

MANAGING MISBEHAVIOUR: STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIORS IN KINDERGARTEN STUDENTS

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Kindergarten is an important stage in a child's development, as it marks the beginning of their formal education. However, it is not uncommon for kindergarten children to exhibit misbehavior, which can create challenges for teachers, parents, and other caregivers. (Suldo, 2008) discussed how misbehavior can be defined in a variety of ways and emphasized the importance of understanding the underlying causes of misbehavior in order to develop effective interventions. He also stressed out the role of positive behavior support in addressing misbehavior and promoting positive mental health in young children. By understanding the causes of misbehavior, teachers can employ appropriate approaches in dealing with it, we can help ensure that our kindergarteners have a successful start to their academic careers and build a foundation for lifelong learning.

There are several reasons why kindergarten children may exhibit misbehavior. Children who are in a developmental stage have rapid growth and development, which can make it difficult for them to regulate their behavior. They may not yet have the emotional, social, or cognitive skills needed to control their impulses, follow rules, or understand the consequences of their actions. Some children may misbehave in order to gain attention from adults or peers. This can be especially true if they feel overlooked or neglected at home or in other settings. The environment can also be a factor in which children spend their time also influence their behavior. A chaotic or stressful home environment may lead to emotional issues such as anxiety, depression or aggression in some children that may exhibit misbehavior as a way of coping with their feelings. Some

children who are struggling with learning difficulties, such as ADHD or dyslexia, may also exhibit misbehavior as a way of coping with their frustration or feeling overwhelmed. Lastly, there are also children who struggle with social skills or who have difficulty making friends that results to misbehavior as a way of seeking attention or fitting in with their peers. These underlying reasons are important to understand so that teachers, parents and caregivers can develop more effective strategies for addressing the behavior and promoting positive behavior in young children.

In line with these causes of misbehavior among children, teachers may employ some of these effective approaches that can be used to address misbehavior in kindergarten-aged children. First is positive reinforcement which involves rewarding positive behavior in children with praise, attention, or other incentives. This can help to encourage positive behavior and reinforce desired behaviors. Second is consistent consequences that can help children understand the consequences of their actions and learn to take responsibility for their behavior. It is important to ensure that consequences are fair and proportionate to the misbehavior. Third is modeling positive behavior wherein adults can model positive behavior for children by demonstrating positive social skills and behaviors, such as sharing, taking turns, and following rules. Next is clearly defined expectations and rules which can help children understand what is expected of them and reduce confusion or misunderstandings that can lead to misbehavior. Another is addressing underlying issues such as emotional or developmental like anxiety or learning difficulties, that can also help to reduce misbehavior in children. Individualized support such as one-on-one attention or additional resources is also an effective approach that can help children who are struggling with misbehavior to develop positive behavior and build the skills they need to succeed. By using these approaches, adults can help to reduce misbehavior in kindergarten-aged children and promote positive behavior, social skills, and emotional well-being. It is important to remember that every child is unique and may respond differently to different approaches, so it may be necessary to adapt strategies based on individual needs and circumstances.

Thus, it is important for teachers and caregivers to work collaboratively with parents and other professionals to develop effective strategies for addressing misbehavior, and to provide a supportive and nurturing environment that promotes positive behavior, social skills, and emotional well-being in young children. By taking a proactive and positive approach to addressing misbehavior, teachers and caregivers can help to promote a positive and supportive learning environment that benefits all children.

References:

Suldo, S. M. (2008). Looking Beyond Psychopathology: The Dual-Factor model of Mental Health in Youth. *School Psychology Review*, 37(1), 52-68.