# Early Prevention and Effective Intervention to Classroom Problems.

**Valbona Avdullai**

**Mësuese "Vadardhë",**

## ABSTRACT

In educational settings, interventions are frequently used to describe a focused tutoring process that's a departure from being tutoring practice. Interventions in seminaries can be personalized by a schoolteacher or delivered as a group of preceptors. The pretensions of the program will have been precisely drafted by a schoolteacher or group of preceptors grounded on a crucial area of need that the pupil has. Numerous of the issues that children face in their literacy are interrelated. It may be that a child is flaunting disruptive geste and is falling behind academically, so any intervention should address the specific areas of need of each pupil in the classroom. They can also see the provable impact of their practice and partake it with the child and their parents or caregivers. But geste interventions can help address low- position geste and, as a result, make connections in the classroom, thereby perfecting the tutoring and literacy experience for both schoolteacher and pupil.
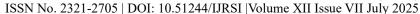
**Keywords**: geste forestallment, effective interventions, preceptors, scholars and classrooms.

Preface In this paper, I've expressed all the cases of the most frequent problems that do in the classroom. substantially actions related to discipline, the progress of the literacy process, problematic actions, communication between preceptors and scholars, colorful cases related to problems of progress and collective schoolteacher- pupil actions. I've also addressed the results to correctional problems where the focus is on the pupil and not the schoolteacher. moment, considerable studies are conducted that deal with classroom operation, group conformation, the morning and end of the assignment, classroom ecology, classroom climate, pupil provocation, schoolteacher characteristics, communication with scholars, maintaining discipline in the classroom and other issues that may arise from these motifs. The schoolteacher may find himself in unwelcome situations facing scholars, especially those with problematic actions, but he must always know that he's in the part of an preceptor. similar disturbing actions must be reduced or excluded. It's clear that moment's notion of a" good pupil or class" differs from that of the history. In moment's ideal classrooms, the emphasis is on cultivated geste, cooperation, and tone- control. scholars are allowed to be free from fear because they're citizens who form a social group and not objects of the schoolteacher. As citizens, their duty is to cooperate for the common good, to observe the laws of republic in their classroom, and to admire and observe academy authorities.

To plan an effective and poignant intervention, we first need to identify what we want to achieve as the end result. The outgrowth we decide on should be virtually monitorable, so that we can demonstrate the impact of the programme. At this stage, it may also be worth agitating any former interventions we've used to determine their degree of success. However, also they're more likely to have a continuing impact on the intervention we want, if we fit interventions within the tutoring and literacy policy. Once you have named the child or children for the intervention, we also look holistically at the provision in the academy we work in. Before we start the intervention programme with the pupil or pupils, we need to organize a birth assessment, so that tutoring staff can effectively cover the pupil's issues in the classroom. Throughout the sessions, consider how each staff member involved will give feedback on progress and set targets that have been set to be achieved. And eventually, when it comes to assessing issues, I make sure I've collected palpable substantiation of the impact of the intervention on the scholars (High Speed Training, 2023).

**Definition Of the Concepts "Class Management" And "Problem Behavior"**

Since the management of problematic behavior in the classroom is closely related to the concept of classroom management as a whole, it is important to address this concept as a whole. The word management means

leadership, direction, organization, in this context, within the framework of the teaching process. Theoretical treatment of classroom management, and reflection on effective methodology and practical implementation in the classroom, are the basic provisions with which successful teaching can be achieved. Theoretical interpretations of "Teaching Methodology" define management in this way:

*"Learning management is about directing and organizing such learning activities with the aim of maximizing the productive involvement of students in learning."*

Classroom management is one of the main concerns of teachers, especially for beginning teachers, as well as for administrators and parents. Students, during observations in teaching practices, expect the teachers they observe to also be good managers of their classrooms. When classroom time is consumed by management problems, students do not feel comfortable and learning is poor. In other words, good classroom management is one of the most powerful influences on learning. To accomplish these goals, teachers are required to establish a good working atmosphere, by first planning the rules, procedures and activities and then teaching the students the rules and procedures, so that the activities develop naturally and without difficulty. Once a positive working environment has been established, it should be maintained throughout the year. One of the best ways to do this is to prevent problems as soon as they begin to appear. Then we will examine the ways of effective communication of the teacher with the students in different situations.

Regarding problematic behaviors in the classroom, the saying applies: "prevention is better than cure", and this expression is at the heart of the discussions arising in this task. Quality teaching can do a lot in avoiding or reducing problematic behaviors and can change the course of actions, before they are considered problematic behaviors. And the essence of controlling bad behaviors is to be vigilant and to act in the early stages of the appearance of these behaviors.

Problematic behaviors are those behaviors that disrupt, hinder or stop teaching and learning in the classroom. The literature reinforces the fact that bad behaviors in the classroom are an ongoing problem for teachers, students, parents and administrators. All studies by Hunter-Lowe, Todras, Sentelle, Jung and Boman and others point out the comprehensive concerns caused by bad behaviors. These types of behaviors not only distract teachers but also students' focus on learning. They also interfere with positive classroom climate, social interaction among students, and can create an atmosphere that reduces student participation. Students who exhibit problematic behavior problems are challenging for teachers because they require the teacher to spend a significant amount of time in the classroom dealing with their behavior rather than with instruction (Galloway, 1995). Teachers face the daunting task of addressing the problematic behaviors of these students (Fraser, 1997). The frustration, lack of preparation, and inattentive behaviors exhibited by these students often lead to classroom chaos. Instead of being able to facilitate academic and social development, teachers devote a great deal of time and energy to correcting these problematic behaviors. As a result, teaching time and academic achievement are negatively affected (Stage and Quiroz, 1997). An important issue in primary schools is the problem Behaviour of students in the classroom and the impact that teaching can have on this Behaviour. It is acknowledged that teaching methods are influential in the problem Behaviour of students. Usova (2001) reports that teaching in some classrooms today requires a wider range of skills than ever before.

**Categorization Of Problem Behaviors According to World Literature**

According to Madsen and some other authors, children's behaviors are categorized as follows:

1. Large movements. Getting up from a chair, standing up, walking around, moving the chair, etc.
2. Noise of objects. Banging pencils or other objects, clapping, stamping feet on the floor, tearing papers, banging books on the table, hitting the bench. It is only valid if the noise can be heard when the eyes are closed.
3. Disturbing the property of others. Grab objects or work, throw a friend's books off the desk, destroy someone's property, push a table (only called if someone is there), throw objects at someone without touching them.
4. Contact (high and low intensity). Any physical contact is called, counts.

5. Verbalization. Carrying on conversations with other children when not allowed. Responding to the teacher without raising their hand or calling their name, making comments, calling the teacher by name to get attention, crying, screaming, singing, whistling, laughing, coughing, or making loud noises.

6. Turning back. Must be over 4 seconds long or more than 90 degrees using the bench as a reference. Not counted if the child is not sitting. If this response spans 2 time intervals and cannot be called the first because it lasts less than 4 seconds, then the interval at which the end of the response occurs is counted.

7. Other inappropriate behaviors. Ignores teacher questions or commands. Does something other than what is asked, including small motor behaviors, such as playing with a pencil or eraser when supposed to be writing, spelling during math lessons, playing with objects. The child involves himself in a task that is not appropriate. Putting objects in the mouth. Putting thumb or fingers, pencils, or any other object in contact with the mouth.

8. Isolated play. Limited to free play time in kindergartens. The child must be more than 1 meter away from any person, does not take the initiative or respond to verbalizations from other people, agrees without interactive behavior of a non-verbal nature with other children for a period of 10 seconds.

9. Lawrence et al. present a list of the types of student behavior that are most likely to occur, according to teachers, to test the ability of teachers to effectively manage classroom relationships: 1. Clear disobedience and refusal to "listen to reason". 2. Offers verbal abuse and shows disrespect. 3. Lack of concentration. 4. Threats and acts of violence against students and, less often, against staff. 5. Theft and "taxing" (the act of stealing items from a student and offering them for a price). 6. Graffiti (drawings on walls) and vandalism.

Instructors are scarified when they have to deal with aggression, misbehavior, and defiance. In practice, still, the misbehavior they generally deal with is less serious, analogous as avoiding tasks and talking. Wolenski and Rockwood use the term " problem learner " and agree that these scholars pose delicate problems for instructors. Problem learners openly defy their instructors and ignore or defy the rules, structures, and procedures assessed by the academe. As rule breakers, these scholars spend a lot of time in nonacademic exertion, which constantly lead to a lack of introductory academic chops. Helping disruptive scholars successfully graduate from high academe and learn to develop tone- control is a challenge for seminaries, parents, and society. Problem learners violate academe prospects, thereby dismembering knowledge. This description is significant because it provides instructors with a guideline for covering pupil behavior.

1. Pupil behavior is problematic if it disrupts the exertion of the teacher or other scholars for an extended period of time. This description recognizes the right of every pupil to learn, and ultimate of the time, the conditions of the group should stamp the conditions of an individual pupil.

2. Any behavior that " disrupts " the act of training or that is psychologically or physically unsafe constitutes problematic behavior. This description includes conduct analogous as running around the wisdom lab, unsafe use of outfit, risks toward other scholars, and case teasing and bullying of classmates.

3. Problematic behavior is behavior that(a) disrupts the act of training;( b) violates the rights of others to learn;( c) is psychologically or physically unsafe; and(d) damages property.

This description includes not only the pupil who shouts, damages property, or disturbs other scholars, but also common conduct that instructors encounter every day. This description also extends the responsibility for applicable behavior to include the teacher. The authors conclude by saying that the fourth description is the most comprehensive and utmost meetly includes problematic pupil conduct. likewise, although problematic and offensive conduct significantly intrude with knowledge, they have gone "constantly unaddressed and unaddressed by academe directors and original boards of education. " seminaries need to wage a war on incivility and take a stage against bullying as well as problematic and aggressive conduct. The most common types of analogous behavior are 1. Speaking out of turn or without authorization. 2. Being noisy (analogous as crying at another pupil in class, or slamming a book, bag on the office, moving a chairman, bench, etc.). 3. Lack of attention to the teacher. 4. Not completing the assigned task. 5. Getting up from your seat without reason. 6. draining or poking with other scholars' work. 7. Arriving late to academe, etc.

When talking about pupil misbehavior, we must keep in mind that there is a wide range of analogous conduct, ranging from truly small, insignificant acts to truly serious bones. In addition, the position of behavior will vary from one teacher to another. A teacher insists on absolute silence during class while scholars work; while another

may feel happy about the high position of group discussion. In addition, scholars themselves vary in their stations towards good behavior. Some scholars are happy to stay still while the teacher distributes paraphernalia, workbooks or commodity else. The discipline that prevails in the classroom wo n't only be told by the behavior and response of the teacher, but also by the responses that the scholars bring with them and, more importantly, by the general discipline and order in the academe. still, a well- learned assignment, predicated on connections of respect and collaborative reports, has a great impact on reducing bad behavior. Indeed, experience has shown that in those seminaries or indeed special classes, where there have been a large number of delicate scholars, both emotionally and intellectually, quality training has assured discipline.

## Problemous Behavior During Classrooms

Haroun and O'Hanlon in their study delved geste problems across primary and secondary education. These experimenters delved problem actions that concern Jordanian preceptors and the model they used only included patterns of geste of manly scholars in the mandatory structure of the Jordanian education system. They showed that there were distinct changes in geste considered problematic in the classroom from primary to secondary academy. Talking without authorization was linked as the most frequent problem geste displayed by secondary academy scholars. Studies on problem geste in secondary academy, conducted by Borg and Falzon, Houghton et al., Kaplan et al., Merrett and Wheldall, Stephenson et al., emphasize that manly scholars are more problematic than womanish scholars across utmost problem actions. Early times exploration suggests that fresh educational strategies are demanded for 5 of manly scholars and 2 of womanish scholars in the average classroom. Maloney Rhonda Hunter- Lowe in her discussion entitled " A Qualitative Analysis of Problem Behavior and the Impact of Leadership in Two Civic Grade VI Public Elementary seminaries in Virginia " raises the issue that pupil problem geste is mischievous to literacy because the quality of schoolteacher- pupil commerce is lowered. The purpose of this qualitative study was to explore the relationship between pupil problem geste and the leadership styles of preceptors, parents, and academy directors, and to determine the relationship and structure between the lack of time spent with detailed instruction in grade VI, pupil geste , and lack of success in academy completion. According to Hunter- Lowe, problematic geste in academy, which leads to a lack of schoolteacher- pupil commerce time, represents a critical threat factor that can contribute to an unprofitable experience for all children in primary and secondary seminaries. When problematic geste occurs during the primary academy times, it has been observed to have a negative impact on numeracy chops, reading and academic achievement. The combinations are linked to advanced powerhouse rates. Problematic geste places scholars at a literacy disadvantage in primary seminaries. further than 60 of scholars are at a literacy disadvantage due to problematic geste .

## Classroom Learning Environment

Other distinctive features that are observed from a operation perspective are those of creating a classroom climate, which are the full capability of the teacher or preceptor. He must always show will, readiness and physical density to control and spark the subjects as a whole. It would be constructive if the teacher shows joy, interest, sincerity and satisfaction ahead and during the entire assignment. Indeed, the results of checks conducted with scholars have concluded that scholars want their instructors to be endowed with the rates mentioned over. surely, indeed in practical terms it has been proven that all positive rates are respectable to scholars, which in some way promote the effectiveness(readiness) of pupil activation. The characteristics that are liked and accepted by scholars, and that leave a positive print on their leader(teacher), are 1. To be more confident, cordial and more sociable; 2. To act like businessmen; 3. To be more encouraging; 4. To use farther eye contact; 5. To use farther humor; 6. To put clearer about the rules of their class; 7. To establish their presence and authority more; 8. To communicate openly and constantly, using dialogue further than harangue. When we talk about the classroom climate, it's worth emphasizing that it's a characteristic that is distinguished or observed in the teacher, which he creates during the training work.

The classroom terrain, created by the teacher, can have an impact on the provocation of scholars, which is reflected in their active station towards knowledge. It's precisely analogous a terrain that constitutes what is called the "classroom climate". The teacher must give positive signals to the scholars, showing energy, sincerity, joy and amenability during the assignment, because if he is poor in these rates, also we ca n't say that everything

develops generally and according to plan. It's the essential factor in creating a positive climate, because as Haim Ginott says " I have come to the terrible conclusion that I am the decisive element in the classroom. My station creates the climate. My quotidian disposition creates the time. I can cheapen them or dispose them, hurt them or heal them. So, a loving atmosphere must be created in the classroom, knowledge must be a joyful process by erecting tone- confidence in scholars, making them explorers(discoverers, contenders). We must be alive that this climate, atmosphere, result and amenability to learn, depends mainly on the teacher how important internal and physical energy he invests in its performance and consummation.

**DISCIPLINE AND CLASS RULE**.

Discipline is about order, which is necessary in the classroom to ensure effective pupil knowledge. Order is necessary in the classroom especially when conditioning are carried out that help knowledge. The most important thing to keep in mind about discipline is that the creation of the necessary order has further to do with the chops of successful training in general than with the correction of unhappy pupil behavior. However, the donation of the assignment keeps the scholars' attention, interest, If classroom exertion are well planned. However, also the applicable order is established as part of these rates, If the exertion are of such a nature that they offer real openings for successful achievement. In substance, quality training constitutes the heart of establishing discipline. Student misbehavior can do from time to time, indeed in the classrooms of the most suitable instructors; and they must deal with it. Cases of pupil misbehavior are n't occasional and, as analogous, should be handled with care by the teacher. To a considerable extent, analogous problems can be reduced by quality training in general, and by the teacher's manner and work system in particular. When we talk about pupil misbehavior, we must bear in mind that there is a wide range of analogous conduct, ranging from truly small, insignificant acts to truly serious bones. also, the position of behavior will vary from one teacher to another. One teacher insists on absolute silence during the assignment while the scholars work, while another may find himself pleased by a high degree of group discussion. In addition, scholars themselves will also change their stations towards good behavior. Some scholars will be happy to stay still while the teacher distributes paraphernalia, workbooks or commodity else. The discipline that prevails in the classroom wo n't only be told by the behavior and response of the teacher but also by the responses that the scholars bring with them and, most importantly, by the general discipline and order in the academe. still, a well- learned assignment, predicated on connections of respect and collaborative reports, has a great impact on reducing bad behavior.

# METHODOLOGY

The research is based on qualitative scientific research, which helps us achieve new results and knowledge. The author has also reviewed various literature to form a theoretical framework regarding the importance and impact that schools have as community centers for high-level child development. This qualitative method I have used is tailored to meet the aims of this research. I have also browsed different literature to form a theoretical framework in relation to the importance and impact that schools have as a community center for development at high levels of the child.

# CONCLUSIONS

Every school has difficult students who, for one reason or another, are unable to adapt to the school program or curriculum. These reasons may be: family problems, the social environment in the community or defects as an individual. Often these students follow undesirable paths as a way to alleviate the problems they have. Teachers usually know these students well. However, it happens that a quiet and withdrawn student presents a dangerous disciplinary problem, so the teacher must learn a lot about this category of students in order to properly structure the work with them. Such students often have major emotional problems. They need to be helped, but above all they must be treated with sympathy and understanding. With the problem and not with the cause.

The teacher's job is to teach students. But on the other hand, problematic students usually do not allow you to establish the desirable climate in the classroom. The problem seems complicated because the teacher is not trained to deal with mental or emotional problems. In this situation, the best solution is for the teacher to not deal with the causes, but directly with the behavior. Fortunately, dealing directly with the behavior can improve it.

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