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PSYCHOLOGY OF BEHAVIORALLY DEFECTIVE STUDENTS AND TECHNOLOGIES FOR WORKING WITH THEM

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ANNOTATION

This article describes the psychological characteristics of behaviorally defective students, focusing on the root causes of their behavioral issues, including emotional, social, and cognitive factors. It examines common psychological patterns observed in such students and highlights the impact of their behavior on academic performance and social integration. Furthermore, the article presents modern educational and psychological technologies designed to work effectively with this group of students. Special attention is given to corrective and developmental strategies, individualized approaches, and the role of the teacher and school psychologist in supporting positive behavioral change. The study emphasizes the importance of creating a supportive learning environment to foster the emotional and social development of behaviorally challenged learners.

KEY WORDS: *Psychology, Behaviorally Defective, Students, Technologies, Human Personality.*

INTRODUCTION

Behaviorally defective students often exhibit recurring psychological patterns such as impulsivity, low frustration tolerance, emotional instability, attention deficits, and oppositional or defiant tendencies. These patterns may stem from a variety of factors, including neurodevelopmental disorders, traumatic experiences, inconsistent parenting, or unmet emotional needs. Such psychological traits frequently manifest in the classroom as difficulty in following instructions, disruptive behavior, withdrawal, or conflict with peers and authority figures. As a result, their academic performance tends to suffer due to reduced focus, lack of motivation, and poor organizational skills. Additionally, these behavioral tendencies hinder their ability to form and maintain healthy social relationships, leading to social isolation or negative peer interactions.

Consequently, these students might often face challenges in fully integrating into the school environment, which can reinforce their behavioral issues and contribute to a cycle of academic underachievement and social maladjustment. Early identification and tailored psychological or pedagogical interventions are essential to support their development and help them succeed both academically and socially. The influence of education in shaping the next generation is of paramount importance. With the swift development of Artificial Intelligence (AI), the education sector has undergone significant transformation. Cutting-edge AI technologies offer the potential to revolutionize conventional teaching methods by prioritizing students' individual preferences. Understanding and tracking students' attention is fundamental to enhancing both teaching and learning experiences. However, in large classroom settings, it often becomes challenging for educators to monitor each student's engagement and gauge their interest in learning [10]. Teachers may struggle to identify the most effective strategies for addressing diverse learning needs.

LITERATURE REVIEW

The correction and development of student behavior is a central concern in modern educational psychology. Scholars emphasize that behavioral difficulties often stem from complex, interrelated psychological, social, and environmental factors [4]. Therefore, the need for multifaceted, individualized strategies in both prevention and intervention is vital [7].

Corrective and developmental strategies include positive behavior support (PBS), cognitive-behavioral interventions, and restorative practices. Positive Behavior Interventions and Supports (PBIS), as explored by Simonsen et al. [6], has been particularly influential in creating a framework for proactive behavioral support in schools. These systems are structured to prevent the development of problematic behaviors while promoting appropriate social conduct through reinforcement and modeling.

Individualized approaches are critical, especially for students exhibiting chronic behavioral issues. Response to Intervention (RTI) models and Individualized Education Plans (IEPs) ensure that strategies are tailored to specific student needs [3]. These methods involve regular monitoring, adaptation of instruction, and targeted interventions, emphasizing the importance of early identification and support.

The role of the teacher extends beyond instruction, encompassing behavior management, emotional support, and modeling appropriate conduct. Teachers act as frontline observers, identifying early signs of maladaptive behavior and facilitating communication between the student, family, and specialists [2]. Likewise, the school psychologist plays an integral role in diagnosing behavioral and emotional problems, providing counseling, and developing intervention plans. According to Merrell et al. [5], collaboration between psychologists, teachers, and parents significantly enhances the

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success of behavioral interventions, ensuring consistency across environments.

Effective support for positive behavioral change is ultimately reliant on coordinated, systemic efforts involving not only individualized support for the student but also a broader cultural shift within schools toward inclusivity, empathy, and proactive discipline.

DISCUSSION

In recent times, both traditional machine learning and deep learning (DL) approaches have demonstrated strong results in the field of human behavior recognition (HBR). Traditional machine learning techniques rely heavily on feature extraction, where behavioral characteristics are manually identified and then used for recognition tasks. However, these approaches are often constrained by the limitations of the extracted features. In contrast, DL-based HBR methods can automatically learn complex and abstract features from large datasets. The choice of deep learning models and their parameters significantly influences detection outcomes. As research advances in recognizing behaviors from classroom surveillance videos, utilizing deep learning for learning action representations has emerged as a prominent direction in computer vision [11].

Creating a supportive learning environment is fundamental to addressing the emotional and social development of behaviorally challenged learners. These students often exhibit difficulties in regulating emotions, forming peer relationships, and responding appropriately to social norms, which significantly impacts their academic performance and school engagement [14].

Behaviorally challenged learners typically experience heightened levels of stress and anxiety within traditional classroom settings, which may exacerbate disruptive behaviors and hinder social interaction. A positive and inclusive classroom climate, characterized by respect, empathy, and structured routines, can help reduce such behaviors and provide the psychological safety necessary for growth [13]. Emotional support, in the form of positive teacher-student relationships and peer acceptance, has been found to contribute to improved self-regulation, greater social competence, and better overall behavior [18].

One of the key components in fostering this environment is the implementation of social-emotional learning (SEL) programs. These programs equip students with skills to manage emotions, resolve conflicts peacefully, and develop empathy. SEL has been associated with increased academic outcomes and reduced aggression [12]. Moreover, trauma-informed practices are essential when working with students who may have experienced adverse childhood experiences (ACEs), which are prevalent among those with behavioral challenges [15]. These approaches recognize the underlying emotional needs and emphasize patience, safety, and consistency in the classroom.

The role of the teacher is particularly vital. Educators must adopt a compassionate and individualized approach, using techniques such as positive behavioral interventions and supports (PBIS), differentiated instruction, and collaborative goal-setting with learners. Consistent and fair discipline strategies, paired with encouragement and reinforcement of positive behavior, help establish trust and accountability [17].

CONCLUSION

Thus, involving school psychologists and counselors enhances the effectiveness of interventions. These professionals can provide targeted support, assess emotional and behavioral needs, and design individualized behavior plans. Collaboration among teachers, parents, and specialists ensures that interventions are holistic and aligned with each student's developmental needs [16]. In summary, fostering a supportive learning environment is not only about minimizing disruptive behavior but about nurturing emotional well-being and social resilience. Such an environment enables behaviorally challenged learners to thrive, engage meaningfully in their education, and build the interpersonal skills necessary for lifelong success.

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