

## **MODULE 1      DEVELOPMENTAL      GUIDANCE      AND THE CHILD**

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### **UNIT 1      OVERVIEW OF DEVELOPMENTAL GUIDANCE**

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#### **1.0      INTRODUCTION**

In studying developmental guidance of a primary school child, there is a need to know who a child is and what are his characteristics? When we know the characteristics of a child in the primary school, we might be able to know their needs and how to help them achieve the aims of going to the primary school. The school guidance counsellor could be of great help, the home and the teachers could be contributory factors in the development of children of the primary school age.

#### **2.0      OBJECTIVES**

At the end this unit, you should be able to:

- give the meaning of developmental guidance;
- explain the rationale and the philosophy for developmental guidance; and
- state the objectives of developmental guidance.

### **3.0 MAIN CONTENT**

#### **3.1 Meaning of Developmental Guidance**

Developmental guidance is the organised effort of the school to personalise and humanise the educational process for all school children. The process involves a cooperative effort on the part of all school personnel to assist the child to understand himself and others; his opportunities and his responsibilities, to the end that he might become purposeful in his approach to the educational experience and life. It is our belief that developmental guidance is an approach that would be useful throughout the entire school system. However, we see its greatest potential in terms of the elementary school. The rationale for emphasising developmental guidance in the elementary school relates to the nature of the child and the setting or learning environment.

#### **Guidance in the Elementary School**

Counselling in the schools is distinct from psychotherapy conducted in the child guidance clinic or private practice. The primary difference is that one is focusing not only on pathology and maladjustment but upon the developmental problems of all school children. As the counsellor is part of an educational team, he must be aware of the philosophy, educational objectives, curriculum, policies and practices of the school.

Guidance will not work effectively in the elementary school unless the counsellor is aware of the teacher's role in classroom guidance. It is the teacher in the elementary school who becomes the key person in the guidance programme. He should be encouraged to provide regular guidance activities and establish a climate which permits the individualisation of learning process. The counsellor, then serves to supplement and support the services of the teacher. He is a collaborator with the teacher to the pupil's benefit.

#### **3.2 Rationale and Philosophy for Developmental Guidance**

Educational programmes are considered to be developmental when they start with the child where he is and help him to fulfill himself while becoming a contributing member of society. The purposes of primary education focus on intellectual, personal and social development. There is increasing recognition that development must occur in all these areas if the child is to get maximum benefit from his school experience. Intellectual development of the child is usually carefully planned for. Educators are increasingly becoming aware that social and self developments affect academic progress and hence require more than incidental attention.

Developmental guidance is not an incidental activity; instead, it is one which is scheduled, planned for and constantly evaluated.

A close look at the current Nigerian educational scene convinces one that elementary school guidance is increasingly a crucial issue in distinguishing the quality of educational programmes which are falling short of the goal of assisting each youth to grow into a responsible, cooperative, productive, self-reliant citizen. The type of programme we are advocating occurs within the general frame-work of elementary education in a democracy. It recognises that if long-range goals and objectives of educational programmes are to be achieved, they must be founded on a solid developmental guidance programme.

Guidance is that part of the educational programme which emphasises the individual. While it does not deny the remedial and corrective aspects of guidance, developmental guidance instead works toward assisting each child to utilise his opportunities for learning and personal development. This service is not a specialised therapeutic service adjunctive to the school, but it is a part of the educational process. It is concerned with helping the child as a learner. In order for this kind of guidance to be effective, the guidance philosophy must permeate the entire structure of the school system to the extent that it influences the philosophy of the administration, the practices of individual school teachers and the daily learning experiences of the child.

The philosophy of developmental guidance is based on the assumption that every human being is of value and has a right to optimum development. From this point of view any concept of guidance as a separate service, primarily therapeutic in nature or essentially supplementary to other parts of the school programme is impossible to reconcile with modern educational thinking. Instead guidance is an integral part of the total educational programme, with its nature and scope cooperatively defined by the entire school staff. Guidance is inherent in the teaching process, and guidance and curriculum become inseparable parts of the total educational process. From this point of view, the teacher thus has major functions in structure, curriculum and guidance's.

Guidance assists in facilitating an environment which promotes self-understanding and the full use of one's capacities and potentialities. It nurtures the individual pursuit of personal adequacy and provides for a better understanding of each child's uniqueness. It is concerned about placing children in situations where they are able to develop in relationship to realistic expectations. Guidance, then, involves behavioural change.

### 3.3 Purposes and Objectives of Developmental Guidance

The purposes of elementary school guidance are closely aligned with the personalising of education and the facilitating of the instructional process. They focus on helping each child profit from his educational opportunities and to realise his potential. Objectives then are set up for the child, the teacher, the parents and community.

#### CHILD

- To assist the child to develop increased self understanding and comprehension of the relationship between his abilities, interests, personality, achievements and opportunities
- To facilitate the socialisation process and a sensitivity to the needs of others, as well as to develop social interest and a feeling of belonging
- To help the child becomes purposeful; and responsible and also to assist him to develop the intrinsic motivation for learning that is necessary for academic competence to become a meaningful and personal goal
- To promote increased self direction, problem solving, decision-making and involvement in the educational process by the child.
- To develop wholesome attitudes and concepts about self; a feeling of adequacy and self acceptance, the courage to function in the tasks of life
- To understand the casual and purposive nature of human behaviour and as a result to mature in human relations.

#### TEACHER

- To assist the total educational programme to meet the needs of all school children in intellectual, personal and social areas
- To promote understanding of an individual and to encourage the individualisation of instructions, as well as to reconcile the individual's uniqueness and the educational programme
- To stimulate and promote the use of guidance procedures by the teacher, and the total staff, thereby increasing the utilisation of meaningful pupil personal data
- To develop recognition of the importance of readiness and involvement process, and the necessity of involvement in the educational process, as crucial concepts which produce purposeful educational experiences
- To reconcile the uniqueness of individual pupil and the demands of school and society.

## **PARENTS**

- Assist each parent in dealing with the normal human-relations problems in each family as they relate to the child
- Aid each parent in coordinating both home and school environments in order to make success not only possible but probable in both situations.

## **COMMUNITY**

- Help the community to provide services which free and expand, rather than limit, human potential
- Assist the community in coordinating all resources that are available to help the child. This involves helping each child become aware of these resources and making sure they remain available

## **4.0 CONCLUSION**

In this unit, you have learnt the meaning of developmental guidance, rationale and philosophy of developmental guidance. You have also learnt purposes and objectives of developmental guidance.

## **5.0 SUMMARY**

In this unit, you have learnt that developmental guidance is the organised effort of the school to personalise and humanise the educational process for all school children and that the process involves a cooperative effort on the part of all school personnel to assist the child to understand himself and others. It was also discussed that the purposes and the objectives are set up for the child, the teacher, the parents and community in order to help the child develop.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. What do you understand by Developmental Guidance?
2. Do you think Developmental Guidance should be part of Primary school programme? Give reasons for your answer.
3. Give a comparative account of the objectives set up for the child, the teacher and the parents in Developmental Guidance.

## **7.0 REFERENCES/FURTHER READING**

Barnet, (2003). Educational Needs Generated by New Housing Developments. London Borough: Beacon Council Inc.

Briggs, D. C. (1970). Your Child's Self-Esteem. USA: Doubleday and Company Inc.

## **UNIT 2 EDUCATIONAL GUIDANCE NEEDS OF CHILDREN**

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### **1.0 INTRODUCTION**

In this era that the young ones go to school early, unlike what it used to be in the traditional olden days when a child would start schooling at age 7, children nowadays go to school from 2 years old. There is therefore the need to guide them physical, emotionally and psychologically through the school system to prevent them from becoming deviants. It is the duty of the counsellors and the teachers to guide them through their educational development. This unit would point some educational needs of the primary school children and what the school should do to respond to their needs.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- list some guidance needs for children;
- explain the reason that could lead to a change in curriculum;
- identify the different responses to children's guidance needs; and
- list the roles of teacher in developmental guidance.

### **3.0 MAIN CONTENT**

#### **3.1 Some Educational Needs**

Children throughout the ages have exhibited remarkably similar needs. They seek security, affection, and the kind of purposeful activity which gives full rein to their imaginative facilities. They need to satisfy a desire for achievement and recognition by parents, teachers and peers. They need to know their individual strengths and weaknesses, personal,

social and academic, and they need the opportunities to assess such traits themselves or have them assessed by others.

As the child develops social and educational contexts change, new needs arise. Such changes may be the inner physiological, mental or psychological alterations which are often of critical importance during adolescence period. On the other hand, the changed situation may be externally based, as when a child starts, changes or leaves school or starts work; or it may, spring from some catastrophe at home, like death or divorce. These internal and external changes may occur separately or simultaneously; but the necessary adjustment and accommodation to them must be the task of the child himself, supported and guided by the home and the school.

The home does not or cannot always provide such help. Thus there is that general agreement on the need of young children for curricular, emotional, disciplinary and sometimes career guidance.

The current situation in education demands our services study of the crucial need for guidance. It is apparent that while we are philosophising about quality educational experience for all children, at the same time there is an increasing waste of human resources. This waste can be observed in the dropout, the under achievers, the truants and all the others who do not seem to accommodate themselves to the general purposes of a democratic society. It is apparent that our past approach of focusing on deviation and exceptionality has not met the major educational concerns. There is considerable evidence in child development research which spells out clearly the uniqueness of each pupil. It is apparent that schools must develop a procedure which deals with uniqueness. Guidance then becomes a method for personalising the educational process.

The need for elementary school guidance has expanded as studies have increasingly pointed to the relationship between social and self development and intellectual development. The education of the whole child is becoming more than a philosophy, it is a necessity. This has been accompanied by a growing awareness of the significance of the early school years for the educational process. Children should have access to the guidance process in the critical years. The knowledge explosion has also forced teachers to seek additional assistance in meeting child needs in the self and social development areas.

The elementary school has a unique potential for providing guidance services. Parents of elementary school children are extremely interested in helping their children to get a good start in school. In addition, they are also seeking guidance in their own efforts to cooperate with the



school and to learn more effective ways of child training. It is also apparent that children are able to change their style of life and self-concept more easily at an early age.

There is need for guidance in attitude concentration and motivation for children who have little interest in school. These children's expectations are generally low since their parents are showing no interest or enthusiasm in their children's schooling. More than half of school populations are victims of this circumstance. Also there is need for training in language and communication skill. This calls for training of staff on improved management and expression of feelings to be able to help the school pupils. There might be need to change the school or subject curriculum, where many pupils are not doing so well.

Disruptive pupils need educational guidance. Counsellors and the class teachers can come together to guide such pupils to have a conducive classroom and teaching. These pupils could further be helped by withdrawing them from class for short periods of teaching that is appropriate to their level of needs and attentive capacities. The teacher could use creative activities like art and crafts, drama and play to engage them. They could be taken aside for counselling, focusing on raising the pupils' self-esteem and modelling and teaching adaptive personal and social skills.

Children with lack of pre-school capability need educational guidance. These are children that cannot recognise colours, some are not familiar with reading, or which direction to read a sentence. Specialists could be employed in training of these categories of children, to teach, counsel and train them to become effective members of the society.

Other needs are the needs for opportunities for the development of pupils' outside academic such as sports and other opportunities to play. There is also need for access to health or other experts/specialists..

### **3.2 Principles of Developmental Guidance**

Developmental guidance is based upon a democratic philosophy of education. The following principles serve as guidelines for the development of a programme which views guidance in terms of a process meeting the needs of pupils.

- Developmental guidance is an integral part of the educational process and must be consistent in purpose with philosophy and objectives of the elementary school in which it operates
- Developmental guidance is for all children, not only the deviate.

- It is an organised effort of the school to help the child develop his maximum potential both academically and socially
- The elementary school teacher himself must be expected to perform certain guidance functions.

Guidance can be effective dealing with incidents as they occur, but it functions best as a planned programme providing continuous assistance to the child during his school experiences; helping him to accomplish tasks which lead to his cognitive and affective development. The school curriculum provides the experiences but the guidance functions of counsellor and teacher assist the child in succeeding in these experiences.

A guidance programme is most effective when there is cooperation between teacher, counsellor, parents, administrator and community. The counsellor provides services to the child directly through counselling, pupil appraisal, and group guidance. They also help the pupils indirectly through consultation with teachers and parents.

- It helps the child make full use of his potential talents and capacities.
- It stresses the perceptual understanding of human behaviour in order to maximise the educational process.
- It emphasises purposeful and meaningful learning experiences.
- It discovers and encourages the child's assets, shows faith in him and recognises his strengths and efforts.

### **3.3 The Classroom Teacher and Developmental Guidance**

The purpose of elementary guidance is facilitating learning in the child and modifying pupil, teacher and parent attitudes. Guidance should make possible the mutual alignment of pupil and teacher purposes. If elementary guidance is to be efficacious, much emphasis must be given to the teacher's role in the classroom. The teacher spends more time with the child than any other professional and more than that, the teacher has access to the situation in which the child copes with two primary tasks such as adaptation to work and adaptation to others.

The classroom thus affords both the time and the opportunity. It is the only place where certain kinds of developmental guidance processes occur. However, in actual practice classroom guidance functions by teachers vary considerably. Some classrooms provide children with guidance experiences, while others appear to be primarily subject matter-oriented. The time has come for schools to consider the necessity of providing an organised classroom guidance programme for each

child. This would necessitate specifying the classroom guidance functions and processes.

It is therefore obvious that the teacher has a function in the guidance process that cannot be adequately handled by any other adult in the child's life space. It is the teacher who accepts, understands, clarifies and encourages an adequate concept of self in children. This kind of guidance is based upon a certain type of milieu.

Some assumptions regarding guidance in the classroom are as follows:

- a complete acceptance of pupils
- feelings in pupils that they belong to the group
- a mutual trust and mutual respect
- an environment where it is safe for the child to look at inner needs
- an opportunity to express some of these needs, which if not articulated and clarified hamper the learning process
- an emphasis placed on the importance of self evaluation in contrast to evaluation by others
- a climate marked by identification, recognition, acceptance and valuing of differences
- an emphasis placed on growth from dependence to independence
- an atmosphere where limits in the situation are most often a result of natural and logical consequences and seldom a reflection of the personal needs of the teacher.

The guidance programme then places its emphasis on developmental problems. It is directed at discovering the assets and abilities of all children. The pupil becomes more than the object of child study, he is a participant in child study. Classroom guidance in this type of organisation is not incidental; instead it is the primary responsibility of every teacher. While the teacher will not engage in diagnosis or therapy, he is involved on a daily basis in identifying guidance needs and assisting pupils to meet the developmental tasks.

#### **4.0 CONCLUSION**

In this unit, you have learnt important facts about educational guidance needs of children in the primary school. You have learnt some educational guidance needs of pupils and also the principles of developmental guidance. The school responses to pupils' educational needs will be discussed in the next unit.

## **5.0 SUMMARY**

In this unit, you have learnt some educational guidance needs of the primary school pupils such as the need for literacy and numeracy, attendance and absenteeism of primary school children. Drop-out rate, language and communication, change in curriculum remedies to be employed in dealing with the situation on our primary school. The teacher's roles in identifying guidance needs of the primary school pupils were also discussed in this unit.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Describe in brief the need for guidance for the primary school child.
2. Discuss the functions of developmental guidance in elementary schools
3. What are the basic principles of developmental guidance?

## **7.0 REFERENCES/FURTHER READING**

Barnet (2003). Educational Needs Generated by New Housing Developments. London Borough: Beacon Council Inc.

Briggs, D. C. (1970). Your Child's Self-Esteem. USA: Doubleday and Company Inc.

## **UNIT 3 THE PERSONAL GUIDANCE NEEDS OF A PRIMARY SCHOOL CHILD**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Family Type
  - 3.2 School Responses to Personal Guidance Needs
  - 3.3 Role of the Teacher Counsellor/Support Teacher in Meeting the Personal Needs of Pupils
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the last unit, you were introduced to some guidance needs of primary school children and how to respond as counsellor/teacher of the young ones. In this unit, we shall move further to see what are the personal guidance needs of these children and how you as a teacher/counsellor can help to stabilise them in the classroom.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- recall with ease various problems presented by children in the primary school
- explain how to use Jenny Mosley's "circle time" to help children
- list some school responses to children's personal needs.

### **3.0 MAIN CONTENT**

#### **3.1 Family Type**

Pupils have problems related to themselves, their parents and family, their friends and teachers. They often have memories related to home or family, which create feelings of disappointment in them. Their parents leave them with feelings of incompetence and insecurity, when they fail to live up to their expectations. Often parents nag their children and create an unfavourable atmosphere at home for studies. At times, the strained and unhappy relationships at home hamper progress in study. There may be jealousy among siblings, domination of elders,

maltreatment of children, lack of a sense being wanted, lack of a sense of belongingness which disturb the mental equilibrium of the young children resulting in poor or low achievement. Guidance has to be provided to these pupils so that they face the situation boldly and with confidence.

Some pupils are often with problems such as lack of friends, loneliness, failure, feelings of inadequacy, inferiority and the like. They feel a sense of chaos and despair around which creates serious emotional conflicts among them. They need help while passing through these psychological situations.

Pupils also face difficulties as regards changing school due to transfer or for other reasons. The new entrants get involved in conflicting social situations and some feel demoralised as if arriving in a place, where nobody speaks their language. They need guidance for proper adjustment.

Pupils at times, find difficulty in concentration, learning and recall; they feel tense, anxious and depressed. They need guidance to overcome these problems.

### **SELF-ASSESSMENT EXERCISE 1**

Describe a pupil with centration block. As a teacher how can you help?

### **3.2 School Responses to Personal Guidance Needs**

Having been told some problems that a child with personal guidance needs have, there is need to help and find treatment to the problems enumerated. These are the steps the school counsellor and teacher need to take.

The “Circle time” meaning a range of class activities which foster gentle play, and conflict resolution, promote turn taking, delay gratification, improve social skills and promote tolerance is the most popular school response to the needs for personal guidance.

There should be provision of specific programmes to address personal guidance needs. Drug education programmes could be introduced to the children, so that they do not fall victim of this circumstance. It is recommended that there should be a guidance/pastoral counselling to deal with the children’s situation. The ethos of the school is geared towards showing care and respect for children in vulnerable and difficult situations. The school works to create a caring ethos where children are valued and listened to. Also, it is mandated that all the teachers in the

school commit a lot of time to social and personal skills as they are important for the child in society.

The school ethos also attempts to redress the lack of care, respect and support shown for children who come from dysfunctional family background as discussed earlier. Other school responses include one-to-one intervention, anti bullying strategies and anger control.

## **SELF-ASSESSMENT EXERCISE 2**

What do you understand by the “Circle time”?

### **3.3 Role of the Teacher Counsellor/Support Teacher in Meeting the Personal Guidance Needs of Pupils**

Teachers used Jenny Mosley’s circle time which encourages good behaviour. It develops listening time, self-esteem and social skills. Many teachers spent time individually with children in sessions of one-to-one listening in an accepting and non judgmental way with distressed children who need personal attention and with very difficult children. This work can involve the use of worksheets and games to improve self-belief and self-esteem and dealing with specific needs or problems.

The teacher could use art and craft, clay, sand, drama, cookery and others to gain the interest of the pupils and spark enthusiasm in children who may be quite turned off about school. The use of play activities also links back to exploring dealings and anger management.

## **SELF-ASSESSMENT EXERCISE**

How would you as guidance teacher use Jenny Mosley’s “Circle time” to help people with pupil personal problem?

## **4.0 CONCLUSION**

In this unit, you have learnt some facts about the personal needs of children in the primary school. You were also able to learn the school responses to the children’s needs and the role of teacher/ counsellor in meeting the needs of pupils.

## **5.0 SUMMARY**

You have learnt some personal guidance needs of children. You were able to learn what are the dysfunctional family background is and how to help pupils from such houses. Children with poor social skills, children with centration block, egocentrism block, reversibility block, transformation block and how to help such children overcome their situation through the school response and the help of teacher counsellors/support teachers.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Why is it essential to provide guidance in personal matters of the school children?
2. Describe how reversibility block could affect children's learning.
3. How would you as teacher help children who are turned off from coming to school?

## **7.0 REFERENCES/FURTHER READING**

Barnet (2003). Educational Needs Generated by New Housing Development. London Borough: Beacon Council Inc.

Briggs, D. C. (1970). Your Child's Self-Esteem. USA: Double day and Company.



## **UNIT 4 THE SOCIAL GUIDANCE NEEDS OF A PRIMARY SCHOOL CHILD**

### **CONTENTS**

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- 3.0 Main Content
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  - 3.2 Role of the Teacher Counsellor/Support Teacher in Meeting the Social Needs of the Pupils
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the last unit you were made to see some personal guidance needs of the primary school pupils and how to go about helping them as teacher counsellor. In this unit we shall move further to see some of the social needs of the children that need guidance. The difference in helping the children with the personal needs is not totally different from their social needs.

### **2.0 OBJECTIVES**

At the end this unit, you should be able to:

- list some social guidance needs of children;
- explain how the school can enhance character education in school pupils; and
- state in few sentences how the trained teacher can develop accountability in children.

### **3.0 MAIN CONTENT**

#### **3.1 Social Guidance Needs**

Just as we have said in the last unit, children present themselves with various problems. One of the problems could be classified as social, which needs our attention as guidance tutors. Social problems could be classified as physical, emotional and mental problems. Pupils wish to be effective as individuals in society. They often have to sit with classmates they do not like or play with those for whom they have an aversion. These pupils need to be guided in social behaviour and relationships,

making new friends and becoming leaders in their own groups. Pupils in schools come from heterogeneous, linguistic and socio-economic backgrounds. There should be an arrangement to give adequate direction for their proper adjustment.

Children could need social skills training on how to relate to others and how to get on with others. Social problems among children could be seen in form of quarrelling with other children in the group, not having patience to take one's turns, not able to share equipment with others and can't listen or follow simple requests. This lack of social and interpersonal skills was as a result of lack of love and caring in pupils lives.

In a study carried out by Ryan (2000), more than 60% of the respondents were in need for guidance in the management of emotions, especially anger. The children are seen to have a limited repertoire of coping skills resulting in over reaction even to the slightest conflict.

They have difficulty expressing their feelings resulting in physical and verbal aggression. 'They need a lot of help in the area of feelings', naming them, owning them and moving on. Other social guidance needs identified include pupils' lack of self-esteem, bereavement, loss and abandonment, and sign of neglect. According to Egbochukwu and Alike (2008) social guidance is more than "personality adjustment". It is the assistance given to an individual or a student by a professional counsellor in matters that border on interpersonal problem of life adjustment with fellow students, parents, teachers and other members of the society. Thus, it is very vital in facilitating self-understanding, understanding of others and having good relationship with others and the community at large.

### **3.2 Role of the Teacher Counsellor/Support Teacher in Meeting the Social Guidance Needs of Pupils**

No matter how enormous the school programme is, it is the teachers that would be the executors of such programmes. This has made teacher counsellor/ support teachers to manage the social needs of the primary school pupils.

The trained teacher who has further training in guidance and counselling will be able to aid each child to take an honest look at himself/herself, become aware of his/her potentialities and weaknesses, consider alternatives in the light of existing fact and information and make realistic decisions.

The children like adults, need to be held accountable for their actions. When a child makes unsafe or unhealthy choices, redirect their

behaviours and prevent them from happening again by creating a sense of accountability. Creating a sense of accountability can be accomplished by:

- asking children to state what they have done. Ask them also whether or not such a behaviour is allowed in the classroom, at school or at home
- discussing what the child might do differently if the bad situation were to happen again ,what are the appropriate options
- privately discussing inappropriate choice with a child.

#### **4.0 CONCLUSION**

In this unit you have learnt a lot about the social needs of children. You were also able to see the role of teacher and counsellor in meeting the needs of pupils.

#### **5.0 SUMMARY**

You have been able to see how children learn social skills to get along with other children. You were also told what lack of social and interpersonal skills could result to. The role of teacher and counsellors in social guidance of children were mentioned.

#### **6.0 TUTOR-MARKED ASSIGNMENT**

1. Describe the basic assumptions that underlie guidance to solve the social needs of the school children.
2. How would a school use character education to enhance school pupils?
3. Could a sense of accountability be determined in children?  
Discuss

## 7.0 REFERENCES/FURTHER READING

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[www.nice.org.uk/TA\\_102](http://www.nice.org.uk/TA_102), and the NICE Clinical Guidance on Attention Deficit Hyperactivity Disorder (August 2008).

## **UNIT 5 THE EMOTIONAL GUIDANCE NEEDS OF A PRIMARY SCHOOL CHILD**

### **CONTENTS**

- 1.0 Introduction
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  - 3.2 Signs of Depression in Children
  - 3.3 Coping Strategies for Children
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the last unit, we were able to learn about the social problems counsellor/support teacher could give guidance to in the primary school. In this unit, we are going to examine whether a child could have emotions or not, what are the symptoms of emotion in the young ones and how can we as teachers guide the emotional needs of the young ones.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- differentiate between emotions and expression;
- enumerate views of scholars on depression; and
- list some signs of depression in children.

### **3.0 MAIN CONTENT**

Development is typically defined as a progressive series of orderly, coherent changes leading toward the goal of maturity. This may be the grand design, but as many parents know to their cost, their children's progress through life is often disorderly and incoherent and the changes are not always in the direction of maturity. When this happens, such reactions are quite likely to be labelled as emotional problems and considered abnormal.

The term “emotional problems” as it refers to particular aspects of development is nothing more than a convenient bit of shorthand, a quick way of referring to the difficulties of a variety of troubled and troublesome children. In reality, the generic term “emotional problems” applies to a heterogeneous collection of childhood manifestations ranging from withdrawn behaviour, dependency, fears and bedwetting, to stealing, aggressive behaviour, truancy and poor achievement. These are the kinds of disturbance which are sometimes thought to indicate emotional problems requiring professional attention.

The definition which would be of greatest use to the school would be one which is operationally related to the possibility of early detection and intervention in the school. In terms of their visibility to the teacher emotionally handicapped children can be perceived as children who demonstrate one or more of the following characteristics to a marked extent and over a period of time:

- An inability to learn which cannot be explained by intellectual, sensory or health factors. An inability to learn is perhaps, the single most significant characteristics of emotionally disturbed children in school. Such non learning may be manifested as an inability to profit from experience as well as inability to master skill subjects. The non learner seldom escapes recognition. Achievement tests often confirm what the teacher has long suspected.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. It is not just getting along with others that is significant here. Satisfactory interpersonal relations refer to the ability to demonstrate sympathy and warmth toward others, the ability to stand alone when necessary and the ability to have close friends. The ability to be aggressively constructive, and the ability to enjoy working and playing with others as well as enjoying working and playing by one. In most instances, children who are unable to build or maintain satisfactory interpersonal relationships are most visible to their peers. Teachers are also able to identify many such children after a period of observation.
- Inappropriate types of behaviour or feelings under normal conditions. Inappropriateness of behaviour or feeling can often be sensed by the teacher and peer groups. “He acts funny” another child may say. The teacher may find some children reacting disproportionately to a simple command such as “please take your seat”. What is appropriate or inappropriate is best judge by the teacher using her professional training, her daily and long term observation of the child and her experience working and

interacting with the appropriate behaviour of large numbers of normal children.

- A general, pervasive mood of unhappiness or depression. Children who are unhappy most of the time demonstrate such feelings in expressive play, art work, and written composition or in discussion periods. They seldom smile and usually lack a “joie de vivre” in their school work or social relationships”.
- A tendency to develop physical symptoms, pains or fears associated with personal or school problems. This tendency is often noted by the parents. Illness may be continually associated with school pressures or develop when a child’s confidence in himself, is under stress. In some cases, such illness or fears may not be apparent to the teacher; peers however, are often aware of children who are sick before or after tests. Speech difficulties which may be the symptoms of emotional distress are usually most visible to the teacher and parents.

### **3.1 How the Home and School can help**

We are all aware that children can be envious of one another. When a child does well and the parent praises him or her, other siblings are usually jealous. Parents should help in counselling these children so that jealousy would not turn to hatred.

Children that are separated from their parents do become stressed. People around them should be able to give love and help these children to come out of stress. An important aspect of children’s emotional lives is learning how to cope effectively with stress. Care givers could help children cope with stress. The basic themes are to (1) remove at least one stressor from the child’s life and (2) teach the child how to cope effectively.

Butter, (1979) said that, removing one stress or hassle can help children feel stronger and more competent. For example, Lisa has been coming to school without food. It is the duty of the teacher to arrange breakfast at school for her. In this study, Lisa improves her concentration in school. This also helped Lisa to suppress for a time her anxiety about her parents’ impending divorce.

Children should be taught new coping techniques, so that they do not feel incompetent, so that they can get improved. Psychologists could help talk to the stressed children to prepare them ahead of what is coming. Children in stress could also be given additional responsibilities, so as to forget what is going wrong around them.

## SELF-ASSESSMENT EXERCISE

How can the home and the school help children in their emotions?

### 3.2 Signs of Depression in Children

If your child becomes depressed, he/she is unlikely to talk about it. Your first warning sign will probably be change in behaviour that may suggest a troubled and unhappy state of mind. A child who used to be active and involved in class activities, may suddenly become quiet and withdrawn. A good student might start getting poor grades.

Some of the common signs of depression can occur when school, social or family pressures become too great. Do not assume that your child is experiencing a major depression if he/she shows only one of these signs. Your child may however, be depressed and need professional help if there are unexpected changes in his/her behaviour or if you notice several of the following signs of depression:

- **Changes in Feeling:** your child may show signs of being unhappy, worried, guilty, angry, fearful, helpless, hopeless, lonely or rejected.
- **Changes in Thinking:** your child may start to say things that indicate low self-esteem, self-dislike or self-blame. He/she may have difficulty concentrating or frequently experience negative thoughts. He/she might even think about suicide.
- **Physical Changes:** your child may start to complain of headaches or general body aches and pains. He/she may not have energy, may have sleeping or eating problems, or feel tired all the time.
- **Changes in Behaviour:** your child might withdraw from others, cry easily or have less interest in sports, games or other activities that he/she normally likes. He/she might over react and have sudden outbursts of anger or tears over fairly small incidents.

#### How to Help a Depressed Child

If you notice any of the signs discussed above, do your best to encourage your child to talk to you about how he/she is feeling and what is bothering him/her. If you think your child is seriously depressed, call the professionals to talk to him/her. Depression can be treated, children, teens and adults can be helped to overcome depression.



Parents could first check with their doctors the cause of feelings of fatigue, aches and pains. Talk to your child's school to find out if any teacher has also noticed changes in behaviour and mood. Talking to your child's teacher about his/her difficulties may change the way the teacher interacts with your child and can increase your child's sense of self-esteem, in the classroom. Many school boards have professional counsellors as staff. The school counsellor may be able to refer you to individual or group counselling to help children and teens cope with stress.

The school counsellor or your family doctor may refer you to a children's mental health clinic. If there isn't a clinic nearby, there may be a psychiatrist or psychologist who specialises in working with children.

### **3.3 Coping Strategies for Children**

It is likely that stressors for children and pressures of modern life are forcing children to grow up too soon and making their childhoods stressful. Many of today's children are expected to succeed in school, to compete in sports and meet parents' emotional needs. They are pressured by adults and peers to act in certain ways. Children are exposed to many adult problems on television and in real life before they have mastered the problems of childhood. They know about sex and violence, and they often must shoulder adult responsibilities. Many children move frequently and have to change homes and schools as a result of stress, they leave old friends behind. The tightly scheduled pace of life can also be stressful because children are not adults. They feel and think like children, this is why you must help them.

#### **SELF-ASSESSMENT EXERCISE**

How would you as a teacher pick signs of depression in children?

### **4.0 CONCLUSION**

In this unit, some emotions of children are learnt and the responses of home and school to guide the children were enumerated.

### **5.0 SUMMARY**

You learnt that children have emotions. Details of stress and depression in children were mentioned. How the home and school could identify the signs of depression and stress were mentioned, and what the home and school can do to help these children.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Briefly differentiate between emotion and depression.
2. What is depression? Cite with examples the views of some scholars on depression
3. List some signs of depression. How can the home and school help the depressed children?

## 7.0 REFERENCES/FURTHER READING

Santrock, S. W. (2001). *Child Development*, USA: McGrawHill Com. Inc.

*Oxford Advanced Learners Dictionary* (2001), (6th ed.). NY: University Press.

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