



## ATTITUDE AND CLASSROOM BEHAVIOURAL STRATEGIES FOR SECONDARY AND HIGHER SECONDARY STUDENTS

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### Abstract

*Manner, disposition, feeling, position, etc. with regard to a person or thing: tendency or orientation, esp. of the mind; a cheerful attitude. Attitude is a way of looking at things. Logic dictates that successful people first endeavor to improve that over which they possess some measure of control. Chief among these is attitude (might be the only thing over which total control exists). Therefore, successful people continuously work at improving their attitude. To become successful (or more successful), we must work at improving our attitude, our way of looking at things. The classroom teacher needs to ensure acceptance for all students in the classroom. Teachers' actions that can promote acceptance include, choosing learning materials to represent all groups of students, ensuring that all students can participate in extra activities, valuing, respecting, and talking about differences, celebrating cultural and ethnic differences, ensuring that learning activities are designed for a variety of abilities, ensuring that all students are protected from name-calling or other forms of abusive language and modeling acceptance.*

### Introduction

#### Teaching Classroom routines:

Classrooms with structured routines and clear procedures are recommended for students who are alcohol-affected. 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). Most students learn routines and procedures quickly. For students, teachers may wish to consider the following five-step process.

- 1. Explain:** The teacher explains the routine and the reasons for its use. It is explained in easy to understand language using short, concise sentences. Key messages are repeated.
- 2. Demonstrate and Model:** If the routine is complicated, the teacher breaks it down into smaller steps. A visual or written chart supports the verbal instruction. Once the routine is explained in detail, the teacher demonstrates or models the task, using the student's visual or written plan. The teacher then asks the students to repeat the step. Occasionally, parts of the routine will need to be adapted in order to increase independence.
- 3. Rehearse/Guided Practice:** As students practice the routine, corrective feedback is provided by the teacher. Advanced students can role-play the steps or act as a "buddy" to a student who is alcohol-affected. The teacher uses subtle prompts to help students who forget steps. If the routine is to be used in several areas of the school, practices are arranged in the different locations.



**4. Perform Independently:** The student performs the routine during the course of the regular school day. Students who are alcohol-affected are given cues as to when the strategy should be used. Praise and encouragement are given for successful completion of the routine.

**5. Review/Re teach:** The teacher periodically reviews the routine and re teaches it. For students with memory problems, cue cards may be useful.

**Some key routines** that need to be taught to students are

- getting ready to work • problem solving • asking for help • completing assignments • checking completed work • turning in projects on time • leaving the room • using an agenda book • handling the lunch room • controlling anger • transitioning to the next class
- using a computer • keeping occupied • writing a book report

Teachers should only focus on two or three routines at any one time.

### 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. Students who are alcohol-affected often require extra attention in the development of social skills. Social skills can be taught to the entire classroom, to individual students, or to small groups of students.

### Academic Survival Skills

- complies with teacher's requests
- requests help when needed
- provides appreciative feedback
- demonstrates listening skills
- follows directions
- greets the teacher
- nods to communicate understanding
- problem solves

### Peer Relationship Skills

- introduces self by name
- asks permission
- invites others to participate
- cares for physical appearance
- has conversation skills
- negotiates
- respects personal space
- identifies and expresses emotions in self and others
- uses appropriate language.
- shares with others
- takes turns
- assists others
- gets attention appropriately
- displays control
- gives and receives compliments
- displays empathy toward others

### Summary

These strategies and interventions are very useful that can be used in the classroom. Effective planning at the classroom and individual student level can prevent small problems from developing into major behavioral concerns.

### References

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