

# Emotional and Behavioral Problems of School Children in Khartoum State-Sudan

<sup>1</sup>Ahmed Elhassan Hamid Hassan, <sup>2</sup>Ibtihaj Abaker Musa

<sup>1</sup>Assistant Professor, University of Jazan, Faculty of Education, Department of Special Education

<sup>2</sup>Social worker, University of Zalingei

[aaboareej@yahoo.com](mailto:aaboareej@yahoo.com)

## ABSTRACT

This study was conducted in Khartoum State- Sudan, during 2014. The aim of the study is to detect the emotional and behavioral problems among children of unknown parentage from (SOS) village. The researchers used descriptive analytic method, Questioners technique is used as method of data collection, Group study formed from teachers and supervisors of unknown parentage children which is about (70) teachers and supervisors, The researchers selected randomly sample about (50) male and female, (25) teachers and (25) supervisors. The data analyzed by using SPSS Statistical packaged for social sciences. Results indicate that the behavioral and emotional problems among children of unknown parentage are: They attacking others, they causing severe bodily harm (injuries-fractures),they destroy classroom furniture, they seem signs of sadness and depression, they suffer lack of attention in the classroom, they have trouble in staying focused, they have trouble to stay organized, they chew things or clothing, they appear an uncontrollable movement (head - mouth), Unable to improve his work with the large number of attempts.

**Keywords:** *Emotional, Problems, Behavioral, Children*

## 1. INTRODUCTION

Many children display inappropriate or show problematic behaviors in the classroom, which is difficult for them to learn, cause harm to the child or others, and isolate the child from his or her peers [8]. Emotional and behavioral problems are among the most prevalent chronic health conditions of childhood and often have serious negative consequences for a child's academic achievement and social development. Parents are frequently the first observer to identify that a child has a serious emotional or behavioral problem, and they play a major role in arranging diagnostic and treatment services for children [2]. Understanding the nature of children emotional and behavioral problems assists teachers and paraprofessionals in planning instructional programs that better meet children needs [8]. Disruptive behavior problems, including oppositional and intentional difficulties; emotional problems such as fears, phobias and depression; and feeding problems in the age period 0–5 years [3]. Young children may lie because they are too young to understand the difference between the truth and a lie. Sometimes they lie to get themselves out of trouble. This is normal, when they act this way all the time, or when this behavior gets them into trouble all the time at home, at school, or with other kids in the neighborhood, they may have what we call a disruptive behavior disorder [9]. There are two main types of disruptive behavior disorders –Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD). A child who has many temper tantrums, or is disobedient or argues with adults or peers on a regular basis, may have Oppositional Defiant Disorder (ODD). More serious problems like frequent physical aggression, stealing or bullying may be a sign of Conduct Disorder (CD) [1].

The Oppositional Defiant Disorder (ODD) is a type of behavior problem in which children are openly hostile, uncooperative, and irritable. They lose their tempers and are mean and spiteful towards others, they

often do things to deliberately annoy other people. Most of their defiant behavior is directed at authority figures, but they also sometimes behave the someway towards their siblings, playmates, or classmates. Their home life, school life, and peer relationships are negatively affected because of the way they think and behave [9].

CD is a serious psychiatric disorder that requires professional help; Children with Conduct Disorder often have trouble understanding how other people think. They may have trouble talking to others. They may think that other people are being mean to them or wish them harm when that is not the case at all. Their language skills may be impaired, which means they have trouble using words and may act out instead. They may not know how to make friends with other children, and may feel sad, frustrated, and angry as a result [7].Children with this condition are aggressive all the time in a way that causes problems for them and their family. They may threaten or actually harm people or animals, or they may damage or destroy property. They may steal or shoplift, or even be involved in breaking and entering. They often lie or try to “con” other people. They frequently skip school [5].

### 1.1 What Causes Emotional Behavioral Problems?

Many factors can influence in emotional and behavioral problems like Biological factors: Certain biological conditions have been associated with emotional disturbance and behavioral problems, as the reappear to be genetic links to depression and schizophrenia, as well as to nutritional deficits, certain physical illnesses and injuries, and some neurological conditions [6]. Family factors: The environment in which children live can either help or hurt healthy development, just as a child's behavior may have both negative and positive influences upon other family members. Certain elements, too, within a child's family may increase his or her risk for developing emotional disturbance or behavioral problems. (Physical abuse, child neglect, sexual abuse, and

emotional maltreatment have all been associated with “troubling behaviors” in children) [9].

**School factors:** Generally, students with emotional disturbance and behavioral problems tend to “underachieve,” in school. Learning problems put them at a disadvantage in any school environment, particularly since many of these students have not developed adequate social skills by the time they enter school, and poor social skills may result in social rejection by both peers and teachers. This rejection leads to further disinterest in school and even greater underachievement and failure [7]. **Community factors:** Children are often exposed to stressors within their communities. Exposure to crime and gang violence has often been linked to a tendency to behave in ways associated with emotional disturbance and behavioral problems [2]. Many epidemiologic studies of the emotional and behavioral problems of children have relied on parent responses to survey questions to identify children at high risk of these problems (4). Surveys that collect information from parents also have the advantage of using a respondent who is knowledgeable about other aspects of a child’s life, including the child’s socio demographic characteristics, diagnosed developmental conditions, and use of educational and health care services [1].

So that the researchers conduct this study to identify the behavioural and emotional problems of unknown parentage children. To this aims, the following questions will be answered:

- a. What are the behavioural and emotional problems related to antisocial behaviour among children of unknown parentage?
- b. What are the behavioural and emotional problems related to aggressive behaviour among children of unknown parentage?
- c. What are the behavioural and emotional problems related to isolation among children of unknown parentage?
- d. What are the behavioural and emotional problems related to hyperactivity among children of unknown parentage?
- e. What are the behavioural and emotional problems related to Physical and neurological syndromes among children of unknown parentage?

## 2. TOOLS AND METHODS

### 2.1 Method Research

Approach In this study the descriptive analytic research technique was used.

### 2.2 Study Group

Study group formed from teachers and supervisors from (SOS) village in Khartoum state – Sudan, which about (70), (30) teachers and (40) supervisors.

### 2.3 Sample Technic

In this study the researchers followed the random sample method, the sample formed from (50) teachers and supervisors from (SOS) village in Khartoum state – Sudan, (25) teachers and (25) supervisors.

### 2.4 Tools Technique

To obtain the required data for research following tools and techniques were used which are as follows: behavioral and emotional problems measurement prepared by the researcher's formed from five categories :a) antisocial behavior shows behavioral and emotional problems related to antisocial behavior like closes the door violently, b) aggressive behavior shows behavioral and emotional problems related to aggressive behavior like destroys classroom furniture, c) isolation behavior shows behavioral and emotional problems related to isolation behavior like Seems to be signs of sadness and depression, d) hyperactivity shows behavioral and emotional problems related to hyperactivity like Speaks loudly, e) Physical and neurological shows behavioral and emotional problems related to Physical and neurological like Stutter in speech and repeats certain words, and also the researcher's depend to teacher reports.

In order to ensure the validity of the questioner form, it was distributed to five instructors who had completed their doctorates and this form was developed in accordance with the opinions of the instructors. Then pilot applications were conducted some improvements, and after that the questioner forms became ready for application. Then we found out the reliability value of the scale and it is about (0.89).

### 2.5 Practical Procedures

The principle of voluntarism was the pre-condition of participating in questioner. For the questioner, an explanation was prepared. The goal of the research and how the study would be carried out were clearly stated in it. In addition, it was emphasized that the identities of the participants would remain confidential. During the questioner written forms were used. Questioner took place between 15-30days.

### 2.6 Data Analysis

After gathering data the researchers used one sample T test for testing the hypothesis, correlation confidence for reliability, Means, and SD.

## 3. RESULTS

After analysed the data the results are following:

### 3.1 Question One

What are the behavioural and emotional problems related to antisocial behaviour among children of unknown parentage?

For answer this question the researcher used One-Sample T test and the table (1) show the result. When we compare the premise mean with the arithmetic mean, we find that about (13) phrases arithmetic mean greater than mean premise as phrases from (1-13) in table

<http://www.ejournalofscience.org>

(1) and all this phrases have statistically significant at the level (0.05), and only two phrases arithmetic mean less than mean premise as phrases (14-15), and this means that the sample had suffer from (13) symptoms emotional and behavioural problems related to antisocial behaviour.

### 3.2 Question Two

What are the behavioural and emotional problems related to aggressive behaviour among children of unknown parentage?

For answer this question the researcher used One-Sample T test and the table (2) show the result. When we compare the premise mean with the arithmetic mean, we find that about (13) phrases arithmetic mean greater than mean premise as phrases from (1-13) as in table (2) and all this phrases have statistically significant at the level (0.05), and about (2) phrases arithmetic mean less than mean premise as phrases (14-15), and this means that the sample had suffer from (13) symptoms emotional and behavioural problems related to aggressive behaviour.

### 3.3 Question Three

What are the behavioural and emotional problems related to isolation among children of unknown parentage?

For answer this question the researcher used One-Sample T test and the table (3) show the result. When we compare the premise mean with the arithmetic mean, we find that about (9) phrases arithmetic mean greater than mean premise as phrases from (1-9) as in table (3) and all this phrases have statistically significant at the level (0.05), and about (5) phrases arithmetic mean less than mean premise as phrases (10-15), and this means

that the sample had suffer from (9) symptoms emotional and behavioural problems related to isolation.

### 3.4 Question Four

What are the behavioural and emotional problems related to hyperactivity among children of unknown parentage?

For answer this question the researcher used One-Sample T test and the table (4) show the result. When we compare the premise mean with the arithmetic mean, we find that about (8) phrases arithmetic mean greater than mean premise as phrases from (1-8) as in table (4) and all this phrases have statistically significant at the level (0.05), and about (7) phrases arithmetic mean less than mean premise as phrases (9-15), and this means that the sample had suffer from (8) symptoms emotional and behavioural problems related to hyperactivity.

### 3.5 Question Five

What are the behavioural and emotional problems related to Physical and neurological syndromes among children of unknown parentage?

For answer this question the researcher used One-Sample T test and the table (5) show the result. When we compare the premise mean with the arithmetic mean, we find that about (7) phrases arithmetic mean greater than mean premise as phrases from (1-7) as in table (4) and all this phrases have statistically significant at the level (0.05), and about (8) phrases arithmetic mean less than mean premise as phrases (8-15), and this means that the sample had suffer from (7) symptoms emotional and behavioral problems related to Physical and neurological syndromes.

**Table 1:** Shows the behavioural and emotional problems related to antisocial behaviour

N	Phrases	M	S.D	Sig	T	Significance
1	Attacking others, causing severe bodily harm (injuries-fractures).	2.64	.59	.00	7.57	Significance
2	Tearing his books and other property	2.56	.58	.00	6.86	Significance
3	Tightens hair and ears of his classmate's.	2.48	.71	.00	4.80	Significance
4	Destroys classroom furniture	2.46	.66	.00	6.83	Significance
5	Assault on the property of his classmate's (Books- personal tools)	2.46	.61	.00	5.31	Significance
6	Threatens his classmate's, using the threat of signals	2.44	.81	.00	3.83	Significance
7	Bitten or pinched or push his classmate's	2.38	.67	.00	4.03	Significance
8	Closes the door violently	2.36	.66	.00	3.84	Significance
9	Spits his classmate's	2.30	.71	.00	3.00	Significance
10	Erupts quickly if prevented him things that he wants	2.26	.72	.01	2.54	significance
11	Uses bad language when angry	2.26	.72	.01	2.54	Significance
12	Cause harm to his classmate's indirectly	2.22	.65	.02	2.40	Significance
13	Tends to violence during play	2.14	.77	.03	2.20	Significance
14	Tends to revolution or anger for trivial reasons	1.88	.69	.22	1.23	Not significance
15	Thrown away things on his classmate's	1.88	.65	.20	1.29	Not significance

**Keywords:** M= Mean SD: Stander division .Sig: sigma T: T value. Numbers of sample is 50

<http://www.ejournalofscience.org>

**Table 2:** Shows the behavioral and emotional problems related to aggressive behavior

N	Phrases	M	S.D	Sig	T	Significance
1	Destroys classroom furniture	2.64	.66	.00	6.83	Significance
2	Attacking others, causing severe bodily harm (injuries-fractures).	2.64	.60	.00	7.57	Significance
3	Tearing books and other property	2.56	.58	.00	6.86	Significance
4	Tightens his classmate's hair and ears	2.48	.71	.00	4.80	Significance
5	Bitten or pinched or push his classmate's	2.48	.67	.00	4.03	Significance
6	Assault on the property of his classmate's (Books- personal tools)	2.46	.61	.00	5.31	Significance
7	Threatens his classmate's, using the threat of signals	2.44	.81	.00	3.83	significance
8	Closes the door violently	2.36	.66	.00	3.84	Significance
9	Spits on his classmates	2.30	.71	.00	3.00	Significance
10	Erupts quickly if prevented him things that he wants	2.26	.72	.01	2.54	Significance
11	Uses bad language when angry	2.26	.72	.01	2.54	Significance
12	Tends to violence during play	2.24	.77	.03	2.20	Significance
13	Cause harm to his classmate's indirectly	2.22	.65	.02	2.40	significance
14	Tends to revolution or anger for trivial reasons	1.88	.69	.22	1.23	No significance
15	Thrown away things on his classmate's	1.88	.66	.20	1.29	No significance

**Keywords:** M= Mean SD: Stander division .Sig: sigma T: T value. Numbers of sample is 50

**Table 3:** Shows the behavioral and emotional problems related to isolation

N	Phrases	M	S.D	Sig	T	Significance
1	Seems signs of sadness and depression	2.98	.14	.00	49.0	Significance
2	Suffers lack of attention in the classroom	2.94	.24	.00	27.7	Significance
3	He writes List with its needs before going to the market	2.84	.37	.00	16.1	Significance
4	Unable improving his work with the large number of attempts	2.80	.50	.00	11.4	Significance
5	He feels bored and void	2.70	.54	.00	9.10	Significance
6	Tends to be lonely or alone	2.66	.52	.00	8.99	Significance
7	Cannot forgive others when abusing him	2.54	.65	.00	5.92	Significance
8	Does not have a purpose in life	2.50	.58	.00	6.09	Significance
9	Often cries for reasons flimsy	2.36	.75	.01	3.40	significance
10	Appearing on signs of shyness	2.12	.66	.20	1.29	Not significance
11	Difficult for him to make a decision	2.08	.75	.46	.753	Not significance
12	Does not like to be with others	2.06	.68	.54	.622	Not significance
13	Do not participate the Others in conversations	1.94	.82	.61	.518	Not significance
14	do not participate the Others in the games	1.92	.63	.38	.893	Not significance
15	Always be an isolated from others	1.90	.84	.40	.843	Not significance

**Keywords:** M= Mean SD: Stander division .Sig: sigma T: T value. Numbers of sample is 50

**Table 4:** Shows the behavioral and emotional problems related to hyperactivity

N	Phrases	M	S.D	Sig	T	Significance
1	Has trouble staying focused; is easily distracted	2.98	.14	.00	49.0	Significance
2	Has trouble staying organized, planning ahead, and finishing projects	2.94	.24	.00	27.7	Significance
3	Difficult for him to wait for his role in the lesson or play	2.84	.37	.00	16.0	Significance
4	interrupt his classmate's talk constantly	2.80	.49	.00	11.4	Significance
5	He tends to make a mess and noise constantly	2.72	.54	.00	9.49	Significance
6	He speaks loudly	2.54	.65	.00	5.92	Significance
7	He appears not to listen when spoken to	2.54	.75	.00	3.22	Significance
8	He doesn't pay attention to details	2.24	.63	.01	2.72	Significance
9	He often causes disturbance to the teacher in the classroom	1.94	.68	.54	.622	Not Significance
10	He tends to talk abounded	1.92	.63	.38	.893	Not Significance
11	He smeared on his classmate's and disturb them	1.92	.75	.46	.753	Not Significance
12	He interfere in what does not concern matters	1.90	.84	.40	.843	Not Significance

<http://www.ejournalofscience.org>

13	He beat with his feet on the ground are constantly	1.88	.66	.20	1.29	Not Significance
14	He has a lot of comments and criticisms in the classmate's	1.86	.76	.20	1.31	Not Significance
15	He suffer from hyperactivity in the classmate's	1.82	.66	.06	1.93	Not Significance

**Keywords:** M= Mean SD: Stander division .Sig: sigma T: T value. Numbers of sample is 50Keywords.

**Table 5:** Shows the behavioral and emotional problems related to Physical and neurological syndromes

N	Phrases	M	S.D	Sig	T	Significance
1	He Chews things or clothing	2.78	.65	.02	2.40	Significance
2	He appears uncontrollable movements (head - mouth)	2.68	.71	.00	3.18	Significance
3	He touches others in an inappropriate manner.	2.40	.70	.00	4.04	Significance
4	He puts his finger in his mouth	2.38	.67	.00	4.03	Significance
5	He spits on the ground everywhere	2.34	.80	.00	3.01	Significance
6	He puts everything in his mouth (Pen - Eraser - Paper)	2.29	.78	.02	2.53	Significance
7	He sucks his fingers	2.28	.70	.01	2.82	Significance
8	He screaming at others suddenly without Introductions	2.12	.77	.28	1.10	Not Significance
9	He tends to issue him strange sounds	2.06	.71	.55	.60	Not Significance
10	He tends to eat strange things (chalk - pen - eraser)	2.06	.71	.55	.596	Not Significance
11	He slept in the break between lessons	1.96	.61	.64	.47	Not Significance
12	He lends everything with his teeth	1.94	.71	.55	.596	Not Significance
13	He stutter in speech and repeats certain words or sentences constantly	1.90	.68	.30	1.04	Not Significance
14	He always plays with a buttoned his clothes and shoelace.	1.88	.66	.20	1.29	Not Significance
15	He pressure on the teeth constantly	1.82	.66	.06	1.93	Not Significance

**Keywords:** M= Mean SD: Stander division .Sig: sigma T: T value. Numbers of sample is 50Keywords.

#### 4. DISCUSSION

The discussion part of this study include five themes:

##### 4.1 The Behavioral and Emotional Problems Related to Antisocial Behavior

When the responses were analyzed it was determined that the behavioral and emotional problems related to antisocial behavior are: Attacking others, causing severe bodily harm (injuries-fractures), tearing his books and other property, destroys classroom furniture, assault on the property of his classmates (Books- personal tools), threatens his classmate's, using the threat of signals, bitten or pinched or push his classmate's, closes the door violently, spits his classmate's, erupts quickly if prevented him things that he wants, uses bad language when angry, cause harm to his classmate's indirectly, and tends to violence during play. The above results show that the unknown parentage children suffered from (13) out of (15) behavior problems that related to antisocial behavior and this result is a huge, so that their teachers and psychologist must work hard to meet this problems, Because the lack of interest in solving these problems may lead to these children turn into delinquents and therefore criminal, Or maybe they have some mental illness. The reason for the anti-social behavior is that the study sample of children of unknown parentage and they suffer from a lack of understanding of the families, they live in villages prepared them where there are no parents no brothers and hence the lack of proper social

atmosphere for the growth of social behavior. Therefore, these children suffer from anti-social behavior.

##### 4.2 The Behavioral and Emotional Problems Related to Aggressive Behavior

When the responses were analyzed it was determined that the behavioral and emotional problems related to aggressive behavior are: Destroys classroom furniture, attacking others, causing severe bodily harm (injuries-fractures), tearing books and other property, bitten or pinched or push his classmate's, Assault on the property of his classmate's (Books- personal tools), threatens his classmate's, using the threat of signals, closes the door violently, spits on his classmates, erupts quickly if prevented him things that he wants, and uses bad language when angry. The above results show that the unknown parentage children suffered from (13) out of (15) behavior problems that related to aggressive behavior and this result is a huge too, The reason for aggressive behavior of children of unknown parentage is that these children are suffering from the negative perception of the community (the stigma) of this as well as what they suffer from persecution by others of verbal aggression and physical. This negative perception of children make them to trend to attack the community, which appear in the form of aggression against the other children, whether direct assault of child abuse or indirect aggression, such as the attack on the property of others and society in general.

<http://www.ejournalofscience.org>

### 4.3 The Behavioral and Emotional Problems Related to Isolation

When the responses were analyzed it was determined that the behavioral and emotional problems related to isolation are: Seems signs of sadness and depression, suffers lack of attention in the classroom, he writes List with its needs before going to the market, unable improving his work with the large number of attempts, he feels bored and void, Tends to be lonely or alone, cannot forgive others when abusing him, Does not have a goals in his life, often cries for reasons flimsy. The above results show that the unknown parentage children suffered from (9) out of (15) behavior problems that related to isolation. The reasons of these problems reason is due to the situation of isolation experienced by children (unknown parentage) because their live in the village (SOS) without really family members as well as the sense of inferiority, as a result to their sense that they are not as the other peers who enjoy household environment with the presence of family and friendship.

### 4.4 The Behavioral and Emotional Problems Related to Hyperactivity

When the responses were analyzed it was determined that the behavioral and emotional problems related to hyperactivity are: Has trouble staying focused is easily distracted, has trouble staying organized, planning ahead, and finishing projects, difficult for him to wait for his role in the lesson or play, interrupt his classmate's talk constantly, tends to make a mess and noise constantly, speaks loudly, Appears not to listen when spoken to and Doesn't pay attention to details. The above results show that the unknown parentage children suffered from (8) out of (15) behavior problems that related to hyperactivity. The main reason for the hyperactivity for children of unknown parentage is that they suffer from a lack of care and attention required by the loss of parents and family formation, emotional deprivation, also suffer from societal disintegration, and cruelty by supervisors, in addition these children (unknown parentage) suffering from many bad condition like homeless, non-emotional experience because of no mom and dad and abuse behavior from teachers and supervisors as we saw in their village.

### 4.5 The Behavioral and Emotional Problems Related to Physical and Neurological Syndromes

When the responses were analyzed it was determined that the behavioral and emotional problems related to Physical and neurological syndromes are: chew things or clothing, appears uncontrollable movements (head - mouth), touches others in an inappropriate manner, puts his finger in his mouth, spits on the ground everywhere, puts everything in his mouth (Pen - Eraser - Paper), He sucks his fingers, screaming at others suddenly without Introductions, tends to issue him strange sounds, Tends to eat strange things (chalk - pen - eraser). The above results show that the unknown parentage children suffered from (10) out of (15) behavior problems that related to Physical and neurological syndromes. The main reason is the prevalence of neurological problems among respondents (children of unknown parentage) is the lack

of health care for children in the village because of the neglect of the community for this category and the neglect of states, rather, we find that the negative outlook for the community to this segment are caused by the lack of necessary health services. In addition Psychological circumstances surrounding the children of unknown parentage capable happen neurological problems, and some of these disorders is a simple evolution of the disorder due to lack of proper treatment.

## 5. RECOMMENDATIONS

The following can be recommended, based on the findings obtained from this study:

- a. The impact of behavioral problems for children of unknown parentage on mental health and academic achievement.
- b. The effectiveness of therapeutic counseling program in reducing behavioral disorders of children of unknown parentage.
- c. A comparative study between the behavioral and emotional problems for children and children of unknown parentage.
- d. Evaluate the effectiveness of residential institutions for children of unknown parentage

## REFERENCES

- [1] AL, Ehrhardt, KE & Poling, A (2001) A descriptive analysis and critique of the empirical literature on school-based functional assessment. *School Psychology Review*. 30, 193-210.[3]
- [2] Ann E. Brand & Paul M. Brinich (1999) Behavior Problems and Mental Health Contacts in Adopted, Foster, and Non adopted Children, *J. Child Psychol. Psychiatry*. Vol. 40, No. 8, pp. 1221-1229.[6]
- [3] Barlow, J., & Stewart-Brown, S. (2000). Review article: Behavior problems and parent training programs. *Journal of Developmental and Behavioral Pediatrics*, 21, 356–370.[4]
- [4] Campbell, S. B. (2002). Behavior problems in preschool children: Clinical development issues. New York/London: Guilford Press. [8]
- [5] Ervin, RA, Radford, PM, Bertsch, K, Piper, Gardner, F., Ward, S., Burton, J., & Wilson, C. (2003). The role of mother-child joint play in the early development of children's conduct problems: A longitudinal observational study. *Social Development*, 12, 361–379.[9]
- [6] Magee and M. Q. David Osher (2000); educational strategies for children with emotional and behavioral problems. Center for effective collaboration and practice American institutes for research. Washington, DC.[2]

---

<http://www.ejournalofscience.org>

- [7] O'Neill, Horner, Albin, Sprague & Storey (1997) Functional Assessment and Program Development for Problem Behavior: A Practical Handbook.[5] States, 2001–2007. Centers for Disease Control and Prevention National Center for Health Statistics.[1]
- [8] Patricia N. Pastor, Ph.D. (2012); Cynthia A. Reuben. Identifying Emotional and Behavioral Problems in Children Aged 4–17 Years: United
- [9] Yory ,M, & Misbehavin . G: 38 Difficult Behaviors and How to Stop Them by Michele Borba, Jossey-Bass (2003) ISBN: 0787966177