



Primeiramente, vamos ver se aparecem entre os alunos situações como: não têm vontade de andar na escola; não prestam atenção nas aulas; estão sempre chateados e com tremor; há sempre contusão muscular ou feridas pouco razoáveis no corpo deles; estragam vestidos e objectos privados; possuem coisas ou dinheiro de origem desconhecida; têm personalidade impulsiva e irritante e baixa capacidade de autocontrolo.

Se surgirem algumas das situações acima referidas, é preciso fazer uma maior observação e escutar os sentimentos e a fala deles para saber o recente desempenho de aprendizagem e a condição de amizade, pedindo opiniões e novidades aos pais e aos conselheiros.

Se nos casos observados verificarem-se três condições: se a situação acontecer com duração e repetição; se algum for maltratado por ter um relativamente baixo estatuto ou pouca idade; e se alguém for magoado com más intenções, então já se podem classificar, provavelmente, como actos de "violência escolar".

Perante os acontecimentos da violência surgidos entre alunos, os professores devem acompanhar-se com os pais e conselheiros para resolver juntamente este tipo de problema. É sugerível que:

- Através das conversas respectivas com provocadores, vítimas e espectadores, percebam mais profundamente a origem da violência e façam imediata e adequadamente tratamento e continuação, com o objectivo de deixar os alunos compreender que responderão pelos próprios actos.
- Esclareçam bem a posição dos professores, que não aceitam nem toleram a violência escolar, ensinando as vítimas formas de autoprotecção e meios de procurar ajuda e tomando medidas de continuação.

- Dêem ajuda e orientação correspondente em resposta a pontos fracos representados por provocadores e vítimas como cobardia, impulsividade e baixa auto-expressão.
- Intensifiquem aos alunos os conceitos da reflexão sobre o seu comportamento e da aprendizagem da autoprotecção, que envolvem técnicas de recusar pedidos irracionais e aplicar soluções apropriadas conforme os casos, bem como formas e meios para obter assistência.
- Os estudantes devem aproveitar bem recursos de comunidade, tais como centro comunitário, biblioteca, etc., para formar bons hábitos de lazer; estimulem-nos e ajudem-nos participar em actividades saudáveis em termos físicos e psicológicos, estabelecendo também uma rede ligada entre escola e autoridade policial que poderão usar se for necessário.
- Ofereçam aos alunos oportunidades de desenvolver integralmente a capacidade a fim de explorar e depois aproveitar o seu melhor.
- Os pais e a escola devem manter contactos estreitos e comunicação bidireccional; os professores, servindo de bom exemplo aos alunos, conduzem-nos a expressar os sentimentos e as ideias de forma correcta.
- Convidem polícias e membros da Direcção dos Serviços de Assuntos de Justiça fazerem promoção na escola sobre a prevenção de criminalidade escolar, bem como proporcionarem a divulgação jurídica para os alunos ganharem mais conhecimentos gerais sobre este âmbito.
- Promovam activamente a harmonia escolar e a cultura da contra-violência, bem como os costumes consonantes entre os alunos, criando actividades adequadas para participarem.

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02 The Harmonious Road: How to manage student problems in campus?

School is the main place for student learning. In addition to academic learning, most of the time students need to learn how to get along and cooperate with others. Harmonious interpersonal relationship is an essential lesson for students in school. In adolescence, students' physical body grows rapidly and their psychological maturity may not complement comprehensively. Therefore when they handle affairs, they do not deliberate and usually make incorrect decision. So teachers need to use appropriate managing strategies in accordance with students' different conditions and performances when they face students.

Here are some suggestions for managing students' different conditions for your reference:

Situation one: What should we do when there are conflicts between teacher and student in class?

When conflicts happen, often we do not know how to deal with. When it happens in class with student, we need to handle it even more properly. Suggestions are:

- For immediate handling, do not have direct conflict with students and do not stop by authority. We can ask the student to discuss after class.
- We need to avoid criticizing student publicly and not to be made angry by student's attitude and language. We try to guide student to adopt rational attitude and words to express his feeling.
- If the situation gets out of control, we need to seek for support from, for example, leader in class, other teachers or school staff. In the meantime we have to care the circumstances of other students.

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- From time to time we need to give concern to students, to understand their individual characteristic and use the principles of punishment and reward appropriately.
- We have to encourage students to express their true thinking in heart through appropriate channels e.g. class meeting, weekly report, raising their hands in class or chatting with teachers etc.
- We need to provide opportunity of self-expression for student, allowing them to gain self-affirmation from successes and reduce the happening of conflict happenings.

Situation two: How should we help our students when they have more learning problems?

If we can provide appropriate assistance when students have learning problems, we can enhance their learning performance in addition to reducing their other emotional behaviors which result from the loss of interest in learning. Suggestions are:

- We have to understand students' learning abilities in understanding, text using, memorizing and mathematics etc. We use to teach them the skills to answer questions in examinations and tips on memorizing.
- We need to assist students with less learning ability according to their different circumstances.
- We have to cultivate students to maintain the learning habits of preparing lesson before class, taking notes in class and doing revision after class.
- We need to use flexible and diversified ways to enhance the learning interest of students.
- We have to assist students to understand their own abilities, aspirations and interests and guide them to develop their special skills in various aspects.

- We can arrange diversified learning spaces for them and encourage them to participate in sports and skills learning in order to discover their potential.
- We can set up learning goals suitable for students' abilities and provide for supports and encouragement aggressively.
- We need to cooperate with parents to discuss the situations and capability orientations of students, to encourage students to learn efficiently and do not compare in between students of different ability orientations or demand too much from them.

Situation three: As students' moods are highly unstable, how should we handle when they have disputes with others because of trivial things?

For students who easily get emotional and may have impulsive behavior before thinking thoroughly, teachers need to handle carefully in order not to harm them. Suggestions are:

1. We need to understand the thinking and self-control strength of students.
2. We should assist our students to express their feelings in heart and give them positive encouragement and recognition.
3. We should respond to students' emotion sincerely and respectfully and not to have a preset position and judgment, allowing them to know that their teachers understand them and accept their feelings.
4. We should guide our students to use positive and appropriate ways to express their emotions, which include sports, walking, listening to music, telling to persons whom they trust. All these ways are feasible.

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5. We have to cultivate students' perception ability, to perceive their own feelings, to distinguish between anger, sadness, fear and happiness and other emotions.
6. We have to cultivate students' ability to tolerate frustration, restrain desire and delay their satisfaction.
7. If problems still appear, we should refer the case to professional as soon as possible and assist students to solve their emotional and behavior problems.

Situation four: How should we help our students when they do not know how to get along with others and often use the wrong ways?

Some students want to make friends with others but when they get along with schoolmates, sometimes they use improper ways such as sarcasm, abuse, temptation, doing errands for others and pretending to be cool. Therefore it is hard for them to make friends really in equal status. Teachers need to assist this kind of students. The followings are some suggestions:

8. We need to understand students' difficulties, such as those who are frequently in problematic conditions and use improper ways to respond. Then we need to address their conditions and teach them the ways and attitude of cooperating and sharing with others in order to build up social ability and normal interpersonal relationship network.
9. We have to guide students to acquire the skills to give constructive opinion and increase their own positive self-affirmation attitude.
10. Everyone has their own needs to make friends. We should assist students to recognize their own needs and find suitable friends.
11. We should assist students to learn communication skills and encourage them to broaden and develop interpersonal relationship aggressively.
12. We should design a variety of activities for them in class and assist students to open up themselves, try to accept others and get along with others harmoniously.
13. We have to provide self-expression opportunity for students allowing them to establish self-affirmation from successful experiences.
14. If problems still appear, we should refer the case to professionals as soon as possible to assist students to solve their emotional and behavior problems.

- We need to let the bullies know that our position is clear. We will not tolerate bullying behavior. We teach the bullied to protect themselves and channels for seeking assistance. Then we set up a follow-up period.
 - We should, based on the deficiencies of the bullies and the bullied such as timidity, impulsivity and poor expression, provide appropriate assistance and teachings.
 - We should teach our students to strengthen their self-examination and review their own demeanor; to learn self-protection and the skill to refuse improper requests; to seek suitable ways of solving problems when events happen and to provide them with the ways and channels for seeking assistance.
 - We need to teach them to make best use of community resources such as community center and libraries etc. We should cultivate students to make use of leisure time, encourage and assist them to participate in activities which are healthy to body and mind. In the meantime we can build up connecting network between school and police and use it when we need.
 - We should provide opportunities for students to develop their talents comprehensively and discover and use their special skills efficiently.
 - Parents and schools need to maintain close connection and two-way communication. In the meantime we need to lead by examples and teach students the correct way of expressing emotions and ideas.
 - We can invite police and legal officers to promote crime prevention and legal knowledge and other related areas in schools.
- We should actively promote the culture of a harmonious campus and anti-bullying, in order to establish a campus for promoting harmonious atmosphere between schoolmates. We should develop and arrange related activities for students' participation.

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Situation five: What should we do when there is "bully" situation among students?

Here is an introduction for "bullying".

First we have to take a look if student appear with the followings: unwilling to go to school and not be able to concentrate in class; often feeling unhappy and behaving withdrawal; unexplained body bruises, damaged clothes or things; possesses goods and money with unknown sources; easily becomes impulsive in personality, easily gets angry and weak in self-control.

If the above circumstances appear, we need to further observe and understand students' own words, such as their recent learning performances and circumstances on making friends and to understand the views and news from schoolmates, parents and student counselors.

If the collected information confirms: events happen continuously and repeatedly; the big bullying the small; with malicious injury to others, these three conditions may have constituted a "bullying" behavior. When "bullying" behavior appears between students, teachers need to complement efforts with parents and student counselors to manage the problem in cooperation. Suggestions are:

- We need to understand in-depth the cause of "bullying". We can talk to the bullies, the bullied and by-standers to understand the whole event deeply and work out proper solution and follow-up action immediately, allowing students to know that they have to be responsible for their own behavior.

