Observer --------------------

Time \_10:30 to 12.30

Location ----------------------------------

Student name ---------------------------------

Date \_Nov 18, 2019, ,

Child's Age \_4-6 years

Observation Objective: Anti-Social Behavior for example hurting, behaviors towards others unkind word °qv others, disregard of others' requests, intimidation,

Frequency Record (One tally mark each time observed) Anti-Social Behavior-

//// //// //// //// /// //// //// //// /////

 //// //// //// //// //// //// ////

//// //// //// ///// ///// //// //// //// //// //// ////

**Notes and Comments**:

 On November 18 ,2019 at 10.30 pm , a child from child center creating problem as he was not listening nor communication to any staff member. He was not listening to teacher and simply tries to ignore her. He was holding his milk cup in his hand and when teacher asked him is, he want milk then he simply nodded his head and turn all the milk down from his cup.

At about 11.05 am , he was sitting along playing with crayons .he do not want to share anything with any body

At 11.30am, he was eating chips alone separate from rest of the children

At 11.50 am, Teacher asked everyone to make a line and go to play ground, but he was reluctant standing in line with other children.

At 12.00 pm, all the children engaged in playing with sand box and blocks, but he did not participated. He was standing aloe at the corner of ground.

At 12.30 p ,teacher asked them to wash hands and return back to class room, but he tied his hands at his back and refused to wash and returned back to class.

**Summary and Interpretations:**

Deviant behavior is a behavior characterized by a deviation from accepted moral, and in some cases, legal norms. Hostility, suspicion can be a means of protecting a child from an imaginary threat, “attack”. Deviations in the behavior of children and adolescents can be caused by the following groups of reasons:

1. Socio - pedagogical neglect, when a child behaves incorrectly due to his bad manners, lack of necessary positive knowledge and skills.

2. deep mental discomfort caused by the dysfunction of family relationships, negative psychological microclimate in the family.

3. Neglect, negative environmental impact.

**Factors:**

1. single-parent family

2. financial situation of the family

3. style of parenting in the family (lack of uniform requirements for the child, cruelty of parents

4. abuse of alcohol and drugs by parents.

Increased aggressiveness of children is one of the most acute problems not only for doctors, teachers and psychologists, but also for society as a whole. The relevance of the topic is undeniable, since the number of children with such behavior is growing rapidly. This is due to the summation of a number of unfavorable factors:

1. deterioration in the social conditions of children's lives;

2. The crisis of family education;

3. inattention of the school to the neuropsychic state of children;

4. an increase in the proportion of pathological births that leave consequences in the form of damage to the brain of the child.

The media, film and video industry, regularly promoting the cult of violence, also contribute to this.

In recent years, the scientific interest in the problems of child aggression has increased significantly, but, unfortunately, the works mostly contain theoretical considerations about its mechanisms and manifestations. At the same time, there are relatively few studies based on real experience of correction and therapy. Meanwhile, helping preschool children, whose aggressiveness is only in its infancy, is especially important. This allows for timely corrective action.

In some cases, with manifestations of child or adolescent aggression, urgent adult intervention is required. Emergency intervention is aimed at reducing or avoiding aggressive behavior in tense, conflict situations. For a more constructive impact on the aggressive reactions of children and adolescents, special recommendations have been developed for teachers and parents, but their knowledge will not harm psychologists either.

The following rules for emergency intervention will allow for a positive resolution of conflicts in a conflict situation. An important condition for the upbringing of “controlled aggression” in a child is the demonstration of non-aggressive behavior patterns.

1. Calm attitude in case of minor aggression.

In cases where aggression of children and adolescents is not dangerous and explicable, the following positive strategies can be used:

- complete disregard for the reactions of the child / adolescent is a very powerful way to stop unwanted behavior;

- an expression of understanding the feelings of the child ("Of course, you are offended ...");

- switching attention, suggesting any task ("Help me, please, get the dishes from the upper shelf, you are above me,");

- a positive designation of behavior ("You are angry because you are tired").

Since aggression is natural for people, an adequate and harmless aggressive reaction often does not require outside intervention. Children often use aggression simply to attract attention to them. If the child / teenager is angry within acceptable limits and for completely understandable reasons, you need to let him react, listen carefully and switch his attention to something else.

To draw a clear line between the act and the personality allows the technique of an objective description of behavior. After the child calms down, it is advisable to discuss his behavior with him. It should describe how he behaved during the manifestation of aggression, what words he said, what actions he performed, without giving any assessment. Critical remarks, especially emotional ones, cause irritation and protest, and lead away from solving the problem.