

or she learns how to communicate, gets to know others and also his- or herself, learns to fulfil various social roles and to solve a variety of real life situations. Practice has proven that group work is the best method in helping and at the same time preventing the disordered behaviour. It is the method that allows the pupil to acquire the necessary social capabilities and apply them to the relations within the group (Rosová, 2010).

The practical application has shown that group work is affected by these main factors:

1. group communication: for the group to function correctly it is necessary to establish some level of communication, means of understanding and clear verbalization (Rosová, 2010);
2. group dynamics: all the activities taking place amongst the members of the group, their relationships and mutual reactions, their changes in relation to the group and development of the whole group;
3. group leader: presence of skilled leader is of great importance; regardless of the kind of activity taking place in the group, due to the fact that his/hers presence helps to create the feeling of confidence and security. The figure of a leader also makes an example for the young pupils, an image of an adult that they would follow and imitate (Rosová, 2010).

The main educational methods applied in group work with pupils with behavioural disorders are the following:

1. Games and their educational application as an useful tool for socialization:
 - spontaneously tests the dexterity;
 - creates the need for both activity and relaxation;
 - allows the compensation for unpleasant experiences, feelings of rejection;
 - is a way of examining connections and relations, helps to understand the worlds;
2. Aims of children's activities: games, sports, solving of particular problems and situations;
3. Dialogue: Group leader needs to be an expert in leading a dialogue and in communication;
4. Artistic activities: passive and active, e.g. **music therapy** that has a specific place in the system of complex caretaking for the disabled individuals. Its purpose is to improve their condition using musical means of expression;
5. Community regime: gives the pupils the possibility of an **active social learning, exploits playful and relaxing activities, group games, thematic**

discussions, motional activities, art therapy activities and relaxing exercises (Rosová, 2011).

The subject matter of the pre-emptive program focuses on 3 groups:

1. Pupils with behavioural disorders;
2. Parents of pupils with behavioural disorders;
3. Tutors of pupils with behavioural disorders.

When creating the program for the 1st grade pupils, we were aiming for the following objectives:

- O1 – development of empathy, emotional intelligence, emotional competences: (emotional self-confidence, regulation of emotions, productive usage of emotions);
- O2 – development of social skills (encompasses the growth of self-respect, self-understanding, building of self-confidence), improving the relations with peers, leading to creation of pro-social and cooperative relationships;
- O3 – development of communicative skills;
- O4 – constructive problem solving – teaching the pupils how to appropriately handle difficult situations, to solve problems in non-aggressive way;
- O5 – reduction of inattention, improving concentration;
- O6 – reduction of the manifestations of motoric hyperactivity, controlling the movement;
- O7 – relaxation.

The schedule of meetings with individual groups was aimed at reducing the undesirable forms of behaviour, the effectivity of which was later determined by a survey. We had the following hypotheses:

- We assumed that the application of pre-emptive program would lead to positive increase in pro-social aspect in the pupil's behaviour;
- We assumed that by applying the pre-emptive program, we will eliminate negative aspects of conduct in pupils with behavioural disorder; the effects of hyperactivity will diminish, the intensity of impulsiveness will be weaker, and the number of defects related to self-regulation will decrease;
- We assumed that the application of pre-emptive program will motivate the parents to look for more appropriate methods of raising their children. Individual and group meetings and consultations with parents were to be held to discuss and practice appropriate means of communication

amongst the family members. These were meant to improve the way children are taken care of, leading to an improved discipline;

- We assumed that after the application of the pre-emptive program, most pupils with behavioural disorders will show positive changes with respect to examined indicators.

Results and experience from application of pre-emptive program

Survey comprised of boys attending 1st grade primary schools in Košice. The individual pupils were chosen by school psychologists on the basis of behavioural disorders that were observed in their conduct. The final size of the group depended on the willingness of the parents to accompany their children to the CPPPaP in the afternoon and at the same time on consulting the literature and our experience from previous practices from group work with pupils with behavioural disorders. Group meetings were held during the whole school year except for holidays, in the premises of CPPPaP, once in a week and with timespan of 90 minutes. Children were brought to our centre by their parents who were informed about the course of the program and with the objectives of group work. Parents also confirmed in writing that they agree with their child being a part of the group. Each parent then individually filed the Family background test and Conner's Scale. When creating the subject matter of meetings, we took into account the individualities of the particular group of young school children, we employed the previously effective methods and activities that were created by us. Each meeting was thematically specific.

In group work, we employed motional activities, roleplaying games, communicative games, active social learning, art therapy, music therapy, relaxing exercises, motivation-stimulating rewards. Together we organized 23 meetings, three of those being group meetings with parents and children that focused on development of family communication, underlining the positive aspects of communication and constructive problem solving. The cooperation with parents may be considered successful. Even though they were often occupied or working, they accompanied their children or they made sure that their child is present at the meeting. Through the individual meetings with parents where we focused our attention on the appropriate communication within the family, we observed the improvement in the conduct of parents and also in the pupils' discipline. One of the positive results of our work was the willingness of parents to include their children's tutors in the group, since at the beginning there was none. Therefore,

we worked also with tutors of children present in our group. Every teacher individually filed the Conner's scale and was explained the program of our group work. We also agreed to regular consultations. The above mentioned tests were once again filed by parents and teachers after the first half-year and at the end of the school year, thus providing us with a feedback from our group work and its effectivity.

During the survey, we also closely watched particular pro-social interactions, aggressive behaviour, impulsivity, concentration and motoric hyperactivity. This feature of our observation had the aspect of qualitative method and through it we examined the five categories of pro-asocial interaction – “physical assistance”, “physical help”, “verbal assistance”, “verbal help”, “sharing”. Our intervention was aimed to encourage this type of behaviour and would lead to cooperation and mutual acceptance. This result has been greatly visible in the reduction of impulsive behaviour during games.

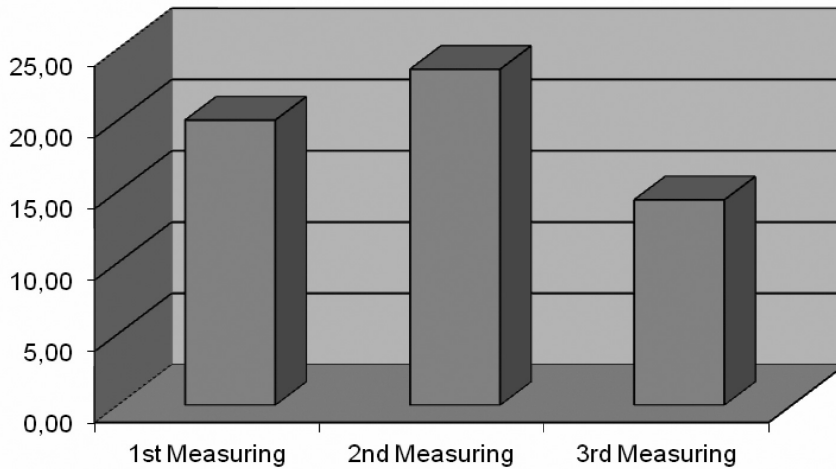
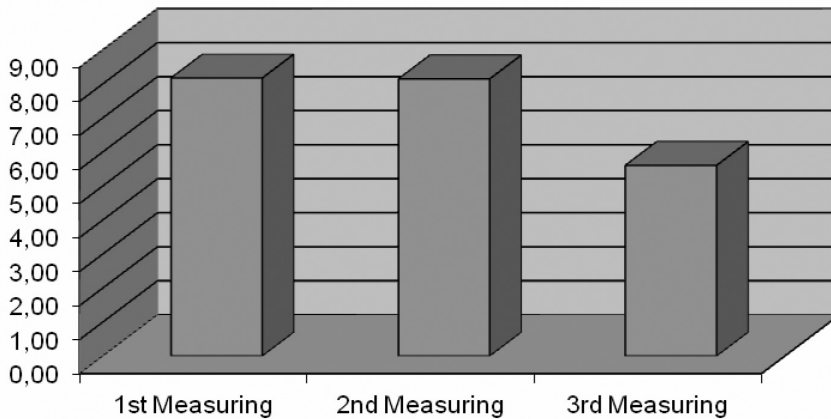
The survey has been evaluated both quantitatively and qualitatively. Due to our influence through our program there has been a visible improvement in every indicator, mostly in the category of “verbal assistance”.

Qualitative evaluation of the results of the observation in the group presented positive changes in the following areas:

1. improvement in the field of pro-social interactions;
2. diminishment of impulsivity;
3. elimination of aggressive forms of behaviour;
4. improvement of pupil's discipline and in the caretaking from the part of the parent.

To analyse the results of the survey, group of programs Statistica 5.5 (Stat Soft, Tulsa, OK, 2000) have been used. Quantitative interpretation hints to the elimination of negative aspects in children's behaviour by diminishing the effects of hyperactivity evaluated by tutors, where the decline is visible between the second and the third measuring (chart 1). Another significant improvement may be seen in the third measuring when compared with the first and the second, where one can see the elimination of problems with self-regulation that were measured by parents (chart 2).

The results prove that the realized program has been successful. We believe that these results may motivate other specialists in the field of prevention. We also propose the possible size of the domain of the social worker when working in a team with other professionals. We point at the necessity of the application of this program to the pupils of 1st grade primary school with behavioural disorders.

Chart 1: Changes in hyperactivity, evaluation by teachers**Chart 2: Changes in self-regulation defects, evaluation by parents**

We assume that when realizing this program, it is necessary also to focus on the family background and the teachers. Complex approach to this problem is required, and being on the beginning of the road, we believe that we are treading in the right direction.

Results and experience from the realization of the pre-emptive program point at the importance of group work when working with children with behavioural disorders, because they learn:

- how to understand themselves and others;
- how to communicate (amongst themselves and with an adult);
- how to deal with various social situations by learning how to solve them positively, assertively, pro-socially, cooperatively and not by choosing an aggressive response;
- to help one another;
- achieve an improvement towards positive development (Rosová, 2010).

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