

Possibilities of Remedies for Behavior Problems among Children

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ABSTRACT The study was conducted in the Sirsa city of Haryana state on a sample size of 30 mothers of pre-school children. Self-structured interview schedule was used to collect information on causes and remedial measures of the behavior problems of children. The findings portrayed that the causes of the problem for temper tantrums were mainly attention seeking and remedial measures were ignoring and avoiding too many do's and don'ts, for the causes of fears was using fear as a disciplining technique and remedial measures was the building up the child's confidence and bed wetting was due to lack of confidence and nightmares mainly and the remedial measures was used by them were punishment giving by the parents and limiting his intake of liquid several hours before bed time.

INTRODUCTION

Children regarded as having behavior problems form a very broad group. Parents, who experience difficulty managing a child, may describe the child as having behavior problems: it may be the expectation of the parents, or their way of managing the child, that are inappropriate, rather than the child's behavior. Problem behaviors are common in children: they are often trivial, and of short duration. More serious persistent problems of behavior are likely to come to the attention of professionals: health visitors; teachers; school doctors and nurses; psychologists, child psychiatrists or paediatricians. Oppositional defiant disorder, and conduct disorder, is medically recognized categories of problem behavior.

Although children with behavior problems are by definition more difficult to manage, they will not require more attention for their bodily functions than normal children (unless the behavior problems are associated with such conditions as significant mental retardation). Some of these children will show poor awareness of danger, and will not learn to take more care as a result of experience. Such children will require a greater level of vigilance from parents and carers than ordinary children. However, this is unlikely to amount to continual supervision; indeed, some children are perceived as problematic largely

because they are not receiving the amount of supervision which is appropriate to their age. If behavior problems are severe and associated with another significant disability, such as severe mental retardation, then much higher levels of care are likely to be required.

Schools can play an important role in preventing problem behavior, particularly when other parts of the community also become involved in prevention efforts. Many of the factors that increase a child's risk for developing behavior problems affect their behavior in school and their academic performance. Social and academic problems in school in turn make it even more likely that early problems will persist and become worse over time. Peters and McMahon (1996) concluded that schools provide important places to offer preventive interventions. Times when children enter new school environments such as when they first attend school, encounter new academic demands, or move from smaller to larger schools- are particularly good times for intervention. Schools and communities should select culturally appropriate programs carefully based on evidence that the approach reduces children's behavior problems. Teachers and other adults should follow the guidelines for these programs. Too much modification may cause a program to lose its effectiveness. The behavior problem among children include the problems like thumb sucking, nail biting, bed wetting,

stealing, aggression, fear etc. most of the parents feel ashamed of their child's bad habits and hence intensifies the problems. They make it a topic of discussion with every one and it may tent the dignity of the child or it can give him a feeling of importance and hence he can increasingly result to such behavior as a means of attracting attention. Such behavior can never be corrected by scolding. Such child needs proper attention careful handling, love and understanding. It may be necessary to build up feelings of confidence and adequacy in him/her. The child should be kept engaged in the activities in which he/she is interested and in which he can take pride. He may need ample outlet of his unhappy feelings. .

METHODOLOGY

The study was conducted on 30 mothers of pre-school children of Sirsa city of Haryana state. The data were collected with the help of self-structured interview schedule by personally. The schedule contained number of various behavior problems of pre-school children. The various causes of prevalent behavior problems were also assessed and their remedial measures were also finding out. Their responses were converted into scores giving appropriate weightage. Frequency was used for data analysis.

RESULTS AND DISCUSSION

According to table 1, it is evident that a vast majority of parents feel temper tantrums are attention seeking behavior and more than half of parents think that the best way to get rid of this problem is to ignore it. Nine parents thought that while dealing with such problems they should avoid too many do's and don'ts and six parents should avoid being too rigid. At the same time almost equal numbers of them think punishment is the best remedial measures. Brennan and Mednick (1997). Fortunately, most non-genetic, biological risks have an environmental component that can be influenced through intervention. For example, exposure to lead and other toxins has been found to increase the risk for aggression. Exposure to such risks can be controlled by changing the child's home environment (eliminate the use of lead-based paints on the walls), or by educating parents and other caretakers about what products to keep out of the reach of children

Table 1: Causes of temper tantrums

S. No.	Causes	Frequency N=30
1.	Lack of proper elicitation of emotions	3
2.	Child is unwell	6
3.	Child is hungry	4
4.	Child is sleepy	2
6.	Child is over fatigued	-
7.	Over stimulated	-
8.	Attention seeking	15
S. No.	Remedial measures	Frequency N=30
1.	Avoiding too much do's and don'ts	9
2.	Giving enough time to get ready for activities	-
3.	Avoiding child to assume responsibility and independence	-
4.	Avoid being too rigid	6
5.	Use of punishments	5
6.	Ignoring	10

As can be seen from the Table 2 in which most of the parents' opinion, using fear as a disciplining technique is the cause of fears in children. Some parents feel that fear stems out as a result of lack of confidence and exhibiting own fears in the presence of child is the main cause. On the other hand six of them think that by explaining the fears are baseless and same number of parents thinks that by presenting the fear object with familiar and loved object, they can be removed. Rest eighteen thinks that child's confidence should be built up. Peltily (1986) found that affectively positive educative exchange between mother and child were strongly related to the relative absence of problem behavior. Risk factors for behavior problems occur throughout children's development, and children face new

Table 2: Causes of fear

S. No.	Causes	Frequency N=30
1.	Exhibiting own fears in the presence of child	5
2.	Lack of confidence	5
3.	Using fear as a disciplining technique	17
4.	Ignoring the child's fears	3
S. No.	Remedial measures	Frequency N=30
1.	Building up child's confidence	18
2.	Having a causal attitude	-
3.	Explaining fear are baseless	6
4.	Giving considerate recognition to child's fears	-
5.	Presenting the fear object with familiar and loved object	6

Table 3: Causes of bed wetting

<i>S. No.</i>	<i>Causes</i>	<i>Frequency N=30</i>
1.	Lack of confidence	14
2.	Inferiority complex	-
3.	Rejection	3
4.	Nightmares	10
5.	Seeking attention	3

<i>S. No.</i>	<i>Remedial measures</i>	<i>Frequency N=30</i>
1.	Limiting his intake of liquid several hours before bed time	9
2.	Picking him several times during night to take him to toilet	5
3.	Extracting promises	-
4.	Tempting and rewarding him with desired objects	-
5.	Giving punishments	16

risks as they mature and encounter new challenges. Children's environments also become more complex as they grow older, making intervention more difficult. Some early risks have been repeatedly tied to many behavior problems in later childhood. Reducing these risks has the possibility to prevent the development of multiple problems. Forehand and Long (1996) stated that consequences can come in many forms: positive attention, praise, privileges, access to desirable activities, prizes and money all act as positive consequences. Children showing problem behavior may need more frequent, immediate and salient positive consequences to improve their behavior than children with fewer problems. All children, however, can benefit from knowing when they have done a good job, either academically or socially.

From Table 3 it can be concluded that most of

the parents think that child wets the bed because of lack of confidence. Ten parents think that nightmares frighten the child. Three parents think that the child wets the bed because he wants to attract attention of his parents and due to rejection by the parents. As far as remedial measures are concerned sixteen out of thirty parents think that giving punishment to their child for restrict bed wetting. Nine parents think that limiting the intake of liquids before bed time will restrict bed wed wetting behavior. Rest of the parents wake up the child several times to avoid bed wetting by child. Gottfredson, (2001) Teachers and parents should act in ways that show children how to handle problems well. Children imitate the behavior of those who are important to them. Incorporate teaching interpersonal skills into classroom teaching. Make sure children have many opportunities to practice the skills they are learning and to receive feedback on how they are doing.

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