blackmail, hysteria, arousing sympathy, complimenting or excessive obedience.

Symptoms of problems:

- A student pretends he cannot do the given task. The purpose of such an action can be to convince a teacher to do the task instead of a child.
- A student pretends he does not believe in himself and his value. For example, when a teacher tells him about mistakes which a child made he can start crying and showing that he hates himself. The purpose of such an action is to get compassion and pity from a teacher and, for example, gain lower requirements.
- A student tries to sidetrack a teacher by changing topics, finding other problems, asking questions, etc.
- A student tries to convince a teacher that someone else is responsible for his behaviour/mistakes/emotions. For example, a student did not do the homework and he blames his parents that they told him to do some work at home and he did not have enough time to do the homework. Or he can blame a teacher saying that he understands nothing because a teacher did not explain it in a good way. As a consequence of such action a teacher can feel guilty and do not hold a student responsible for lack of homework.
- A student makes a lot of compliments towards a teacher. Such an action can lead a teacher to like a student in an excessive way and the effect of that can be lower requirements for a student.
- A student blackmails a teacher or other student (e.g. he says that if a teacher will not help him in some task, he will not be obedient).

Causes of problems:

- A student has a wrong model of behaviour. He usually takes it from home and his family world. When parents use manipulation to enforce a child to do something or when they use manipulation towards each other, a child copies their behaviour because he sees the effectiveness of such a method.
- A student has no limits given by his parents. When parents cannot be assertive, a child makes use of their weakness and treats manipulation as one of the best

methods to get what he wants. So it is not a surprise that a child tries to use manipulation at school, toward teachers and other children.

- A student has too strict limits at home and too little freedom (he can hear from parents: “do what I tell you”). Moreover, he does not feel accepted by his parents. In this case, manipulation is an attempt to catch parents’ eye on him.
- A student has a big need for a sense of control. It can be caused by a low sense of security – when a child does not feel safe he can try to build a world around him which will be very neat and with no room for surprises or spontaneity. Manipulation helps build such a world and gives a sense of control.
- Another cause of manipulation can be a reduction of empathy and sensitivity to other people’s problems and pains. It can arise from the interception of models of behaviour taken from movies, computer games, or cartoons. A virtual world never provides children with social training on a sufficient level. It cannot learn children authentic relations with other people. Moreover, a virtual world is often based on abstract and controversial things, where limits are overstepped. Such a world is also designed to catch children’s attention, which means that it shows a lot of violence and realistic scenes of fights and shootouts. Reduction of empathy and sensitivity can cause children’s behaviour based on manipulation.
- A student was not taught how to control himself, how to overstep some desires, which are incorrect. For example, a strong desire to be the best student in the class and to be the most famous person at school can lead a student to use manipulation to gain this aim. If a student were taught limits, he would overstep this wrong desire of being the best.

Consequences of problems:

- A student have a wrong image of human relationships. He thinks that such relations should be based on manipulation, imposing, cheating instead of being based on freedom, fairness, collaboration.
- A student does not want to do his best and to develop himself because he can see that an easier and more effective way is to press someone to do the task instead of him. A

student does not believe in a sentence “per aspera ad astra” (“through hardships to the stars”).

- A student will not accept any limits and will not have a respect for other people and their freedom. He will not understand that every person has a right to make his own decisions and to say “no”. It can lead him to treating people as objects which can just help him to gain his aims. A person who uses manipulation does not think that other people also have some aims – he treats them just as means to an end, as object which he can control. Such attitude also makes a student an egoist and a bighead.
- Manipulation in childhood, when it is not stemmed, can have adverse effects in adulthood. A student in his adulthood will manipulate his relatives (a wife/ a husband, children). Because of that, his relationships will be unhealthy. It can also lead to spread dishonesty, to a lack of a sense of responsibility for one’s work and deeds, to a lack of diligence.
- Manipulation in a student’s behaviour can effect on a student-teacher relationship. Teachers can be annoyed by student’s attempts to use manipulation for gaining his aims. Teachers can just do not like a student and do not want to work with him. It can lead a student to a conviction that teachers and all adults are unkind and that they will not help him. And it is a next cause to use manipulation to get their help.
- Manipulation can detract relationships between students. If a manipulative student treats other children as objects to gaining his aims they can lose trust to him. They also can feel used and do not want to have a contact with him. It can lead to a manipulative student’s frustration and be a cause of aggression or isolation.
- Because of a student’s manipulation other people can lose trust to him. Moreover, manipulation builds a false image of a child. He hides his incapacity and problems so a teacher cannot identify them and help a student. A teacher cannot find a good solution to a student’s disabilities because he just cannot see them.
- Difficulties in communication with adults and other children. A disability of talking about a child’s problems and emotions.

Corrective action plan:

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Creating relationships based on a sense of community and co-responsibility	Take actions which will integrate the class (concerted project, integration games). Talk to a student, show him understanding, tell him that he is important for a teacher.
2.	Increasing of teacher's and students' awareness of manipulation problem	Get to know manipulation techniques and methods of dealing with them. Prepare a lesson about manipulation problem – explain causes, symptoms and ways of dealing with it. Talk to students about relationships in a class. Notice and correct undesirable behaviour.
3.	Working out ways of dealing with emotions by a student	Make a student aware of a fact that emotions are natural and that it is possible to learn how to control them. Propose exercises which will learn how to deal with difficult emotions. Talk to a child about his problems and emotions (e.g. Anger, disappointment).
4.	Decreasing of a student's conviction that a manipulation is efficient	Set boundaries and be consistent in keeping them – do not give in to manipulation from students. Work on a teacher's own assertiveness. Be consistent in making decisions and stating tasks.
5.	Providing to a student good behaviour patterns	Never use manipulation toward students. Set an example to students how to solve conflicts showing ethical ways of convincing and respecting students' freedom.
6.	Increasing of parents' awareness of manipulation and involving	Explain to parents mechanisms of manipulation and ways of dealing with it.

	them in a work changing a student's behaviour	<p>Show to parents what examples of manipulations teachers observed in their child's behaviour and advise some methods of dealing with them.</p> <p>Emphasise how important in rising children is assertiveness and not using manipulation by parents.</p>
7.	Improving students' communication competences	<p>Explain to students how important and needed is appropriate interpersonal communication.</p> <p>Use exercises which improve students' communication skills.</p> <p>Work on teacher's own communication competences to be an example for students.</p>
8.	Working out appropriate self-esteem of a student	<p>Show acceptance to a student and see his advantages.</p> <p>Kindly pay a student's attention on mistakes in his behaviour and encourage him to work on changing undesirable habits.</p> <p>Emphasise that working on ourselves is a very important task for every person and that mistakes does not means that he has no value.</p> <p>Show a student that an honest working on one's weakness has higher value than gaining goals at all costs.</p>
9.	Realizing the most popular mistakes made by teachers in relations with students and a work on changing these mistakes	<p>Read literature in the field of pedagogy concerning teacher-student relationship.</p> <p>Be critical toward a teacher's own work and replace undesirable behaviours into desirable ones.</p>
10.	Working on a student's motivation to change undesirable into desirable behaviour	<p>Use positive reinforcements – praise a student for attempts to using other ways of achieving goals than manipulation.</p>

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2.1.4. Stages of building a strategy for working with an isolating student - Klaudia Miśkiewicz, Maciej Dymacz

Each person has specific social needs, which, however, can be met to a different degree. Therefore, not every child in the school class must have the need to build deep relationships with friends and be permanently in the group of peers. However, when the surrounding world ceases to interest a teenager completely, when he avoids contact with others, and even begins to withdraw from life, it is worth taking actions thanks to which it will be possible to find out the reasons for such behaviour and, on this basis, to propose the best solutions for the child to protect him against negative consequences of social alienation.

Symptoms of problems:

- A student spends his time alone, not with other students. Especially it can be seen during the break.
- A student does not have friends. He does not talk about other people after coming back from school, he does not meet friends.
- A student does not like team work during lessons. When he is forced to work with someone else, he is isolated – does not take active part in tasks, does not talk.
- A student cannot make contact with other people.
- A student tells that other children (or teachers) do not like him, that they do not understand him, they do not want to pay their attention on him or spend their time with him. He communicates that he feels strange with them, that he cannot be himself, that they do not treat him seriously, etc.
- A student is convinced about his worthlessness and he thinks that nobody will like him because he is not good enough, beautiful enough, funny enough, clever enough, etc. He is sad about that but he thinks that he cannot do anything with such a situation.
- A student avoids people, he can avoid only adults or only other children, or both. He never initiates contact himself.

Causes of problems:

It is important to know that the causes of problems can be connected with a particular situation or with a student's personality. Some people are shy and introverted and they need less contact than other people. But sometimes a student's personality does not affect his problems with building relations with people. Then causes are probably connected with some particular situations.

- A student does not have communication skills – no one has taught him how to start a contact with people, how to overcome shyness and stress. The reason can be also inappropriate relationships in family, for example, parents do not have a relationship with their child, they look down on him because he is not an adult but “just a child”. It can be the cause of difficulties in contacts with adults at school (a child thinks that teachers will also treat him with no respect and that they will not try to understand or even hear his opinion).
- Another cause of a student's isolation can be incorrect behaviour of his teachers (for example, two or three teachers do not respect students or despise them – and a child can think that every teacher behaves this way).
- A student has a difficult family or material situation. For example, he is ashamed of his poverty or his appearance (he could have been derided by someone because of clothes he wears, etc.).
- A student has too low or too high sense of self-worth.
- A student has wrong models from his family, for example, he is taught that people are always unkind and that they do not want to help him but they are hostile, malicious and ill-intentioned. Sometimes a child is isolated from other people because his parents avoid people.
- A student spends too much time in a virtual world of computer games, social networks, etc. It leads him to disability of making relationships with people in a real world. A student does not know how to talk especially with adults because relationship with them requires to know appropriate rules of behaviour, appropriate language etc.
- Another cause of a student's isolation from adults can be some difficult experience connected with adults, for example, a child was hurt or used by someone. The cause can be also that a child has lost someone that was very important to a child and he is afraid of starting relations because he is afraid about new pain.

Consequences of problems:

- School failure. When he is too shy to ask a question, to tell that he does not understand something or just to answer the question, he loses the chance to understand things.
- A lack of communicative competences which are very important in functioning in the society. A student does not practice useful skills and has no will to make contacts with other people.
- The consequences of an isolation from the society can be personality disorders like depression, anxiety disorders etc.
- A conviction about hostility of people. It leads to deeper isolation and no will to make relations and to let other people help. Such a person can think that he can rely only on himself.
- A student does not get a teacher's attention because a teacher does not see any unwanted behaviour. Isolating students are often calm, shy and do not disturb lessons. So teachers do not know that they can have problems or need help because they do not develop correctly.
- Another consequence of student's isolation can be a situation when a student is persecuted by other children. It is because he is too shy to stand up against them or to tell a teacher about the problem. Shy children are often "scapegoats" in a class.
- A student who will not overstep his problems with communication and isolation will probably become a passive adult: a passive citizen of his country and a passive parent. It can lead also to raising children which will also isolate.
- A student will probably have an untrue image of himself because he will not have a feedback about his character and behaviour from other people. When someone does not have relationships, he cannot check if his actions and behaviour are accepted by the others, if he has some character defect to change etc. It can lead to incorrect self-esteem: a person can have too low or too high self-esteem.
- A student will not have deep relationships with other people. Relationships are very important in the integral development of a person. The lack of relationships can generate many problems according to communication, internal growth, moral development etc.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Achieving integration between a student and a class	<p>Talk to a student about the causes of his isolation.</p> <p>Encourage a student to make contact with peers.</p> <p>Organize integration games, working in groups – to give a student chance to collaborate with others.</p>
2.	Achieving a good relationship between a teacher and a student	<p>Show the teacher's interest toward a student.</p> <p>Talk to a student individually about his problems but also about his interests. The aim is to get a student to know and show him that a relationship between teachers and students do not need to be only formal.</p>
3.	Creating communication skills in a student	<p>Prepare a lesson about communication techniques. Train these techniques with students (a good idea is to play roles).</p> <p>Encourage a student to try to communicate with others. Praise him for every attempt.</p> <p>Encourage other students to make contact with an isolating student.</p>
4.	Achieving proper self-esteem in a student	<p>In case of too low self-esteem build self-confidence in a student. For this purpose: use positive reinforcements, praise a student even for small successes.</p> <p>In case of too high self-esteem show a student his mistakes and weaknesses and the ways how to correct them.</p>

		Explain to a student that every person has weaknesses and that we need a lot of work to overstep them.
5.	Overcoming a student's distrust	<p>Always be kind to students and show the eagerness to help in school and private difficulties.</p> <p>Encourage other students to show sympathy, cordiality, and eagerness to help to an isolating student.</p> <p>Show the world as friendly, full of surprises and people as good and kind.</p>
6.	Social activation of a student	<p>Involve a student in organizing school events and trips.</p> <p>Encourage a student to take part in various group projects, contests, to be involved in school life (student board, student research groups, voluntary service).</p> <p>Express expectations regarding a student's activity during lessons ("I expect that you will volunteer to answer questions when you know them", "I want you to collaborate with other students").</p>
7.	Forming an attitude of perseverance	<p>Make a student aware of a fact that failures are the part of the development process.</p> <p>Express your expectations ("I wish you did not give up after the first failure but I want you to try again")</p> <p>Praise a student when he shows perseverance in realizing tasks or in making contact with other people.</p>

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2.1.5. Stages of building a strategy for working with a student who focuses attention on himself - Klaudia Miśkiewicz, Maciej Dymacz

Both the teacher and the student are interdependent and the attitudes they adopt towards each other contribute to building the classroom climate. However, the teacher's much greater responsibility for the fate of his proteges prompts him to deeply reflect on the causes of disturbing student's behaviour. Resisting, making it difficult to conduct classes, cynicism, provoking, offensive comments in the classroom do not always have to mean disregard and disrespect. Sometimes, in the case of children with disrupted behaviour, these signals indicate unmet needs and a cry for help.

Symptoms of problems:

- A student is loudly and noisy. He tries to interrupt a teacher during a lesson. He interposes funny or ironic comments. He can also tell his opinion about lessons, topics or about a teacher or other children.
- A student looks for plaudits of other students by doing funny things or making jokes. He can also be rude towards a teacher to get other children's attention.
- A student tries to be active all the time, he does not let other students answer questions or do some tasks. He does it even if he does not know the answer or does not know how to do the task.
- A student does not respect rules, he breaks them intentionally and with no reason. He does not listen to a teacher's injunctions and he feels no shame because of his incorrect behaviour.
- In extreme cases, a student hurts himself or other people, for example, he injures visible parts of his hands, he beats or barges other children. A student can also destroy other people's things or school equipment.
- A student comes late to school or plays truant.
- A student pretends that he cannot do tasks or exercises to get a teacher's help and attention. He can also pretend incapacity in doing basic things because then he gets someone's attention.
- A student escapes home, he is not obedient to his parents, he comes home late.
- A student uses vulgarisms.

Causes of problems:

- The lack of closeness in a student's family. A student does not feel that parents love him and that he is important for them. Because of that, he starts drawing their attention. Firstly, he does it by communicating his needs ("mummy, play with me") but when parents do not react for such needs, a child starts drawing their attention in a different way, for example, he starts crying or shouting, he can be disobedient, noisy, etc.

- When other people's attention is insufficient, a child can feel needless and try to show his presence in a group. For example, when other children do not want to play with him, he can start interrupting them or even offend them.
- Another cause is a teacher's disability to show his interest in every child in a class. Sometimes teachers talk only with ambitious and capable students or with students who are disobedient and noisy. In bad behaviour a child can see a chance to draw a teacher's attention on him.
- A cause of a student's attempts to focus attention on himself can be frustration which can have various reasons. For example, a student has school failure and even if he learns hard, he cannot get satisfying results. The cause of frustration can be also being unseen or ignored by a teacher or other children. It is a source of a lot of negative emotions which can lead to a change in a student's behaviour.
- An attempt to focus someone's attention on a student can arise from a need of acceptance and confirmation of a student's value. When a student is uncertain about his value, he tries to examine how other people see him. But it leads to a vicious circle: a student wants to draw someone's attention to confirm his value but by drawing attention he gets a negative feedback (a teacher reprimands him) what leads to a conviction about the lack of value and this leads again to draw people's attention on himself.
- Another cause of an attempt to draw people's attention by a student are some negative emotions like a need of revenge or jealousy.

Consequences of problems:

- The lack of closeness in a student's family. A student does not feel that parents love him and that he is important for them. Because of that, he starts drawing their attention. Firstly, he does it by communicating his needs ("mummy, play with me") but when parents do not react for such needs, a child starts drawing their attention in a different way, for example, he starts crying or shouting, he can be disobedient, noisy, etc.

- When other people’s attention is insufficient, a child can feel needless and try to show his presence in a group. For example, when other children do not want to play with him, he can start interrupting them or even offend them.
- Another cause is a teacher’s disability to show his interest in every child in a class. Sometimes teachers talk only with ambitious and capable students or with students who are disobedient and noisy. In bad behaviour a child can see a chance to draw a teacher’s attention on him.
- A cause of a student’s attempts to focus attention on himself can be frustration which can have various reasons. For example, a student has school failure and even if he learns hard, he cannot get satisfying results. The cause of frustration can be also being unseen or ignored by a teacher or other children. It is a source of a lot of negative emotions which can lead to a change in a student’s behaviour.
- An attempt to focus someone’s attention on a student can arise from a need of acceptance and confirmation of a student’s value. When a student is uncertain about his value, he tries to examine how other people see him. But it leads to a vicious circle: a student wants to draw someone’s attention to confirm his value but by drawing attention he gets a negative feedback (a teacher reprimands him) what leads to a conviction about the lack of value and this leads again to draw people’s attention on himself.
- Another cause of an attempt to draw people’s attention by a student are some negative emotions like a need of revenge or jealousy.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Bringing a student to awareness of causes and consequences of his behaviour	Talk to a student about his behaviour. Together ask about reasons for his behaviour and make him aware of potential consequences of his behaviour. Suggest to a student alternative behaviours in a particular situation (e.g. when he will need

		help, he will raise a hand and tell that he needs help).
2.	Working out communication competences in a student	Prepare a lesson concerning communication and its rules. Train correct communication behaviours with students by games, playing roles, etc.
3.	Building a student's self-reliance	Give a student small tasks which he will be able to complete. Reward a student for completing the task unassisted. Refuse to do the task for a student. Instead of that advise a student how to find an appropriate method to do the task unassisted. Convince a student that he will manage to do the task himself. Show the teacher's interest to a student not only when a student is rude.
4.	Strengthening a student's self-esteem	Praise a student for completing a task and even small progress. Show the teacher's interest to a student not only when a student is rude. Give a task to a student to let him feel needed (e.g. bringing atlases from the library, erasing the board).
5.	Improving the relationship between a student and a teacher	Show kindness and patience to a student. Do not show annoyance. Do not ignore a student. Talk to a student, be interested in his life (e.g. ask about his interests, about ways of spending his free time). Create a space to talk about difficult topics – to give a student a possibility to express what he likes, what hurts him, what he needs.

6.	Working out collaboration and partnership between students	<p>Use integration games.</p> <p>Give tasks requiring collaboration between students.</p> <p>Organize trips and spending time together.</p> <p>Encourage students to build relations after school.</p> <p>Assign a student to groups where students will not strengthen his negative behaviours.</p>
7.	Building in a student awareness of rules and principles obligatory in social life	<p>Set rules clearly and be consistent in enforcing them (e.g. tell a student that a teacher will not react when a student will try to focus attention on himself improperly – in case of breaking the rule by a child, a teacher remains him the rule and does not react when a student still tries to force attention but do react when a student tries to behave properly).</p> <p>Tell a student about expectations of him (e.g. “I expect you will not interrupt when someone is speaking”, “I want you to wait patiently until I will approach you”).</p>
8.	Making a student aware of a fact that he is a part of a community where every person is necessary and every person has his own tasks	<p>Ask a student for doing various tasks. Give tasks to other students, too.</p> <p>On various occasions repeat that a community consists of people with various talents and that everyone is necessary but not everyone does the same tasks.</p>
9.	Developing altruism and seeing other people’s needs in a student	<p>Encourage a student to get involved in voluntary service.</p> <p>Emphasize how important and valuable is selfless help and teach children selfless behaviour by your own example and suggesting appropriate actions.</p>

		Ask a student to help other students in doing homework or resolving problems.
10 .	Involving parents in working on correct self-esteem in their child	<p>Make parents aware of the causes and negative consequences of behaviour whose purpose is to focus attention on himself by a child.</p> <p>Suggest how they can react when a child would try to force them to focus their attention on him.</p> <p>Emphasize how important it is to show their interest in their child not only when he tries to force it.</p> <p>Ask parents not to replace their child in doing tasks but to encourage a child to be self-reliant.</p> <p>Propose that parents encourage a child to build relations with other children where he could learn cooperation.</p>

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2.2. PROBLEMS IN PEER RELATIONSHIPS

MARIUSZ GAJEWSKI

Building relationships based on mutual understanding, tolerance for the differences of others, as well as a sense of responsibility for their behavior is an important factor for the effectiveness of educational work with children and young people. All protective and therapeutic influences on students should take into account their psychological and emotional needs. Behavioral disorders usually result from various personality and temperamental deficits of juveniles. Family and social factors also have a huge impact on the occurrence of disorders in children and adolescents. Therefore, all educational interactions should focus on strengthening the resources of juveniles in the mental, emotional and relational dimension. A social bond, which is an important element that strengthens proper development, gives pupils a sense of being accepted, and a sense of security and belonging strengthens positive behavior. Factors supporting proper peer relationships are: acceptance, openness, authenticity, mutual respect, understanding of difficulties and limitations, perception of efforts and strengths, positively spent time in a peer group, as well as the correct ability to set boundaries, norms, requirements and expectations. The ability to communicate, listen to each other, interact and be open to peer needs is important. The ability to identify your own emotional states is the basis for proper peer relationships in the school environment. Knowledge of one's own needs, and the ability to recognize and respond to the needs of peers are other important skills of children and youth. Finally, understanding complex emotions (often negative), constructive reduction of tension, control and change of aggressive behavior, conflict management and shaping responsibility,

The main goal of the module is to provide knowledge about the manifestations and conditions of disorders of pupils and foster children in relations with peers. The lack of sufficient competence in the area of interpersonal communication and social resources of students is considered to be the main cause of peer problems. Developmental deficits and insufficient socialization strengthen and generate educational problems of children and youth. What's more, the inability to recognize one's own and other people's emotional states and moods intensifies difficulties in relations with peers. Cultural barriers can strengthen and deepen behavioral disorders and conflicts between students.

Specific topics:

Disorders in peer relations: manifestations and causes

Disorders of verbal communication (e.g. quarrels, profanity, lies) in relationships with peers

Disorders of non-verbal communication (e.g. provocation) in relationships with peers

Ability to solve personal and social problems

Skills in seeking help and support among peers

The ability to use the help and support of peers

Skills to identify peers' needs and expectations

The ability to recognize and name your emotions and your peers

Cultural conditioning of disorders in youthful behavior

Goals:

- identify the most common manifestations of disturbed student relationships with each other;
- identify the most common causes of students' difficulties in peer relationships;
- anticipate the consequences of inadequate action in a situation of disturbed student behavior;
- choose appropriate strategies for responding and dealing with difficult situations of peers;
- help students recognize and name their moods and emotional states;
- help students identify and name their own needs and expectations about their peers;
- develop awareness among students of cultural differences in relationships with peers and its impact on the possibility of communication disorders.

Guiding concepts:

- Students' sense of security is a basic condition for the proper development and conduct of the teaching and upbringing process.
- Relationships based on a sense of bond and co-responsibility strengthen the positive mutual references of students and limit the manifestations of behavioral disorders.
- Supporting a positive class climate is conducive to meeting the needs of order, belonging, social acceptance and self-realization, which further reduces the manifestation of behavioral disorders.
- Supporting pupils and pupils in expressing their own emotional states in an acceptable way strengthens their personal and social competences.

- Positive identification of positive behavior of students and pupils strengthens and consolidates them.
- Building relationships based on acceptance, authenticity, openness, and commitment helps correct student misconduct towards peers.
- Skills in proper verbal and non-verbal communication are a basic condition for the proper conduct of relationships between students.
- The ability to set boundaries, norms, requirements and rules of conduct, as well as their proper enforcement, helps reduce disorders in the behavior of pupils and foster children.
- Formulating unclear or contradictory messages disrupts the relationship between students and pupils.

Guiding Questions:

- What are the most common manifestations of disorder in peer relationships?
- What are the most common communication errors (verbal and non-verbal) between students?
- How often do students respond to inappropriate behavior by their peers?
- What is the awareness of students / pupils in identifying, naming and expressing their own emotional states, needs and expectations?
- How do you talk to peers who need help and support?
- How to recognize aggressive thoughts and behaviors and how to control them?
- How to shape attitudes of responsibility for one's own behavior in peer relationships?

Examples of working with a student who:

- is impulsive (strategy 2.2.1)
- is mobbing (strategy 2.2.2)
- exhibits anti-social behaviour (strategy 2.2.3)
- does not accept cultural and ideological differences (strategy 2.2.4)

2.2.1. Stages of building a strategy for working with students with impulsive behaviour

- Luís Guarita, Maria Gama, Neuza Simões

Impulsive behavior of students can be a great problem for any teacher. It distracts the whole class, disrupts lectures, and can be a hindrance to the learning process. Teachers must be able to understand the nature of impulsivity in children in order to manage classroom situations properly.

The conceptualization of impulsiveness is not consensual among the scientific community, but it is commonly accepted that it is a multidimensional construct, being defined as "a predisposition for rapid and unplanned actions to external and internal stimuli, without taking into account the negative consequences for impulsive individuals and/or for others".

Symptoms of problems:

Impulsivity has been, in the scientific literature, associated with behavioral problems such as: aggressiveness, maladjusted behaviors, difficulties in relationships with peers, externalisation behaviors, future anti-social behavior or as a fundamental characteristic of ADHD disorder.

Impulsivity doesn't appear the same way in every child. And the behaviors can change as kids get older. When kids are impulsive, they might:

- do silly or inappropriate things to get attention
- have trouble following rules consistently
- be aggressive toward other kids (hitting, kicking, or biting is common in young kids)
- have trouble waiting their turn in games and conversation
- grab things from people or push in line
- overreact to frustration, disappointment, mistakes, and criticism
- want to have the last word and the first turn
- not understand how their words or behavior affect other people
- not understand the consequences of their actions
- take more risks with dating and sex, driving, and alcohol or drugs

Causes of problems

There are several reasons for impulsive behavior:

- positive or negative urgency to achieve or avoid something,
- search for pleasant sensations and low awareness of actions,
- represented by lack of planning or perseverance.

Consequences of problems

- Impulsive people are easily found in risky situations, they constantly have episodes of aggression, scenes of violence involved, whether verbal or physical, negligent social behaviour and, in some cases, abuse of the most diverse substances.
- Since they cannot think long-term, they end up putting their own lives at stake, since they do not have the ability to control their emotions, and they end up bursting with everyone around them quite easily.
- The most impulsive individuals usually resort to addictive behaviour, as a reinforcement of defence against unpleasant feelings that are experienced as unbearable (anger, sadness, guilt, etc.). The most impulsive individuals, when faced with a certain stimulus, are forced by others to act in an uncontrolled way, which refers to the irresistible character that impulsivity exerts on them. They are subjects who act momentarily in a way that is inconsistent with their habitual behaviour, their actions being unpredictable. Individuals with higher levels of impulsiveness are impatient, inasmuch as what they aspire to obtain immediately. Their lifestyle is characterized by their inconstancy in maintaining the same activities for a long time, having difficulty in concentrating fully on a task.

These behaviors can lead to suspension or expulsion from school, problems adapting to work, legal problems, sexually transmitted diseases, unplanned pregnancies and physical injuries resulting from accidents or fights.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Help teach the student that persons who take turns and act in a deliberate fashion are more successful than those who act impulsively.	Use positive reinforcement based on the length of time the student can be successful at controlling his/her impulsive behavior. As the student demonstrates higher levels of success, gradually increase the length of time required for reinforcement.
2.	When the student demonstrates impulsive behavior, try to use a predetermined signal	Use a hand signal or verbal cue, to remind the student to slow down and think of the consequences that may result from the anticipated impulsive behavior.
3.	Closely monitor behavior and intervene early when a problem presents itself.	This should prevent a more serious problem from developing. Close monitoring is especially important in situations that tend to trigger impulsive behavior (e.g., playground, lack of structure, etc.).
4.	When correcting the student, focus on the specific impulsive behavior and not the global self.	e.g., communicate “what you did was wrong,” and not “you’re a bad person”.
5.	Emphasize the impact of impulsive behavior on others.	Talk to the student about the consequences of his behaviour on the rest of the class. Identify differences in building a positive and negative class climate

		under the influence of the behaviour of individual team members.
6.	In order to foster a feeling of success or accomplishment, assign various additional responsibilities to the student.	Find out about the strengths and weaknesses of the student and assign him tasks that he will be able to complete successfully. Apply the principle of small steps so that each subsequent stage is completed and rewarded.
7.	Provide assistance to the student when beginning a new task, in an attempt to reduce impulsivity.	Provide clear explanations and instructions so that the student is made aware of exactly what is expected. Evaluate tasks assigned to the student to determine if they are too difficult and if the length of time to complete each task is appropriate.
8.	Structure activities to help prevent the student from becoming overstimulated.	Preview with the student what is expected in an academic or social activity. Create an action plan and implementation method together with the student.
9.	Provide the student with decision-making criteria.	For example, a) take into consideration how other persons may be affected; b) consider possible consequences; c) take into consideration different courses of action; d) thoroughly assess the specific situation; e) decide what is the best course of action for

		the individual student. Model these steps yourself in the classroom.
10 .	Provide visual reminders of how to avoid impulsive behavior.	For example, post an index card on the student's desk that says STOP THINK ACT.
11.	If needed, develop a contract with the student in which you specify what type of behavior is expected and what the student can expect in the way of reinforcement if the contract is honored.	Work with the student to establish expectation of each other and think about what kinds of difficulties may arise. Offer the student specific support activities and indicate people to whom he will be able to turn to besides you.
12.	Highlight peer models of impulsivity control.	Seat the student near such models.
13.	Make sure that your concerns are effectively communicated to the parents.	This will allow you to share information concerning the student's progress and will allow the parents to reinforce the student's positive behaviors at home

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2.2.2. Stages of building a strategy for working with students with bullying behaviors - Luís Guarita, Maria Gama, Neuza Simões

According to some authors, bullying is characterized by the following criteria:

- a) the intentionality of the behavior, i.e., the main objective is to cause distress and gain control over the individual;
- b) the procedure is produced repeatedly over time, i.e., it does not happen occasionally, but is chronic and regular;
- c) and, finally, there is an imbalance of power in the practice of bullying, since offenders see their victims as an easy target.

Symptoms of problems

A child or young person who has been bullied may have the following associated symptoms/problematics:

- low self-esteem
- sadness and crying for no apparent reason
- detachment from friends
- lack of interest in school
- lower grades
- sleep/eating disorders
- generalised fear
- frequent diseases
- damaged clothes and belongings
- irritability and aggressiveness

Causes of problems

According to some researchers, identifying the causes of bullying is a complex job. There is no list of causes that can be applied in an investigation, because each case is unique and its causes will be specific. Furthermore, it would be wrong to attribute only one cause to a bullying situation because several factors may have had an influence on the case.

Psychological factors seem to be relevant. Victims and perpetrators show low self-esteem and a bad influence on interpersonal relationships with peers. Victims usually have no friends, have a fragile physical appearance in relation to their peers, and are usually highly protected by their parents. In general, the parents of the aggressors and victims are not aware of the situation, making it even more ambiguous.

School violence associated with organised groups or gangs seems to be associated with economic, social and ethnic factors, such as broken families, racism, poverty and other types of systematic discrimination.

Consequences of problems

Like the causes, the consequences of bullying can be varied and depend on the case in question. Usually, the victim's fear of talking leads her to develop problems such as depression and low self-esteem. These effects are not always visible, not least because they do not manifest themselves physically. In other cases, the victim herself tries to hide their effects out of fear, covering up even the most visible ones, such as injuries.

In general, this negative action, intentional and continued, generates negative effects on victims such as: depression, anxiety, low self-esteem, difficulties in interaction in the school environment and difficulties in normal learning development.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Talk About Bullying	Let your students know how people are affected by bullying. Work to instill empathy and emotional intelligence. Also, ensure your students know the consequences for bullying others at school. They should understand that bullying is not tolerated and will be addressed. It may even help to supplement your school's bullying policies with additional guidelines in your classroom that focus on respect and kindness.
2.	Be Visible Throughout the Day	Make sure your students see you anywhere bullying might occur like the bathrooms, hallways, and even in the lunchroom. You also may want to make yourself visible near the buses in the afternoon and during recess if you can.
3.	Become Familiar With Bullying Indicators	Be sure you are able to recognize the most common types of bullying as well as cyberbullying indicators.
4.	Teach Students to be Effective Bystanders	Strive to empower the bystanders in your class. Encourage them to stand up against bullying behavior or to report it to you or another adult.
5.	Rely on other students to let you know when bullying is occurring	Victims of bullying are often afraid or embarrassed to come forward. As a result, you may need to rely on other students to let you know when

		bullying is occurring. Identify your class leaders early in the school year and check in with them.
6.	Maintain Open Communication With Students	Strive to build a rapport with all your students. Get to know them as individuals. Greet each student every day and ask how things are going. Watch for signs that they might be experiencing bullying.
7.	Increase Bullying Awareness Among Parents	Engage parents in your bullying prevention programs. Increase awareness through meetings, conferences, newsletters, and social media. Encourage parents to support school rules and bullying intervention strategies.
8.	Prevent Cliques in Your Classroom	Assign students to groups when they have a group project. When you allow kids to pick their own groups, this opens the door to bullying opportunities. It also allows cliques to strengthen, and it creates an opportunity for kids to ostracize other students.
9.	Be an Advocate for Anti-Bullying	Ensure that your school has effective anti-bullying goals and policies. Talk with other staff members about developing a culture that holds students who bully accountable and doesn't blame the victim.
10 .	Create a Sense of Community	Research indicates that fostering a sense of community in the classroom can lower the number

		of bullying incidents, improve school climate, and facilitate healing for anyone who has been impacted by bullying.
11.	Respond Quickly to Every Bullying Incident	When you spot bullying, address it right away. Avoid normalizing bullying with statements like “kids will be kids.” If you minimize bullying, you are sending a message that bullying is OK. When you do that, kids are less likely to feel safe in school and the bullying will likely escalate.
12.	Speak With the Victim Privately	Create an environment where your students feel safe talking with you. Empathize with how they are feeling and provide ideas for overcoming bullying. Make a commitment to help the victim resolve the issue.
13.	Speak With the Bully Separately	When you meet with students that bully others, don’t allow them to blame the victim. Instead, encourage them to own their behavior. Address the bullying behavior and administer the appropriate discipline.
14.	Develop Appropriate Interventions	Both the victim and the bully need intervention and support. For instance, the victim may need to speak with a guidance counselor to regain self-esteem. The bully also may benefit from speaking with the guidance counselor to learn better ways of communicating.

15.	Keep a Close Eye on the Situation	Keeping tabs on both the bully and the victim is an important step in making sure the bullying ends. Watch how they interact in your classroom.
16.	Check in With Both the Victim and the Bully	Ask how things are going and if they're having any problems. Give the victim tools for dealing with future bullying incidents and for regaining self-confidence. Encourage the bully to make good choices.
17.	Establish Your Classroom as a Safe Place	When you have a bully in your classroom, this impacts the entire class, not just the victim. For many students, the classroom can suddenly feel like an unsafe place—even if they were never targeted by the bully. Not only do they experience fear and emotional distress, but they also may have trouble concentrating. For this reason, you need to re-establish your classroom as a safe place. This may mean going back to what you did during the first days of school when you talked about the importance of respect and kindness.

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2.2.3. Stages of building a strategy for working with students with anti-social behaviors - Luís Guarita, Maria Gama, Neuza Simões

Antisocial behavior has been defined as kind of behavior that is directed against other people, their property or breaks social rules. This type of behavior takes various forms (with different seriousness) such as lying, risky sexual practices, rule-breaking, illegal substance use and disruptive behavior such as theft, destruction, fraud, engaging in aggression (either physical or verbal), and vandalism. This range of behavior makes it a problem whose severity and frequency are a matter of concern.

From the few studies that exist and that address this subject, it is recognized that this type of behavior is very infrequent in childhood, but increase drastically in the course of adolescence and only decay again at the entrance to adulthood.

It is usually maintained during adolescence and adulthood in individuals who displayed behavioral problems in childhood.

Symptoms of problems

- Inability to adapt to legally established social standards;
- Use of repeated lies, false names or cheating for personal gain.
- Impulsivity or failure to make plans for the future.
- Irritability and aggressiveness, through various fights or physical aggression.
- Disregard for their safety as well as that of others.
- Irresponsibility, not fulfilling, at various times, their work and financial responsibilities.
- Absence of remorse for having hurt, mistreated or robbed others.

Antisocial Behaviours in Adolescence are characterized by:

- Aggressive Acts
- Thefts
- Vandalism
- Escapes
- Drug use
- Disregard for others
- Manipulation
- Need for immediate personal satisfaction
- Impulsivity
- Disregard for your safety and that of others
- Absence of feelings of guilt

Other behaviors which generally reflect a disregard for and violation of socially established norms.

Causes of problems

The main causes of antisocial behaviour include:

- imitating adults,
- functioning in dysfunctional peer groups,
- negative parent-child relationships,
- functioning in a violent schools environment,
- low self-control ability,
- educational failures,
- excessive criticism of the student,
- no clear boundaries in compliance with social norms and rules,
- over-tolerance of antisocial behaviour,
- violence, conflicts.

Consequences of problems

The antisocial behaviours that occur in childhood are prototypes of delinquent behaviour that may happen later. Delinquency then represents a worsening of an antisocial pattern that begins in childhood and usually persists through adolescence and adult life.

There are countless studies that refer to the social consequences associated with these behaviors that relate them to criminality, psychiatric disorders, drug use, job insecurity, prostitution, sexual promiscuity and arrests. It is estimated that between 70% and 80% of children with antisocial behaviour will have various types of difficulties as adults: psychiatric problems, job insecurity, multiple marriages, substance abuse and arrests.

These behaviours, of course, cause severe disruption in peer relationships. These young people are not available for pro-social behaviours that involve contact with others.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Developing Classroom Rules	Well-defined rules in the classroom can prevent many behavioral difficulties. When students are involved in the development of the rules, they are more likely to adhere to them and understand why they have been put into place.
2.	Teaching Classroom Rules	Creating the rules is only the beginning. Once agreed upon, the rules should be taught to the students and posted in the classroom in both print and visual formats. The rules should be explained using clear, concise language.
3.	Positive Classroom Discipline	Teachers need to build a classroom environment where positive interactions are the norm and punitive consequences are minimized. Research indicates that coercive or punitive environments actually promote antisocial behavior.
4.	Teaching Classroom Routines	Classrooms with structured routines and clear procedures are recommended for students with anti-social behavior. Teachers should establish routines for students and set expectations regarding classroom procedures (e.g., getting down to work, arrivals, departures, completing

		assignments, keeping occupied after work is finished, and transitioning from one assignment or subject area to the next).
5.	Classroom Meetings	Classroom meetings are a useful way to promote a positive classroom atmosphere. They encourage effective communication between the teacher and the students, and provide a good opportunity for the teacher to remind students of individual differences and to involve special students in all classroom activities. The meetings should be held on a regular basis. The teacher and students should work together to establish ground rules for the meetings.
6.	Home-School Communication	Maintaining close contact between the school and the home can prevent misunderstandings. One of the ways is to use a “communication book” to review the day’s events and share information. The book should be designed carefully to ensure that it is easy to use and understand.
7.	Teaching Social Skills	The goal of social skills instruction is to teach socially acceptable behaviors that will help students be accepted by their classroom peers and teachers, and provide life-long skills.
8.	Teaching Social Stories	Social stories are used to help students with disabilities develop social skills. Social stories can be used to teach new

		social skills, routines, behaviors, and transitions. Social stories present appropriate social behaviors in the form of a story. The stories are designed to include the answers to questions about acting appropriately in social situations (usually who, what, when, where, and why). Some social stories include visuals to help students understand the social situations.
9.	Resolving Behavioral Incidents	Review the incident as soon as possible Actively listen Use non-threatening questions Try not to blame Show personal interest in the student

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2.2.4. Stages of building a strategy for working with students with difficulty to accept diversity (cultural and ideological differences) - Luís Guarita, Maria Gama, Neuza Simões

One of the great challenges facing schools and educators today is to establish a real vision of pedagogical practice in relation to cultural diversity, viewing it as a means of transforming the classroom into a meaningful learning environment for students. This is not a simple process; on the contrary, it will require the school to take a position of change, recreating from curriculum planning, implementing new strategies, working on a new curriculum, preparing education professionals as well, partnering with parents and the community, including projects aimed at this cultural diversity in its political pedagogical project, through the participative action of all those directly or indirectly involved with the school. One of the school's roles in this area would be to train conscientious and critical thinking citizens, capable of judging what is best for them and for society; and the main one, respecting the individualities of others, i.e., a citizen who exercises full citizenship. One of the most important factors for these cultures to be valued and highlighted is that all the agents acting within the school are inserted and engaged in the improvement of this problem, also fighting racism, religious intolerance, sexual intolerance and breaking various other paradigms imposed by common sense.

There are many changes, but they are necessary, because every individual has the right to a quality education that respects his or her singularities, without the discomfort caused by his or her insertion in an environment that, in principle, favors a certain public, because the school belongs to all and for all. Regardless of the differences of each one, it is a field of exchange between pupils, which needs to be shaped in order to better serve them, giving support so that they are not discriminated against and exposed, thus being accepted and respected by all.

Symptoms of problems:

In society, and thus also in the everyday life of school there are various manifestations of prejudice, discrimination, violence (physical, symbolic, mobbing), homophobia, religious intolerance, gender stereotypes, and the exclusion of different people. Most of these manifestations in the school environment are passed on by the peer group and are revealed through:

- anti-social behaviour,
- avoidance,
- physical and psychological aggression (bullying in its most varied forms) towards young people considered as "different".

Causes of problems

Cultural differences may be at the root of some problems in peer group relations. At times, some young people reveal prejudice, the fruit of ignorance, against diversity and difference.

This bias is sometimes revealed through inappropriate behavior, such as:

- Different manifestations of prejudice,
- Discrimination,
- Various forms of violence - physical, symbolic, bullying,
- Homophobia,
- Religious intolerance,
- Racism,
- Gender stereotypes,
- Exclusion of disabled people, among others.

Consequences of problems

The consequences of such prejudiced attitudes lead to victims being discriminated, segregated, humiliated, physically and psychologically assaulted. This, of course, increases the incidence of negative reactions on the part of the victims, such as:

- Irritability
- Phobia in the face of the aggressor
- Nervousness
- Feeling of loss of strength
- Low self-esteem
- Emotional instability
- Constant crying crises
- Memory changes
- Mental exhaustion
- Changes in daily routine
- Depression
- Sleep Disorders

These forms of discrimination can cause psychological trauma that can occur acutely in a single event or chronic, as a result of repeated exposure to stress situations. Children exposed to acute or chronic trauma may experience mood swings, impulsiveness, emotional irritability, anger, aggression, anxiety, depression and dissociation. The first traumas, particularly in the hands of those in charge, can mark the child's perception of self-esteem, confidence in others, perception of the world leading to lowering their expectations and dreams related to the future.

Among the most devastating effects of early childhood trauma is the restriction in the ability to trust, relax and explore one's own feelings, ideas or interests. Young trauma victims may believe that there is something intrinsically wrong with them, that they are guilty, hated, helpless, unworthy of protection and love, and such feelings lead to low self-esteem, making them vulnerable.

Severe trauma in early childhood affects all areas of development: cognitive, social, emotional, physical, psychological and moral. Abused children can have their academic development negatively affected, with decreased cognitive abilities. It can also cause consumption or abuse

of chemical substances, generate health problems, including depression, anxiety, aggressiveness, eating disorders, conduct and somatization.

Child trauma also has a negative impact on adolescence and can lead to school dropouts, substance abuse, early sexual activity, increased STD transmissions, pregnancy and early parenthood. In the adult phase, child trauma can contribute to the emergence of depression and health problems due to a weak immune system.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
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1.	Culturally responsive teaching	<p>Acknowledge and respect different cultural heritage; Provide accurate, historical context</p> <p>Teach students to understand and appreciate their own and others' cultural heritages</p> <p>Recognize the strengths and contributions of individuals from historically underrepresented groups</p> <p>Activate students' prior knowledge and connect what they know to what they are learning.</p> <p>Use a wide variety of instructional techniques (e.g., role-playing exercises, storytelling) that align with the way in which the student is taught in his or her own culture</p> <p>Expand the traditional curriculum to ensure that diverse perspectives are embedded by incorporating multicultural knowledge, resources, and materials in all subjects</p> <p>Model inclusive behavior</p> <p>Ensure diversity in the curriculum.</p>
2.	Shaping sensitivity and empathy	<p>Organizing meetings with psychologist, people of different culture, religion, gender; organizing workshops on intercultural issues.</p> <p>Changing the point of view by showing the everyday life, successes and failures (based on experiences, films, biographies) of people with a different culture.</p> <p>Engaging students in practical activities with and for culturally different people.</p>

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2.3 PROBLEMS IN INTERACTIONS WITH THE GROUP

AGNIESZKA DOMAGAŁA-KRĘCIOCH

Working with other people involves taking responsibility for their development and safety. In the planned and purposeful educational work, a pupil / student appears with a certain amount of experience, with some knowledge of the world and a certain attitude towards others, which often makes the process of building a class team an extremely difficult task. When undertaking his activities, the pedagogue is obliged to reflect on the effects of the steps taken, also taking into account any barriers and impediments in this action. By crossing the school threshold, the child becomes a student and a member of the class community, his social functioning largely depends on the relationship with other students and teachers of the class. For a young person, a school class is a kind of mirror in which to look around, building a picture of themselves and others. Relationships between students are influenced by group processes, but they affect every student. All the more important is the fact that a student manifesting already disturbed behavior is not aware of the process taking place in it and is unable to control it. Disturbed behavior is a form of repetition of the original trauma, in which the child plays a role and in various roles also casts people from his immediate environment (teachers, students), manifesting difficult feelings towards them and entering into conflict with them. Such a child is perceived negatively by a group that is trying to deal with it somehow. The

consequence of such behavior is an attempt to punish or exclude a child from the group, which is a clear signal to question his belonging to the group, i.e. the environment with which he may sometimes have the only significant ties. Knowledge of group processes and constructive interference of the educator / teacher / pedagogue in the processes occurring in the group in which the disturbed students are located prevents the appearance and growth of dysfunctional behaviors (assuming negative roles in the team, stigmatization, breaking norms and group rules, etc.)

The main purpose of this module is to provide knowledge about the determinants of disorders in the relationship of students with the group. Lack of knowledge about building a class team becomes the first step to the formation of disorders between the group and the individual. Errors in diagnosing and creating an educational situation, a lack of ability to recognize the roles of individual members of the group, ignorance of alternative ways of resolving conflict situations, consent to stigmatization and the lack of group rules and norms, while disregarding the importance of the consequences of such behavior, are actions that deepen the disorder of the individual in relation with a group.

Topics:

Disorders in group functioning: manifestations and causes

The ability to build a class team

Knowledge of group roles and resulting behaviors

Ability to work in a group

Ability to set group rules and norms

Ability to enforce group rules and norms

Knowledge of techniques to handle conflict situations

Developing students' skills of self-presentation and speaking before the group

Learning outcomes:

- Build the right climate in the classroom;
- define the rights and obligations of students and themselves;
- Name and communicate the needs and expectations of students and towards students;
- Apply strategies to deal with difficult emotions in the group;
- Identify conflict situations in the group and use appropriate methods to resolve them, avoiding possible mistakes;

- Teach group collaboration;
- Know the specifics of group creation and functioning;
- Prevent exclusion and stigmatization of students;
- Support students in the process of self-presentation;

Guiding concepts:

- The right school and class atmosphere is conducive to shaping proper peer relationships.
- Knowledge of one's own rights and obligations is an important element of team work.
- The ability to express one's needs and expectations has a positive effect on mutual relations in the group.
- Knowledge of group processes and grouping phases helps to understand crises and difficulties that may arise.
- Knowledge about basic strategies for dealing with difficult emotions (anger, rage, anger, fear) eliminates behaviors that disrupt proper relationships
- Knowledge of alternative ways of resolving conflicts minimizes the risk of contentious situations.
- Awareness of teachers about the possibilities of their mistakes in the situation of resolving conflicts between students (assessing, generalizing, downplaying, "conducting an investigation") contributes to their elimination
- Teaching effective forms of cooperation in a group and with a group regulates mutual relations in the classroom.
- Teaching students self-presentation reduces their stress and increases self-esteem.

Guiding questions:

- What are the disorders of students' functioning in the group?
- What group roles appear in the team? What are their characteristics?
- What is the scope of competences of teachers, educators and educators in identifying disorders in group relations?
- What is the teachers' knowledge about group conflict and its mechanisms?
- What methods of resolving conflict situations do educators know?
- What competencies are necessary in the work of a teacher or educator to maintain correct relations in the group?
- How to properly build bonds in the group?
- What strategies should educators use in approaching people with different group roles?

- How to teach group cooperation?
- How to enforce consequences for anti-group behavior?
- How to counteract the experience of rejection and exclusion of a student from the group?
- How to help the student adapt to the group?
- How to develop self-presentation skills among students?

Examples of working with a group and in a group:

- functions and types of groups (strategy 2.3.1)
- teamwork skills (strategy 2.3.2)
- basic problems in the functioning of the group (strategy 2.3.3)
- approach to conflicts (strategy 2.3.4)
- ways to solve the problem (strategy 2.3.5)

2. 3. 1. Group Definition, Functions, Types of Groups - Sorin Ionițescu, Raluca Andreea Ioniță, Ioana Evelina Tabarcea, Delia Chervase, Răzvan Dima Caracota

The education of the student within the school group is done through interpersonal relationships developed within the group of students. These relationships between students contribute to the creation of a classroom climate and deeper knowledge between them, which can be a positive one, conducive to learning, or on the contrary a tense one, inhibitor of individual progress.

Increasingly more, organizing and guiding a group of students has become an extremely laborious and complex activity that involves a multitude of individual resources, efforts and actions from the teacher.

Symptoms of problems:

A conflict that occurs in the group of students has the following symptoms:

- **Discomfort**, an intuitive feeling that something is wrong, even if the student can not say something specific. It is a time when the teacher can find a way to prevent conflict.
- **The incident**, involves small deeds, for example, an exchange of remarks between group members that are sad or irritating, but do not persist and are forgotten in a short period of time.
- **Misunderstanding**, can be generated by poor communication between group members. When erroneous conclusions are drawn, it means that prejudices, lies, aggression have taken place.
- **Tension**, sets in when a member of the group perception of action is distorted. Negative attitudes and fixed ideas present on both sides become a permanent source of fear.
- **The crisis**, is the most obvious manifestation of the conflict. It is the moment when the relationship between the members of the group is interrupted and various manifestations of verbal and physical violence appear.

Causes of problems:

The main sources of conflict can be:

- basic needs;

- different values;
- different perceptions;
- different interests;
- limited resources;
- psychological needs

Conflicts between students are determined by:

- the competitive atmosphere: students are used to working individually, they lack the ability to work in a team, trust in others, if they do not achieve triumph over others, they lose self-esteem;
- the atmosphere of intolerance: lack of support between colleagues, resentment towards the abilities and achievements of others, mistrust, lack of friendship, loneliness and isolation;
- poor communication: students do not know how to listen and communicate, express their needs and desires, do not understand or misunderstand intentions, feelings, the needs and actions of others;
- inappropriate expression of emotions: students do not know how to express their anger or dissatisfaction in a non-aggressive way, suppress their emotions;
- lack of conflict resolution skills: violent ways are used rather than creative ways;
- misuse of power by the teacher: the teacher uses inflexible rules, exacerbated authority, atm the sphere of fear and misunderstanding.

Conflicts between teachers and students are based on multiple causes, including:

- failure to solve older problems, on the background of which new tensions are accumulating;
- stimulation, unequal appreciation practiced in the activity;
- overloading with undifferentiated tasks, correlated with incorrect evaluation;
- subjective evaluation of knowledge and affective-attitudinal behavior;
- giving more importance to information and less training;
- failure to assess the students' concerns of independent study, assertion of creativity, completion of knowledge through extracurricular activities;
- reduced diversification of active-participatory methods and effective involvement of students in teaching-learning activity;

- insufficient application of various forms and recipes of communication with all students;
- subjective assertion of the requirement;
- not accepting opposing or modified opinions expressed by students;
- recourse to the authority in solving problems that arise;
- passivity or postponement of solving problems;
- not adapting to the evolution of students' development, to the peculiarities of age;
- gaps in the formation of skills of mutual knowledge, group work, cooperation, mutual acceptance;
- non-training of students in the management of the activity - in organization, in making current decisions, in coordination, in evaluation;
- students do not know the consequences of not participating in activities;
- not using communication relationships outside of lessons, in extracurricular activities for communication, knowledge, stimulation, problem solving;
- analyzes, erroneous, subjective assessments of students' behavior;
- permissive style or, on the contrary, autocratic, rigid.

Consequences of problems:

Usually, conflicts in the educational environment do not appear suddenly, they register an evolution in time, which marks a gradual accumulation of tensions. Regarding the consequences of conflicts in the educational environment, a distinction must be made between *positive and negative consequences, functional and dysfunctional consequences*.

There are a number of *negative consequences*, including:

- produce negative emotions and feelings: anger, anxiety, fear, suffering and aggression;
- resentments, sadness, stress; loneliness;
- affective and cognitive confusion;
- mental and organic illnesses;
- can destroy the cohesion and identity of the group;
- waste of time;
- decreases the involvement in the activity;
- diminishes the feeling of self-confidence;
- polarizes positions and leads to the formation of coalitions;

- involves moral dilemmas;
- difficulties in making decisions;
- lack of liberty, etc.

The conflict in the educational environment does not necessarily imply negative aspects: tension, quarrel. It also has a number of *positive consequences*:

- increases the motivation for change, fights stagnation;
- improves the identification of problems and solutions;
- increases the cohesion of a group after the common resolution of conflicts;
- increases the capacity to adapt to reality;
- offers an opportunity for knowledge and personal development;
- develops creativity;
- strengthens self-confidence and self-esteem;
- increases the quality of decisions;
- streamlines the activity;
- encourages mutual knowledge, etc.

While functional conflicts are motivating and generating ideas, conducive to creativity and change, dysfunctional conflicts lead to a waste of energy, time, difficult to quantify accurately. The consequences of dysfunctional conflicts in the educational environment consist of: animosity, resentment, fear, dissatisfaction, frustration, absenteeism, stress, poor performance and often dropping out of school.

Conflicts in the educational environment are inevitable, so it is a mistake to avoid them. They should not be ignored because they would attract hidden grievances, frustrations that will come out sooner or later. The lack of conflict is suspicious, a school, class in which no one expresses satisfaction or dissatisfaction is one doomed to failure caused by lack of student involvement, indifference, acceptance of mediocrity, lack of aspirations. The conflict strengthens intergroup relations and motivates the group / class in adopting constructive solutions that save the cohesion of the group in the face of external threats. By highlighting the reasons for frustrations, dissatisfaction or lack of communication, the self-awareness of the group/class is promoted and solutions are sought to accommodate the general values of the group.

At the individual level, conflict stimulates self-knowledge and ability of understanding and accepting the motivational resources of others, developing the spirit of tolerance.

Conflict also stimulates personal evolution. Teachers or school managers get to know better the subordinate group / class and the issues that were the basis of the conflict.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Apply the Negotiation technique	<p>In this way you bring the parties involved in a conflict to discuss and try to reach a solution accepted by both parties, without the intervention of a third part.</p> <p>With this technique you initiate an interaction between groups, between the members of the group with initially different interests and objectives, which aims to reach an agreement and make a common decision through direct confrontation.</p>
2.	Apply the Mediation method	<p>Bring a neutral person into the conflict, who encourages the parties to discuss and reach a solution to the conflict within the group.</p>
3.	Use the Arbitration method	<p>Listen carefully to both parties separately or at the same time and do not hide anything that has been said.</p> <p>Persuade opponents to listen to each other.</p> <p>Highlight the moment when the misunderstanding occurred without blaming someone.</p> <p>Ask questions to find out the reasons that caused the conflict.</p> <p>Ask opponents to propose acceptable solutions for the parties.</p>

		<p>Decide whether the proposed solutions are acceptable to both parties.</p> <p>Choose the solution that reduces the conflict.</p> <p>You have to follow the application of the solution and you have to intervene if it does not give results.</p>
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2.3.2. Teamwork Skills - Sorin Ionițescu, Raluca Andreea Ioniță, Ioana Evelina Tabarcea, Delia Chervase, Răzvan Dima Caracota

The modern school has adopted working methods that encourage prosocial and productive attitudes, focused on efficiency and cooperation. One of the constant concerns of teachers, regardless of their specialty or experience, is the management of the student team. It involves a series of team organizing behavior, initiated by the teacher, in order to create and mention a climate that allows him or her to achieve the instructional goal and facilitate the learning activity of students. The lack of leadership skills, thanks to which the team adequately responds to its own needs and expectations, may generate unnecessary conflicts and hinder mutual communication.

Symptoms of problems:

Conflicts can often arise in student teams. Among the factors that trigger these conflicts are also:

- Dysfunctional meetings within the team;
- Tense relationships with team members;
- Over-the-top reactions within the team;
- Opposing groups that are formed within the class of students or the team;
- Repetitive patterns of disagreement;
- Inability to move forward and slowing productivity;
- Loss of confidence;
- Unusual level of feeling of pressure given the circumstances;
- Avoid working with some or all teammates;
- Conflicting behavior;
- Confrontation;
- Feelings of not being welcome;
- Escalation of the conflict - verbal violence, physical or moral violence;
- Anger;
- Confusion;
- Anxiety;
- Lack of communication between team members;
- BULLYING.

Causes of problems

Lack of trust is characterized by fear of allowing team members to be vulnerable to others, which prevents the building of trust in the team.

Fear of conflict - out of a desire to maintain artificial harmony - team members can suppress the emergence of productive conflicts.

Lack of commitment can be generated by a lack of clarity or trust and prevents team members from making decisions that they can take further.

Avoiding responsibility is based on the tendency to avoid the interpersonal discomfort generated by holding another teammate accountable for one or more team members behavior and performance.

Lack of attention to common goals because individual goals are pursued. Attention to personal status can prevent team members from focusing on achieving collective success.

Consequences of problems

The impact of a conflict within a team / the individual members of the team can be destructive and can be expressed in the following negative consequences:

- increased pessimism and contempt among team members;
- provoking new, more destructive conflicts within the team;
- lowering the level of team organization, reducing discipline and, consequently, to a decrease in team performance;
- frustration in individual skills and abilities;
- feelings of self-doubt;
- loss of main motivation;
- destruction of existing value orientations and patterns of behavior;
- loss of faith in individual ideals, which leads to deviant behavior and, as an extreme case - giving up the team;
- negative evaluation of the other team members;
- the feeling of disappointment within the team or team members;

Conflicts within a team can also be positive. Among the positive effects of a conflict are:

- Conflict increases the level of flexibility - conflict urges team members to step out of their comfort zone and be more flexible, implicitly more adaptive;
- Conflict increases communication skills - conflict helps team members communicate ideas more clearly and intelligibly;

- Conflict contributes to innovation - the more different the team members involved are, the greater the chances of conflict, but at the same time this diversity is also a source of innovation;
- Conflict increases the level of empathy - team members are more cautious to the needs of the group; they learn to listen actively;
- Conflict learns control and professionalism - team members who learn to deal with conflict appropriately have more control over their emotions, so they can leave more room for reason. The higher the level of rationality at the expense of the decision based on emotion, the higher the level of professionalism.

Most people associate conflict with a negative issue, but a change of perspective on it can bring measurable benefits to a student team. It is the responsibility of teachers to be aware of the benefits of conflict situations and to moderate them accordingly, and each teacher has the team he or she deserves. It is their responsibility to maintain an open perspective, even on the conflict.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Clarify the role and purpose of the team.	You need to provide an open environment for team members, where: <ul style="list-style-type: none"> - they can communicate openly and negotiate; - where team members begin to accept each other; - rules are beginning to be established; - team cohesion develops; - discussions can take place openly, transparently, without attacks on the members of the team;

		<ul style="list-style-type: none"> - everyone knows their role in the team and the consequences of the results of their work; - team members experiencing the emotions and feelings of: belonging, security and stability, acceptance, energy, attention to the process.
2.	Respect the limits!	Work constantly to get to know your student team, learn as much as possible about each member's weaknesses and strengths and respect their limits!
3.	Cooperate.	Help by cooperation, not by forced stimulation the team to share tasks and roles so that each member focuses on what he / she knows / can do better.
	Be a good leader!	<p>Work to be the best team leader and teach students how to be good leaders of their teams, to recognize if another person is more capable with real qualities in making a successful meeting, in conducting argumentative dialogues, in finding common ground or putting the team in the best shape and productivity.</p> <p>Teach students that a good connoisseur of a team is a person who assigns responsibilities to each member to give them the opportunity to act with confidence, and start with your own model.</p>

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2.3.3. Identifying the problems in group functioning - Sorin Ionițescu, Raluca Andreea Ioniță, Ioana Evelina Tabarcea, Delia Chervase, Răzvan Dima Caracota

Daily activities, developed at home, school or work, imply involving and functioning in groups to achieve a specific aim. People have different levels of education, their own experiences, perspectives, ways of dealing with challenges, struggles and also opportunities, which influence relations between individuals and group functioning too.

Group climate and group cohesion are key aspects when talking about group functioning. Group climate typically refers to “the general emotional atmosphere of the group” (McClendon & Burlingame, 2011, p. 165). A good climate group is characterized by supportive approach, problem orientation, spontaneity, empathy, equality, provisionalism.

On the other hand, group cohesion is extremely important for a good relation between individuals. In a cohesive group people are interacting more with each other in a positive way, are more comfortable expressing their thoughts and feelings, are friendlier and cooperative with each other than are members in non-cohesive groups and are talking positively about their group and its members. Also, members achieve a high level of satisfaction and believe that both their personal and group goals are better met.

Symptoms of problems:

A bad functioning group is characterized by:

- a negative and stressful climate
- lack of cohesion
- poor communication between members
- low level of trust and mutual support
- interpersonal conflicts appear more often than in a group with a positive attitude

It can be noticed that, in a group which is not functioning well prevail a defensive climate, where evaluation and control are high, also the level of neutrality, superiority and certainty.

A challenging task for the leaders of the group is to build teams that can overcome the differences which can appear between members and to keep and improve the level of efficiency by creating a positive group climate and a perfect environment for both personal and professional development.

Causes of problems:

A good group functioning and high performance are strongly linked with purposes and values, empowerment, relationships and communication, flexibility, recognition and appreciation and morale. Whenever one of these aspects is influenced by a negative approach, the group climate and cohesiveness are affected and the efficiency of the group decreases.

The most common causes which influence the group are:

- Poor communication
- Personal issues
- Unequal contribution
- Lacking focus
- Missing deadlines
- Conflicts
- Bullying
- Lack of trust
- Not sharing information
- Lack of transparency
- No long-term thinking
- Not going in the same direction
- Too Many Members/Groupthink

Consequences of problems:

When the group experiences one or more challenges that are not solved at time, it can have a negative impact on group dynamics and also the level of efficiency and effectiveness decrease. The productivity is lower than in a group which constantly solve its problems and has individuals with the same or close behaviors and perspectives. Less efficiency goes to delays in delivering the results, missing deadlines and decreasing the level of client satisfaction.

Negative group climate is another consequence of problems in group functioning. If one or more members of the group is feeling less valued or important, he will not participate with its all his abilities and capabilities to achieve the group's aim and will create tense situations inside the group. Also, if communication and idea sharing are not promoted by the leader of the team inside the group, in most of the cases appear conflicts or good ideas of other members could be missed.

Bullying and conflict can strongly affect the group climate. If one or more members experience this type of situations at work, they start feeling overwhelmed, exhausted and barely can achieve their target and actively participate in achieving group's goals. They are more vulnerable and less involved in group tasks. A negative group climate impedes the personal and professional development of the individuals in the group. The group will not be able to be more productive and the members will not develop their skills, creativity and capacity to solve challenges and achieve targets.

Individuals who don't feel that are belonging to the group or they are not sharing the same values and perspectives will be less engaged in the group activities, will be less responsive to the group needs and achievements and will not be very active or creative in order to actively participate at the group's productivity and development.

Low performance of the group is linked with the conflicts or problems that each individual can experience in his team. If conflicts are not solved and the communication and a positive climate a work are not promoted by the team leader, the team can suffer a decreasing level of satisfaction and efficiency.

Letting the team members know that each of them is important and that he/her has a specific role in the group and specific tasks will decrease the number of incidents in groups and will enhance the cohesiveness.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Increase cultural organization	Show to your group members that are important and you're committed to helping them make the improvement. That way, you're creating a culture that actually encourages your employees to grow and build their skills.
2.	Increase engagement	Communicate and share the group values and aims constantly.
3.	Create a positive group climate	Create a positive work environment by ensuring that everyone is valued and can express their ideas and creativity.

4.	Build teams	Let your group members know what's expected of them and which is their role in the group.
5.	Manage differences and conflicts	Try to communicate with the members of the group and solve the problems when they appear impartial.

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2.3.4. Discovering the possible ways of solving the conflict - Sorin Ionițescu, Raluca Andreea Ioniță, Ioana Evelina Tabarcea, Delia Chervase, Răzvan Dima Caracota

Conflicts are appearing frequently in groups, especially if the group size is big, and can arise and strongly affect both the group dynamics and climate. The approach in solving the conflict is an important challenge for the leader of the group and can determine the productivity and efficiency of the team on short and long term. Team Conflict is an interpersonal problem that occurs between two or more members of a team, and affects results of teamwork, A team or a group can experience one or more types of conflicts at the same time, depending on the source of the differences. In the specific literature, there are highlighted several types of conflicts:

Lp.	Group	Type	Description
1	By functional attribute the team still achieve its goals	Functional conflicts	do not significantly affect team performance
2	By Origin of Conflict	Dysfunctional conflicts	The goals of the team can not be achieved because the misunderstandings are too deep between members of the group
		Values of team members	Arise when a disagreement between the personal values and group values appear
		Goals vs. Expectations	Appear when the goals and the expectations are not the same
		Roles and responsibilities	When the responsibilities are not allocated to the right persons or are vague
3	By Behavior	Lack of resources	Appear when the resources of the group are limited and increase the level of responsibility and stress
		Constructive team conflicts	Can end with sharing ideas and solutions to the problems

Symptoms of problems:

Identifying a real conflict between members of the group is very important and also a challenge for the leader of the team, who it is necessary to observe and take action when the problems arise. A conflict can be considered a potential and harmful threat if it repeats or it's not solved in time. The very first signs of the conflicts are:

- Decrease in productivity
- Low quality of the results
- Absenteeism
- Communication problems
- Stress and anxiety
- Loss of trust in other members or the group's values

Team conflicts can bring both positive and negative aspects. It only depends on how conflicts are managed by the leader of the team.

Causes of problems:

The most common causes of the conflicts in teams are

- Insecurity, jealousy, envy, different type of personalities which clashes or competition over resources, such as information, money, supplies or access to technology
- Misunderstandings, lack of trust and cooperation can determine breakdowns and negative work environments. Individuals don't share information or ideas, work on their own and the final result could not be the one which is expected.
- The person heard what he or she wanted to hear. Hearing and listening are two different things. When listening you are making a choice and decide what means to you what you listened
- Pressure generates stress and anxiety to individuals
- Power needs. Those who do not have any power, want power, while those who have all the power want more of it. Both categories are in competition and try to achieve their needs and desires.
- There two types of situations: when personal aims and the group objectives are not the same and individuals don't struggle to participate at the team's wellness and the second one, when individuals don't have the courage to express their expectations and goals because they fear.

Also, to this we can highlight other causes like:

- poor management
- unfair treatment
- unclear job roles
- inadequate training

- poor work environment
- lack of equal opportunities
- bullying and harassment
- significant changes to products, organisational charts, appraisals or pay systems

Consequences of problems:

In any type of group or team, conflicts always appear from the disagreements due to differences in points of view, ideology or unhealthy competition that may yield either positive or negative consequences.

In many cases, conflicts are seen from a negative perspective, but they can also have benefits, strengthening the connection between members of the group and encouraging change.

Positive effects of the conflicts

- **Creates Change** - implement new policies which best fit with the new dynamics of the group
- **Goal Congruence** - review the goals and objectives of the business to help meet the needs of conflicting parties and all the parties move on in the same direction
- **Innovation** - employees typically feel they have to develop new strategies and ways of conducting business
- **Group Unity & Cooperation** – discuss and negotiate their interests within the group and encourage working towards the group’s common goal
- **Identify New Members** – members who are not so engaged in the group activity can be inspired to participate more

Negative effects of the conflicts

- **Decrease in Productivity** – members focus more on how to deal with the conflict and less on the tasks and goals
- **Employee Turnover Impacts** – members become more and more frustrated and can decide to end the membership
- **Conflict Escalation and Violence** – when conflicts are not solved in time, intense situations may arise between organization members
- **Loss of Revenue** - a toxic work environment affects employee satisfaction, which in turn may increase staff turnover rates

- **Poor Communication and Misunderstandings** – members are arguing instead of collaborating and communicating properly
- **Absentmindedness to other things**
- **Lack of interests to work**
- **Job dissatisfactions**
- **Work distresses**
- **Estrangements or alienations from others**
- **Disappointments.**

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Encourage collaboration	Focus on what members agree on and encourage them to communicate more and solve their problems.
2.	Restate members` position	It is necessary to tell them what your expectations from them and what they need to achieve.
3.	Approach a “agree to disagree” disposition	Tell stories of successes and failures in how group members operate, including how members got past their differences and reached agreement.
4.	Detension situation	Deal with the conflict immediatly and practice active listening.

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2.3.5. Choosing a way of solving the problem - Sorin Ionițescu, Raluca Andreea Ioniță, Ioana Evelina Tabarcea, Delia Chervase, Răzvan Dima Caracota

Class participation is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their own understanding of a topic.

Class participation also is a valuable learning tool for teachers. Through students' questions, you learn what they don't understand, and can adjust your instruction accordingly.

Just as speaking in front of a group doesn't come easily to many adults, however, speaking up in class is a struggle for many students. That struggle might manifest itself in the classroom in a variety of ways -- not volunteering to answer questions, not asking for help, not speaking up in small-group activities, even not talking in class at all.

As a teacher, you will have greater success spurring a student to speak up if you can figure out why he is reluctant to participate. Whatever the reason for his reticence, your role is not to force him to speak; doing so will more likely make him clam up than open up. Your role is to provide a supportive, encouraging climate that helps him feel more comfortable, more confident, and less fearful of speaking up, and encourages him to solve emerging problem situations. The existence of social groups without problematic and conflict situations is impossible, so the more necessary are skills to cope with difficult situations.

Symptoms of problems:

School is a space where people of different ages, different intellectual abilities, interests, social maturity and life experiences meet. In such a diverse group, it is difficult to obtain permanent consent and lack of conflicts, which undoubtedly provides positive consequences in terms of shaping life skills. People who cannot cope with difficult situations are most often exposed to:

- loneliness,
- ostracism,
- school phobia,
- schools failures,
- truancy,
- low self-efficacy,
- avoiding difficult situations,
- learned helplessness.

Causes of problems:

When looking for the reasons for the lack of problem-solving skills, it is worth paying attention to factors that the student may have a direct or indirect influence on. The most important ones include:

- lack of patience,
- fear of ridicule,
- fear of failure,
- low motivation to act,
- ignorance of one's own needs.

However, problem solving is an experience that requires adult support. If the student has difficulties with noticing a problem situation and understanding it, with identifying the problem, it will be difficult for him to take any steps to start solving the difficult situation. Ways in which constructive and empowering action can be taken also are important. In the case of negative family and environmental patterns, the school becomes the place responsible for equipping the student with such skills. Without the help of the school, especially difficult students will not be able to deal with emerging problems in a positive way.

Consequences of problems

The consequence of the lack of constructive problem-solving skills may be:

- Inappropriate reaction to another person,
- achieving one's goals without taking into account the opinions of others,
- not taking into account different points of view,
- failure to respect the rights of others,
- inability to take care of one's own needs by withdrawing at crucial moments,
- avoiding difficult situations,
- reacting with anger and aggression,
- impaired communication.

Corrective action plan

Lp.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Role-play social situations with students	Ask students how they might handle the situation in a respectful manner. In this way, students can hear what their classmates might say and do, and also have a chance to try out their own responses.
2.	Teach the vocabulary of kindness	Make it easy for students to talk kindly to one another by giving them the words and phrases they need. On the bulletin board, post a list of "Terms of Respect," phrases that can be used to convey courtesy and caring. The list might include such phrases as "please;" "thank you;" "excuse me;" "I like the way you ...;" "Do you want to play with us?;" "You did a great job;" and so on. Encourage students to suggest additional phrases.
3.	Catch students being kind	Acknowledge students when you see them acting in a kind or helpful manner. Describe the specific behavior you observed. Make a special effort to find something positive to say

		about students who are prone to unkind behavior.
4.	Be patient when waiting for a response	The student might need more time than normal to organize his ideas and formulate a response. As a result, he might be slow about answering a question. If so, give him extra time by waiting for an answer a little longer than you usually do. If other students are clamoring to answer, ask for their patience as well.
5.	Monitor class participation	Monitoring will help you determine who is and who is not participating, and learn whether a particular student is improving. A simple way to keep track of student participation is to keep a seating chart on your desk and place check marks next to the names of those students who do contribute.
6.	Provide opportunities for the student to practice his communication skills by taking the time to talk with him privately	The idea is to help the student feel more comfortable talking with one person so, in time, he will feel more confident speaking up in front of a group. Find a few minutes every so often to talk with him about his favorite activities and interests. Or speak with him when he is doing an art project or a writing assignment. Ask questions, so he can explain what he is doing, but be sure the questions are non-threatening.
7.	Give the student responsibilities that require communication	You might have to nudge the student to assume those responsibilities, but don't hesitate to push a little if you are confident he can do them successfully. For example, you might encourage him to be a class messenger, a teacher assistant,

		a peer tutor, or the leader of a small group working on a topic he is familiar with. Make sure to praise his performance even if he struggles with the task.
8.	Observe the student for evidence of a speech or language problem	A student might be reluctant to speak up in class because he has a speech defect or difficulty putting his thoughts into words. Articulation problems usually are readily evident to teachers, however, difficulties in language usage can be more difficult to identify. If your observations suggest a communication problem, bring that to the attention of your school's speech-language specialist, who might want to do an evaluation.

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2.4. PROBLEMS WITH RELATIONSHIP TO ONESELF

AGNIESZKA DOMAGAŁA-KRĘCIOCH

This type of disorder is difficult to diagnose because it manifests itself in relationships with peers, adults, or tasks. It requires very careful observation of the child to see what is not always noticeable at first glance. Mastering self-regulation, the skill needed for proper behavior, in the case of a student manifesting inappropriate behavior requires additional support, facilities, instructions, because a child who better understands his and others' behavior can predict the effects of their own actions. Students with disturbed behavior have a problem with taking responsibility for their behavior and with its proper assessment. In the moment of stress or difficult emotions, they experience cognitive disruptions (memory, learning, attention) and their educational chances automatically decrease. This raises many difficult situations that can become a source of injury for both students and teachers themselves. Strong stress that occurs in such moments can further strengthen the undesirable behavior of students. That is why it is very important to be aware of your feelings and ways of responding.

This module includes knowledge about recognizing the basic symptoms of improper self-perception. Issues related to the teacher's ability to see and name emotions of his or her own mentees are discussed here, which determines how to react appropriately in difficult situations. Attention was paid to the issue of beliefs as an important factor shaping the approach to problems. Knowledge and skills in the field of symptoms and mechanisms of creating a vicious circle in the child's perception of himself makes the educator a more conscious person and protects him from entering roles that he does not want to play.

Topics:

The ability to recognize the symptoms and effects of disorders in self perception

Awareness of the child's real needs in the messages expressed by him

Proper development of social skills

The ability to compare an adequate assessment of yourself

Knowledge of the needs of needs and feelings

Work with "wrong" beliefs/convictions

Ability to work with a student with disorders in people's perception

Learning outcomes:

- read your pupil's messages
- initiate a conversation with a student with impaired self-perception
- diagnose the student's level of self-acceptance
- strengthen the student's self-esteem
- propose substitute / alternative behavior to the student
- support the student in building their own image of themselves
- identify and name your own and student emotions
- deal with one's own and students' emotions
- work with student's "misconceptions"

Guiding concepts:

- Strengthen the student's self-esteem
- Propose substitute / alternative behavior to the student
- Support the student in building their own image of themselves
- Identify and name your own and student emotions
- Deal with one's own and students' emotions
- Work with student's "misconceptions".

Guiding questions:

- How do you recognize student messages?
- How should a teacher initiate interaction with a difficult student and react to his behavior?
- How can teachers recognize student self-acceptance?
- Can teachers adjust activity during the lesson to the specific emotional state in which the student is?
- How to teach students how to handle difficult situations?
- What knowledge do teachers have about using substitute behavior?
- How to strengthen self-esteem and build a value system?
- What do teachers know about destructive forms of coping in difficult situations?
- How to teach responsibility for your behavior?
- Can teachers work with students' misconceptions about themselves?
- How do teachers deal with their own emotions?

Examples of working with a student:

- with depressive symptom (strategy 2.4.1)
- with a different sexual orientation (strategy 2.4.2)
- who provokes (strategy 2.4.3)
- displaying self-destructive behaviour (strategy 2.4.4)
- who is shy (strategy 2.4.5)

2.4.1. Stages of building a strategy for working with student with depression syndrome - Bożena Majerek, Iwona Marczyńska

Depressive syndrome is a long-term, harmful and serious condition characterized by excessive depressed mood and other mental, behavioural and physical symptoms. Clinical depression suffers from:

- 1% of preschool children over 2 and 3 years old,
- 2% in the group of children 6-12 years old,
- according to some studies, up to 20% in the youth group.

Depression of childhood and adolescence is still less known than depression of adults. In adolescence, twice as many girls as boys suffer from depression. Anxiety disorders are more commonly associated with depressive girls, while behavioural disorders are more common among boys. At the same time, remember that a quiet, shy child, looking sad or depressed, as well as an irritable child, who has upbringing problems, may suffer from depression. It is worth remembering that the teacher does not diagnose depressive disorders, but may be the first person to notice disturbing symptoms.

Symptoms of depression syndrome

As with adults, the signs of depression in children and adolescents are:

- sadness,
- limiting or giving up interests and activities that have previously given pleasure (anhedonia),
- changes in the range of psychomotor activity (slowing or agitation),

- feeling of lack of hope, meaning in life and helplessness,
- excessive guilt feeling,
- decrease in energy and excessive fatigue,
- attention deficit disorder,
- increase or decrease of appetite,
- change in sleep pattern (pronounced difficulty falling asleep or waking up early),
- recurrent thoughts of death or suicide

It should also indicate certain behaviours a student at the school , which may indicate the occurrence of depression are:

- more frequent lateness, increased absenteeism, skipping especially the first lesson, avoiding lessons on which tests are scheduled, withdrawal from active participation in lessons, often lack of preparation for the lesson,
- difficulty in sitting still, restless spinning, manipulative anxiety, e.g. pulling or twisting hair, nibbling on skin, pieces of clothing or other items, which often contrasts with the general psychomotor slowdown and the monotonous often very quiet and bathing way of speaking.
- sudden outbursts of anger, frequent complaints and grievances or irritability difficult to explain,
- increased tearfulness,
- visible symptoms of tension, anxiety,
- refusal to work, anti-social behaviour,
- complaints about pain in various parts of the body (e.g. head, arms, legs, abdomen, despite the lack of a somatic cause).

In the case of depressive students, we can also see erroneous cognitive assessments , which consist in:

- excessive generalization, i.e. predicting only negative consequences of situations,
- catastrophizing the consequences of negative situations,
- personalization, consisting in unreasonably accepting personal responsibility for the negative consequences of situations,
- selective mind, that is, selective him to concentrate on only the negative aspects of the situation,

- exaggerating minor failures and minimizing positive, significant situations).

Causes of depression syndrome

During adolescence, the number of depressive disorder cases increases significantly. This is probably related to the influence of hormonal factors, but also to school stress, pressure to adapt to the requirements of the flu and social pressure to achieve success. The cause of clinical depression is not usually one or only reason, but a combination of adverse external and internal factors. Among the internal factors should be mentioned first of all processes biochemistry of the brain and genetic factors. The development of depression in students plays an important role unfavourable environment for families, for example:

- abuse of alcohol or other psychoactive substances by family members,
- domestic violence, mental, physical or sexual abuse situations,
- chronic illness of one of the parents or another family member or the child himself,
- death of a loved one,
- parents' divorce or protracted conflict,
- neglect and lack of interest,
- excessive control by parents,
- burdening the child with too much responsibility that surpasses his capabilities ,
- difficult financial situation,
- social isolation of the family.

Unfavourable school factors that can aggravate depressive disorders include primarily:

- excessive requirements posed by teachers,
- bad social climate at school or class,
- peer violence,
- violence used by teachers,
- school failures (e.g. failed test).

In the literature on the subject there are many theories and scientific concepts explaining the essence of depressive disorders. These include:

1. **Cognitive model of depression** (A. Beck), in which it was assumed that people with depressive states reveal specific disorders in the field of self-knowledge in the form of a negative selfimage and their own experiences ("I am worthless") , before falling ill

ego image of the world ("The world is a dishonest place") , negative perception of the future ("I will always fail").

2. The concept of learned helplessness (M. Seligman), according to which depressed people are characterized by "helplessness" when choosing the most appropriate answers and the inability to avoid punishment. These people are convinced that the punishment and reward are independent of their choice. The basic problem is the inability to learn the consequences of one's behavior and the behavior of others.
3. Behavioral concepts assume the relationship of depression with low levels of "reinforcements" that people receive from the environment. Depression causes may be stuck both in the unit (sensitivity to negative stimuli) or her surroundings (deficiency "positive enhancements").

Consequences of depression syndrome

Consequence of depression syndroms:

The consequence of depressive disorders among students is:

- worsening social adaptation,
- difficulties in school learning,
- increased risk of depression in the future,
- suicidal thoughts and an increased risk of suicide.

Particular attention should be paid to situations in which the student:

- express thoughts about the lack of meaning in life,
- reveals interest in death and dying,
- reflects on death,
- claims that he would like to fall asleep and not wake up again or die in a car accident,
- looking for information on the toxic effects of drugs or poisons .

Even if there is a slight probability of committing suicide, in these situations there may be a serious risk that the student may attempt suicide. In this situation, the teacher cannot keep his fears for himself. It is then necessary to contact parents and a specialist immediately (psychologist, psychiatrist).

Corrective action plan with student with depression syndrome

L.p.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Make contact with the student	<ol style="list-style-type: none"> 1. Invite the student to a meeting in a quiet place and time. 2. Begin the conversation by telling the student the immediate reason for the conversation ("You have been feeling sad / irritable for some time. You are sitting alone during a break. I would like to talk to you about it") 3. Ask about current problems to find out what emotions the student experiences and encourage them to talk about them ("What exactly happened?" "Is something happening that does not allow you to function properly and we could help?") . 4. Find out what meaning certain situations have for the student and how the student experiences them ("What did this mean to you?") 5. Be interested in the student every day, regardless of his mood, and not only when you see disturbing symptoms. 6. Listen, show understanding and interest and the intention to help ("Can I help you solve the problem?") .
2.	Motivate the student to contact a specialist (psychologist or psychiatrist) .	Tell them that meeting and talking to an impartial person will help him understand his own emotions and feelings, organize his experiences in a safe environment.
3.	Plan ways to overcome school problems together with the student.	"Can I help you somehow with this material?"

4.	Tell parents about your child's problems at school.	<ol style="list-style-type: none"> 1. Invite parents to talk in a quiet place and time. 2. Tell the parent the changes observed in the behavior of his child at school (you should cite as many facts as possible, e.g. "I often see Diana sitting alone in the corridor, curled up, biting her nails into the blood ...")
5.	Convince parents to use professional help.	<ol style="list-style-type: none"> 1. Express your concern ("I am very worried about your child and I would like to help"). 2. It is worth mentioning the high risk of suicide in adolescents. 3. Explain the possibilities of seeking specialist advice. 4. Provide specific addresses, morning phone numbers where family will receive help.

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2.4.2. Stages of building a strategy for working with student of another sexual orientation - Bożena Majerek, Iwona Marczyńska

Psychosexual identity is an extremely important component of the human "I" around which people build their self-image. Knowledge about its formation is useful in working with pupils and youth, especially that every teacher meets students homo - or bisexual in its class.

In early childhood we are watching manifestations of sexuality. However, the development of sexual need takes place during adolescence and takes place on the basis of sexual maturation. During adolescence, the development of this need is associated with general arousal and sexual tension, which is initially undirected and then gradually begins to be directed to specific people. While the formation of psychosexual identity in heterosexual usually runs without major problems, that gay people often face in this time of deep psychological difficulties bonding with anxiety, lack of acceptance of the environment, and self-acceptance.

Symptoms of problems:

Symptoms of problems related to different sexual orientation depend primarily on the age and environment in which the person operates. According to the model of shaping homosexual identity, four stages of development should be distinguished:

1. **Sensitization** (around 12 years of age) - a person becomes aware of some discrepancies between cultural heteronormativity (e.g. the common assumption in society that people are heterosexual) and their own developing needs and feelings. As a result of the impression of being "different" or "different", a young person experiences a feeling of alienation, a decrease in self-esteem, can withdraw from social and sports activities. At this stage, the so-called internalized homophobia (developing bias against homosexuals with the simultaneous presence of own, unacceptable and suppressed homo or bisexuality).
2. **Confused identification** (around 17-18 years of age) - at this stage it is possible to feel strong anxiety when allowing the thought of being a homosexual or bisexual person. Self-image may be disordered and incoherent. Confused identification can manifest itself in negating one's homosexual or bisexual orientation, undertaking heterosexual behavior (attempting to enter into a cultural norm), avoiding homosexual activity and associations. Sometimes excessive manifestation of the opposite sex is observed (this is the so-called phenomenon of reversal of the gender role) resulting from the gender identity not yet fully

formed. At this stage, under favorable circumstances, the identity and psychosexual orientation are also (or is initiated).

3. **Accepting identification** (around 21-23 years of age for women and 19-21 for men) - a person defines himself as homo- or bisexual. Most often, it helps to make contact with other people of the same psychosexual orientation. However, this is not always associated with the acceptance of this identity (e.g. due to internalized homophobia) - then the person can avoid homosexual activity and try to officially function as heterosexual (also in family relationships).
4. **Involvement** (around 22–23 years of age for women and 21–24 for men) - the stage of integration of homo- or bisexuality, emotionality and sphere of values, opening up to relationships with same-sex partners and open information about your homo- or bisexuality, e.g. close family or friends . The process in which people become aware of their own psychosexual orientation is called coming out and consists in informing the surroundings about their psychosexual orientation).

Causes of different sexual orientation:

Among the reasons for different sexual orientation, the most common are:

- **Psychological causes**

Gender identity is formed in response to the roles that children take in relations with the environment. It is influenced by both the children themselves, their temperament, and parents with their beliefs and attitudes.

The nature of the mother - child relationship in the first years of life is considered important in shaping gender identity. The mother, devaluing the child's sex, has an impact on her attitude towards her own sexuality, but the exact and cause - effect relationships are not known.

- **Biological causes**

Masculinization and feminization that occurs during the development of the human embryo is strictly dependent on hormones (male and female). The corresponding hormones are

produced as a result of the activation of certain genes. Without the activity of male genes from the Y chromosome, the embryo will not have testicles, it will not produce enough male hormones and it will develop as a female embryo, i.e. female genitals will develop. The same principle applies to the brain. Some brain regions, such as the hypothalamus, respond to male and female hormones during embryonic development. However, there is no precise data on the impact of these interactions on subsequent sexual behavior.

Consequences of homophobic behavior:

The consequences of emerging difficulties and problems among people with a different psychosexual orientation largely affect all discriminated groups and result primarily from internalized Gordon Allport lists the following possible consequences of stigmatization:

- Obsessive anxiety, i.e. constant vigilance and a sense of danger, fear of offense or humiliation in social situations, with extreme sensitivity and suspicion in contact with persons belonging to the majority group, a sense of harm or injustice.
- Denial of belonging to a persecuted population, relies primarily on the from slipping suspicion from himself the nationality receivables stygmatyzowanej group (eg. The story and laughing with offensive jokes about their own population, nodding prejudicial stereotypes, direct denial of belonging to a group with the risk of exclusion). Such behavior, however, results in a great sense of guilt.
- Withdrawal and passivity, above all, refers to attempts to suppress real needs and feelings and to acknowledge "his place in the line." This way of survival, however, is associated with a sense of failure.
- Fooling and self-irony consists primarily in presenting your own group in a caricatured way . Making fun of yourself can be a way to gain lenient approval from a privileged group. On the other hand, playing behavior in an exaggerated manner allows you to tame or turn around stereotypes, in the finale leading to ridicule.
- Strengthening intra-group ties is primarily a statement of harm and is more tolerable when it is possible to share your feelings with other people who have similar feelings. Own community gives people belonging to minority groups the opportunity to live fully together, gain acceptance and a sense of security, which is often lacking in the surrounding world.
- Cunning and cunning, or making small malice towards people from the majority group, is sometimes a reaction to stigmatization and results from a desire to retaliate for persecution.

- Identification of the dominant group, self-hatred and his own group take place when a person belonging to a marginalized group sees its own population from the perspective of the privileged group. In such situations, for example, it can work to the detriment of its own group, from which it definitely stands out.
- Aggression against one's own group consists in using intra- group distinctions and is often a way to free oneself from the feeling of responsibility for hatred on the part of the dominant group. This mechanism consists in dividing one's own group into its "good" and "bad" representatives. The "good" usually include themselves, while the "bad" are responsible for the prejudices prevailing in society and for their own suffering.
- Prejudice against foreign groups is the result of treating members of other stigmatized groups in the same way as you are treated by a dominant group. Prejudice against other groups is usually the result of social training.
- Mutual understanding is a phenomenon opposite to prejudices against foreign groups. Sometimes, due to personal experience of oppression, people belonging to the stigmatized population can sympathize and support people belonging to other such groups.
- The resistance or aggression are usually bringing unfair attacks and can take various forms, eg. an organized social activities, educational or political persons acting for the prevention of discrimination against a particular group.
- Increased effort consists in doubling the efforts in the pursuit of success in the chosen field, thanks to which disadvantaged people can prove their own value and the world.
- Applying for external attributes the high position of social as a way to compensate for low his self-esteem.
- Neuroticism is all kinds of emotional and psychological difficulties ofstigmatized people, resulting from a lack of acceptance of themselves or from society. They can result in feelings of self-hatred, abuse of psychoactive substances that alleviate mental suffering, or suffer emotional difficulties. It can also mentally weaken the chronic experience of anxiety, life in constant tension, feeling threatened or rejected by the environment.
- Self-fulfilling prophecy as behavioral effects that can become established in personality. It is a phenomenon that occurs in interpersonal relationships, in which someone falsely perceives a situation and then behaves in such a way that his behavior provokes confirmation of the "truth" of this initially false view of the situation.

For people dealing with anti-discrimination, knowledge of the mechanisms described above is compulsory knowledge, based on which effective anti-discrimination strategies can and should be designed.

The need for such measures note particularly at school, where homophobic come in various shapes and sizes (e.g. Discriminatory language, verbal abuse, insults i.e.. "fag", "puff" and "les", bullying, harassment, and even physical attack). Students whose tears regularly experiencing it such persecution are exposed to:

- difficulties in school learning
- truancy
- anxiety and depression
- self-harm and a greater propensity to attempt suicide than among heterosexual adolescents
- forming homophobic prejudices and indifference towards the harm of others (when violent discriminatory behavior is accepted by school staff)
- decrease in self-esteem
- withdrawal from social contacts
- addiction
- risky behavior
- behavioral disorders
- eating or sleeping disorders.

Taking action in these situations will help create a safe place for all learners.

Action plan with people of different sexual orientation

L.p.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Take pedagogical intervention, which	1. Take immediate response e.g. "This is an unacceptable language in this class" (make

<p>should be aimed at stopping inappropriate behavior at a given time towards a student of a different sexual orientation.</p>	<p>sure everyone can hear).</p> <ol style="list-style-type: none"> 2. Name the situation clearly: "I heard you use the word fag. This is an offensive word and is considered an insult. This is hate speech. This language is unacceptable!" 3. Reveal your own emotions, e.g. : "I am shocked, moved; angry that something like this happened in our school." 4. Clearly object to the behavior, e.g. "I strongly disagree with this behavior. We don't discriminate against others in this school ." 5. Ask for motivation / perspective of the other party to cause at least a short self-reflection, e.g.: "What did you want to achieve?" 6. Explain to students why their behavior is reprehensible. 7. Express your expectation that your behavior will stop, e.g. "I hope you will be respectful, without offensive or homophobic words ." 8. Ensure responsibility. "I believe that you now understand the mistake you have made. If this behavior repeats again, then you will bear the regulatory consequences." <p>It should also be remembered, and to not throw the responsibility for young people "came to terms ".</p>
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2.	Make contact with a student who has been subject to xenophobic attacks	<ol style="list-style-type: none"> 1. Invite the student to a meeting in a quiet place and time. Remember! The first conversation doesn't have to solve the problem. 2. Start the conversation by showing the student the immediate reason for the conversation - start by describing what you are observing, e.g. "I am more and more often noticing that you are staying away from classmates, behaving improperly towards you, challenging you in the corridor, " I have heard these homophobic insults that should not have happened. 3. Check what significance certain events have for the student and how the student experiences them, e.g. "What did this mean to you?"
<p>When the pupil reveals himself, or "coming out":</p> <p>At this point, young people often feel particularly vulnerable, so they need understanding and support. Pay attention to the choice of words and carefully listen to the way young people talk about their sexual orientation to respond appropriately</p>		
3.	Try to tone down the different emotions that accompany the confession of the other person.	<ol style="list-style-type: none"> 1. Show empathy even when you become the subject of an attack, for example: "And what can you do about it?", "This is all going on and you have not helped me". 2. Show understanding and interest and the intention to help, eg: " I understand that you are angry. Actually, someone

		<p>should do something earlier, but they did not and now I want to fix it ", "I imagine it must be really difficult“, "You have the right to feel that way“, "I can guess it wasn't easy for you to tell me. I am very happy and thank you for showing such trust in me.”</p> <p>3. Check again what meaning the events have for the student and how the student experiences them, e.g.: "What are you afraid of the most?"</p> <p>4. Let students define their fears and fears. Don't try to interpret their emotional state.</p>
4.	Show acceptance for a student with a different sexual orientation.	<p>1. Make clear your willingness to help, but let the student decide how this help will look like, " Do you think that my help will be useful to you?"</p> <p>2. Share knowledge - it is important for the student to know that a person has no influence on what orientation they are in and that every orientation of sex is equally alright.</p> <p>3. Name phenomena such as: stereotypes or homophobia, eg: " What you experience is called discrimination and is unacceptable.”</p> <p>4. Admit it if you do not have sufficient knowledge - "My knowledge on this subject is not complete, but I will find information or help you in finding them".</p>

<p>Conversation may be the first step, but it is entirely up to the young person to decide when and how to proceed. You don't know what solution will be best for you, because you don't have insight into their needs or their unique way of experiencing reality. Passing the initiative to the student, you show respect and encouraged to make their own decisions. Remember! Don't do anything behind her back.</p>		
5.	<p>Plan different ways to organize support with the student.</p>	<p>1. Try to gather as much information as possible about the situation and well-being of this person at school in a peer group.</p> <p>2. Clearly and simply ask what help the student expects from you, e.g. "What do you think we can do about it?", "What do you need now ?",</p>
<p>It is important to remember that students have the right to privacy and that teachers not only do not need to inform anyone (including parents) about student's sexual orientation, but they should respect their privacy.</p>		
<p>However, you should monitor the situation of this person at all times and react if necessary.</p>		

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2.4.3. Stages of building a strategy for working with provocative student - Bożena Majerek, Iwona Marczyńska

Provocative behavior of students is one of the most common problems of teachers and educators that appear in school everyday life.

Provocation is defined as the deliberate action of a third party to cause a reaction of the victim of the provocation, usually harmful to her and often to people associated with her , such as obtaining answers, information, evoking strong emotions, uncontrolled behavior, breaking the law. In psychology, on the other hand, localization is defined as the deliberate enforcement of specific behaviors, reactions or actions, often aggressive and sudden, by acting on the psyche, not necessarily in accordance with the person's chosen principles and ideology.

It is often assumed to be too simplistic assumptions, believing that a provocation and an act of fully intentional, planned, accompanied by anticipating the consequences. It should, however, accept that, especially in the case of provocative behavior of children and adolescents are most often not intentional and incidental.

Types of provocative students behaviors:

There are many symptoms of students' provocative behavior. Most often they relate to noncompliance with school rules and rules, i.e. anger bursts , throwing objects , jumping

on benches , destroying someone's property , verbal and physical aggression in adults and peers, self-aggression , using vulgarisms , refusing to follow instructions and work in class , preventing other students from working, etc.

We can distinguish three types of provocation:

1. **Provocations and initiative** is a work than that decided and planned in advance as a way to notice someone surprise, placing a fait accompli, forcing something (eg. In billing than this, n , and from this starts to laugh loudly during lessons).
2. **Provocation reactive** is a behavior which provoke the situation, and especially someone else's behavior. It can be a spontaneous reaction (e.g. reflexive or defensive) to someone else's presence, to strong stimuli (e.g. a sense of danger, tactlessness), or well thought-out, preceded by reflection, choice and a plan to respond to someone's anticipated or perceived and understood actions , statements (e.g. attempting to object, outbid, prevent something)
3. **Feedback provocation** it is sometimes improvised, multiple provocation in response to provocations adversaries. They differ from reactive provocations in that they are usually not the expression and effect of being surprised by someone else's action (...), and this is because they are part of a multilateral and multi-phase game between several entities.

Causes of provocative students behaviors:

There are two main groups of reasons for provocative behavior:

➤ **Internal causes** , i.e. inherent in the student:

- poor physical or psychological disposition on a given day, which is manifested by anxiety and irritability,
- kind of asking for help,
- need of attention and support from adults outside the family,
- lack of communication and social skills
- inability to deal with problems
- acquiring destructive strategies to cope with difficult situations
- feeling of being underestimated in the family, school, class team,
- improving position in a peer group,
- striving to maintain leadership in the group, class, etc.

- a desire to revenge and humiliate others
- satisfaction with ridicule of others,
- mental disorders
- improper ways of releasing tensions, emotions and fears.

➤ **External causes**, i.e. inherent in a family, school and peer environment:

- functioning of the student in a state of permanent emotional overload (e.g. breakup)
- parental marriage, illness in the family, loss of job by parents)
- parents' expectations inadequate to the child's possibilities,
- willingness to have the attention of "absent" and "overworked" parents,
- a defensive reaction to the student's negative experiences with teachers or peers,
- unclear assessment rules, injustice, organizational chaos,
- hostile relationships between teachers and students or in a peer group
- willingness to draw attention to a very important, though neglected, social problem
- boring (monotonous) way of teaching the teacher.

Consequences of provocative students behaviors:

The consequence of teachers and educators' reaction to the provocative behavior of students may be:

1. **The abolition of incorrect behavior** occurs through the use of appropriate educational techniques.
2. **In permanent abnormal behavior** gratifications obtained through provocation consolidate similar behavior and encourage other students to copy it. Instead of broadening the range of social skills that allow constructive problem solving and meeting needs, students replicate a negative behavioral model.
3. **Escalating of problems** leading to long-term conflict. Such consequences most often occur when the teacher does not take any reaction and thus informs the students that he is a weak and timid person who is unable to cope. The teacher sets herself up as a potential victim . The escalation of problems also occurs when the teacher's reaction is too hostile, because it triggers a desire for retaliation in the pupils, which can initiate a serious conflict, which reduces the teacher's authority in the eyes of students and parents, as well as the assessment of his professional competence among colleagues and the principal. The teacher reacts

aggressively under the influence of anger, gives a signal that he was accurately hit, and this leads to repeated attempts at his ridicule and humiliation. It should also be remembered that the ingenuity of children in teasing unpopular people is huge.

A teacher who is always an educator must respond to the student's abnormal, dysfunctional behavior. However, his answer cannot be accidental or dictated by current emotions but should be thought out and purposeful, giving a high guarantee of a positive change in the behavior of the juvenile.

Corrective action plan with provocative students behaviors

L.p.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Take pedagogical intervention (possibly a constructive confrontation), which should be aimed at stopping the student's inappropriate behavior at the moment towards you.	<p>Take an immediate response. Interpersonal confrontation consists of 3 steps:</p> <p>Step one: "I SEE ... I HEAR ..." - this is a brief description of the student's behavior during the lesson. Example: "Tom, I see you don't want to read us your homework."</p> <p>Step two: "I FEEL ... BECAUSE ..." - we repeat the previous message and name the emotions that accompany us. We use the message "I" according to the pattern I ... when you ... because ..., i.e. we follow the principle of giving constructive feedback to the other person.</p> <p>Step three: "I AM THINKING WHAT YOU ARE DOING?" - interpretative confrontation, i.e. the most likely interpretation of a student's behavior.</p> <p>Remember! we do not confront a person who is not ready for it, i.e. he is restless, distracted, overstimulated.</p>

		<p>In the event of intervention, it is necessary to reduce physical contact (we approach the student's bench or the place where he stands or sits) and to call him by his name so that there is no doubt that we are addressing this student.</p> <p>Such a strategy will be effective only if the teacher is aware of his own emotions and motives for taking action.</p>
2.	<p>Arrange an individual conversation with the student</p>	<ol style="list-style-type: none"> 1. Invite the student to a meeting in a quiet place and time. <p>Remember! The first conversation does not have to solve the problem.</p> <ol style="list-style-type: none"> 2. When preparing to meet the student, make a list of his positive characteristics, referring to real situations. 3. The interview with the student start from positive information about the student to reduce the sense of anxiety in. 4. Ask about current problems to find out what emotions the student experiences and encourage them to talk about them. <p>Check what significance certain situations have for the student and how the student experiences them.</p> <p>Express the expectation that the behavior will cease, e.g. "Tell me: how to prevent similar situations from happening in the future?".</p> <p>If the conversation does not bring satisfactory results, make an appointment</p>

		with the student and his parent for the next meeting.
3.	In the presence of a student , inform parents about provocative behavior	<p>Invite parents to a conversation in a quiet place and time.</p> <p>Start the conversation with the parent with positive information about the child, this will help the parent reduce the feeling of fear and danger.</p> <p>Tell your parent about any changes in their child's behavior on the school grounds . Remember to cite as many facts as possible.</p> <p>Together with the parent and student, plan ways to overcome school problems .</p>
4.	Convince parents and student to use professional help.	<p>Express your concern, e.g. "I am very worried about your child and I would like to help".</p> <p>The consequences of provocative behavior should be forgotten.</p> <p>Present opportunities for specialist advice. Provide specific addresses and telephone numbers of the clinic where the family will receive help.</p>
5.	Write the contract	The purpose of the contract is to acquire the ability of the student to control his behavior . The contract should include a description of the student's expected behavior as well as the teacher's and parents' activities.
6.	Introduce the possible consequences and sanction email	We inform you about the consequences and possible sanctions if the student violates the conditions set out in the contract.
7.	Follow the announced sanctions	If the student does not change his behavior and will ignore the conditions set out in

	the contract, then the activities covered by the contract should be implemented consistently.
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2.4.4. Stages of building a strategy for working with student with self-injurious behavior - Bożena Majerek, Iwona Marczyńska

Self-mutilation (self-mutilation, self-injury, self-harm) are difficult to classify unambiguously. Originally, they were understood as intentional, non-life threatening and socially unacceptable damage or distortion of the body. Along with the spread of the phenomenon of body art in Western culture, including professional tattooing, piercing, scarification, burning of patterns on the skin and other body modification typical of tribal cultures, the concept of the norm in the field of interfering with the body and its mutilation.

Self-harm usually takes the form of a defense mechanism in a psychologically difficult situation. Their essence is to stop emotional pain. The physical pain inflicted on us diverts attention from mental suffering to bodily pain. Therefore, he is credited with the role of a specific protective factor before attempting suicide. Self-harm thus performs the following functions:

1. Functions related to coping and survival:

- tension and anxiety regulation
- dealing with anger

2. Functions related to sense of reality:

- increased sense of autonomy and control
- increasing the sense of contact with reality

3. Features related to dealing with traumatic experiences:

- re-experiencing the injury in a symbolic way
- reminding others of past injuries

4. Features related to self-punishment:

- self-punishment, especially for unapproved sexual impulses
- punishing others, including the persecutor
- cleansing

5. Features regarding relationships with other people:

- communication
- punishing others

- influencing others' behaviour

There are two types of self-harm:

- **episodic**, which are an expression of periodically experienced difficulties or a response to the crisis
- **chronic**, which are settled way of dealing with long-term tensions.

Self-harm mainly concerns adolescents and young adults (approx. 13-42%), and their prevalence decreases with age (approx. 4-6% adults). Symptoms usually appear between 12 and 14 years of age. Behaviors are undertaken on the initiative of an adolescent or under the influence of environmental impact, and their average duration is about 2 years.

Symptoms of self-injurious:

In DSM-5 categories, the following diagnostic criteria have been proposed for non-suicidal tendencies NSSI (Non-Suicidal Self-Injury):

- Individual intentional self-mutilation, damage to body surface over the past year, for 5 or more days, that may cause bleeding, bruising or pain (e.g., cutting, burning, puncturing, hitting, excessive friction), with the expectation that the damage will only lead to minor or moderate injury (i.e. without suicidal intentions).
- An individual engages in auto-aggressive behaviour for one or more reasons: (1) to relieve negative emotions or cognitive states, (2) to resolve interpersonal problems, (3) to evoke a positive emotional state.
- Intentional self-harm is related to at least one of the following situations: (1) the occurrence of interpersonal difficulties or negative feelings or thoughts, such as depression , anxiety, tension, anger, generalized anxiety or self-criticism immediately before the act of self-harm . (2) the occurrence of difficult to control preoccupation with intentional behaviour before engaging in selfharm, (3) frequent thinking about self-mutilation, even when it is not performed.
- Behaviour is not socially sanctioned (e.g. piercing, tattooing, religious or cultural ritual) and is not limited to scratching scabs or biting nails.
- Behaviour and its consequences cause clinically significant levels of stress or negatively affect the functioning of interpersonal, academic or in the various relevant areas.
- Behaviour does not occur only during psychotic episodes, delirium, under the influence of intoxication with substances or during their withdrawal.

Depending on the forms of self-harm we can point to:

- **compulsive self-damage**, which involves repeated, even everyday, repetition of selfdestructive activity in the same way. They can have a ritualized form (e.g. hair pulling out of a specific place on the head, skin squeezing) , or automated (e.g. plucking and scratching skin changes)
- **self-harming and impulsive**, which involve cutting the skin with sharp tools or burning it, beating, scratching, biting, puncturing the body, usually under the influence of a difficult impulse associated with high voltage. Shoulders, forearms and thighs are most often injured, less often belly in the breast.

Behavioural specific warning signals:

- scratches, cuts, bruises of unknown origin
- bloodstains on clothing
- frequent dressings
- wearing clothes with long sleeves, trouser legs, which can hide the wounds, inadequate weather
- avoiding activity during which they may be exposed wounds, scars
- carrying sharp tools (blades, knives, safety pins, pins)
- spending a long time in the toilet or other closed places.

Causes of self-injurious behaviour:

Causes in the environment:

- trauma since childhood
- physical violence
- sexual violence
- lack of parent's attention
- toxic style in relationships
- separation, loss

The reasons inherent in the unit:

- emotional regulation or control
- self-esteem
- relation to one's body
- dissociative inclinations
- cognitive schemes

- occurrence of an abnormal personality structure
- presence of mental disorders

Consequences of self-injurious behaviour:

- addiction(endorphins cause euphoria)
- wounds, scars
- infections
- thrombophlebitis
- suicidal thoughts
- destructive way of dealing with
- problems problems in social and professional functioning (e.g. lack of acceptance, rejection and stigmatization from the environment)
- lack of control over your own life

Corrective action plan with student with self-injurious behavior

L.p.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Take action to help the student provide effective help by reducing or preventing major difficulties.	1. Take an immediate response, e.g. treat the wound. 2. Name the situation unequivocally, for example: "I see that you have marks after being mutilated". 3. Reveal your own emotions - a reaction that strengthens the message (and, perhaps, allows the responder to vent their emotions) for example: "I think you are suffering for some reason. I want to help you".
2.	Make contact with a student who is self-injured.	1. Invite the student to a meeting in a quiet place and time. Remember! The first conversation does not have to solve the problem.

	<p>2.Begin the conversation by telling the student the immediate reason why the conversation is being started and by expressing your concern and willingness to help - start by describing what you are observing, e.g. "In the last lesson, the teacher noticed that you have a fresh scab next to an older scar on your wrist. It worried him. He asked to talk to you about it. If you are going through difficult times, you are in trouble, I am here to help you. I really care about this. Will you agree to tell me where these scars came from?"</p> <p>3.Check what meaning a given event has for the student and how the student experiences it, e.g. " What did it mean to you?", "I want to hear about what happened to you?"</p> <p>4.Try to get know how long the problem lasts, eg: "When did you do it for the first time?"</p> <p>5.Pre-diagnose the reasons to offer the best support, e.g. "How often do you do it? Are the reasons for these behaviors similar? Tell me about it."</p> <p>6.Try to tone down the emotions that accompany the confession of the other person: - show empathy and understanding, e.g. "You can feel this way " . - tell about your own acceptance, empathy, concerning eg. : "I understand that it brings you relief, but is not healthy."</p>
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		<p>7. In the principle discuss about the conditions of contact with parents, e.g.: "I have to tell your parents about your problems to be able to help you as soon as it possible. Tell me with whom I can talk about this: Your mom or dad? With which of the parents you get along better? Let us consider together what they say. Do you want to participate in the conversation? "</p>
3.	In the presence of a child, inform parents about their problems observed at school	<p>Invite parents to a conversation in a quiet place and time.</p> <p>Start the conversation with the parent with positive information about the student, this will help the parent reduce the feeling of fear and danger.</p> <p>Present to the parent the observed changes in the behaviour of his child and describe the situation at school . And to be convincing, cite the as much facts as possible. Say they are a symptom of a difficult emotional situation .</p>
4.	Convince parents and student to use professional help.	<p>Express your anxiety eg: " I am very worried about your child and I would like to help".</p> <p>It is worth mentioning the high risk of suicide in adolescents. Explain the mechanism.</p> <p>Explain the possibilities of seeking specialist advice.</p> <p>Enter specific addresses, phone time, where the family will receive help.</p>
5.	Write a contract for "36 hours" harm.	<p>The purpose of the contract is to support the student in refraining from self-destructive</p>

		behaviour and to acquire the ability to control his behaviour..
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2.4.5. Stages of building a strategy for working with shy student - Bożena Majerek, Iwona Marczyńska

Shyness is a tendency to feel anxiety in conditions characterized by the readiness of others. At the root of shyness lies a kind of self-image that causes the perception of the negative discrepancy between one's own, real and accepted (imagined) fulfillment of social standards (tasks and requirements). Shyness is both a light feeling of embarrassment, unreasonable fear of people, and an acute syndrome of neurotic reactions. Depending on the situation, it can take on various intensities, e.g. from a slight embarrassment, through anxiety for no apparent reason, to panic and the desire to escape immediately. There are three types of shyness:

1. Momentary experienced as a state in a certain type of social situations (intimidation).
2. Transient related to the dynamics of mental development, especially personality formation. It is most common in children and adolescents and is a manifestation of crisis moments in the process of personality formation.
3. Sustained characterized by certain people for life as a result of a specific shape their personality.

Symptoms of shyness:

Shyness manifests itself in the form of three basic components:

1. Inhibition, which is understood as blocking the usual forms of responding to a situation assessment and social exposure, accompanied by physiological symptoms, anxiety, a sense of "light-headedness" and awkwardness and discomfort.
2. Passivity, which manifests itself in refraining from action, avoiding group activity, lack of initiative.
3. Withdrawal refers to giving up interpersonal contacts, which is accompanied by a sense of lower value, expectation of failure. Shyness is a complex set of symptoms that manifests itself in the sphere of:
 - behavioral, which consist in inhibiting the individual's activity in a social exposure situation

- emotional distress , which includes the following areas: fear of negative evaluation by others, feeling embarrassed in social situations, experiencing anxiety that occurs when shy people are afraid of being assessed, a sense of personal threat in social contact situations and fear of contacts with other people
- self-oriented, which primarily include a tendency to daydreaming, disruption of thinking processes, a sense of inferiority and lack of self-confidence. Shy people are constantly accompanied by the fear of compromise, criticism, ridicule, failure and distress . A shy student is characterized by excessive self-control, lack of trust and self-confidence, fear of rejection, and constant belief that he is being assessed or criticized.

The shy student has difficulties in publicly expressing his opinion, he is too concerned about his reactions and has problems with speaking. Such a student constantly loses many opportunities for success or successful friendship. Excessive intimidation often condemns the student to marginalization in relation to his more talkative and brave colleagues. In addition, his efforts are often overlooked and underestimated by teachers and educators.

The most common manifestations of shyness include:

- speech difficulties, breathing (weak voice due to tension in the vocal ligaments, often silence when others speak);
- quick fatigue, awkward movements (there may be e.g. stiffness restricting freedom of movement or even stillness while other students freely carry out various tasks assigned to them);
- somatic symptoms: trembling fingers, sweaty hands, nervous clenching of the hands, paleness or redness;
- uncertainty, anxiety, embarrassment in dealing with other people, fear of rejection and nervousness in new situations, tearfulness in younger children;
- lack of confidence in yourself and your abilities and negative beliefs about yourself;
- tendency to worry and self-accusation;
- slower work pace during classes, sometimes exaggerated accuracy and precision during various implementations (the student can check the work several times and make sure that he has completed the task well), lack of faith in the fact that the task

is well done, often results in failure to keep up with subsequent activities performed on lessons;

- during the lesson, the child does not report, when asked, he answers only as much as he must, he has a problem with asking for help, explanation or advice;
- not showing intense feelings, the student's difficulty in communicating what he feels and thinks;
- reluctance to tell in spontaneous situations what happened and what the student experiences;
- passivity and lack of initiative in the implementation of various activities;
- isolation while others make friendly contacts

Causes of shyness:

- excessive expectations of parents, teachers or peers;
- insufficient acquisition of social skills, for example due to a lack of sufficient contact with peers;
- unpleasant memories related to rejection, ridicule;
- signals and emotions received from parents in the first years of life (learning to be shy);
- application of restrictions, improper penalty and reward system;
- inconsistency in educational proceedings in relation to the child;
- negative experiences or lack of experience in public speaking;
- reasons inherent in the school system: too large schools, numerous classes, school failures (both in the sphere of education and in relations with others).

Consequences of depression syndrome:

Consequences can have a destructive effect on the individual, mainly because shyness:

- makes it difficult to meet new people and make friends and receives the joy of positive experiences caused by social contacts ;
- makes it difficult to manifest assertiveness, including in the field of public defense of one's views and rights as well as expressing opinions and presenting one's own values; prevents full self-presentation by not disclosing strengths;
- contributes to embarrassment and excessive focus on your own reactions;
- hampers precise thinking and effective communication with other people;
- often occurs with such negative conditions as depression, anxiety or loneliness.

Corrective action plan with student with depression syndrome

Lp	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Make contact with a shy student.	<p>1. Invite the student to a meeting in a quiet place and time.</p> <p>2. Begin the conversation by telling the student the immediate reason for the conversation - "You seem sad and distracted. You sit alone on the breaks. I would like to talk to you about it ... "</p> <p>3. It is worth to know how the student perceives himself and how he feels in class and school.</p> <p>4. The conversation with the student should be unrestricted . You can try to talk about variety of topics concerning eg. weather, watched movies, or well-being. It is important that you manage to encourage the student to dialogue. Don't be discouraged by the monologue that you do at first.</p> <p>5. In the conversation, it is good to make the student realize how common shyness is and how many people managed to overcome it.</p> <p>6. Be interested in the student every day, regardless of his mood, and not only when you see disturbing symptoms.</p> <p>7. Listen, show understanding and interest as well as the intention to help, eg "Can I help you?"</p>
2.	Motivate the student to contact a specialist	<p>1. Tell your student that meeting and talking to an impartial person will help him / her understand his own emotions and feelings,</p>

		organize his experiences in a safe environment.
3.	Together with the student, develop the principles of "boldness" program and discuss his progress	Set principles and goals should be realistic to achieve and at the same time be a challenge, e.g. saying something to the whole class, asking the teacher a question, etc. Help the student assess his / her daring progress
4.	Inform parents about their child's problems	<p>1. Invite parents to talk in a quiet place and time.</p> <p>2. Tell the parent about the observed problems in the behavior of his child at school (to be convincing you should cite as many facts as possible): "Michael is preparing very interesting essays. However, he has serious problems with their presentation in the classroom." ... "</p> <p>Remember! The teacher's role is to support parents in their activities by providing them with knowledge about their child, his strengths, and seeing the smallest school successes.</p>
5.	Convince parents to use professional help	<p>1. Express your concern, e.g. "I am very worried about your child and I would like to help".</p> <p>2. Mention the high risk of depressive disorders in adolescents.</p> <p>3. Explain the possibilities of seeking specialist advice.</p> <p>4. Provide specific addresses and telephone numbers of the clinic where the family will receive help.</p>

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2.5. PROBLEMS IN TASK SITUATIONS

KATARZYNA WOJTANOWICZ

Identifying problems in task situations and preventing such disorders is particularly important in the implementation of the socialization process of young people. The task method consists in entrusting students with specific tasks, the performance of which leads back to constructive changes in their behavior and enriching knowledge and experience in a specific field of activity. Thanks to this method, self-confidence, ability to plan activities, solve problems, creative and analytical thinking, responsibility, cooperation, and perseverance are developed in pupils.

When using this educational method, remember to teach students how to identify the causes of their own failures and how to overcome them. It is also important for young people to learn basic organizational competences. Effective time management, i.e. having the ability to analyze and use time, set goals, rational planning, decision making, implementation and organization of activities as well as systematic control are factors that increase the likelihood of success.

Supporting students in achieving their plans and goals is an important factor in upbringing into adulthood. Disorders in task situations may appear both during their implementation and before they are undertaken. They can take various forms: from discouragement to refusing to perform a task. Overcoming the lack or insufficient motivation, rapid discouragement in carrying out the task and building social, negotiating and communication competences are challenges for education. An important factor in the disruption in the implementation of tasks is the unused potential and capabilities of students, which translates into lack or insufficient achievements and results. Failure to act is destructive to future action.

Disorders in task relations are associated not only with the lack of organizational and planning skills but can often result from various developmental dysfunctions, such as: specific learning difficulties, executive function disorder, ADHD or emotional disorders.

Topics:

Symptoms of disorders in undertaking and implementing tasks

Factors disturbing the implementation of entrusted tasks

Organizational competences

Ability to manage time and tasks

Ability to delegate tasks

Positive motivating and strengthening

Social, negotiating and communicative competences

Identification of successes and failures

Overcoming difficulties and failures

Learning from mistakes

Learning outcomes:

- Recognize problems in undertaking and implementing tasks
- Delegate tasks • motivate students to carry out their tasks effectively
- Teach you how to overcome difficulties in carrying out tasks
- Teach time and task management
- Communicate and negotiate in problem situations
- Recognize your and your students' successes and failures
- Teach yourself and others by analyzing mistakes

Guiding concepts:

- Internal motivation significantly affects the implementation of the task.
- Lack of support in undertaking tasks destructively overcomes the difficulties.
- Low level of communication and negotiation skills make it difficult to accomplish and undertake tasks.
- Not being able to assess effects at individual stages of implementation interferes with their implementation.
- Not being able to identify the causes of possible failures increases the likelihood of further failures.
- Not being able to manage time and tasks generates failures and failures.
- Not being able to learn from mistakes causes duplication of problems and failures.

Guiding questions:

- What are the manifestations of disorder in undertaking tasks?

- How to develop motivation for undertaking effective task implementation?
- How to entrust the implementation of tasks?
- How to develop students' communication, negotiation and social skills?
- How to teach students to manage time and tasks?
- How to recognize students' successes and failures?
- How to recognize your own successes and failures?
- How to strengthen students at the next stages of the task?
- How to teach students on their mistakes?

Examples of working with a student:

- with Learning Difficulties (SLD) (strategy 2.5.1)
- with Executive Function Disorders (EFD) (strategy 2.5.2)
- with Attention Deficit Hyperactivity Disorder (ADHD) (strategy 2.5.3)
- with Internalizing Disorders (strategy 2.5.4)
- with Obsessive-Compulsive Disorder (OCD) (strategy 2.5.5)

2.5.1. SPECIFIC LEARNING DIFFICULTIES (SLD) - Zuzana Palková, Laura Kyžňanská

Specific learning disabilities affect children, adolescents and adults alike. The essence of their problems does not lie in the lack of general intelligence, they often surprise with original solutions, they are successful in subjects that interest them above all. Learning disabilities are a term used to describe a heterogeneous group of difficulties that manifest themselves in the acquisition and use of speech, reading, writing, listening and mathematics. These difficulties are individual in nature and arise from dysfunctions of the central nervous system. Based on the general manifestations of specific learning disabilities, we can define a specific reading disorder - dyslexia, writing - dysgraphia, spelling - dysorthography, counting - dyscalculia, drawing - dyspraxia, music - dysmusia, the ability to perform complex practical tasks - dyspraxia. The most common types of specific learning disorder mostly affect the areas of math, reading, and writing (Heinemann, Bolanos & Griffin, 2017):

Dyslexia is a learning disability categorized by deficits in learning to read or understand words, letters, and other symbols of a learner's native language.

Dysgraphia is a type of learning disability that impacts an individual's writing ability. Students who have dysgraphia may have difficulties that range from inability to formulate thoughts into text, illegible handwriting, inconsistent mix of print and cursive, upper and lower case, and unbalanced size, shape, and slant of letters. In addition, an individual with dysgraphia may display difficulties in copying words, may show poor spatial planning or may not complete letters or familiar words. Dysgraphia may also impact an individual's ability to think and write at the same time; making note taking challenging.

Dyscalculia involves frequent difficulties with everyday arithmetic tasks, such as telling time, following directions, adhering to and creating schedules, and sequencing events.

Dysortography is a disorder that manifests itself in making spelling mistakes, with knowledge of the spelling rules and appropriate motivation to write correctly.

Signs/symptoms of learning disorders:

➤ Dyslexic manifestations:

- the problem of remembering and memorizing individual letters,
- problematic distinction of letter shapes, problems in distinguishing similarly shaped letters,
- reduced ability to combine the written and sound form of the voice,
- non-distinction of audibly similar consonants, problems with softening consonants,
- phonetic inversion - non-observance of the correct order of letters in the syllable/word,
- adding letters/ syllables to words; omission of letters/ syllables in words,
- guessing the ending of a word according to the correctly read beginning,
- misunderstanding of the content of the read text,
- double reading - reading words, syllables first in a whisper to yourself, then loudly.

➤ Dysgraphic manifestations:

- illegible writing despite sufficient time and attention to the task,

- irregular/different font size, variety of shapes, non-compliance with the line when writing,
- uneven inclination of letters, unevenness of lines, irregular density between words and letters, unfinished words/letters, omitting words in a continuous text,
- irregular placement of written text on the page with respect to lines and margins,
- convulsive grip, specific posture when writing, careful monitoring of own writing hand,
- significantly slow pace of work; the enormous efforts made in any written communication,
- the content written in time pressure at any level of school education does not correspond to the real language knowledge and abilities of the pupil, student with dysgraphia.

➤ **Dyscalculic manifestations:**

- *Practognostical dyscalculia* - impaired mathematical ability to manipulate objects, specific or drawn and assign them to the symbol of the number (parallel assignment of a number to a count and vice versa, adding, subtracting, counting down on a counter...). The ability to sort objects by size or to recognize relationships more-less-same can also be impaired.
- *Verbal dyscalculia* – impairment of ability to verbally denote operational characters, of understanding of mathematical terminology in the sense of much more, much less ... The individual does not manage the verbal designation of mathematical operations, amounts or number of elements. Upon a verbal prompt, the individual is not able to tell the number of fingers- if they are shown, indicate the value of the written number etc.
- *Lexical dyscalculia* - an individual's typical inability to read mathematical characters and their combinations, symbols such as digits, multi-digit numbers with zeros (especially in the middle), shape-like numbers etc. It is similar to dyslexia in reading numbers.

- **Graphic dyscalculia** - manifests itself in impaired ability to write numeric characters. The individual can't cope with the relevant graphic space, he has problems in geometry. It is similar to dysgraphia in mathematics.
- **Operational dyscalculia** - the individual cannot perform mathematical operations. He replaces them, switches more complex ones with simpler ones.
- **Ideognostic dyscalculia** - it is a disorder in the understanding of mathematical concepts and relationships between them, in the understanding of numbers as a concept. An individual is unable to memorize examples that, given his intelligence and his physical and mental age, he should handle mostly without problems.

Causes of problems:

The etiology of learning disabilities is complex due to the variety of factors responsible for their formations. Two main groups are listed among the attempts to categorize the most important causes of specific learning difficulties:

- biological causes (organic, genetic, hormonal),
- psychological reasons emphasizing disturbances in the emotional sphere against the background of a malfunctioning social environment.

According to a different approach, a disorder of the pace and rhythm of the development of cognitive, visual, auditory and motor functions is responsible for specific learning difficulties.

Consequences:

Students with learning disabilities often evidence significant problems in executive functions which includes working memory operations (updating), inhibitions of impulses (inhibiting), and mental set or task shifting (shifting). They often have difficulty accessing, organizing, prioritizing, and coordinating information in simultaneous mental activities (Watson, 2016).

If the difficulties are not recognized, disturbances in emotional and social development may appear. Students often suffer from feeling of inferiority, misunderstanding, and have problems with making social contacts. They are often shy, insecure, helpless and fearful. The insecurity makes them avoid situations in which they can be ridiculed.

Corrective plan

L.P.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Supply regular, quality feedback	Constant feedback and opportunities to employ the strategies you taught in your lessons.
2.	Define expectations	Clearly define classroom expectations for work and behavior, post them and use them as a basis of all interactions and class projects. Making your requirements a part of the classroom or homework routine will help the student meet expectations.
3.	Organizing	Use graphic organizers to help students understand the relationships between ideas. Use diagrams, graphics and pictures to augment what they say in words.
4.	Make sure the other students don't feel disadvantaged	Explain in a suitable way to other classmates a different approach to the assessment of an individual with a specific learning disability.
5.	Individual approach and give more time	We do NOT compare them with others, we evaluate them individually, we try to understand and respect their problems. We will allow them to experience a sense of success, providing them with opportunities that reveal their strengths. Provide an LD student with more time on an assignment, but give an enforced due date ("whenever you want to turn it in" will not work with students who have trouble organizing their time).
6.	Be patient	When a student asks a question that requires you to repeat something you already said or was already in the reading you assigned, repeat the information patiently
7.	Reading problems	Provide guided notes for each chapter. The notes should contain a summary of the main points and key terms listed in sequential order. If material seems particularly difficult, have the student reread, read aloud, or rephrase information. Student may benefit from using different

		colored highlighters, for example: one for main ideas, one for key details, and another for definitions.
8.	Writing problems	Grade written assignments for ideas only or provide two grades: one for content and one for technical skills. If student has a problem with sequencing, require him/her to show you an outline of ideas/information in the order in which he/she intends to present them. Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast.
9.	Dyscalculia problems	When lecturing, use concrete examples similar to student's experiences. Learning may also be improved if a concept is introduced first and numbers are added later. Encourage student to use color coding in order to visualize a problem better. (For example, make the negative signs, exponents, and numbers carried a different color. Make columns of numbers different colors.)
10.	Allow assignments change	Try to allow students with LD both written and verbal feedback on assignments, if a student has an extreme difficulty with collaborative work, allow them to work alone, etc. If possible, try to change your homework / assignments for them in such a way that they have a chance to complete it and succeed.

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2.5.2.Executive Functions Disorders (EFD) - Zuzana Palková, Laura Kyžňanská

Executive functions are difficult to define precisely because they are thought to include multiple mental functions. Through executive functions (EF), which begin to develop in childhood and involve a number of management processes, such as attention control, inhibition, working memory, cognitive flexibility and planning, individuals control their own behavior and work to achieve goals. EF have a regulative and adaptive role in the human life. From an early age, the individual learns appropriate ways to adapt, in a family setting as well as institutional environment, spontaneously and purposefully. Adolescence is, from this point of view, one of the most important developmental stages, therefore, by this time the executive functions should exhibit an appropriate stage of development, given this stage is filled with difficult qualitative and quantitative developmental changes (physical, motoric, cognitive, social, emotional, moral) (Gatjal & Juhásová, 2020; Polouse, 2012). EF are necessary for goal-directed and problem-solving behavior in all aspects of life, whether academic (playing an important role in academic achievement during the school years), vocational, or social. Success in different aspect of life is highly dependent on having intact EF abilities. EF are activated in situations that require selective attention, extended mental effort, higher-order problem solving, increased control over information processing, and need for coordinating multiple processes simultaneously during academic tasks (Polouse, 2012). The is seven major types of self-regulation associated with executive functioning are as follows:

- Self-Awareness,
- Self-Restraint
- Working memory,
- Self-Motivation,
- Planning and Problem Solving.

Symptoms of problems:

Executive impairments have been reported in a number of disorders such as attention deficit hyperactivity disorder (ADHD), autism or head injuries, learning disabilities, anxiety, depression, PTSD etc. Executive dysfunction is not unitary disorder, but is characterized by a „variety of presentations and deficits in one or more areas of executive functions such as poor impulse control, difficulties monitoring or regulating performance, planning and organizational problems, poor reasoning ability, difficulties generating and/or implementing strategies, perseveration and mental inflexibility and reduced working memory” (Anderson, 2002, In: Polouse, 2012, p.15). The general symptoms of which could be summarized as follows (Bell, 2006 in Juhásová & Gatíal, 2019):

- motor disorders,
- speech disorders,
- changes in emotions and affectivity,
- personality disorders,
- apathy
- thinking disorders,
- mood disorders,
- attention disorders,
- memory disorders,
- manifestations of perseverations,
- echolalia,
- echopraxia,
- problems with time organization of activities, their planning, inability to solve problems, disorganization of activities

In the case of dysexecutive syndrome there are problems with the social behavior of the individual and his emotional control, problems with the time organization of activities, their selection and adaptation to the rules, as well as memory disorders

Causes of problems:

Experts are not sure why some people have executive dysfunction. Such dysfunctions can be the result of inheritance or trauma to the frontal lobe, especially to the part called the prefrontal cortex. The parents' emotional relationship and the style of parental control may also be responsible for the level of development of executive functions.

Consequences:

Executive functions are essential for regulating targeted behavior and include processes such as working memory, concentration of attention, inhibition, switching between tasks, and motivation to perform. Their deficits can significantly hinder the quality of life. For example, deficiencies in concentration of attention can hamper academic and work performance, while impulsivity can lead to increased risk-taking and associated consequences (Juhásová & Gatíal, 2019). Poor EF skills put children at risk for ineffective interactions with the environment, leading to significant and lasting cognitive and social difficulties (Jacobson, Williford & Pianta, 2011).

Children with executive function deficits have difficulty with:

- planning,
- organizing,
- managing time and space,
- telling stories,
- communicating details in an organized, sequential manner,
- remembering and extracting information from memory,
- initiating activities or tasks,
- generating ideas independently.

As a result, children with deficits in executive functions may fail to adequately develop the abilities to interact productively and effectively with the environment. Children in the middle school with executive functioning deficits are often labeled as being lazy, unmotivated, and irresponsible rather than being recognized with difficulties in neurodevelopment (Denckla, 2007 in Polouse, 2012).

Many of these students used to be considered successful in the elementary school where the focus is on developing isolated skills, like spelling or math facts, but in middle and high school tend to struggle when they are required to integrate various skills such as reading comprehension, summarizing, and essay writing (Meltzer & Krishnan, 2007). Their schoolwork increases in complexity and schedules become more demanding at this point and they may start to fail. In addition, they may have difficulty initiating work, prioritizing, selecting appropriate goals, shifting strategies, and self-monitoring. These difficulties impact the areas of reading, writing, math as well as organization, note taking, test taking and study skills (Polouse, 2012).

Corrective plan

	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Allow time	Kids with slow processing speed are not lazy, they just process at a slower pace. This means they need more time to understand lessons, take quizzes and complete work outside of school. Everything from reading a book to following their parents' instructions can take longer. That's why it's important they be given as much time as they need.
2.	Repeat instructions and task directions	Read assignments out loud and have kids repeat them, to make sure student understood. If they need, repeat the instructions again. Clearly communicating our expectations and explaining how they align with course competencies helps students see a purpose to their learning.
3.	Talk to students, ask if they need help	Ask if you can help her get started (but not do the work for them!). Showing empathy teaches them, that we all do things we might not always enjoy but the consequence of not doing them can be worse.
4.	Encourage in overlearning	Over-learn the core skills– skills that are automatic take minimal working memory. Also is good if children discover whether they remember best with auditory/verbal, visual, or kinesthetic cues (or a combination), try to help them find out.

5.	Enviromental/classroom changes	Classroom enviroment is very important factor in how students function. Lightning, furniture, seating arrangements, color, visual displays should be carefully considered for blocking out distractions during seat work.
6.	Give grades for knowledge not performance	A child with slow processing speed may not be able to complete the same amount of work as his or her peers. For example, it will take him longer to compose open answer items and mental stamina can give way to frustration if he is expected to generate complex responses. That's why it's important to evaluate him based on what he has learned vs. how much he can do.
8.	Help w/ planning, organizing and prioritizing	Learning to use and maintain a daily schedule, planner, or calendar is a skill that even adults benefit from, so integrating homework planners into daily practice in the classroom helps all students. In an increasingly tech-focused world, using apps can be more interesting to students than a standard paper planner. Additionally, gamifying the process in some way can make list-making and calendar-keeping more interesting or rewarding for students.
9.	Altering task, provide outlines and summaries of lessons	Altering the task can include making the task shorter, making the steps more explicit, making the task closed-ended, building in variety or choice and providing scoring rubrics.
10.	One question at the time	When students are completing a worksheet or taking an exam that presents multiple questions on the same page, cover up all but the question being worked on. The child might to do this with his or her hand or a blank piece of paper that can be moved along as they work. This will make it easier to focus on the information that is being requested and to start a task that can seem overwhelming at first glance.

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2.5.3. Attention Deficit Hyperactivity Disorder (ADHD) - Zuzana Palková, Laura Kyžňanská

Attention Deficit Hyperactivity Disorder - ADHD and Attention Deficit Disorder ADD are neurodevelopmental disorders and are the most common mental development disorder in childhood. They are currently considered multifunctional neurodevelopmental disorders because they involve genetic, biological and psycho-social factors (Vojtová, 2013).

The disorder is chronic with a significant impact on an individual's quality of life, prevents the use of intellectual abilities, limits the achievement of potential academic and social success, and often provokes negative reactions in the environment.

These behavior patterns are manifested in classrooms for example as difficulty in attending to and following instructions, completing instructional activities, completing tasks, not being able to sit still and listen and complying with classroom rules (Herényiová, Szabová et al., 2015). Without effective intervention and help from parents as well as teachers, these behavior patterns can impede a student's educational experience by limiting the obtaining of new skills and preventing the development of maladaptive behavior towards teacher and peer relationships (Stahr, 2006). Furthermore, the learning experience of other students in the classroom is often hindered if a student with ADHD is not given the necessary intervention support.

It also happens in very few cases that the disorder disappears over time. It occurs from early childhood with the onset of school age at the latest. According to the classification systems (American Psychiatric Association, 2013), the manifestations of the disorder must have been apparent by the age of 7, but this criterion has changed and is currently given by age 12, with a duration of at least 6 months. In order for a student to be diagnosed with ADHD, symptoms must appear before age 12 and be exhibited across at least two settings. They must also have adverse effects on academic performance, occupational success, or social-emotional development (APA, 2013).

Symptoms:

Types of ADHD and its signs:

➤ Predominantly inattentive type

- Inability to concentrate for the necessary long time in schoolwork, in the elaboration of tasks, work activities or in play.
- Significant difficulties in perceiving and focusing on details, distraction and excessive error in school, work tasks and in leisure activities caused by inattention.
- Significant difficulties in following the instructions.
- Inability to complete schoolwork or homework smoothly.
- Significant difficulties in organizing your own activities, planning work or games.
- Rejecting tasks and activities that require concentration or increased mental effort (listening to fairy tales, writing homework).
- Frequent loss of things needed to develop tasks or perform activities.
- Easy diversion of attention - concentration is excessively often distracted by external influences.
- Frequent forgetting to perform routine daily duties.
- Fast and inconsistent work on the submitted assignments is characteristic.
- The child has problems with perceiving instructions, assignments or other important information

➤ Predominantly hyperactive/impulsive type.

- Excessive psychomotor restlessness - inability to sit in one place in peace - constantly running around the class (during class) or room, constantly fidgeting in a chair, permanent pointless kicking, stomping and swinging, repeatedly playing with objects that he does not need for current work and activities, frequent getting up from the chair etc.
- Rapid changes in the subject of interest.
- Constantly demanding attention - the child is unable to devote himself to tasks or play on his own for an appropriate period of time.
- Excessive verbal activity - constant talking, jumping into speech, asking questions.

- Inability to hear the full text of a question or assignment - snorting answers before completing a question. He often gives ill-considered, impulsive answers.
 - Constantly jumping into speech, interrupting others.
 - Difficulties with self-control and regulation of one's own behavior.
 - Inability to postpone the satisfaction of one's need, intensive demand for its immediate fulfilment. Thoughtless, impulsive action, regardless of the consequences or potential risks.
 - Affective instability, frequent significant affective breakdowns, especially outbursts of anger and crying. Significant difficulties in complying with instructions, orders, school rules, non-respect of authorities.
- **Combined type.**
- The student may exhibit symptoms that include behaviors from both categories above.

Causes of problem:

The cause of ADHD is malfunction in the central nervous system. In addition, it has been found that ADHD can be inherited, which means that there is a high probability of its occurrence in a child whose parents also have it. In addition, there are a number of factors that can worsen symptoms, including: abnormalities in the course of pregnancy, low birth weight, perinatal hypoxia, head injuries, poisoning, environmental neglect.

Consequences:

The direct impact of ADHD symptoms is evident. Secondary and psychologically explainable problems develop in children and adolescents. There is often present possible self-esteem and poor self-image, as well as accidents and injuries resulting from inattention and impulsivity are common. Such individuals smoke, drink alcohol and use various psychotropic substances more often than their other peers. In later periods, manifestations of group aggression and delinquency increase. Characteristic are school and performance problems - poor performance, problems with managing the primary school and work problems. Children and adolescents with ADHD have deficits in socialization, frequent problems in relationships with parents, siblings and peers. In the next paragraph we present possible consequences of ADHD (Tichá, 2007; Vojtová, 2013b):

- **Impairment in cognitive functions** – impaired working and verbal memory, spatial imagination, reduced ability to perceive perspective, to solve geometric problems etc.
- **Disorder of selective selection** - inability to choose the essentials from the information.
- **Failure of sequencing and implementation of the plan** - inability to divide the task, plan gradual steps, work towards the result.
- **Motor-perceptual disorder** - clumsiness, inaccurate movements, clumsy walking, motor development reminds of a younger child.
- **Less speech fluency in answers** - children with ADHD can speak fluently on a topic of their choice. If they have to answer a question quickly, their speech is less fluent and they often forget what question was asked.
- **Impaired estimation of time** - the ability to be aware of a longer section of the timeline is impaired, inaccurate estimation of duration and, thus, planning of activities.
- **Risk of injuries and accidents** - Children with this diagnosis have 2 to 4 times more injuries, 3 times more poisonings, more hospitalizations, as well as hospitalizations for multiple injuries. Parents and teachers often downplay injuries.
- **Moodiness** - rapid mood swings, unpredictable emotional reaction, gets angry easily, is immediately ready to act aggressively, prone to negativistic reactions.
- **Intolerance** - chronic aggression towards some people, deception, destructive behavior.
- **Inability to submit to authority and rules** - we can also call it opposition behavior, children get angry, they are deliberately annoying, they argue with adults.
- **Less resistance to failure, criticism, insult** - a tendency to explain a simple reprimand as an absolute evaluation (I do everything wrong, I never succeed).
- **Low self-esteem** - children have problems realizing their own value, they feel insecure among several people, they have unpleasant feelings, they experience embarrassment.
- **Avoiding homework** - due to a concentration problem, writing homework is often a problem, the more children are forced into homework, the greater the resistance.
- **Fast, reckless establishment and termination of relationships** - as in other activities, there may be problems in this area with too quick and reckless acquaintance with others, but also incomprehensible termination of relationships. In adolescence, this can also be reflected in romantic relationships.

Correction plan

	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Being able to deal with emotional reactions	It is important to learn to estimate situations that lead to affective behavior and, if possible, to avoid them. It is necessary to divert the child's attention from the situation that caused the affect and direct it to another. If the affect has already occurred, it is good to let it run and go away, not to intervene and wait for the student to calm down. The student calms down more quickly if he sees that his behavior did not bring the expected effect and the teacher remained calm, without any retroactive effect or threats.
2.	Enviromental/classroom changes	Classroom enviroment is very important factor in how students' function. Lightning, furniture, seating arrangements, color, visual displays should be carefully considered for blocking out distractions during seat work not just for kids with ADHD but other students as well.
3.	Changing of seating arrangement of the student in the class	The place should be further from the window, in front of the room near the teacher, who can check the student more often and check if he understands his instructions. The student should sit either alone or next to a calm, patient classmate. But if the student is more of a hyperactive type and less inattentive type, better placement is back of classroom, where he/she is provided more opportunities to move without distracting his/her peers so much.
4.	Individual approach	It is important not to expose him to situations in which he will not succeed. Reduce the student's workload so that it aligns with his ability to maintain attention. Assign tasks appropriate to the age but modified. For example, shorter, but elaborated in terms of content

		and form correctly. Gradually increase the demands until the student reaches the level of other students.
5.	Give instructions clearly, calmly and strictly require their fulfilment.	It is advisable to set a routine daily regimen and modify it as little as possible during the week. Familiarity with the program of activities at the beginning of each lesson also helps. Maintain visual contact with him when explaining assignments. Make sure the student is following teacher's interpretation. Ask him to freely repeat the question or assignment, make sure that the student has understood the assignment comprehensively, or its essence or the wording of the question. Often multiple repetition of instructions and provision of repeated instructions are needed, teacher should stay calm. Maintain the student's attention during the examination, for example by requiring brief answers from students one after the other.
6.	Help with organization of work	Deconstruction of tasks- limit amount of work per page, allow extra time for completing tasks, provide work breaks, allow student to use a computer to type, reduce the length of written assignments for student with ADHD. Divide the larger task into more separate units, which it solves gradually. Divide longer-term tasks into several smaller tasks with a specified deadline. Make sure he has only the teaching aids he currently needs on the desk during class. Help him to practice the following skills: arranging school supplies and learning space, writing down assignments, creating lists, sorting activities according to importance,

		planning short-term goals, knowing what to take away and bring from school and home, etc.
7.	Support student, create behavior management strategies	Together with the student, develop inconspicuous, nonverbal messages such as eye contact, hand gestures, or other signals that teach students to recognize the conditions that trigger specific behaviors. Once the system is developed, students can learn to manage their behavioral responses before they occur. For example, creating a signal and routine for “taking a five-minute break” at a specified classroom location provides an opportunity for the student to recognize when he is becoming restless or frustrated and prevents behavior from escalating. This system is most effective if used before the behavior escalates or intensifies. Verbal feedback is comprised of both praise and corrective statements. Use simple, but specific, praise phrases that clearly identify the desired behaviors. For example, “thank you for raising your hand before answering the question” lets the student know the specific behavior and condition for which he was praised. General praise (e.g., “good job”) is less meaningful for students.
8.	Creative, interactive and engaging teaching strategies.	The explanation of the new curriculum, which requires a longer time, should be divided into more relatively complete parts, avoiding a longer monotonous monologue. To attract the pupil's attention by his active involvement in the teaching process by entrusting certain tasks, e.g. by handing out tools, writing keywords on the board, etc. Verbal explanations should be supplemented with illustrative illustrations and the use of illustrative aids. When a child is engaged in a task, he or she is not used to showing negative behavior. Try to encourage the child

		to enjoy the acquisition of new knowledge and skills, help him / her acquire them and enjoy it, show him what possibilities can open up for him when he learns something.
9.	Knowledge and understanding of ADHD.	Having information about what is happening with students with ADHD is essential. Better understanding helps teachers maintain their patience, tolerance and ability to deal with the child and its behaviors in positive way. Usually there is school psychologist or counselor to help, or, for example in Slovakia, there is Center for pedagogical-psychological counselling and prevention. They provide training and education for teachers to improve work with kids with similar problems.
10	Communication with parents.	Families are invaluable resources for teachers. Communication between school/ teacher and students parents is very important. The basic principles of the teacher's educational approach apply in principle to the parent and vice versa. According to the professional guidance of a teacher, educational counselor, psychologist and others a parent can follow up on schoolwork by applying certain procedures in the upbringing and home preparation of the child. The better the interaction of all professionals, teachers, and parents, the sooner we can expect to overcome or alleviate the difficulties in raising a child.

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2.5.4. Internalizing disorders - Zuzana Palková, Laura Kyžňanská

The attention of teachers and schools is primarily drawn by students' externalizing behaviour (ADHD, aggression, crime, etc.). However, it is equally important that teachers understand and recognize also those students who exhibit internalizing behaviour. As this category of disorder is seen as "worrying" only to those experiencing difficulties directly, teachers rarely notice their problems, usually considering such students to be shy. Knowing the problem and its consequences can help to intervene early. Many internalizing behaviours coexist with each other, which makes it difficult to identify the main problem of the student. Thus, the interaction between him and the teacher plays an important role in perceiving such a student and responding to his behaviour. However, research has shown that teachers tend to respond to student disruptive behaviour in a way that magnifies it. Therefore, it becomes necessary when working with such a student to surround him with kind attention and care, because this may positively affect his functioning in the classroom and school achievements.

Symptoms of problems:

The concept of 'internalizing behaviour' reflects a child's emotional or psychological state and typically includes depressive disorders, anxiety disorders, social withdrawal or somatic complaints.

- **Depression** is a serious medical condition in which a person feels very sad, hopeless, and unimportant and often is unable to live in a normal way. Children who are depressed may pretend to be sick, refuse to go to school, cling to a parent etc. Older children may sulk, get into trouble at school, be negative, act grouchy, and feel misunderstood, often academic underachievement occurs as well. *Symptoms* of depression include depressed mood, loss of interest in activities, sleep disturbance, fatigue, feelings of worthlessness and/or excessive guilt, difficulties with concentration and decision making, irritability, somatic complaints, and thoughts of death and dying beyond expectations for developmental stages (Guealdner & Merrell, 2011). Depression is a psychiatric mood disorder characterized by excessive sadness and loss of interest in usually enjoyable activities. The mean age of onset for adolescents is 14.9 years, but some children can develop depression as early as age 3 (Liu, Chen & Lewis, 2011)
- **Anxiety** is a feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome. Anxiety disorders also often co-occur

with other disorders such as depression, eating disorders or ADHD. Anxiety disorders result when anxiety is consistent and negatively interferes with school, social interactions, activities or family functioning and are the most common type of psychiatric disorders in children (Liu et al., 2011). The construct of anxiety is broad, as well as its signs and *symptoms*, but it tends to include subjective feelings of discomfort, fear, or dread, overt behaviors such as avoidance of stimuli or withdrawal, and physiological responses such as sweating, nausea, and general arousal. Like depression, anxiety can exist along a continuum of severity (Gueldner & Merrell, 2011)

- **Social Withdrawal** is defined as secluding or isolating oneself from others. Social withdrawal is fear of, or withdrawal from, people or social situations. Shyness becomes a problem when it interferes with relationships with others, in social situations, academic achievement or other aspects of life. Social withdrawal may occur in students who are also depressed or anxious. Children who withdraw from social situations often do so to avoid being with other children, due to prior negative experiences, cognitive distortions regarding their understanding of and past experiences with social interactions, or patterns of awkward social interactions, often due to gaps in social skills.
- **Somatic/Physical complaints** is the tendency to experience and communicate somatic symptoms that are unaccounted for by pathological findings, attribute these to physical illness, and seek medical help. Students with somatic complaints often speak of headaches, stomach aches, etc. on a daily basis. As previously mentioned, social withdrawal and somatic problems are generally not diagnosed as a separate disorder, but frequently are present with anxiety and depression symptoms.

Causes of problems:

Internalizing behaviour is not caused by one specific biological factor or event. Many factors can be taken into account, including:

- genetic factors; the risk of, for example, depression in a child ranges from 15 to 45% if his biological parents suffered from it,
- biochemical processes in the brain,
- external environment.

In case of the social environment in which the child is brought up and grows up, unfavorable factors may appear, such as:

- abuse of active substances by parents,
- violence in the family,
- mourning,
- illness of a family member,
- lack of interest in the child,
- mental and physical neglect,
- difficult financial situation,
- too high requirements at home or at school,
- school failures.

Consequences:

According to Crundwell and Killu (2010), internalizing behavior problems are significantly correlated with poor academic grades, and students with severe problems like this are less likely to graduate from high school. Authors also state that the cognitive issues may include low tolerance for frustration and negative patterns of thinking. Depressed students often give up more quickly on tasks they perceive as daunting, refuse to attempt academic work they find too difficult, and quickly doubt their ability to independently complete academic tasks or solve problems. Memory, speech, physical and motor activity, and the ability to plan may also be affected. Many depressed children and adolescents are lethargic, speak laboriously, and have difficulty completely expressing thoughts and ideas. Children with internalizing problems also experience many feelings. These may include negative feelings, hopelessness, helplessness, and physical symptoms related to anxiety. These feelings lead to thoughts such as negative views of self, distorting facts about what really happened, rumination, thinking the worst of the past and the future, not being able to complete tasks and not being good problem solvers. Behaviors children may show include limited social contact, avoidance, needing excessive feedback and reassurance, social and academic skill problems, and limited activity and expressions (Stormot, Herman & Reinke, 2015). When internalizing behavior is recognized early and when professionals provide treatment, young people can experience improved mood and function better in school and life instead of developing disorder. School personnel play a pivotal role in identifying depression or anxiety symptoms—and intervening (Crundwell & Killu, 2010).

Corrective plan

Lp	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Communicate emotions	Once students learn about emotions and positive ways in which they can communicate them, they can learn to engage in activities that can distract them or alleviate uncomfortable feelings. The use of sentence stems may be useful in helping students utilize this technique, e.g., students would be prompted to reflect on situations in which they experience an emotion and fill in the blank (e.g., “I feel scared when/ nervous when...”)
2.	Give explicit instructions and provide notes	Teach students how to identify and attend to relevant information; provide guided notes for teacher-directed instruction time. Depressed students benefit from teacher-developed study guides for tests that enable them to focus on the most important material.
3.	Involve parents	The involvement of parents is shown to improve children’s level of achievement, acceptability of behaviour, and motivation in school. Develop a home–school communication system to share information on the student's academic, social, and emotional behavior and/or any concerns.
4.	Develop modifications	Develop modifications and accommodations to respond to the student's fluctuations in mood, ability to concentrate, or side effects of medication. Assign one individual to serve as a primary contact and coordinate interventions.
5.	Allow breaks	Internalizing problems, especially with side effect of medications, bring many physical complications like headaches or „dry mouth”, so allow them to have a water/juice on the desk and leave quietly for a break in quiet part of the classroom/outside the classroom if they need to. Make

		sure they use this advantage just when they really don't feel good, not just when they like to. Keep an eye on them always
6.	Seating arrangements	Because of these breaks, make sure they are seated close to the door, so they do not interrupt the rest of the class while leaving.
7.	Break schoolwork into discrete tasks	Chunk assignments into smaller pieces, help develop and manage a time line for when to complete each task. Create checklist to highlight the task they completed
8.	Always provide feedback	Provide feedback after completing each section of an assignment successfully. You could also initiate meeting every week/other week to set goals, to discuss upcoming events, possible problems, if the student is struggling in something and his overall mood.
9.	Promote social interactions	Include cooperative group activities in the classroom and carefully select in which to put student with internalizing behavior signs. It can increase the likelihood that they would enjoy some positive interactions. Group work also let them share cognitive responsibilities, alleviating the stress they often feel when engage in task and complete it by themselves.
10.	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)

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2.5.5. Obsessive-compulsive disorder – OCD - Zuzana Palková, Laura Kyžňanská

Obsessive-compulsive disorder (OCD) is a neurological disorder affecting approximately 1 percent of school-age children. OCD is characterized by recurring, involuntary obsessions and compulsions that provoke anxiety, consume time, and interfere with typical school functioning.

Obsessions are persistent thoughts, feelings, or images that enter a student's head and are experienced to an unreasonable and excessive extent. They are irrational and interfere with normal thinking. Obsessions are involuntary, recurring, and unwanted thoughts that cause feelings of anxiety or dread.

Compulsions are ritualistic, repetitive behaviors that are often associated with an obsession and are executed to relieve anxiety caused by the obsession. Sometimes there is a clear connection between the obsession and the compulsion (e.g., contamination and washing), but this may not always be the case (e.g., counting behaviors may be used to prevent harm to others). Often the urge to perform the compulsive behaviors becomes stronger over time. If the original compulsion becomes less effective in reducing anxiety, then other behaviors or more elaborate rituals are added to provide relief. The compulsive behaviors can become extremely time-consuming and interfere with normal functioning. Some people can delay the behaviors, but this is very difficult, and they will nearly always need to perform the ritual later. People who have OCD are not delusional - they usually recognize that these thoughts and behaviors are unreasonable but feel unable to control them. Symptoms tend to wax and wane, and they may worsen as a result of illness or stress (Paige, 2007). Typical manifestations of OCD are difficulty delaying gratification, inability to change or finish some tasks, perfectionism, perseverance on routines or feelings. Washing; checking rituals; and preoccupation with disease, danger, and doubt are also among common symptoms in childhood-onset OCD. Character traits of individuals with OCD that interfere with performance include incessant worry, excessive expectations, dissatisfaction with results, competitiveness, procrastination, need for control, and self-criticism.

Symptoms:

- **Contamination:** Kids with this obsession are sometimes called “germaphobes.” In schools, this plays out with kids worrying about other kids sneezing and coughing,

touching things that might be dirty or getting sick in many different ways. Most common obsession.

- **Magical thinking:** For example, kids might worry that their thoughts can cause someone to get hurt, or get sick. If they won't do something specific, it will cause something bad.
- **Catastrophizing:** Some kids easily jump to the conclusion that something terrible has happened. For example, if kid's parents are 5 minutes late picking up, they abandoned him.
- **Scrupulosity:** This is when kids have obsessive worries about offending God or being blasphemous in some way.
- **The "just right feeling":** kids may not know why they are doing something, but just that they need to do it until they get what we call the "just right feeling." So: "I'll line these things up until it just kind of feels right, and then I'll stop." And then over time — in the 9- to 12-year-old range — it evolves into magical thinking and more superstitious in nature

Behaviors associated with OCD but often confused with another disorders

- **Distraction:** If a child is busy thinking that if she/he doesn't turn the pen cap and count to four the right way then her mom is going to get sick, she's not going to be paying attention in class. And if her teacher calls on her to answer a question, her distraction might look like ADHD, but it isn't.
- **Slowness on exams, papers and tasks:** Sometimes when kids take a long time, they're struggling with the perfectionism of needing to do things the right way. This could look like learning disorder, or inattention, but it isn't.
- **Avoidance:** Teachers might see a child who doesn't want to sit on the floor, or pick things up that touched the floor, or get his hands dirty in art class. avoid a lot of playground activities –they are afraid of germs.
- **Tapping and touching symmetrically:** If a child sits down at her desk and she accidentally kicks the chair of the kid next to her with her right foot, she's going to have to then kick it with her left foot. That might look like somebody who's being oppositional, or somebody who's got too much energy, but actually it's OCD.

Forms of compulsions:

- Washing and Cleaning (e.g., excessive showering, hand washing, house cleaning).
- Checking (e.g., locks, appliances, paperwork, driving routes).
- Counting (e.g., preferences for even or odd numbers, tabulating figures).
- Repeating Actions or Thoughts (e.g., turning lights on/off, getting up/down in chairs, rereading, rewriting).
- Need to Ask or Confess (e.g., asking for reassurance).
- Hoarding (e.g., magazines, flyers, clothing, information).
- Ordering and Arranging (e.g., need for things to be straight, sequenced, or in a certain order).
- Repeating Words, Phrases, or Prayers to Oneself (e.g., repeating “safe” words prayers).

Causes of problems:

The causes of OCD are complex. They include, among others, genetic and environmental factors, perinatal stress, abnormalities in the anatomy and/or functioning of the central nervous system, an early and extensive sense of responsibility for risk prevention. The biochemical imbalance in the brain causes it to send false threat messages. OCD can be a learned response designed to reduce anxiety. Some people may show mild to moderate symptoms while others may have serious, often overwhelming symptoms.

Consequences:

Despite the fact that most children and adolescents with OCD have an overall IQ in the average range, completing a school day can prove to be mentally and emotionally stressful and physically exhausting. Significant challenges may exist in day to day school life. This may be attributable to the fact that the IQ scores of children with OCD are lower on performance tasks as opposed to verbal tasks (Chatuverdi, Murdick & Gartin, 2014). Students with OCD typically perform well below their potential in areas of academic achievement. This decline

in schoolwork often occurs because symptoms of OCD are interfering with concentration and productivity. For example, some students may have trouble getting to school on time because of countless morning rituals they perform to get ready for school. Some students may not be able to finish their homework because they are frequently erasing, redoing, and perfecting their work. Some students may have anxiety attacks during tests or become too depressed to attend school. Students with OCD tend to have more learning disorders—specifically, nonverbal learning disabilities—than those without OCD. This means that although some students with OCD may have adequate verbal skills in language, reading, and spelling, they may struggle with tasks that require visual-spatial skills, such as mathematics and handwriting. Students with OCD may have trouble paying attention in class because they have a hard time disengaging from their own thoughts or are involved in mental rituals in response to their obsessions. They may also try to avoid or delay carrying out a compulsive behavior (Paige, 2007). Students with OCD often have problems initiating and completing assigned tasks, paying attention in class, and focusing on classroom activities. These problems arise as a result of being distracted and overtaken by obsessive thoughts and compulsive mental and/or physical acts.

Corrective action plan

	Purpose of corrective actions (What do you have to do?)	Assumptions of the correction program (How should this be done?)
1.	Try to maintain a stress-free and supportive environment.	A negative classroom environment significantly affects the behavior of a student with OCD by increasing anxiety, frustration, and stress. Experiencing these feelings interferes with learning and makes impossible to complete tasks. Create a positive environment by making sure students know, they are allowed to make mistakes etc.
2.	Establish predictable, clearly stated rules and expectations	Repeat the rules often. Provide structured routines for students to follow. Provide the student with as much notice as possible, if the routine must change, but recognize that a student with OCD frequently cannot begin a new task until completing his/her original task.
3.	Advance notice	Irritability and frustration are two of the longer-lasting things that kids with OCD are feeling on a daily basis. Changes in schedule can be very disruptive for a child with

		OCD, so it can be helpful for teachers to give advance notice of things. Kids who know what to expect are less likely to be thrown by the change.
4.	Be aware of triggering events	It's very important for teachers to know what kind of things might trigger the symptoms. E.g. fatigue is a huge piece of OCD so it's important to know that if a child is drowsy in class, and maybe he's putting his head down, it's not because he's being oppositional or disrespectful, but because he's overwhelmed with fatigue.
5.	Be flexible and willing to adjust expectations	Realize that once a student with OCD begins a ritual (i.e. checking, counting, arranging, performing perfectionistic behaviors) in the classroom, he/she is unable to stop until it is completed.
7.	Allow extra time and re-check	Allow a student with OCD who feels compelled to check and re-check work to submit homework after the due date when feasible and fair to others. Allow extra time to complete tests if they need.
8.	Make communication system	If the student feels symptoms coming on, he/she can signal to you and leave the classroom, or go to a protected place in the classroom, without interrupting the class. It can prevent an embarrassing and disruptive blowup of symptoms in the classroom, and the other kids picking on or bullying her about it.
9.	Seating arrangement	You might not want to have a child with OCD sit by the door next to lousy hallway. You might have kid sit in the front, where he/she's less able to hear the noise and can stay more focused on work. On the other hand, a child who has very observable symptoms, and doesn't want other kids to see it, might be better off closer to the door, toward the back of the room.
10.	Implement and maintain regular communication with the student's parents.	Inform parents of the student's positive behavior, rather than only contacting the parents when the student has

		misbehaved. Work with the family to help ease symptoms by following through on treatment plans applied at home.
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APPENDIX

THE QUESTIONNAIRE OF PROBLEMATIC BEHAVIOR - FOR TEACHER

Please complete the questionnaire. The purpose of the study is to find out your opinion on peer relationships. The data will be used for scientific analysis.

The survey is anonymous. Thank you.

I. How often, in your opinion, *do* students behave towards adults in the following way?

L.p.	Problems in relations with adults	Very often	Often	Sometimes	Rarely	Very rarely
1.	They argue					
2.	They use violence					
3.	They rebel					
4.	They insult and take revenge					
5.	They blame them for their own failures					
6.	They take offence and avoid contact					
7.	They lie					
8.	They are unreliable					
9.	They are vulgar					
10.	They are disrespectful					
11.	They provoke and irritate					
12.	They manipulate					
13.	They don't talk to them about their problems and needs					
14.	They focus attention on themselves					
15.	They are aggressive					

II. How often do you observe the following students' behavior towards their colleagues?

L.p.	Problems in peer relationships	Very often	Often	Sometimes	Rarely	Very rarely
1.	They argue					
2.	They blame them for their own failures/problems					
3.	They insult and take revenge					
4.	They lie					
5.	They are aggressive					
6.	They separate and are withdrawn					
7.	They are insincere and disloyal					
8.	They snub others					
9.	They provoke conflicts					
10.	They dominate others					
11.	They aren't capable of asking for help					

III. How often do you encounter the following situations in your class? Behavior includes the relationship between the student and the class?

L.p.	Problems in group functioning	Very often	Often	Sometimes	Rarely	Very rarely
1.	They do not comply with class rules					
2.	They provoke class conflicts					
3.	They can't cooperate in a group					
4.	They are rejected by the whole class					
5.	They dominate the whole class					
6.	They are afraid to speak in front of the whole class					

7.	They manipulate and create pressure in class					
8.	They are favored by the whole class					

IV. How often do you observe the following students' behavior and thinking?

L.p.	Problems one's self	Very	Often	Someti	Rarely	Very
1.	They think and speak about themselves badly					
2.	They don't believe in their own abilities					
3.	They act selfdestructively					
4.	They make an impression that they care about nothing and nobody					
5.	They don't show empathy					
6.	They cannot stand up to anyone					
7.	They don't have their own opinions					
8.	They cannot admit to their own mistakes					
9.	They can't deal with their own problems					

V. How often do you observe the following behaviors among your students?

L.p.	Problems in completing tasks	Very	Often	Someti	Rarely	Very
1.	You can't rely on them					
2.	They don't make any decisions or undertake tasks on their own					
3.	They cannot manage their time					
4.	They leave everything until the last minute					
5.	You always have to instruct them what to do					
6.	They get bored quickly performing tasks					
7.	They do the tasks anyhow					
8.	They refuse to be engaged in anything					

9.	They are constantly late (they are unpunctual).					
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VI. How often do you observe the following students' risky behavior?

L.p.	Risky behaviors	Very	Often	Sometim	Rarely	Very
1.	They destroy someone's property					
2.	They play truant					
3.	They run away from home					
4.	They drink alcohol					
5.	They smoke cigarettes					
6.	They sexually harass others					
7.	They intimidate others					
8.	They take drugs					
9.	They gamble					
10.	They mistreat animals					
11.	They extort money from others					
12.	They participate in fights					
13.	They follow strict diets					
14.	They are addicted to the Internet					

DEMOGRAPHICS:

Age:

Sex: F M

Accommodation: a) big city, b) town, c) village

Workplace:

Professional position:

Education:

Seniority:.....

THE QUESTIONNAIRE OF PROBLEMATIC BEHAVIOR - FOR STUDENT

Please complete the questionnaire. The purpose of the study is to find out your opinion on peer relationships. The data will be used for scientific analysis.

The survey is anonymous. Thank you.

I. How often do your colleagues behave towards adults in the following way?

	Problems in relations with adults	Very often	Often	Sometime	Rarely	Very rarely	Don't know
1.	They argue						
2.	They use violence						
3.	They rebel						
4.	They insult and take revenge						
5.	They blame them for their own failures						
6.	They take offence and avoid contact						
7.	They lie						
8.	They are unreliable						
9.	They are vulgar						
10.	They are disrespectful						
11.	They provoke and irritate						
12.	They manipulate						
13.	They don't talk to them about their problems and needs						
14.	They focus attention on themselves						
15.	They are aggressive						

II. How often do you observe the following behaviors among your colleagues?

	Problems in peer relationships	Very often	Often	Sometimes	Rarely	Very Rarely
1.	They argue					
2.	They blame them for their own failures/problems					
3.	They insult and take revenge					
4.	They lie					
5.	They are aggressive					
6.	They separate and are withdrawn					
7.	They are insincere and disloyal					
8.	They snub others					
9.	They provoke conflicts					
10.	They dominate others					
11.	They aren't capable of asking for help					

III. How often do you encounter the following situations in your class? Behavior includes the relationship between the student and the class?

	Problems in group functioning	Very often	Often	Sometimes	Rarely	Very Rarely
1.	They do not comply with class rules					
2.	They provoke class conflicts					
3.	They can't cooperate in a group					
4.	They are rejected by the whole class					
5.	They dominate the whole class					
6.	They are afraid to speak in front of the whole class					
7.	They manipulate and create pressure in class					
8.	They are favored by the whole class					

IV. How often do you observe the following behaviors among your colleagues?

	Problems one's self	Very often	Often	Sometimes	Rarely	Very
1.	They think and speak about themselves badly					
2.	They don't believe in their own abilities					
3.	They act self-destructively					
4.	They make an impression that they care about nothing and nobody					
5.	They don't show empathy					
6.	They cannot stand up to anyone					
7.	They don't have their own opinions					
8.	They cannot admit to their own mistakes					
9.	They can't deal with their own problems					

V. How often do you observe the following behaviors among your colleagues?

	Problems in completing tasks	Very often	Often	Sometimes	Rarely	Very
1.	You can't rely on them					
2.	They don't make any decisions or undertake tasks on their own					
3.	They cannot manage their time					
4.	They leave everything until the last minute					
5.	You always have to instruct them what to do					
6.	They get bored quickly performing tasks					
7.	They do the tasks anyhow					
8.	They refuse to be engaged in anything					
9.	They are constantly late (they are unpunctual).					

VI. How often do your colleagues engage in the following risky behaviors?

	Risky behaviors	Very often	Often	Sometimes	Rarely	Very
1.	They destroy someone's property					
2.	They play truant					
3.	They run away from home					
4.	They drink alcohol					
5.	They smoke cigarettes					
6.	They sexually harass others					
7.	They intimidate others					
8.	They take drugs					
9.	They gamble					
10.	They mistreat animals					
11.	They extort money from others					
12.	They participate in fights					
13.	They follow strict diets					
14.	They are addicted to the Internet					

DEMOGRAPHICS:

Age:

Sex: F M

Accommodation: a) big city, b) town, c) village

School name: