

The Role of Classroom Behavior Modification Techniques in Reducing Classroom Behavioral Problems in Schools.

Naziha Sahraoui*

Mouloud Mammeri University of Tizi-Ouzou ,Algeria

Email: naziha.sahraoui@ummto.dz

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Abstract:

This study aims to address one of the most pressing issues in the educational environment: the management of unacceptable behaviors among school students within the classroom. It explores how teachers can control these behaviors through the implementation of proper educational methods derived from various scientific theories, studies, and research that have proven effective. This includes discussing the most significant behavior modification techniques and some effective classroom management strategies.

The goal is to draw the attention of all parties involved in the educational and teaching process to the importance of these measures in reducing classroom behavioral problems and their positive effects on classroom management, students, teachers, families, and society as a whole. The study seeks to answer the following questions: What are the most common classroom problems within the classroom, their sources, and methods for modifying them? What are some effective classroom management strategies?

Keywords: Behavior Modification Techniques- Classroom Management- Classroom Problems.

*Corresponding author: *Naziha Sahraoui*

دور اساليب تعديل السلوك الصفي في تخفيض المشكلات السلوكية الصفية في المدارس المخلص:

نهدف من خلال هذه الدراسة إلى التطرق لأكثر المشكلات تازما في الوسط التربوي وهي مشكلة ضبط السلوكيات الغير مقبولة لدى تلاميذ المدارس داخل الصف وكيف يستطيع المعلمين التحكم فيها من خلال تطبيق بعض الأساليب التربوية الصحيحة المشتقة من عدة نظريات علمية ودراسات وأبحاث أثبتت نجاعتها، وذلك من خلال التطرق إلى أهم أساليب تعديل السلوك كما تطرقنا إلى بعض استراتيجيات الإدارة الصفية الفعالة وذلك بهدف لفت انتباه كافة أطراف العملية التربوية والتعليمية لأهمية هذه الإجراءات في تقليص المشكلات الصفية السلوكية وما هي تأثيراتها الايجابية ضبط الصف وعلى كل من التلميذ والمعلم والأسرة والمجتمع ككل.

حيث سنحاول الاجابة على التساؤلات التالية: ماهي المشكلات الصفية الاكثر انتشارا داخل الصفوف

الدراسية ومصادرها واساليب تعديلها؟ ماهي بعض استراتيجيات الادارة الصفية الفعالة؟

كلمات مفتاحية: اساليب تعديل السلوك-الادارة الصفية -المشكلات الصفية.

Rôle des Techniques de Modification du Comportement en Classe dans la Réduction des Problèmes de Comportement en Milieu Scolaire.

Résumé :

Cette étude vise à aborder l'un des problèmes les plus importants dans l'environnement éducatif : la gestion des comportements inacceptables parmi les élèves en classe. Elle explore comment les enseignants peuvent contrôler ces comportements grâce à la mise en œuvre de méthodes éducatives appropriées, dérivées de diverses théories, études et recherches scientifiques qui se sont avérées efficaces. Cela inclut la discussion des techniques de modification du comportement les plus significatives et de certaines stratégies efficaces de gestion de classe. L'objectif est d'attirer l'attention de toutes les parties impliquées dans le processus éducatif et d'enseignement sur l'importance de ces mesures dans la réduction des problèmes de comportement en classe et leurs effets positifs sur la gestion de la classe, les élèves, les enseignants, les familles et la société dans son ensemble. En bref, l'étude cherche à répondre aux questions suivantes :

- Quels sont les problèmes de comportement les plus courants en classe ?
- Quelles sont les sources de ces problèmes en classe ?
- Quelles sont les méthodes de modification du comportement en classe ?
- Quelles sont quelques stratégies efficaces de gestion de classe ?

Mots-clés : Techniques de Modification du Comportement- Gestion de Classe- Problèmes en Classe.

INTRODUCTION

As an educational and teaching institution, the school plays a key role in shaping generations. Like any institution with such a significant purpose, it faces various challenges due to the differing dynamics and interactions among its stakeholders. Among these challenges, behavioral issues of students stand out, significantly impacting the efficacy of the educational process and its ability to achieve its objectives. Therefore, understanding these problems and finding solutions is of paramount importance and deserves priority.

Behavior is defined by psychologists as a set of coordinated movements resulting from an individual's reaction to a specific stimulus and their personal experiences with it, fulfilling a particular function. Involuntary movements, such as finger twitching, are not considered behavior unless they are associated with a specific meaning. The focus on a student's past and previous experiences when analyzing their behavior has limited behavioral problem solutions to clinical settings, allowing teachers to implement their solutions based on their experiences and personalities.

Consequently, it has become essential for education professionals to adopt a behavioral approach that focuses on analyzing and treating observable current behavior, providing teachers with effective tools for modifying undesirable behaviors. Behavior modification includes three fundamental strategies: reinforcing desired behaviors, reducing unwanted behaviors, and learning new behaviors. This paper will delve into the essential behavior modification techniques and effective classroom management strategies to reduce undesirable behavior and reinforce acceptable and positive behaviors.

1. PROBLEMATIQUE

In recent years, it has been observed that the majority of teachers, parents, and educational administrators report that students have become less calm and less submissive to adult authority than in the past.

These students are described as more impulsive and bold, sometimes to the point of recklessness and insolence. They exhibit an inability to understand and control their impulses and desires over time, struggle with completing tasks and respecting deadlines, leading to increased behavioral issues and conflicts with administrative staff.

The rise in various problems such as school violence, bullying, hyperactivity, and attention deficit disorders represents a manifestation of these behavioral issues among school students. These problems often emerge through conflicts and mutual violence within the school environment. The exacerbation of behavioral problems in the school context could be related to the class or the academic year, especially if teachers fail to effectively manage these issues. Effective classroom management has become a source of concern for school administration and consequently for all teachers. As indicated by Baron (1999), one of the primary challenges teachers face in the classroom is maintaining student discipline and controlling unacceptable behavior. Classroom problems are a major concern that affects and influences teachers.

Therefore, ensuring order and discipline within the classroom is one of the key issues that preoccupy many teachers, consuming their time and effort. Teachers often have to devote a significant portion of their energy and time to dealing with undesirable behavioral patterns. Students come to school from different backgrounds with varying behavioral patterns, some desirable and some not (Mohammed Alam, p.340).

Mohammed Hussein Al-Amayreh has considered the sources of classroom problems, stating that they stem from various factors, including teacher behavior; issues related to the student themselves, the family environment of the student, educational activities, the composition of the class group, and school administration. Among the problems faced by students in the classroom and throughout their school years are exam anxiety, lack of attention during explanations, and aggression towards others, these issues confront teachers directly and affect the smooth functioning of the educational and teaching process. The most important of these problems require teachers to find suitable solutions to fulfill their role and achieve the desired goals (Maroia, 2020, p.85).

Classroom management aims to provide a conducive environment for the teaching process. Through what transpires in the classroom and the practices of the teacher in this field, students are exposed to two types of educational experiences: planned experiences related to the educational curriculum, and accompanying experiences that impact the social, psychological, and emotional aspects of human personality, such as self-discipline, order, confidence, cooperation, responsibility, and respect for others.

The teacher is one of the most effective mediums in achieving this, as what occurs through their actions in educational situations reflects their ability and ideals in various desired social behaviors. The increase in interaction between teachers and students, and the management of this interaction, largely depends

on the teacher, as the primary person in the classroom the role of the teacher is no longer confined to merely presenting knowledge and transferring it to students. Instead, teachers are now required to undertake multiple roles, one of the most prominent being that of a classroom manager. In this role, a teacher's personality and their ability to implement proper educational methods become clearly evident. While classroom management skills are acquired through practice and experience, personal readiness plays a significant role in mastering them. This is because we sometimes see teachers who exhibit almost complete incapacity in certain situations. This deficiency often appears to stem from a lack of educational leadership, an inability to motivate and inspire students, and a failure to ensure fairness in treatment. Moreover, adhering to a traditional educational philosophy that does not keep pace with modern developments also contributes to this shortfall. Hence, it is clear that a teacher's knowledge of administrative skills within the classroom is a crucial element for effective learning. A competent teacher plays an important role in effecting behavioral change in students (Debra Gordon, 2010, p.20). In this regard, Al-Zayoud (1989) pointed out the key skills that a teacher can employ in the classroom, which include:

- Teaching, encompassing sub-roles such as planning, executing, supervising, monitoring, and evaluation.
- Organizing the professional teaching environment.
- Maintaining discipline and order.
- Providing a conducive psychological and social climate.
- Guiding student behavior.
- Organizing classroom interaction and directing questions.
- Facilitating student learning, emphasizing the importance of these roles in effective classroom learning through the management and organization of an appropriate educational environment that offers the best opportunities for student engagement.

Several studies have underscored the importance of using classroom management strategies in reducing classroom problems and reinforcing acceptable behaviors. Among them, Boukala's study (1990) aimed to identify the strategies used by teachers in dealing with classroom problems (both behavioral and academic). The study indicated that the most common strategies in addressing classroom issues are supportive behavior, followed by pressure behavior, while other strategies were used less frequently, particularly reinforcement strategies, in a study conducted by Ellen in 2000, the focus was on intervention methods used by primary school teachers to regulate student behavior, considering behavioral problems within the classroom. The findings

revealed that teachers showed an interest in positive actions aimed at reinforcing acceptable behavior and discouraging unacceptable behavior. It was found that personal education is the most effective positive approach, deserving more attention and integration into educational curricula.

The study highlighted several important factors in controlling student behavior in the classroom, such as the overall atmosphere in the school, classroom management style, student adherence to classroom instructions, and the role of parents in implementing positive measures and adopting effective intervention methods (Mkhamra, 2012, p.143), based on the above, this scientific paper aims to elucidate the role of classroom behavior modification techniques in alleviating some of the classroom problems faced by students.

2. CLASSROOM PROBLEMS

Before discussing classroom problems, it is essential to define classroom behavior and unacceptable behavior.

2.1 Classroom Behavior

This includes interactions and relationships among students within the classroom or school, such as communication with others, cooperation, respect for rules, and participation in group activities. Academic Behavior includes reading, thinking, writing, arithmetic, and others, and Non-Academic Behavior Encompasses two types of behavior, disciplinary and non-disciplinary.

➤ *Disciplinary Behavior*

Various student actions and utterances that do not hinder the lesson's progress are natural behaviors that cannot be avoided and are generally accepted by teachers. These behaviors serve as an outlet for students and sometimes involve the teacher, especially if they sense student boredom.

➤ *Non-Disciplinary Behavior*

Behaviors like shouting, laughing, eating in the classroom, harming others, or speaking without permission. These are behavioral patterns that students exhibit due to unmet needs for belonging, acceptance, and feeling important, which include:

- Seeking attention. Exercising authority. Resorting to revenge.
- Showing incapacity, which can be attributed to increased ambition, heightened sensitivity, and inability to compete (Hyadi Ain, 2021, p.39)?

3.2 Definition of Classroom Problems

Classroom problems have several definitions. Mansour et al. (2002) describe them as types of behavior that teachers perceive as undesirable and find challenging to confront. These behaviors disrupt their work and represent non-conformist behavior from students. Ziad Barakat in his study (2009) explains that classroom problems manifest as undesirable behaviors by students within the class. These behaviors vary from negative verbal actions to other forms, such as chattering, speaking without permission, singing, humming, etc., or negative physical behaviors like standing without the teacher's permission, wandering around the class, moving chairs, and can escalate to more serious aggressive behaviors, such as damaging school property, hitting peers, harassment, attacking teachers, and other unhealthy behaviors that hinder the teaching and learning process (Hyad Ain, 2021, p.60).

3.3 Sources of Classroom Problems

Several sources contribute to classroom problems, which hinder order and classroom learning, including:

a. Problems Arising from Teacher Behavior

A successful and beloved teacher is characterized by good training, high competence, democracy, and tolerance. Their behavior is marked by fairness, compassion, and moderation, making them popular among students. These characteristics contribute to an interactive and effective teaching process, leading to impressive student learning outcomes. On the other hand, a teacher's insistence on complete calmness and lack of activity can suppress students' motivation and energy, leading them to seek other outlets for their repressed energy. Teacher behaviors that significantly impact student behaviors include:

- Authoritarian leadership and dealing with students through threats and intimidation.
- Lack of mastery of the subject matter and scattered presentation without updating information.
- Absence of planning.
- Lack of a consistent policy in dealing with students.
- Individual and personal sensitivity of the teacher.
- Excessive or insufficient homework assignments.

- Imbalance in giving promises and threats.
- Resorting to collective punishment.
- Weak listening skills of the teacher.
- Quick to anger and emotional reactions.
- Ambiguity and lack of clarity in instructions.
- Inequality among students.

b. Problems Related to School Management

Students accept reasonable and logical rules and adhere to them, rejecting the opposite. Some schools impose strict and harsh regulations similar to military discipline, while others are known for laxity, chaos, and neglect of planning and establishing order. This leads to instability in the class schedule, students leaving classrooms, and tardiness in attending lessons.

c. Problems Arising from Class Group Composition

The class group significantly influences individual behaviors. Sometimes students adopt behaviors they would not typically engage in outside the group or when alone. Reasons for adopting these behaviors include:

- Imitation and emulation among students.
- A prevailing punitive atmosphere in the class.
- A competitive, hostile environment.
- Continuous and persistent frustration.
- Lack of desire to participate in activities.
- Dictatorship in the class.
- Absence of tranquility and security.

d. Challenges Arising from Classroom Educational Activities

- Differing expectations that may be too high or too low, affecting student performance.
- The teacher's use of complex language, hindering the learning process.
- Excessive or insufficient distribution of educational tasks and assignments, leading to student fatigue or insufficient motivation.
- Lack of excitement in activities and assignments set by the teacher, resulting in lost student interest.
- Repetitive and monotonous educational activities without innovation, causing student boredom.
- Educational activities not aligned with students' varying levels and abilities, causing some to feel frustrated or overwhelmed.

e. Problems Related to the Student: Three factors control these

- The student's educational ability level, considering the vast individual differences among students, as attention, patience, and perseverance differ between students with high and low mental abilities.
- Health factors, such as hearing and vision impairments, respiratory difficulties, speech disorders, malnutrition, anemia, etc., hindering the student's progress and causing feelings of inferiority, which can also lead to behavioral problems.
- The student's personality, such as reaching an appropriate level of personal maturity, the ability to make correct judgments, low self-esteem, or inability to bear responsibility. Students differ in their judgments of others and self-assessment.(DEBRA,G;G 2010, p.23).
- There are also several classroom problems such as cheating in exams, attention deficit and hyperactivity, bullying behavior among students, chaos, indiscipline, aggressive behavior, etc.

3. CLASSROOM BEHAVIOR MODIFICATION TECHNIQUES

Divided into Two Categories: Behavior modification techniques aim to bring about changes in individual behavior to make both their life and the lives of those around them more positive and effective. The techniques for modifying students' behavior are numerous and varied, and it's possible to alternate between them based on the outcomes each method achieves.

The choice of technique depends on multiple factors, including the individual circumstances of the students, as what works for modifying the behavior of one student may not be effective for another.

Before discussing the main behavior modification techniques, it is essential to outline the characteristics that should be present in these strategies:

- Easy to implement.
- Match the unique characteristics and preferences of the student.
- Align with the characteristics of the problem the student is facing and the related factors.
- Be développemental in nature.
- Encourage the development of self-control skills.
- Strengthen the student's expectations of personal effectiveness or self-efficacy.
- Based on scientific studies.

- Suitable for practical application.

Some of the most important classroom behavior modification techniques are as follows:

4.1 Reinforcement

Divided into two types; Positive and Negative Reinforcement.

a. Positive Reinforcement

This involves increasing a positive effect after the desired behavior, increasing the likelihood of this behavior being repeated in the future. For example, when a student answers a question smartly and receives appreciation from the teacher as a positive outcome, this motivates the student to repeat similar answers in the future.

b. Negative Reinforcement

This strengthens behavior by removing an aversive or painful stimulus immediately after the desired behavior.

An example of negative reinforcement is when a student participates actively in a lesson, driven by the fear of losing participation points in a science subject, for instance. Here, the student participates not because of interest in the activity but to avoid the negative outcome - loss of points.

This behavior reinforces future participation in similar situations as the student learns that participation prevents a negative outcome.

c. Differential Reinforcement of Other Behavior

Reinforcing an individual when they refrain from performing the undesired behavior that is intended to be reduced for a specified period. The steps for implementing this procedure are:

- Identify and define the undesired behavior that is to be reduced.
- Determine a time period during which the undesired behavior should not occur.
- Observe the behavior during this time period.
- Reinforce the individual after this period if the targeted behavior does not occur. Example: A teacher rewards a student who does not talk during class.

d. Differential Reinforcement of Alternative Behavior

Reinforcing an individual for performing an alternative behavior to the undesired behavior that is intended to be reduced. The steps for this method include:

- The alternative behavior adopted should offer tangible benefits to the individual.
- Clearly define and explain the reinforcement schedule used before starting the reinforcement process.
- Apply this procedure in a structured and random manner.

Example: Reinforcing a student when eating while seated instead of an undesired behavior practiced while moving around the school cafeteria with food in hand (Al-Amri, 2018, p.17).

There are several types of reinforcers, including food reinforcers, material reinforcers (such as toys, stories, colors, certificates of appreciation, pens, bicycles, etc.), symbolic reinforcers like points and stars, activity reinforcers such as increased break times, participation in school events, sports activities, and social reinforcers like smiling, clapping, and handshaking.

➤ *Factors Affecting the Effectiveness of Reinforcement*

These include Immediacy of reinforcement, Consistency of reinforcement, Quantity of reinforcement, Difficulty level of the behavior, Variety and Novelty.

4.2 Punishment

Punishment involves imposing a penalty on the student due to a certain behavior. For example, if a student is punished every time they exhibit physically or psychologically aggressive behavior towards others, they may stop this aggressive behavior. Different punishment methods, such as direct reprimand, scolding, or threatening, can be used by counselors or teachers, as well as more specific punishments like making the student stand next to the wall, isolating them in a separate room for a period, or excluding them from a favored activity.

It is preferable to use this method after exhausting positive approaches, as punishment has been shown to decrease undesirable behavior. The cessation of punishment can lead to the reappearance of the behavior; punishment does not lead to learning new, desired behaviors but merely suppresses undesirable ones. When using punishment, it is necessary to establish clear criteria for its application and announce these in advance.

However, punishment can have negative side effects such as generalized anxiety, withdrawal, stubbornness, aggression, fear of public speaking, etc. Therefore, it is generally advised not to use punishment by educational

counselors as it can create psychological barriers between them and the students.

➤ *Positives of Punishment*

- Organized use of punishment helps an individual distinguish between acceptable and unacceptable behaviors.
- Effective use of punishment can quickly stop or reduce undesirable behaviors.
- Punishing unacceptable behavior reduces the likelihood of others imitating it.

➤ *Négatives of Punishment*

- Severe punishment can lead to violence and counter-attacks.
- It can produce undesirable transitional states like crying, screaming.
- It negatively affects the social relationship between the punisher and the punished; a teacher who punishes frequently becomes feared by students (Jalal, d.t., p.36).

4.3 Exclusion

A procedure aimed at reducing or stopping undesirable behavior by removing positive reinforcers for a specific period, known as "temporary deprivation of reinforcers," includes two types:

- *Excluding the individual from the reinforcing environment:*

This means removing the individual from the situation or environment that provides them with positive reinforcers.

- *Withdrawing stimuli from the individual for a specified period as a disciplinary measure after unacceptable behavior:*

This procedure involves removing a particular reinforcer as a direct response to the undesirable behavior.

Example: If a student exhibits undesirable behavior and has an interest in physical activities, as a disciplinary measure, they can be deprived of the physical education class on the day they exhibited this behavior.

4.4 Token Economy

This comprises a set of behavior modification techniques that involve the use of symbolic reinforcers to achieve therapeutic goals. Symbolic reinforcers like stamps, stars, paper clips, plastic pieces, buttons, etc., are used for reinforcement by exchanging them for various primary or secondary privileges such as gifts, breaks, games, etc. These are known as backup reinforcers.

Example: A third-grade student needs encouragement. If they memorize verses from the Quran, they are given cards with a specific value known to both students and the teacher.

4.5 Fading

This behavior occurs in a situation with the possibility of occurring in other situations through gradual change from the first situation to the third. Fading differs from shaping in that it involves gradual changes in the environment, whereas shaping involves gradual changes in the response.

4.6 Extinction

Extinction is the process where a response stops due to the cessation of reinforcement. In this method, the educational counselor or teacher ignores the student when they make a mistake, meaning not commenting on their mistake or drawing attention to it, and ignoring some of their behaviors for a set period without complaining about them.

Conversely, the student is praised when they display positive behavior and good conduct. This method can be effective and successful in dealing with tantrums or behavioral problems in the classroom. To enhance the effectiveness of extinction, the following points should be considered:

- Identify the reinforcers that affect the individual through direct observation.
- Specify the situations where extinction will be applied and clarify this to the individual before starting the procedure.
- Ensure that parents, peers, and teachers participating in the procedure refrain from reinforcing the individual during the extinction of the undesired behavior. Reinforcing the behavior even once during extinction can reduce the effectiveness of the procedure or modify it.

4.7 Shaping

Shaping involves the systematic positive reinforcement of responses that approximate the final behavior, aiming to produce a behavior that is not currently present. The key to the success of shaping is that reinforcement depends on the gradual change of behavior towards the final behavior and ignoring it when it deviates from this final behavior. The steps for behavior shaping are:

- Define the final behavior.
- Identify and define the introductory behavior.
- Choose effective reinforcers.

- Describe the steps of the shaping process to the counselor.
- Continuously reinforce the introductory behavior until its occurrence is high.
- Gradually move from the current level of performance to a better one.

4.8 Chaining

Chaining is a procedure through which a person is guided to accomplish a series of behaviors by reinforcing them after performing the links that make up that chain sequentially (Jalal, p.46).

4.9 Classroom Management Strategies

a. Persuasion and Guidance Strategy

This strategy is based on addressing students in language they understand, thereby convincing them to comply and obey instructions and to practice behaviors that are in line with social norms. Teachers who adhere to this strategy believe in the necessity of using persuasive methods to achieve student cooperation. Implementing this strategy requires the teacher to possess communication and persuasion skills, a lot of patience, and time.

b. Crisis Management and Control Strategy

The aim of this strategy is to manage and control situations and crises that may arise inside the classroom, and it can also be applied in other places such as playgrounds and public areas in the school.

This strategy seeks to provide a safe and stable educational environment, enhancing the effectiveness of teaching and learning by successfully dealing with challenges and problems that students and teachers may face either inside the classroom or elsewhere within the educational institution.

This is one of the strategies that require training, as well as the teacher's ability to control their emotions, thereby controlling situations. For example, when a group of students suddenly make inappropriate noises or speak without permission, causing disorder and chaos, teachers are advised to maintain their calm and not to react extremely or aggressively, as it could complicate the situation.

Isolating students responsible for the problem from others is recommended to prevent the spread of the issue, and engaging non-involved students in their previous educational activity (Dania, 2013, p.14).

Effective classroom management also involves mastering certain skills to overcome many classroom and behavioral problems, especially attention deficit. Among these skills are attracting students' attention, making

lessons effective, and efficient classroom organization. The skill of attracting attention is explained as follows:

➤ *Attracting Attention*

The attention of students in the classroom is an important factor in the learning and teaching process. Without it, the class may become chaotic and disruptive. Teachers can capture students' attention through the following methods:

- Ensuring complete attention before starting teaching (using an incident, an exciting event, a story).
- Pausing briefly after providing the attention stimulus.
- Briefly outlining the lesson's objectives.
- Beginning the explanation when students are focused.
- Smoothly transitioning between topics.
- Maintaining eye contact with students.
- Varying and changing the tone of voice.
- Adapting to students' abilities.
- Stopping the explanation when necessary.

Differentiating between off-task behavior and inattention. Off-task behavior includes student activities not focused on educational activities but not necessarily disorderly or misbehaving, like writing unrelated notes. Inattention involves behavior that interrupts teaching, infringes on others' rights to learn, and is psychologically unsafe.

Strategies for attracting attention can be divided into four groups: Material, Provocative, Emotional, and Affirmative.

Material: Deals with any stimulus that attracts one or more senses (sight, hearing, touch, taste), such as pictures, maps, music, and manual objects. The movement of the teacher and changes in voice tone are considered material features.

Provocative: Involves presenting contradictory information and unpredictability to the extent that students enjoy the challenge.

Emotional: The art of simplicity, sometimes just calling students by their names suffices.

Affirmative: Attracting students' attention to a particular topic by stating, for example, "Pay close attention, this point is very important" (Abu Khalil, p.53).

5 CONCLUSION

In summary, from the discussion in this theoretical paper, we conclude that the importance of behavior modification methods in changing the negative behavior of students to extinguish it and replace it with positive and acceptable behavior is significant.

All these methods and strategies are crucial in controlling students' behaviors in a way that positively impacts the objectives of the educational process. Some teachers may overlook the importance of such methods due to a lack of knowledge, training, or belief in their benefits.

Therefore, through the previous overview, we have attempted to clarify some of these methods, albeit briefly, to enrich this aspect and draw attention to their practical significance in the educational and pedagogical field. This is due to the positive outcomes they produce by reducing many classroom behavioral or psychological problems and through improving the relationship between teachers and learners, thereby achieving effective classroom management.

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