

**B.ED NON FORMAL PROGRAMME**  
**DE – 506 EDUCATIONAL GUIDANCE (EG)**

**ASSIGNMENT # 2:**

**Q1:- Describe different types of children who need guidance?**

**Ans:-**

**Gifted children:**

- Gifted children is the ability to perform a skill at a level usually not reached until later years, sometimes as late as adulthood. A three-year old may be reading like a third grader or a nine-year-old may be playing piano like an 18 year old, who has studied for years. If the exceptional talent is in a non-academic area such as music or art, the children may not be identified as gifted by the school because most testing for gifted programs is based on academic ability or achievement.

**High Achievement:**

Gifted children are usually, but not always, high achievers. Even when they don't achieve good grades, they tend to score high on achievement tests, most often in the 95-99 percentile range. They love to learn and their love of learning, good memories, and ability to learn quickly and easily enable them to succeed. However, if a gifted child has lost the motivation to learn, he or she may not do well in school, although achievement test scores will usually remain high.

**Slow learner:-**

**Introduction**

Slow learners are those pupils who have limited ability due to different reason in the education process. Slow learner is advance word for “backward” or “mentally retarded” and “Educationally subnormal” (E.S.N.)

There are different reasons for slow learning, some time it is due to their mental ability, some time it due to their background, illiterate parents, culture problems, avoiding by the parents in early child hood, between ages 2 to 6 years. Some time it due to mental illness. These are different causes of the slow learner.

The purpose of this assignment is to determine the problems of the slow learners and the methods of education, How to teach them, so they can be better person of the society.

## Instructions

### Things You'll Need

Patience, wisdom and love

- Pinpoint the specific problem. Instead of just placing a blanket "slow learner" label on the child in question, figure out specifically what is presenting a problem for her. If you can determine which area of learning the child is struggling with most acutely, you can more effectively tend to her needs. To make this determination, monitor her closely and take notes on her apparent areas of difficulty.
  
- Try an assortment of interventions. While some learners just move at a slow pace regardless of what you do, many can benefit from interventions. If you discover, for example, that a student struggles to copy notes down, slowing his class progress, you could offer him printed copies of the notes instead of asking him to painstakingly copy them. Try an array of different interventions to ensure that you adopt one that is a perfect fit.
  
- Provide just the right amount of support. Though you will almost certainly need to assist slow learners for them to be able to reach their learning goals, you shouldn't over-assist them either. Take care not to provide an excessive amount of support, as doing so could hinder the learner's ability to function independently. To reduce the likelihood that you provide too much support, start by only providing a little then gradually increase the support as you find that more support is necessary.
  
- Partner the learner with stronger peers. By grouping your slower learner with a strong peer, you can provide him a support system. This arrangement also helps the higher-performing peer, as it gives her a chance to reteach information, something that can help cement knowledge for her as well.
  
- Focus on growth. Depending upon how slow the learner in question may be, he may never reach the same level as his peers. Instead of focusing only upon getting the student to the academic level at which he should be performing, allow him to feel success by focusing instead upon growth. As he improves, celebrate each success and, in doing so, show him that you value his efforts.

## **Disabled Children:-**

A disability may be physical, cognitive, mental, sensory, emotional, and developmental or some combination of these.

Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

### **Types of disability**

- Physical disability
- Sensory disability
- Visual impairment
- Hearing impairment
- Olfactory and gustatory impairment
- Somatosensory impairment
- Balance disorder
- Intellectual disability
- Mental health and emotional disabilities
- Developmental disability

## **Delinquents Children:-**

The basic problem of treatment for delinquent children, whose main defect is in their conscience structure, is how to help them acquire an inner set of stable standards and values. Often severely delinquent children are also deprived and the treatment problem is a dual one. Most successful treatment approaches have used group methods and these have been particularly rewarding in institutional settings.

Severely delinquent children, like deprived children, do not benefit from interpretative psychotherapy alone. They require intensive twenty-four-hour-a-day treatment. The popular notion that undisciplined, impulsive children who do not care about the consequences of their acts and are incapable of guilt feelings, require merely firm and consistent discipline has given comfort to a great many people working in approved schools and in children's homes. Such institutions are with few exceptions run on disciplinarian lines and while children are in residence their behaviour is often kept in check. There is however little evidence that a regime of enforced discipline and order contributes anything to children's personality development. They accept unavoidable external restraints while they last, but they do not become identified with them and are no more able to exert inner controls than they were before.

Deprived and severely delinquent children require total care. The reparatory processes necessary to make good their defects of ego and super-ego development, that is, of emotional and intellectual functioning on the one hand and of conscience structure on the other, can occur only when the child spends twenty-four hours a day in an actively therapeutic environment. Moreover, recovery from gross deprivation or distortion of the socialization process in early life takes many years. It is not surprising that society has not yet found a way of meeting adequately the treatment needs of these children.

## **Criminal Children:-**

We have been assured that "there is no such thing as a bad boy" (or girl); however, the fact is, there is no such thing as a good boy (or girl). No kid has to be taught to lie, steal, talk back, rebel, etc. It is human nature. Theologians call it the "fallen nature," as a result of original sin. But since that is not politically correct, men have been conned into believing all people are basically good – then we try to justify and explain why "good" people commit outrageously brutal crimes. Kids must no longer have a free ride until age 18.

Those kids who are involved in non violent crime would be treated less severely. They would be forced to make restitution to their victims, clean up any mess they made and spend time in structured community service.

So the message to kids should be clear, concise and conclusive. No free ride until 18. No anonymity. No blaming poverty, parents or potty training for criminality. No more community service for rape and murder. Even the dullest teen will understand that society considers leniency lunacy and a thing of the past.

**Q2:- Explain the term “Truancy”. What steps will you take to guide the truant children of your class?**

## **Truancy**

Truancy is unapproved absence from school, usually without a parent's knowledge.

There are many reasons why children become truant. These include:

- lack of interest in education and alienation from school
- falling behind academically in school
- fear of violence on the way to school or at school
- alienation from authority
- lax parental supervision
- lack of parental support for education
- drug and alcohol abuse
- working long hours while attending school, resulting in chronic exhaustion
- Lack of significant consequences for failure to attend school problems at home that require supervising younger children or helping dysfunctional adults.

## **The Roles of Students, Parents, Schools and Communities**

### **Students**

The responsibility and motivations of children vary by developmental stage. It is parents who bear primary responsibility for having their elementary school age children arrive at school each day. However, by middle school and high school, students have much greater autonomy and may make their own decisions about whether or not to attend school on any given day. During middle school, some truancy is undoubtedly due to the experimentation with risky behaviors common to this age. For this reason, with young adolescents it's best to treat truancy as a mistake – albeit a serious one – and help them understand the potential effects on their lives. By high school, “students make fairly sophisticated calculations and decisions, weighing the pros and cons of attending school or class” [12] based on their current situation and school history.

### **Parents**

The role of parents is to look out for the well-being of their own children. Research clearly indicates that almost all parents in the United States, of all social classes and cultural groups, value education for their children [5, 18]. Many economically and educationally disadvantaged parents, however, have had less positive experiences with schools – either in their own or their children's

education. When parents do not appear to be encouraging their children's school attendance, it may be that they perceive the school to be unsafe or ineffective. These perceptions can create a conflict with parents' desire (and obligation) to protect their children's physical and psychological safety and promote their welfare. By high school, most parents have little direct control over whether or not their children regularly attend class or school, yet the law holds parents fully responsible regardless of their child's age.

### **Schools**

Schools have to balance the needs of the many with the needs of the few. Unlike parents, whose focus is on a particular child, the role of schools is to educate all children. Disruptive children, however, make it more difficult to teach others, so schools may overlook or even welcome the absence of the more difficult students. In many states, there are financial incentives, such as funding tied to average daily attendance that may serve to discourage schools from this practice. Similarly, the No Child Left behind Act attempts to limit future federal funding in schools with poor attendance records. Unfortunately, policies like these don't provide resources to address the underlying dilemma schools face in trying to meet the needs of their most needy pupils. Schools also face increasingly tighter budgets and fewer re-sources with which to ensure that they meet the needs of all students

### **Communities**

Communities and courts can provide a useful backup to families and schools by communicating expectations and enforcing sanctions on youth who fail to attend school. They are most effective in this role when they impose immediate and consistent sanctions [11, 22], particularly ones that matter to youth. Because communities and courts may be most immediately concerned with the threat to citizen safety posed by truant students, their focus may be on keeping students off the streets during school hours. However, communities are also charged with guarding public safety long-term – and one of the most effective means of accomplishing this is to ensure that a large proportion of a community's youth are prepared for responsible and productive lives through formal education.

### **Q3:- What are different methods and techniques for collecting information about the students?**

#### **Ans:-**

There are various ways of collecting information about levels of performance of students.

- Orientation
- Observation
- Testing/Tests
- Interview
- Autobiography
- Anecdotes
- Case study
- Remedial Techniques
- Socio-metric Techniques
- Referrals
- Exploratory Experiences.

#### **Orientation:**

Student Development assists students with disabilities realize their greatest potential for success in college and in life by discovering self motivation, mastering effective self management strategies, developing mutually supportive relationship, and by changing self defeating patterns and limiting beliefs.

Student Development is a course that helps students choose a career goal by assessing and analyzing personal values, aptitudes, skills, interests, and traits and relating them to career areas. Decision-making strategies are taught and a tentative career plan is developed.

#### **Observation:**

Classroom observation is another form of ongoing assessment. Most teachers can "read" their students; observing when they are bored, frustrated, excited, motivated, etc. As a teacher picks up these cues, she or he can adjust the instruction accordingly.

It is also beneficial for teachers to make observational notes (referred to as anecdotal notes). These notes serve to document and describe student learning relative to concept development, reading, social interaction, communication skills, etc.

Well, a good teacher observes his/her students carefully as one of the forms of assessments. You have to discern what the child knows, and what they need to know to master specific skills. Observation is also required to determine progress in other areas, as well...such as socialization skills, physical growth or areas of need, and emotional health.

To be an effective educator means that you are continually observing and evaluating your students.

Observation, along with rubrics, are the two primary sources of assessment in small children. Imagine trying to assess a 5-year-old on basic concepts like "up" and "down" by giving them a quiz!! It is also a good idea to keep a record of such specific behaviors; academic, social and skills aspects, so you can tell with a better certainty what goals the students have been able to achieve during a specific time. Also remember that we are not perfect, and we -me at least- constantly forget things; records come in very handy when talking about your students to a counselor, another teacher or a parent.

### **Testing/Tests**

The study skills we've talked about earlier can help in the situation of test anxiety. Skills such as taking good notes, identifying important information and developing ways to remember important information can be a big help.

Let's deal with the first reason for test anxiety and poor test performance—lack of preparation. More times than not the child knows about the test in advance. Some teachers, especially in the elementary grades, inform parents when tests will be given. Knowing when the test will be given and what material will be covered can help you and your child establish a study schedule for preparing for the test.

Schedule studying nightly, for several evenings before the test. Know how long you can expect your child to concentrate at one time. Research shows that first and second grade children can work no longer than 15 minutes without a break. Third and fourth grade children can study a little longer, about 20 minutes, while fifth and sixth graders can work productively for closer to half an hour. Know your child, don't expect too much, and schedule breaks.

During the scheduled study time, ask your child what material he or she thinks might be on the test. Go over questions at the end of each section or the end of the chapter. Look at words that are in bold, refer to class notes. Pay special attention to diagrams, charts, and maps.

Together with the child develop a sample test. Each of you can then take the test together. This can be an important strategy especially for young children, because it makes studying more fun. When learning spelling words, for example, it can be very helpful to have the child read the words to you while you take the test.

All of these strategies can be used to prepare and build confidence, but what about overcoming fear? Use the time before you take the sample test as an opportunity to practice some relaxation techniques that can help get rid of some of the anxiety of test taking.

Have the child take a few deep breaths. Suggest he closes his eyes and "visualizes" himself doing well on the test. Then look at the test to know what's being covered. If anxiety strikes during the test do the deep breathing and visualizing again.

Practicing test taking and relaxation techniques can help children be prepared, overcome test anxiety, and give a clearer picture of the child's actual knowledge and skills.

### **Interview:**

In addition to the application, recommendations, and test scores, a school interview is often a key factor in gaining private school admission. It is likely that the family of the applicant will be invited to the school both to look around and to



have a conversation, formal or otherwise, with an admissions officer and/or other staff. Depending on the child's age, the admissions officer may hold a private interview with the child, or focus on speaking with parents.

A school interview can be helpful to both parties: it helps the school personnel gain more of a sense of who a child is. At the same time, since such interviews often take place in the school and may even include a school tour, the family can get the "feel" of the school much more than through its publicity material.

#### **Q4:- What is "Observation"? How you will use this method to deal with Students at secondary level?**

Observation is either an activity of a living being, such as a human, consisting of receiving knowledge of the outside world through the senses, or the recording of data using scientific instruments. The term may also refer to any data collected during this activity. An observation can also be the way you look at things or when you look at something.

Observation of a master teacher is one of the best ways to acquire and refine a student teacher's skills. A beginning teacher can learn through observation how successful teachers put theory into practice. As pedagogical principles are applied to the science of teaching, the student teacher can better understand the theories and concepts presented in preparatory coursework. Careful observation and thoughtful analysis help lay the foundation for the development of sound teaching practices.

Typically a student teacher spends the first few days observing his/her cooperating teacher before gradually assuming classroom responsibilities. Even as the student teacher assumes increasing responsibility for instruction, there are many occasions to study the mentor teacher. These are perfect opportunities to observe and analyze the strategies used by the cooperating teacher.

Before observing your cooperating teacher it would be a good idea to share your plan with him/her. Ask for ideas on what to observe and how to focus your observations. Let your cooperating teacher know that you are merely collecting data to help you better understand the classroom. Before you observe show your cooperating teacher how you intend to record data. After the observation ask him/her to help you analyze the information.

Below are a few methods of structuring an observation:

1. Noting Classroom Organization, Procedures and Common Student Characteristics – This type observation yields an overall perspective of classroom functioning and is often a good format for someone new to the setting. The observer uses a four-column sheet to list characteristics of (a) the physical arrangement, (b) the daily procedures and routines, (c) the transitions, and (d) the students assigned to the classroom/program.
2. Scripting Lesson – The observer keeps a running record of everything that happens during the instructional period to get an overview of the lesson. The idea is to write down everything that happens without making judgments. Afterward the teacher and observer can discuss and analyze the data.
3. Completing a Lesson Plan – Using a formal lesson plan format, the observer completes the categories to get an understanding of how the lesson

was organized. Objectives, materials, methods and procedures, individual student adaptations, homework assignments, and student evaluation should all be noted.

4. Identifying Problems & Solutions – This type of observation gives insight into the teacher’s ability to solve problems as they arise in the classroom. The observer records problem situations and how the teacher resolved each problem. As a good teacher often “prompts” appropriate behavior to avoid problems, the observer may also record the “prompts” used to prevent problems.

5. Tallying Reinforcement & Correction – The observer uses a tally sheet to develop an understanding of how the teacher keeps the students focused during a lesson. On a two-column (reinforcement – correction) sheet the observer records the words or actions used by the teacher to reinforce appropriate behavior and redirect inappropriate behavior.

6. Recording Events Related to Specific Student – To develop a better understanding of one student, the observer concentrates solely on that student. He/She records all events and behaviors related to that student. Afterward the teacher and observer can discuss and analyze the information.

7. Time Analysis – The observer notes the time that the teacher started each “piece” of the lesson to examine the “pace” of the lesson and how the teacher manages to fit the structure of the lesson into the allotted time period. Time spent introducing the lesson, passing out materials, reviewing past learning, teaching a new concept, practicing new learning, assigning homework, cleaning up, etc. can all be documented.

8. Teacher & Student Movement – A seating chart and arrows are used to document movement throughout the lesson. Notes can be made on the chart to record conversations and activity at various locations throughout the classroom. Using a different color arrow for teacher movement will give a better idea of how the teacher circulated among the students.

9. Directions/Response Record – A two-column (teacher directions – student response) sheet is used to record the teacher’s directions and the associated pupil response. This can be used to emphasize the importance of providing clear, concise direction to the class.

10. Question/Answer Record – A two-column (teacher question – student answer) sheet is used to record all the questions that a teacher asks and the corresponding student responses. Data from this observation will give insight into the type of questioning used to elicit higher level thought from the student.

11. Discussion Analysis – The observer uses a seating chart to document the interactions that the teacher has with individual students. It can be used as a tool to identify how many students are involved in classroom discussion. If the class is broken into smaller groups, the observer may record the discussion interaction in one of the groups.

The student teacher should use observation as a tool to obtain factual information that can later be analyzed to gain better understanding of instructional procedures and classroom interactions. This understanding will help the student teacher refine his/her teaching skills.



## **Q5:- What is a Guidance Programme? Prepare a Guidance Programme for your school?**

### **Guidance**

This model of guidance is based on the assumption that guidance programs include content that all students should learn in a systematic, sequential way. In order for this to happen, counselors must be involved in teaching, team teaching, or serving as a resource for those who teach a guidance curriculum. This is not a new idea; the notion of guidance curriculum has deep, historical roots. What is new however is the array of guidance and counseling techniques, methods, and resources currently available that work best as part of a curriculum? Also new is the concept that a comprehensive guidance program has an organized and sequential curriculum. The Guidance Curriculum typically consists of student competencies (organized by domain) and structured activities presented systematically through such strategies as the following:

#### **• Classroom Activities**

Counselors teach, team teach, or support the teaching of guidance curriculum Learning activities or unites in classrooms. Teachers also may teach such units. The guidance curriculum is not limited to being part of only one or two subjects but should be included in as many subjects as possible throughout the total school curriculum. These activities may be conducted in the classroom, guidance center, or other school facilities.

#### **• Group Activities**

Counselors organize large-group sessions such as career days and Educational/college/vocational days. Other members of the guidance team, including teachers and administrators, may be involved in organizing and conducting such sessions.

Although counselors' responsibilities include organizing and implementing the guidance curriculum, the cooperation and support of the entire faculty are necessary for its successful implementation.

#### **Individual Planning**

Concern for individual student development in a complex society has been a cornerstone of the guidance movement since the days of Frank Parsons. In recent years the concern for individual student development has intensified as society has become more complex. This concern is manifested in many ways, but perhaps is expressed most succinctly in a frequently stated guidance goal: "Helping all students become the persons they are capable of becoming."

To accomplish the purposes of this component of the Model, activities and procedures are provided to assist students in understanding and periodically monitoring their development. Students come to terms with their goals, values, abilities, aptitudes, and interests (competencies) so they can continue to progress educationally and occupationally. Counselors become "person-development-and-placement specialists." Individual planning consists of activities that help students to plan, monitor, and manage their own learning and their personal and career development. The focus is on assisting students, in close

collaboration with parents, to develop, analyze, and evaluate their educational, occupational, and personal goals and plans. Individual planning is implemented through such strategies as:

- **Individual Appraisal**

Counselors assist students to assess and interpret their abilities, interests, skills, and achievement. The use of test information and other data about students is an important part of helping them develop immediate and long-range goals and plans.

- **Individual Advisement**

Counselors assist students to use self-appraisal information along with personal-social, educational, career, and labor market information to help them plan and realize their personal, educational, and occupational goals.

- **Placement**

Counselors and other educational personnel assist students to make the transition from school to work or to additional education and training.