

## ***Preface***

This book vitally revolves around the psychological, psychosocial and psychomotor development of a child and the role of parents to formulate their effective nourishment towards children. Tested and proved by Psychiatrist, psychologists and various researchers the document sets a guideline of varied milestones of children, dos and don'ts and responsibilities that a parent, teacher or caregiver should take up in the fruitful growth of a child. With the advancing world, we have come across scientific reasoning and sufficiency in every arena of life and through mere understanding we can nurture, guide and overcome problems effectively. This book mainly concerns with such a sphere of thinking and aims towards making a more fruitful, understandable society which would stand resilient to negativities of mind.

The book is divided into 4 chapters. Each of these chapters individually provides a deep insight upon the physical behaviors and the psychological atmosphere of a parent-child relationship as well as relationship of children with teachers or any caregivers.

The first chapter deals with the very basic idea of a parent trying to know their own child. This would be one of the first questions that should be asked individually by each and every parent to themselves, "Do I know my child?" This chapter would then stand to answer your questions. Before one goes in depth with that, one needs to know what child development is? Child development is a maturation phenomenon that a child goes through physically, emotionally, socially etc. Now, these maturing processes are divided into psychomotor and psychosocial arenas. There is a set pattern in which a child reacts as it crosses each stage after another like curling of fingers, turning, crawling, walking etc. These when do not occur in coherence with the set system, indicates poor development in children. Cognitive development would refer to the development of thought processes, memory, understanding systems of the world. This awareness is necessary for parents to know and expect the need of a child at a certain age and for them not to have unreasonable expectations from children which would not only hamper the child's development but also affect his or her self-confidence. Psychosocial development, quite similarly, refers to the emotional (expression of emotions, negative emotions, positive emotions), social (the environment or society that a child lives in that would formulate his or her principles) and moral (family values) development.

The second chapter concentrates upon different ways of positive parenting. Each and every parent always expects to bring up a healthy child with positive thinking and moral background. Here, positive parenting does not indicate or categorize parents but refer to the ways that parent; teachers or caregivers should take up in order to seal a secure healthy being in their children. Children prefer to be attached to parents and it is very important to ensure their emotional stability till they grow maturity. Over protective parents is not the rightful demand here but parents who would balance the area of attachment and struggle period in children. Again, similarly children who are always left alone might also develop a lot of mental hazards. A child needs to find friends in his parents. An adolescent usually prefers staying with friends because they think they can share secrets with them. It is very important for parents to bridge this gap.. Finally, it is important that parents should do what they expect their children to do. Parents when expect their children to learn or idolize a few values, it is best if they execute such values rather than just preaching them: this chapter brings about vivid ways to bring about a positive attitude in children. Children always accept their parents as their first role models and they try copying what parents do, thus, in such situation parents need to set examples of right attitude, thinking and expertise in front of them.

The next chapter focuses on the psychological sector that parents may face in their daily life that in turn result to damage the healthy being of their children. Stress, anxiety and anger happen to form integral components of our life now with the increasing need to make pace with the racing world. In such a scenario, where people work to their utmost content and face hurdles to cope with the standardized

demands, they automatically store a lot of frustration, exhaustion, tension in themselves which pent up later to rain upon the people at home, and if especially children, then nothing stands worse. Stress forms a stimulus to provoke a lot of negative, unhealthy actions like yelling, conflicting, being depressed etc and such actions in turn relate to affect children especially when displayed by their parents or caregivers. Such situations might seem impossible to be dealt with but in reality they are not as complicated. For every person, there is a different source of stress, if such an opening can be identified, planned and managed accordingly, and then it would not seem more than any other piece of cake. Breathing exercises, writing one's problems down, developing a more positive attitude, challenging the situation, identifying self-relaxing techniques once put together for an individual can easily cater to the difficulty of a situation. Fear and anxiety, though very similar terms, have a slight difference in form. Anxiety is the drive that causes fear and freezes the self-confidence of a human being. It also results in apprehension, worry etc. Such feeling could root itself from family conflicts, financial crisis or extreme promotional pressures at workplace etc. Again, anxiety reduction would need a plan and plot to be dealt with. In the chapter, there is a detailed description of such events provided. Anger likewise the anxiety and stress factors also refer to an emotional outburst and can be handled with anger management techniques like using humor, identifying solutions, thinking before speaking etc.

The last but not the least, the book presents a concrete discussion on Non-Violent disciplining. The very crucial thing that one needs to understand is that 'discipline' need not mean strictness. It refers to a set of limitations that should bind an individual to learn to be humane rather than just a mere body of a human. These set of ideas should not be imposed upon children but they should be infused in them in a way that these form a part of their thinking and guide their actions. This can be done by parents, teachers or caregivers by merely practicing such ideas themselves and by showing them their positivity. No child is born with a set of rules and implications, all it has in itself are the personality traits set by the genes, in such case, there are two categories of children found, one who internalize situations, thoughts a lot and the other who externalize situations, problems a lot. Extreme of any of it is not acceptable and should thus be shaped according to the norms of a standard living. Instead of punishing or beating up or abusing children, it is better to tame children with incentives and slowly show them the benefits of the disciplined behavior. Stubbornness is another very common feature seen in children. Now, stubbornness could be positive or negative. If positive it would bring in determination, will, self-confidence, focus in individuals but if negative could bring disasters like internal disputes, grudge against the world, behavioral disorders and retardation. Such attitudes like unreasonable stubbornness, temper tantrums, school refusals, food refusals, unsocial behavior, tendencies of truancy (avoid attending school) should be dealt closely by parents with psychological assistance. Punishments usually result in increment of such behaviors. Again, parents, teachers and caregivers should be well aware of the disputed development of some children in order to fix their ways of interaction with such children and help nourishment of their development. Children with autism (neural disorder which hinders interaction and understanding), ADHD (excessive inattention, hyperactivity, attention seeking behavior), dyslexia (difficulty in reading), dyspraxia (underdeveloped motor skills) etc should be dealt with enough care and extra attention and care and attachment.

Thus we see, that child nurturing is an art in itself, a scientific management, a developmental course. It just does not confine to teaching children values but is making them or polishing them into moralistic individuals, understanding their individual identities. Every child is different in him or herself, dealing with them individually is important. One cannot be generalized or compared to another. They are separate entities who grow up to preach and distribute what is preached to them.

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August 2013

## ***Acknowledgement***

*I would like to convey my deepest gratitude to Swami Atmapriyananda, Vice Chancellor, Ramakrishna Mission Vivekananda University, Belur for his invaluable guidance, suggestion, and precious time that helped us to establish the concept of Positive Parenting in accordance with the need of the today's society.*

*I am greatly beholden to Dr. Anirudha Deb, Consultant Psychiatrist, Ms. Ratnaboli Ray, Psychologist & Director, Anjali, Mr. Prasanta Ray, Associate Professor, Institute of Psychiatry, Kolkata, Mr. Mohit Ranadip, Psychiatric Counsellor for helping and giving suggestion in every sphere of work.*

*I am deeply indebted to Mr. Partha Roy, Chief Executive Trustee of Global Institute of Social Sciences and Director of Community Action Society for conceptualizing the need of training on Positive Parenting among today's parents and framing this handbook. Without his vision it was not possible for us to pioneering the issue in Eastern India.*

*I would like to convey my earnest thanks to Fr. Moley B D'Costa, Educationist and Secretary, West Bengal Association of Christian Schools for helping and guiding us in shaping our thoughts into action. He has been the foremost inspiration for our initiative. With his extended assistance GISS could able to collaborate with WBACS to provide training to parents.*

*My heartiest thanks to Ms. Doyel Ghosh and Ms. Sampurna Barat, Psychologists, who have been the integral part of us collected and compiled all information and developed the handbook. Without their untiring effort this handbook could not be published for the parents, teachers and caregivers.*

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August, 2013*

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# I. Know Your Child

## In this Chapter we will learn.....

- Child's development in the context of social, psychological and cognitive point of view
- Role of Parents
- Understanding the Social context, the role of caregivers and teachers to foster child development

### ***What is child development?***

**Child development** refers to the biological, psychological and emotional changes that occur in human beings between birth and adolescence that is from 0 to 16 years of age, as the individual progresses from complete dependency upon the caregivers to increasing autonomy and self-reliance. Up to the age of 16, the development is vertical that is child grows rapidly and acquires new abilities with the progression of age in more or less universally same pattern. However, after the age of 16, development takes place in a horizontal manner, that is, the individual develops with life experiences.

### ***What are the types of development?***

There are different types of development namely -

- Physical development
- Cognitive development
- Emotional development
- Social development
- Moral development

### ***What are the factors that affect child development?***

Developmental changes may occur as a result of genetically-controlled processes like maturation and biological conditions of the child. The environmental factors also play a vital role in child development. Development is the interaction of both heredity and environment.

- Pre-natal factors: Genetic factors, Mother's health
- Peri-natal factors: The process of birth (type of delivery, infection, availability of oxygen)
- Post-natal factors: Nutrition, environment, opportunity for learning, family condition, socio-cultural factors

## Physical Development

### ***What is Physical Development?***

After birth, a baby slowly acquires various motor skills like moving hands and legs, grasping sitting, crawling, clinging, walking etc. These form the first basic visible development of a child. This is called Physical or Motor Development. It is a continuous process of modification and interaction of the following factors:

- Neuromuscular Maturation
- Rhythm of Physical Growth
- Biological Maturation
- Behavioral Acquisitions
- Adaptation
- New Movement Experiences

Babies do not need to be taught basic motor skills such as grasping, crawling, and walking. They need to move and give options to see what they can do. When the Central Nervous System, Muscles and Bones are ready and the environment offers right opportunity for exploration and practice, babies keep developing new abilities. Acquisition of a new task encourages the babies to explore the further skills and eventually they acquire the advanced skills.

Development is a dynamic system and a continuous interaction in children. Every child is endowed with unique biological inheritance and he/she is exposed to unique environmental conditions that determine the pattern of development of a child. For example, a child who is born with deformity in any body part will be unable to show the same rate of development and acquire the age relevant developmental task as compared to the children with no such difficulties. But given proper environmental assistance, the child may acquire the tasks faster than the children who do not get any such assistance from the environment.

### ***What are the Milestones of Motor Development?***

**Table-1** **Milestones of Motor Development:**

<b>Skill</b>	<b>50 percent</b>	<b>90 percent</b>
Rolling over	3.2months	5.4 months
Grasping rate	3.3months	3.9months
Sitting without support	5.9months	6.8 months
Standing while holding on	7.2months	8.5months
Grasping with thumb and finger	8.2months	10.2months
Standing alone well	11.5months	13.7months
Walking well	12.3months	14.9months
Building tower of two cubes	14.8months	20.6months
Walking up steps	16.6months	21.6months
Jumping in place	23.8months	2.4 years
Copying circle	3.4 years	4.0 years
<b>Note:</b> the table shows the approximate age when 50 percent and 90 percent of children can perform each skill, according to the Denver Training Manual II.		

*Source: adapted from Frankenburg et al., 1992*

### **Why it is important to know about the developmental milestones?**

- The milestones of motor development are important to study for the parents and the caregivers as it will refrain them for placing unreasonable demands on the children. For example, if an enthusiastic parent expects the child to copy a perfect circle at the age of 3 years and rebukes the child for not being able to perform it, it will be considered as an unreasonable demand as it can be seen from Table 1 that a child would be able to copy a circle only at the age of 3.4 years or later since the fine motor- grasping is yet to fully develop.
- If a child is left unattended on bed at the age of 5 months, the chance that he/she would fall down and injure himself/herself is high since he/she is unable to gauge the depth and yet to control his/her motor movements.
- The depth perception, the ability to perceive objects and surface, three dimensionally, depends on several kinds of cues that affect the image of an object on the retina of the eye. This involves not only binocular coordination (both eyes working together) which is present by about 5 months, but also motor control. Between 5 and 7 months, babies respond to such cues as relative size, weight and texture of objects by handling them. This perception (the process of recognizing objects through touch) comes only after babies develop enough eye-hand coordination to reach for objects and grasp them (Bushnell & Boudreau, 1993).

### **How Social Context can influence the development of a child?**

- ✓ Motor development occurs in social context, i.e., at home, school, playgrounds and so on. Each social situation has a specific demand on the motor development as well as they contribute to the child's motor skill acquisition immensely. For example at home where there is enough opportunity to crawl around, the baby readily acquires the skill of crawling and that prompts the further developmental task of standing and walking.
- ✓ On the other hand, if the home environment is such where the baby is over protected and kept on lap most of the time, the baby lacks the opportunity to explore the environment that delays the acquisition of developmental task and inversely affects the motor as well as social and emotional development of the baby.
- ✓ Quality of living condition, gender, family size, number of siblings and interaction among them, environment of residence (rural, suburban, and urban) are found to be significant factors in the appropriate development of a child.
- ✓ Interestingly, first born infants show greater motor development than the younger ones and the reason has been attributed to the greater maternal indulgence in case of the first born child (*Malina, 1980, 1983*).
- ✓ The gross motor development of male children is found to be more than the female children as the male children are more encouraged in independent exploration of the environment.
- ✓ Variation in rearing atmosphere has also been found to be contributory in the development of motor skills in children. Differences have been seen where the children are given autonomy to explore the environment and where they have been restrained due to over protection.

- ✓ Although motor development follows more or less a standard timetable across the world, its pace seems to respond to certain contextual factors as mentioned above.
- ✓ The normal rate of development may differ from culture to culture. African babies tend to be more advanced than the American and European babies in sitting, walking and running. In Uganda, for example, babies typically walk at 10 months, as compared to 12 months in United States and 15 months in France (Gardiner et al., 1998). Asian babies tend to develop these skills slower. Such differences may be in part being related to ethnic differences in temperament (Kaplan & Dove, 1987) or may reflect a culture of child rearing practices (Gardiner et al., 1998). Some cultures actively encourage early development of motor skills and use special “handling routines”, such as bouncing and stepping exercise, to strengthen babies’ muscles (Hopkins & Westra, 1988). Normal development need not follow the same timetable for every child.
- ✓ It is important to know the normal timetable of neuromuscular development and attainment of developmental milestones so that the parents and care givers can place optimum developmental demand and provide the child with required extent of assistance for a better development.

### ***How Motor Development is related to other areas of development of a child?***

Motor Development contributes to cognitive, social and emotional development of a child to a great extent. For example, a child with delayed motor development or impaired motor development may develop a sense of inferiority related to his body parts which may in turn result in difficulties in the emotional domain and withdrawal from social participation. Moreover, motor development is integrally related to perception and cognitive development.

## **Cognitive/ Intellectual Development**

### ***What is Cognitive Development?***

Cognition is the mental process of knowing which include aspects such as awareness, perception, reasoning, and judgment. When and how children begin to learn, think and solve problem how do they memorize things and make decisions all fall under the domain of cognitive development.

### ***What is the Role of Learning in Cognitive Development?***

**Classical Conditioning:** Sometimes a child tends to blink with the flash of the camera; on repeated exposure to it. He/she may learn to associate camera with the flash and may blink at the sight of the camera. This is called classical conditioning. He/she learns to pair flashing with the camera and starts blinking at the sight of camera alone. If the camera does not flash for several occasions the child will not blink his eyes at the sight of camera. Thus, the learning will eventually get extinct. To make it clearer, we can have the example of a father who comes at home drunk and gets in fighting with the mother of the child. Father’s coming back home is generally not a frightening event but the fight is indeed disturbing to the child. Eventually on repeated occurrences of the event, the child becomes frightened whenever the father comes back at home. This follows the principle of classical conditioning. If the parents do not fight for several occasions, the child will not show frightened response on the returning of the father. This is called Reconditioning.



**Operant or Instrumental Conditioning:** This is the type of learning in which an individual's behavior is modified by its consequences. The loving smile of the child gets attention of the caregivers and they respond back to the child more that helps in the emotional development of the child. Based on Operant Conditioning, the behavior may change in form, frequency, or strength. It is instrumental in bringing change in the behavior. The theory holds that whenever the desirable behavior of the child gets rewarded he/she tends to show the behavior more and when the negative behavior of the child gets punished he/she tends to discontinue the undesired behavior. For example, when a child draws a perfect circle and is praised by the teacher, it will encourage him/her. If the child helps an old man to cross the road and s/he is praised for the behavior it will increase the likelihood of repeating that behavior. Likewise, when a negative behavior such as screaming or throwing temper tantrums are ignored then the likelihood of repeating that behavior will be decreased in strength and frequency.

**Behavior Modeling:** When the mother screams at the sight of cockroach, holding the child tight and runs away from the situation, the child learns that cockroach is something that one should be afraid of and run away. Many of the everyday behaviors may be adaptive or mal adaptive, but are learnt through modeling. Thus, if the adults show adaptive behavior, the child will tend to copy such behavior.

**Negative and Positive Parental Modeling:** Like, if a mother screams at a maid, it allows the child to think that the maid is a subordinate and can be screamed at. This is negative parental modeling. On the other hand, a parent helping others in their distress is an example of positive parental modeling. Narrating moral stories and real life facts can also help parents to develop positive modeling among their children.

### ***What are the Milestones of child's Intellectual/ Cognitive Development?***

#### **✓ Sensory-Motor Stage (0-2years): Piaget's First Stage**

Infants learn through reflexes and manipulating sensing objects in form of soft, heard etc.

#### **Key development of Sensory-Motor Stage:**

- Object presence
- Spatial knowledge
- Cautious
- Number
- Categorization
- Imitation

#### **✓ Pre-Operational Stage (2-7 years): Piaget's Second Stage**

Child begins to learn to speak from the age of 2 and it lasts till the age of 7. Children do not yet understand concrete logic and cannot mentally manipulate information. Child's increment in playing and pretending takes place in this stage. However, the child still has trouble in seeing things from different points of view.

**Key development of Pre-Operational stage:**

- Use of symbol
- Understanding the identities
- Understanding cause and effect
- Ability to classify
- Understanding numbers
- Empathy
- Theory of mind

✓ **Concrete Operational Stage (7-11 years): Piaget's Third Stage**

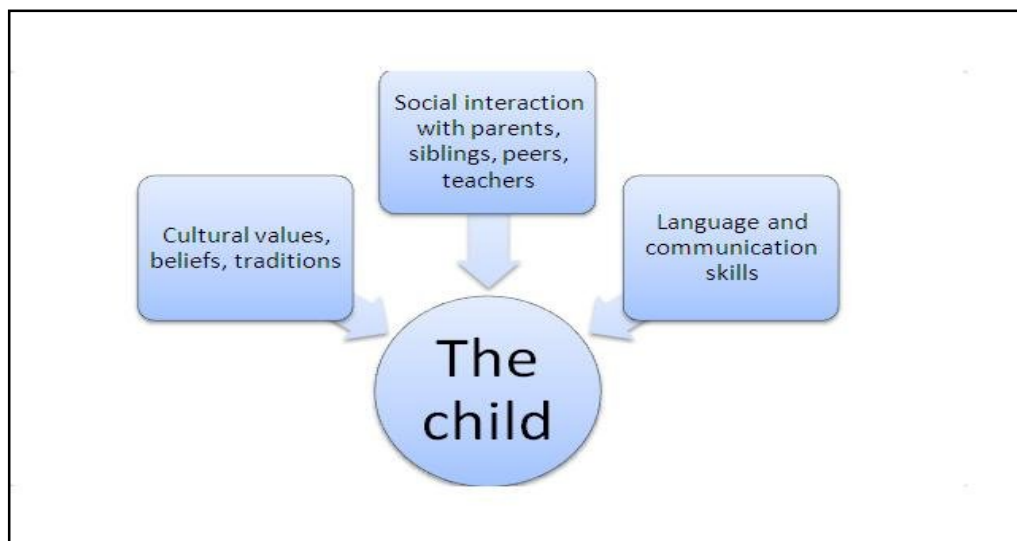
The Stage is characterized by the appropriate use of logic. During this stage, a child thought process becomes more mature and "adult-like." They start solving problems in a more logical fashion. They are able to incorporate inductive reasoning. Inductive reasoning involves drawing inferences from observations in order to make a generalization. Children in this stage commonly experience difficulties with figuring out logic in their heads. For example, a child will understand  $A > B$  and  $B > C$ , however when asked is  $A > C$ , child might not be able to logically figure the question out in their heads.

✓ **Formal-Operational Stage( 11-18 years): Piaget's Fourth Stage**

Adolescents enter the highest level of cognitive development. They are more flexible in manipulating information and symbols. They can use algebraic symbols, extra-terrestrial space, metaphor and allegory and can think what might be than just what it is. They begin to consider possible outcomes and consequences of actions and the ability to systematically solve a problem in a logical and methodical way emerges in them.

***What is the role of social context in the cognitive development?***

Mental development such as thought, language, and reasoning processes are developed through social relationship and interactions which are influenced by culture and environment.



### **What is the impact of home and school environment in the child's Intellectual Development?**

- The early months provide sensory stimulation, but avoid over-stimulation and distracting noises.
- As children grow older, create an environment to improve learning- one that includes books, interesting objects (which do not have to be expensive toys), and place to play.
- Respond to children's signals. This establishes a sense of trust in them that the world is a friendly place and gives them a sense of control over their lives.
- Give children the power to affect changes through toys that can be shaken, molded, or moved. Help them to discover that turning a door-knob opens a door, pressing a light switch turns a light on, and opening a faucet produces running water for bath.
- Give children freedom to explore. Do not confine them regularly during the day in cribs, jump seats, or small rooms, and in a play-pen for short period.
- Talk to children. They will not pick up language from listening to the radio or television; they need interaction with adults.
- Read in front of a child in a warm, caring atmosphere from an early age. Reading aloud and talking about the stories develop pre-literary skills.
- Teachers help in arranging opportunities to learn basic skills, such as labeling, comparing and sorting objects (say by size or colors), putting items in sequence, and observing the consequences of actions.
- Apply new skills, and help children to practice and explore them.
- Use punishment rarely and in extreme situations and not very often.

### **Psycho-Social Development**

While physical developmental milestones are often some of the easiest to observe, the early years of a child's life are also marked by other developmental milestones, including emotional, social and moral ones.

#### **What are Fundamental Emotions?**

- **Crying** is the most powerful way for the infants to convey their needs. Researchers have differentiated different kinds of cry (Wolf, 1969):
  - ✓ *Hunger cry*: A rhythmic cry.
  - ✓ *Angry cry*: A variation of rhythmic cry, in which excess air is forced through the vocal chords.
  - ✓ *Pain cry*: A sudden onset of loud crying without preliminary moaning, sometimes followed by holding the breath.
  - ✓ *Frustration cry*: Two or three drawn out cries, with no prolonged breath-holding.
  - ✓ Delays in responding to fuss of a child did seem to reduce fuss during first 6 months, because the babies learned to deal with minor irritation on their own (Hubbard & van I Jzendoorn, 1991). But if parents wait until cries of distress escalate to rage, it may be difficult to manage and repeated experience of this kind of rage may interfere with the ability to regulate and manage babies' own emotions (R.A. Thompson, 1991).

- **Smiling:**

- ✓ The involuntary smiling of babies during *REM* (Random Eye Movement) *sleep* is due to sub cortical nervous system activity.
- ✓ The earliest waking smiles may be elicited by mild sensations, such as gentle jiggling or blowing on the infant's skin and later by feeding.

**By 3<sup>rd</sup> week** - Infants begin to smile when they are alert and paying attention to caregivers nodding head and voice.

**By 1<sup>st</sup> month**-Smiles are frequent and social.

**By 2<sup>nd</sup> month**- Visual recognition develops and babies smile to known faces.

**By 4<sup>th</sup> month**- They start to laugh out loud when kissed or tickled.

**Next 6 months**- More differentiated emotional states are developed such as joy, surprise, sadness, disgust, anger and fear.

**Between 15 to 24 months**, as the perception of self develops, self-conscious emotions, that is, embarrassment, empathy, envy etc also develop.

**By about 3 years**, by acquiring self awareness plus a good deal of knowledge about society's accepted standards, rules and goals, children show self-evaluative emotions, for example, pride, shame and guilt.

- **Aggression**

*Instrumental aggression:* When Romit snatches the toy away from Snehal, his intention is not to hurt Snehal but to get hold of the toy. Parents and teachers often face the difficulty in managing the aggressive behaviors of children. When the aggressive behavior is to serve a goal, it is called Instrumental aggression. It is to be understood that they engage themselves in those behaviors because they don't know the positive way to communicate their need.

*Overt aggression:* If Reema hits her grandmother for not letting her see television then this will be an example of overt aggression that directs towards the target.

- ♦ **Between ages 2 and 4**, as children develop more self control and are able to express themselves verbally, they shift from displaying physical aggression to *Verbal aggression*.

The children who used to snatch and grab toys from other children are more likely to be aggressive at the age of 5 years.

- ♦ **After age 6 or 7**, most of the children become less aggressive as they become more cooperative and empathetic.

Aggressive behaviors stem from a combination of difficult temperament, stressful and unstimulating home environment, harsh disciplining, lack of maternal warmth and social support, exposure to aggressive adults and neighborhood violence and transient peer groups.

### **What are the steps for Healthy Anger Management of a child?**

- ♦ A child must be taught some 'instant' calming techniques like –counting 1to 10 backwards or make an action that delays the response like taking sips of water, taking 3 quick deep breaths and breathing out slowly.
- ♦ A child can be taught to take out pent up anger in creative ways like participating in energetic games and sport activities, listening to calm music, dancing, smell soothing aromas.
- ♦ Anger can be handled by teaching the child to draw a picture of the person he/she is angry with, or make a clay model representing that person or use hit-me-dolls which could be used for ventilating angry feelings by tearing, destroying or hitting these as a cathartic process.

### **Empathy**

It is the feeling of what others feel or are expected to feel in a given situation and behave accordingly. Empathy is thought to develop approximately in the second year and it increases with age (Eisenberg, 2000; Eisenberg & Fabes, 1998). Development of empathy is necessary because it promotes pro-social behavior and act as protective factor against anti-social behavior

### **Fearfulness**

Childhood is a period when many fears dominate the tender minds. The root of all fear is helplessness and lack of perceived control over a situation. The fears range from fantasy to realistic self-evaluative fears.

**Table-2                      Developmental Stages of Fear**

<b>Age</b>	<b>Fears</b>
0-6 months	Loss of support, loud noises
7-12 months	Strangers; heights; sudden unexpected and looming objects
1 year	Separation from parent, toilet, injury, strangers
2 years	Many stimuli including loud noises, animals, dark rooms, separation from parent, large objects or machines, changes in personal environment, unfamiliar peers
3 years	Masks, dark, animals, separation from parent
4 years	Dark, animals, separation from parent, noises.
5 years	Animals, bad people, separation from parent, bodily harm
6 years	Supernatural beings, bodily injury, dark, sleeping, staying alone
7-8 years	Supernatural beings, dark, media events, staying alone, bodily injury
9-12 years	Tests and examination in school, school performance, bodily injury, physical appearance, death, dark.

**What is Temperament?**

Temperament is an inherent part of a character and can be shaped but not changed. Understanding and learning about different temperaments are important because they affect you as a parent, your child and the relationship between you and your child. Nine temperament traits are *Activity level, Regularity, Approach/Withdrawal, Adaptability, Persistence, Intensity, Distractibility, Sensory Threshold and Mood.*

**Why it is important to know about the Temperament?**

Difficult children are thought to be maladjusted in life. But it has been found from the researches that they may not be maladjusted depending upon the environment. The key to healthy adjustment is the “*goodness of fit*” that is the match between the child’s temperament and the environmental demands including the parent’s temperament. If a very active child is made to sit for a long period or a slow to warm up child is pushed to new situation and expected to react promptly, the demand is not adequate and the children may show up an emotional deregulation. The better the fit between the child and the environment, the better will be their emotional adjustment.

**Table-3 Three Temperamental Patterns (according to the New York Longitudinal study)**

“Easy” Child	“Difficult” Child	“Slow-to-warm-up” child
<ul style="list-style-type: none"> <li>• Has mood of mild to moderate intensity.</li> <li>• Responds well to novelty and change</li> <li>• Quickly develops regular sleep and feeding schedules</li> <li>• Takes to new foods easily.</li> <li>• Smiles at strangers</li> <li>• Adapts easily to new situations</li> <li>• Accepts most frustrations with little fuss</li> <li>• Adapts quickly to new routines and rules of new games.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays intense and frequently negative moods; cries often and loudly; also laughs loudly.</li> <li>• Responds poorly to novelty and change</li> <li>• Sleeps and eats irregularly</li> <li>• Is suspicious to strangers</li> <li>• Adapts slowly to new situations</li> <li>• Reacts to frustration with tantrums</li> <li>• Adjusts slowly to new routines</li> </ul>	<ul style="list-style-type: none"> <li>• Has mildly intense reactions, both positive and negative</li> <li>• Responds slowly to novelty and change</li> <li>• Sleeps and eats more regularly than difficult child less regularly than easy child</li> <li>• Shows mildly negative initial response to new stimuli</li> <li>• Gradually develops liking for a new stimuli after repeated, unpressured exposure.</li> </ul>

**What is the role of family and school in the Emotional Development of a child?**

- The involvement of both the parents in the child rearing process is important. For e.g. a child needs the company and emotional attachment of both the parents.
- The emotional states of children and caregivers influence each other. This is called mutual regulation. For example, when the mother shows a cold attitude and is unresponsive, the child looks at the mother’s face and stops smiling. In a more complex situation, a mother suffering from depression may affect the child’s feeling of well-being.

And for the same reason the emotional state of the child can also affect the mother's or caregiver's emotional state.

- *Stranger Anxiety* or Weariness of strange people and places is common during the second half of the first year which stems from *Separation Anxiety* or Distress when a familiar caregiver leaves the situation. These are common milestones in emotional development but become a point of concern if they persist beyond the expected age and results in *School Refusal* and other relevant behavior.
- Ties between siblings often set the stage for later relationship in life. They learn that conflicts are temporary and cannot ruin the relationship. They find that a relationship can be both rewarding as well as demanding at the same time. They also learn to share and regulate behaviors and to compromise to maintain a peaceful relationship.
- Children who have strong social and emotional skills perform better in school, have more positive relationships with peers and adults, and have more positive emotional adjustment and mental health. As children spend a significant portion of their time in schools, schools are a major context for social and emotional development, growing along with and connected to academics.
- In the classroom, teachers contribute to the learning of treating every student equally and with respect. This gives students confidence and results in respect and trust in the teachers, thus enhancing the learning of desired skills in classrooms.

## **Social Development**

### ***What is Social Development?***

Social Development starts from birth. It can actually impact many of the other forms of development in a child. A child's ability to interact in a healthy way with the people around her, can impact everything from learning new words as a toddler, to being able to resist peer pressure as a high school student and to successfully navigate the challenges of adulthood.

### **From Birth to 3 Months**

During the first three months, babies are actively learning about themselves and the people around them. Part of this skill-building involves:

- Looking at their own hands and sucking on fingers.
- Looking at the part of their body that a parent or a caregiver is touching.
- Understanding how the legs and arms are attached.
- Realizing that they themselves are separate beings from those around them.
- Learning to be comforted and soothed by adults.
- Enjoying social stimulation and smiling at people.
- Responding to touch.

### **From 3 to 6 Months**

Social interaction becomes increasingly important. During this period of development, most babies begin to:

- Respond when their name is called out.
- Smile

- Laugh
- Play peek-a-boo.

### **From 6 to 9 Months**

As babies get older, they may begin to show a preference for familiar people. Between the ages of six to nine months, most babies can:

- Express a number of emotions including happiness, sadness, fear, and anger.
- Distinguish between family, familiar friends and strangers.
- Show frustration when a toy is taken away.
- Respond to spoken words and gestures.

### **From 9 to 12 Months**

As babies become more social, they often begin to mimic the actions of others. Self-regulation also becomes increasingly important as the child approaches one year of age, most babies can:

- Hold a cup and drink with help.
- Imitate simple actions.
- Feed small bites of food.
- Express anxiety when separated from parents or caregivers.

### **From 1 to 2 Years**

From the age of one to two years, babies often spend more time in interacting with a wider range of people. They also start to gain a greater sense of self-awareness. At this stage, most can:

- Recognize their own image in the mirror.
- Initiate play activities.
- Play independently, often imitating adult actions.
- Acts please them when they accomplish something.
- Start trying to help, often by putting toys away.
- Express negative emotions including anger and frustration.
- Become more self-assertive and may try to direct the actions of others.

### **From 2 to 3 Years**

During the **toddler years**, children become more and more creative and confident. At two years old, most children begin to

- Become aware that they are a boy or girl
- Begin to dress and undress themselves
- Demonstrate personal preferences about toys, food, and activities
- Start saying "No" to adults
- Enjoy watching and playing with other children
- Become defensive about their own possessions
- Use objects symbolically during play
- Often have rapid changes in mood

### **From 3 to 4 Years**

Because three-year-olds are becoming increasingly able to perform physical actions, their sense of confidence and independence becomes more pronounced at this age. During the third year, most children begin to:



- Follow directions.
- Perform some tasks with little or no assistance.
- Share toys with other children.
- Make up games and ask other children to join in.
- Begin engaging in pretend play.

#### **From 4 to 5 Years**

During the fourth year, children gain a greater awareness of their own individuality. As their physical skills increase, they are more capable of exploring their own abilities which can help to form great confidence and personal pride. At this age, most children begin to:

- Understand basic differences between good and bad behavior.
- Develop friendship with other children.
- Compare themselves to other children and adults.
- Become more aware of other people's feelings.
- Enjoy dramatic, imaginative play with other children.
- Enjoy competitive game.

#### **From 6 to 8 Years**

Children show some qualities of a good leader. Peers play an important role in a child's life. At this stage, children begin to

- Be concerned about group acceptance.
- Assert them self and want to be first, best, biggest and to win).
- Give in of self, starts to demonstrate generosity and kindness.
- Protective attitude towards younger children.

#### **From 9 to 12 Years**

This is a very crucial stage as a child is approaching to an adolescent period. At this stage, children begin to:

- Join and become affiliated with the beliefs and values of the important adults in their lives sacrifice self-interest for others.
- Learn not to compare himself with others.

### ***How Can a parent help a child in developing Social and Emotional Skills?***

During the first few years of life, it is essential for children to learn that they can trust and rely on their caregivers. By being responsive and consistent, parents help children to learn that they can depend on the people they are close to. A big part of this also involves providing consistent rules and discipline as children get older. If children know what is expected and what will happen when the rules are broken, then they will learn that the world is orderly. Doing this will also help them to develop a greater sense of self-control.

In order to develop social and emotional skills, parents need to give their children the opportunity to play with others, explore their own abilities and express their feelings. While maintaining limits, it is always a good idea to offer children choices so that they can begin asserting their own preferences. "Do you want peas or corn for dinner?" or "Do you want to wear the red shirt or the green shirt?" are examples of questions that parents should pose to help them to make their own decisions.

In social situations, help your children to learn how to express their emotions in appropriate ways. When strong emotions like anger or jealousy rear their heads, encourage your children to talk about their feeling instead of acting out inappropriately. When unsuitable emotional responses occur, such as hitting or yelling, make it clear that the actions are not acceptable, but always offer an alternative response. Model the type of behavior in yourself you expect from the children.

## **Moral Development**

### ***What is Moral Development?***

Moral development is the changing and evolving pattern of conception and understanding of morality from infancy through adulthood. In the field of moral development, morality refers to the principles of behavior with respect to justice, social welfare, and rights.

Morality has *three components*- beliefs, emotions and moral behavior e.g. the belief regarding a concept (right or wrong), the emotion related to the concept and finally practicing moral or immoral act. The concept or the emotion and the act of morality may change in the life span of an individual as it develops with age and experience.

### ***What are the factors that influence Moral Development?***

Children's interactions with caregivers and peers have been shown to influence their development of moral understanding and behavior. Researchers have addressed the influence of interpersonal interactions on children's moral development from two primary perspectives: socialization/internalization. Research from a socialization/internalization perspective focuses on the ways in which adults pass down standards of behavior to children through parenting techniques and why children do or do not internalize. The development of morality is dependent on many factors which are listed chronologically-

- Genetic factor (antisocial or alcoholic parents).
- Temperament of the child.
- Interaction and bonding with the parents or significant others.
- Parenting and disciplining style.
- Absence of a positive role model or presence of a negative role model.
- Peer interaction.
- Home environment.
- Role of school and teachers.
- Culture and religion.

### ***What are the stages of Moral development?***

**Lawrence Kohlberg** proposed stages of moral development which is an adaptation of a

psychological theory originally conceived by Jean Piaget who related the development of morality with development of cognition or intellect. Kohlberg's six stages can be more generally grouped into three levels of two stages each: pre-conventional, conventional and post-conventional which are elaborated as follows:

## **Level 1 (Pre-Conventional)**

### **1. Obedience and Punishment Orientation**

The main theme is “how can I avoid punishment?” A child behaves in a way that helps him/her to avoid punishment not thinking what is right and what is wrong. Example: “I shall eat quietly so that mother does not beat me”.

### **2. Self-interest Orientation**

In this stage the theme is what’s in it for me? The child thinks how it is going to be beneficial for him or her. Example: ‘I shall eat quietly so that mother takes me to park after that’ (paying for a benefit).

## **Level 2 (Conventional)**

### **3. Interpersonal Accord and Conformity**

In this stage, the children try to behave in accordance to the social norms. In this stage they generally go to school and behave in a manner that helps them to maintain their “the good boy/good girl image”. Thus, in this stage, social approval is an important factor in shaping their moral behavior. “I shall do my home work / share my lunch, sit quietly in class, so that teachers say that I am a good girl.”

### **4. Authority and Social-order Maintaining Orientation (Law and Order Morality)**

This is a stage where children are aware of the social-order, that is, the laws and beliefs that one should abide by the laws and authority as defiance of law may result to imprisonment. They still do not internalize the meaning and intentions of law and lacks flexibility in their moral belief. For example, they would say that stealing is crime, even if one steals for his child’s medicine.

## **Level 3 (Post-Conventional)**

It is seen that the understanding gained in each stage is retained in later stages, but in the later stages reasoning becomes more mature. Many of the individuals are unable to reach the mature stages of moral development and stuck in the first few stages depending on many internal and environmental factors and constraints.

### **5. Social Contract Orientation**

Adolescents become aware of the concepts of social welfare and rights of others. Their moral behavior is guided beyond the conventionality, they become more flexible in their thinking and reasoning, and they develop their own individual ways and logic for moral and immoral acts.

### **6. Universal Ethical Principles (Principled Conscience)**

Finally, the adolescents reach the stage of internalization of laws and morality in a way that involves a universal approach. They would evaluate an act as moral or immoral on the basis of the consequence it holds for the mankind and humanity as a whole.

## II. Positive Parenting

### In this Chapter we will learn.....

- Parenting Styles.
- What is Positive Parenting?
- How to develop healthy relationships which work as a protective factor in different vulnerable situations.

### **What is Parenting?**

**Parenting** (or **child rearing**) is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child beside the biological relationship (Martin, 2000).

### **In broader sense parenting means:**

- A process of helping a child towards his/her optimal growth in every aspect of life.
- A process of nurturing a child.
- It is a skill.
- It is not restricted to the biological parents only and can be rendered by others e.g. caregivers, teachers.

### **What are the types of Parenting Style?**

The reason that different children behave differently under the same situation is because of their temperament but some research also finds that it is also affected by the parenting style of the parents/teachers/caregivers.

Diana Baumrind proposed a few kinds of parenting styles based on demands that parents make on the children and the responsiveness of parents towards their children.

**Table-4 Parenting Style**

Parenting type	Parenting style	Parent's characteristics	Child's characteristics
Authoritarian	Parents emphasize on control and absolute obedience. They try to make children conform to a set of standard and punish them arbitrarily and forcefully for violating it.	Detached and less warm than other parents.	Their children tend to be discontented, withdrawn and distrustful.
Permissive	Parents value self expression and self regulation. They allow children to make and break rules on their own.	Warm, non controlling and undemanding.	They tend to be immature, least self controlled and least exploratory.
Authoritative	Parents value children's individuality but also stress social constraints. They have confidence in their ability to guide children, but also respect children's independent decision.	Loving and accepting, but also demand good behaviour.	Self-reliant, self-assertive, exploratory and content.
Uninvolved	Parents who because of personal distress focus on their own needs rather than those of their children.	Distressed, discontented.	May show behavioural disorders.

### **Which one are you?**

- **Narcissistic Parenting-** Parents are driven by their own needs, their children are an extension of their own identity; use their children to fulfil their dreams.
- **Slow Parenting-** Parents allowing the children to develop their own interests and allowing them to grow into their own individuality, lots of family time, allowing children to make their own decisions, limit electronics, simplistic toys.
- **Helicopter Parenting-** Over-parenting. Parents are constantly involving themselves, interrupting the child's ability to function on their own.
- **Toxic Parenting-** Poor parenting. Complete disruption of the child's ability to identify one's self and reduced self-esteem; neglecting the needs of the child and abuse is sometimes seen in this parenting style.
- **Strict Parenting-** Focused on strict discipline, demanding, with high expectations from the children.
- **Spiritual Parenting-** Respecting the child's individuality, making space for child to develop a sense of their own beliefs through their personality and their own potential.
- **Unconditional Parenting-** Parents giving unconditional positive encouragement.
- **Attachment Parenting-** Strengthens the intuitive, psychological and emotional bond between the primary caregiver and the child
- **Positive Parenting-** Unconditional support, guiding them and supporting them for healthy development.

**You can select yourself from the above**

### **Positive Parenting**

Positive parenting refers to the parenting style which involves rearing up the children with optimal support and care and disciplining them without harsh physical punishment or mental harassment. However, positive parenting is *NOT*

- Letting the child do everything he wants.
- Setting boundaries, restrictions, rules.
- Controlling the child and giving complete freedom.

### **How Parents/Teachers/Caregivers will develop attachment?**

#### **Be with your child**

The first and foremost requirement for building attachment with children is being with them. It is important to be physically present with the child from the very early days of life. This presence creates an emotional bonding between the child and the caregiver. Since the children are dependent upon adults your presence would make them feel that they are not alone and you are the person who would protect him/her from all the adversities of life. Even in adolescence when adolescent boys and girls appear to be rebellious and seek for independence, then also consciously or unconsciously they need their parents to be around them. Since they undergo a period of different physical, neuro-chemical and emotional changes, they feel stressed and anxious which they express in a defiant manner. Your non-demanding presence will make them feel secure in every stage of life. This sense of security leads to a secure attachment pattern.

### **Fulfill their need**

*List the names of the persons you are most attached to. Also write why you think you are attached to him / her.*

According to different theories of emotion and motivation, all the human behaviors are directed by purpose or goal and all the purposes of life, if we look in to them analytically, we see, that they are need-based. Likewise, all the relationships serve some or the other need of human life and significant attachment figures fulfill our needs. Even a child is dependent on the mother for food and mother is affectionate because the child fulfills her maternal needs. So it is important to fulfill the child's basic needs in life, e.g., need for food, belongingness, security, esteem etc., fulfilling children's needs must not be misinterpreted as giving them all that they want. Need here means the needs of emotional nature, not the materialistic one. Children may need your cooperation, your company etc., fulfillment of these needs builds up secure attachment bond between two.

### **Give them your time**

How you used to spend your leisure time in childhood? How your children spend their leisure time? What do you think why do they do so?

In today's life, both the parents work outside the home and the child mostly spends his/her day with the maid or in a day-care centre or Grand Parents. Spending a long lonely day makes him/her feel sad as well as s/he learns to be self-centered not by choice but to cope with his/her loneliness. It is essential for the parents to spend a good amount of time with their child in a day after they come back from work. Spending time together does not mean enquiring the child regarding the improvement in his studies and homework but spending a quality time which is constructive in nature and desirable to the child. Playing with the child is the best way to form attachments. Eating meals together and planning weekend tours with him/her are also helpful.

In school also the teachers are busy working and rarely feel the need to spend their time interacting with the children other than teaching the textbook. It is good to interact with the children out of the curriculum in other activities and use it in a constructive way.

### **Communicate**

- Communication serves many purposes for us. Firstly, continuous positive communication with children enhances their verbal skill.
- When teachers and parents communicate well with the children, it gives them the feeling of gaining importance from them which boosts up their self-esteem.
- In a problematic situation, parents/ teachers often say "you have to do this because I am telling you" or "do whatever you wish". Both of these are wrong way of communication. When parents/teachers communicate their thoughts and logics in an explicit way, it helps the children to accept what elders are saying. Moreover, it actually teaches them "how to think".
- Expressing your emotion regarding the child also help in building up a healthy attachment. It is sometimes important to express that you love your child or like some quality in him/her.

- It is also important to express when you do not like something in your child. Communicate that in a non-rejecting way, making him/her understand that you dislike his/her behavior not the person s/he is.
- Children learn how to talk and communicate their mind from adults. There are teachers and parents who have difficulty in expressing their emotions and communicating their mind. Their children also face difficulty in showing emotions in a proper way and sometimes act in an unstable and confused manner.

### **Show that your love is unconditional**

Many parents set demand like “I’ll do ... for you if you score highest in your maths paper”

We often set some targets in front of our children and put some demands for them. We bind them with “if...then...” conditions, which are detrimental for a child’s mental health. Firstly, they feel helpless in front of those demands. Secondly, they start devaluing themselves and feel that they are nothing to their parents if they do not achieve that. Finally and most importantly, they learn to perceive relationships in a conditional way. It is necessary to love them unconditionally. They should enjoy being themselves.

### ***How Parents/Teachers/Caregivers will provide emotionally secure environment?***

#### **Be Warm**

Warmth is necessary for survival. Be it physical warmth or emotional warmth, it gives human beings a sense of protection. Children also feel protected when they feel the warmth of their mother’s lap. It is required to keep the children warm both physically and emotionally. Infants and pre-school children enjoy being hugged, cuddled and cajoled by the parents. For them, warmth comes from touch and physical sensations.

For older children parental warmth comes from understanding themselves and being emotionally attached to them. Overall, the environment should generate warmth and positive vibration for the children so that they feel emotionally secure and energetic.

#### **Ensure Availability**

- ✓ The parents should be available to the children in case any need arises. Similarly teachers should be available to the students. Unavailability of an authority figure evokes anxiety within them. They feel helpless and become clueless of what to do.
- ✓ Children need attention from parents/ caregivers. If they get it naturally, they enjoy it. But if they don’t get it in a positive way, they go for gaining the negative attention by playing different pranks. They start throwing temper tantrums and committing mischief so that elders are forced to pay attention to them. So ensuring positive attention to children is very much important.

- ✓ It is emotionally important to be available to a child when s/he wakes up in the morning or comes back at home. Presence of one of the parent, if not both, makes the home environment welcoming for the children.
- ✓ If parents are not at home, it is important that the child can have an access to them over the phone or any other way. This would make them feel safe.
- ✓ Adolescents often face many kinds of conflicts and difficulties outside. They need to feel that their parents are available to them when they are at home.

### **Do not use Critical Comments**

Critical comments no way help children to grow or rectify their act. It is rather detrimental for the children and dangerous when used for an adolescent. In adolescence, boys/girls become very much rejection-sensitive. Use of critical comments can provoke them to take undesirable means of coping with it e.g. suicide or Para-suicidal acts. It is not helpful to say “you are good for nothing”, it would not make them learn what they cannot. Rather showing them how to do it, or what could have been done otherwise, would help them to do the task in the right way.

### **Keep the Environment Violence-Free**

- It is often taught to the children to be non-violent. It is expected out of them to behave well. But children learn more from what adults *do* and little from what they *say*. It is, thus, important to practice what we preach. Any kind of violence is not desired at home or in school.
- Violence can come in any form and shape. Beating up a child, being hostile to them, cursing them, neglecting them and depriving them from their basic needs are form of violence against the children which has its short term and long term effects.
- There are homes where the child is taken care of but the other members of the family are mistreated or beaten at a regular basis e.g. mother or grandparents. These are the various sources of learning violence. It can either provoke the child to be violent or to be afraid and withdrawn to save himself from violence. In whichever way, it hinders the normal psychological growth of the children.

### **Make the Environment Stable**

***Imagine that your job is at stake. Note down your reactions.***

- Stability gives security. It gives us a sense of control over the situation where we can predict the consequences. Instability creates chaos in human mind leading to confusion and apprehension. In case of adults also instability brings uncertainty, which leads to anxiety. Thus, for the children it creates far more anxiety and uncertainty as their tender minds cannot cope with the demands of an unknown novel situation.
- Children need their life to be stable. Frequent changes at home, school change, change in caregiver is detrimental for children’s mental health. Children are generally more flexible than adults but frequent changes demands frequent adjustment to the novel situation which restrict them to develop attachment to the significant parental figure, their neighborhood or school. This repeated emotional adjustment is frustrating for the children and lead to underlying depression in them.



- It is better to give them a rhythm in life regarding their eating habits, sleeping habits and other activities. They prefer structure in their life because it gives them a sense of control as they know what they need to do next. Haphazard lifestyle is not good for children; neither for the adults.

### ***How Parents/Teachers/Caregivers will develop healthy relationship with a child?***

#### **Empathy**

The key point in developing any healthy sustaining relationship is empathizing and showing concern with the other person. Children also need empathy from parents, teachers and caregivers. It is more important in case of children as their mindset is markedly different from that of the adults. That is why sometimes it becomes more difficult for the adults to probe in to the children's mind. But if we think empathetically it is not really difficult to understand children as they are simpler and think straight than the adults do. When the children come out of the examination hall, it is not empathetic to burden them more with questions like did you attend all the questions, what do you think you will score, will you manage to be first this time also? Rather show your concern by saying it must be very hectic for you, let's go home and take some rest.

#### **Active listening**

Another key point in building a healthy relationship is improving the listening skill. Parenting does not only mean teaching and preaching all the time, rather it is more important to listen to what your child has to say. Often parents don't take interest in what children are saying. Eventually the child stops sharing with the parents and prefers to be with friends with whom they can share more. But by active listening parents can develop wonderful friendship with their children. Listening to their experiences and opinions bring them closer to you and your active participation help the children ventilate their emotion in a conversation and help them to take proper decisions . Most importantly, the more you will listen to them as children, the more they will talk to you when they grow up.

#### **Nurture your child's Self-esteem**

A child is the citizen of the future. They need to grow as healthy independent individuals with full of confidence and self-esteem. Self-esteem is a positive evaluative belief regarding oneself. Self-esteem or self-regard develops from regards from others. Regarding oneself begins from the early socializing process and socializing starts at home and then in school. Thus developing self-esteem largely depends at home and school. Ways of nurturing the child's self-esteem are:

- Appreciate their work
- Respect their choice
- Involve them in decision making

### **Keep Age Appropriate Demands from them**

It is important that parents place age appropriate demands to the children. Children expect unconditional love and support from the parents. Parents are the persons who introduce children to the strange world. If the parents are over demanding and not easily satisfied by the children's efforts, then these children develop a sense of dejection, distant themselves psychologically from their parents and start perceiving the world in terms of conditions of worth.

Again, only catering to the needs of the children and demanding nothing from them, does not help the positive growth of the children. They must know their responsibilities and duties along with enjoying their freedom and love from parents. Being non-demanding on the parent's side may be interpreted as non-responsiveness to the child. For example a parent who does not want their adolescent to be present with them at the time of dinner, and does not ask the whereabouts of the boy/girl may be perceived by the adolescent as non-involvement from the parent's side. Again, by not placing age- appropriate demands parents may fail to develop a sense of responsibility in their children. Thus, it is necessary to maintain balance between these two extremes.

It's not easy for a child of 7 years to do all his/her home tasks and also perform the best in dance, drawing and swimming classes. It is an over demanding situation for him/her. Likewise a child of 15 years of age is not developmentally ready to take major life decisions for himself/herself but s/he can well manage his/her home tasks and peer relationships without parental supervision. Thus, parents may not interfere in these matters and ask him/her to handle these situations by themselves (if things are not very serious) rather than being over-protective.

### **Set Limits**

Maintaining healthy parent-child relationship and positive parenting do not mean letting the child do everything s/he wants. Rather it is important to set limits for the children and enforce them firmly stating what may be the consequences if they do not remain within the limits. Setting limits holds being firm and consistent with the dos and don'ts of the child by explaining them the probable negative consequences that may take place in case of disobeying the limits. Children often not get sure and remain confused about exactly what to do and what not to do. They function well in structured condition or when things are stated clearly to them. Setting limits helps children to understand their boundaries and it helps them to internalize the rules and results in better compliance. Moreover, setting limits helps the parents in better management of the problematic situations.

### **Follow through**

For example: Rahul's parents promised him a cycle if he does well in his board exam. But Rahul complaints although he scored 905 in boards his parents did not buy him a cycle. Parents often promise many things to their children to manage a problematic situation but they do not follow through. It is not wise to promise something which they are not able to give them.

Moreover, it is not a good practice to promise material rewards for their children. It is important if they have promised something, they should keep it, otherwise the child would not trust them any further and would learn that "promises are meant to be broken".

Likewise, parents often threaten children to punish later for their ill behaviours and do not follow through later, when in a good mood. It is equally harmful for the children. They learn that they can skip the consequences of their behaviours depending on the parent's mood.

### ***How will you become a Role Model to your child?***

#### **Parents as Role Model**

Children need a role model or someone they can look up or follow in the difficult ways of their lives. Parents are the primary role model for the children. They follow the behaviours and incorporate values shown and taught by the parents. It is unfortunate that parents often fail to set a good example before them. They teach children not to tell lies but often lie themselves and children are intelligent enough to understand those lies. They become confused and follow the convenient ways for them rather than the way of truth. It is often seen that parents ask children to mix up with another child or fight with family members and this inflicts doubt and a feeling of competition in the tender minds but they at the same time expect their children to be well-behaved, social and non-jealous. It is best if the parents behave in the same way they want their child to behave because children learn from them and they feel secure if they can follow their parent's path as they look up to their parents as their first hero and ultimate support.

#### **Help them find a Mentor**

When children grow up it is often seen that they don't feel comfortable to share everything with the parents for some reasons. It is helpful if they can find a mentor for them who can guide them in their path. A mentor can be an elder brother, uncle or aunty or some other family member or outside the family, a teacher, trainer and likewise.

### ***Who is a Resilient Child?***

Resilient child is one who resistant to overwhelming stress and has better ability to cope in stressful conditions.

**Table-5 Characteristics of Resilient children and adolescents:**

<b>Source</b>	<b>Characteristics</b>
Individual	<ul style="list-style-type: none"><li>• Good intellectual functioning</li><li>• Appealing, sociable, easy going disposition</li><li>• Self-efficacy, self-confident, high self- esteem</li><li>• Talents</li><li>• Faith</li></ul>
Family	<ul style="list-style-type: none"><li>• Close relationship to caring figures</li><li>• Authoritative Parenting, warmth, structure, high expectations</li><li>• Socio-economic advantages</li><li>• Connections to extended supportive family networks</li></ul>
Extra-familial context	<ul style="list-style-type: none"><li>• Bonds to pro-social adults outside the family</li><li>• Connections to pro-social organizations</li><li>• Attending effective schools</li></ul>

Source: Masten and Catsworth, 1998

In the present socio-cultural scenario it is difficult for parents and caregivers to provide the children a full proof protected environment which can foster their emotional development and well-being. Thus the attempt is more to make the children resilient to stress and make them able to deal with the stressful situations more effectively that will in turn ensure children's mental health to a great deal.

### ***Do's and Don'ts of Parenting***

#### **Do's**

- Love your child and tell him/her how proud you are of him/her for his/her efforts, praise him/her when s/he does something that is good. Children are to be loved and praised. It boosts their self confidence.
- Have a structure at home such as a routine of what time to wake up, what time to eat breakfast, lunch and dinner, what time to do homework, what time to take bath (please make sure your child is really bathing, and also you have to teach them how to lather the soap on the wash rag and rub it all over the body) and at what time to go to bed. It is good to be flexible on the weekends but still keep some kind of timetable.
- Take active interest in the child's life at school, extracurricular activities, etc.
- Look through your child's backpack every day and check his/her folder and sign it every day if it is required. Parents who don't do this send the message to the school that they don't care, or they are too lazy, or they forgot. So many children miss out activities because their parents won't look at their folder. The folder is the main communication line between you and the school.
- Allow your child to participate in extra-curricular activities
- Help your child and teach him/her how to do things such as holding a pencil, writing his/her name, and learn math, spellings, and playing board games.

Plan a check in time for those children/adolescents who are older and get home from school before you get home from work. Check in on them every 30 to 45 minutes. Make sure all computers are locked and passwords are protected. Make a rule that no company is allowed over in the absence of parents. Leave snacks for them when they get home (children are hungry when they get home from school) and let them have a free choice of spending their leisure time

### **Don'ts**

- Don't allow your child to have technology in the bedroom, (TV, Computer, Video Games etc.) These things should be supervised while the child is working with them and there should be limits as to how long they can be used.
- Don't allow your child to play violent video games or watch any form of violence on T.V. or have free access to the internet while they are at home.
- Don't just send your child to another room; plan an activity to keep them busy in visible distance so that you can see them. Parents need to always know where their child is and what they are doing. If they are at school you can look at their daily schedule to get an idea.
- Don't leave your child home alone after they become a teenager for the weekend while you go out of town. Children always need supervision.
- Don't smoke in your house, car or around your child. This can cause all sorts of health problems for the child, and when they come to school they smell horrible and so does their bag. This causes other children not to be around them.
- Don't talk on your cell phone in a school zone. If you are in front of the school dropping your child off, get off your phone, smile and tell them you love them and to have a great day. It really goes a long way with your child.
- Don't listen to bad songs in the car.
- Don't allow your child to take long nap because this will make your child lazy.

### III. Know Yourself

**In this Chapter we will learn.....**

How to handle stress, anxiety and anger of oneself which in turn would help to manage children effectively.

***Why it is important to know yourself?***

While discussing positive parenting skills and modes of non-violent disciplining it is an integral part that you must know yourself. Parents do not lack parenting skills but they are often unable to practice parenting in a positive way due to their own emotional disturbances. Thus, they go for the easy and convenient ways of disciplining children, which is scolding and beating them which give them an immediate result. But it leaves a long standing mark on the development of the children. If we attempt to probe into the difficulties of the parents and try to identify the conditions under which a parent feels compelled to abuse his/her child and unknowingly cause harm to children, then we can develop a healthy and friendly parent-child relationship. The causes may be as follows:

- Stress
- Emotional Disturbances
- Inability to Manage Anger
- Parental Fears and Anxieties

Thus it is important for the parents to know him/ her to know the child and handle the child more effectively. Here it has been attempted to provide an outline to the teachers and parents to enhance their coping skill and managing themselves.

***What is Stress?***

We generally use the word "stress" when we feel that everything seems to have become too much. We are overloaded and wonder whether we really can cope with the pressures placed upon us.

***What are the different types of stressors?***

- Daily hassles
- Conflict with partner
- Conflict with colleagues and authority at office.
- Conflict with any member of the house.
- Health of self or others
- Financial crisis
- Life event (death of near ones, divorce, unemployment, marriage)
- Excessive burden of work

### ***How a person will handle Stress Effectively?***

- **Find out the source:** To combat stress, it is important that one tries to find out the source so that he/she can be able to manage it. For e.g., yesterday Deepa had beaten her daughter as she wanted to buy a doll. After some time she realized that as she is going through a stressful situation. She behaved in this manner but cannot find out the source that is the stressor which is affecting the mother-child relationship.
- **Plan the action:** After finding out the source it is time to plan what could be done and what is the suitable way to deal with the situation. If there is a problem there must be a solution as well. Often people get overwhelmed by stress and lose the judgment and decision making power which does not help rather aggravates the problematic situation.
- **Use positive self-statement:** Always use positive self statements that “I am capable”, “I can manage the situation”, and “it will end soon” etc. Then a child will also learn to use positive statement. For e.g. Whenever Mr. Dutta faces a difficult situation at office /home, he always thinks in a positive way and handles the situation effectively. Day before yesterday Rohan, his son faced a problematic situation. In school, he was blamed of misbehaving with senior boys, which he has not done and was called by the Principal. At first he was disappointed but after that he thought, “I am capable to manage and handle the situation”. This he has learnt from his father and he proved it.
- **Challenge the stress:** Challenge the stress as your enemy. The more one gets overwhelmed by stressors the more it gets hold of the person and this will affect his/her daily life and relationships. For e.g. Rina is always overwhelmed by different stressors so she gets irritated often without any reason and as a result she is beating or scolding her son or quarrelling with her husband . This is affecting her relationship with her son and also with her husband.
- **Write down:** Writing down the stressful conditions helps in ventilating the emotions as well as it gives the person a scope to look at the stressors in a broader way and finding out solutions.
- **Develop assertiveness skill:** Often people get stressed up because they cannot assert their own view and cannot communicate their feelings and emotions.
- **Be friendly:** Discussing stresses and problems with friends and family members helps in ventilation and provides social support. For e.g. one can share his/her stress with his/her child also which in turn will help in building a strong bondage in their relationship.
- **Exercise:** Exercise is a good practice as it relaxes the body muscles and secretes necessary hormones which help in maintaining well-being.
- **Food:** Under stressful conditions, people often neglect taking food. But food provides glucose which is most necessary in dealing with stress as it mobilizes energy.
- **Involve all your sensory organs:**
  - Deep breath
  - Visualise calmly

- Listen to music
- Smile
- Massage
- Take a bath
- Practice Mindfulness

### **What is Anxiety?**

Anxiety is a general term that causes nervousness, fear, apprehension, and worrying. This affects our feeling and behavior and manifests some real physical symptoms. Anxiety feels a bit like fear but we usually know what we are frightened of, we often don't know what we are anxious about.

### **How a person will manage Fear and Anxiety?**

#### **Finding out the Source**

To fight the fears and manage the anxieties, it is important to find out the sources. Differentiate between fear and anxiety. If the fear is unreal and anticipatory, then it is important to manage it, so that it does not affect the daily life activities.

#### **Plan your Action**

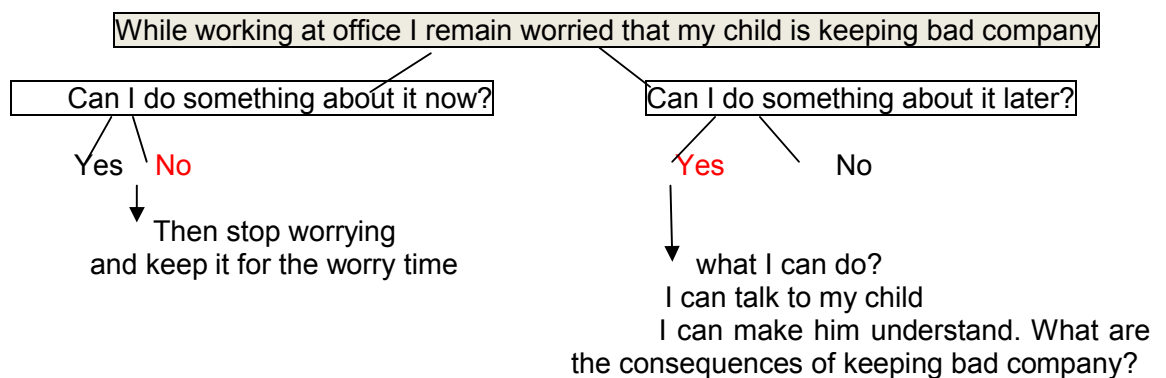
Depending upon the type of fear and anxiety, different actions could be taken up to reduce the anxiety. For example, if one is anxious of his/her child's education as the child does not get good grades at school, he/she must assess what is making him/her so anxious and in what ways he/she can help the child more effectively without accusing him/her.

#### **Relaxation**

Relaxation and mindfulness are helpful in keeping calm and reducing anxieties. Yoga, meditation and exercises are recommended to vent out anxiety.

#### **Worry tree**

If a person is too much worried and preoccupied with his/her anxious thoughts s/he may take help of worry tree as demonstrated below:





### **Worry time**

An anxious person tends to worry all the time and that affects all his/her daily activities which in turn makes him more anxious. Thus, it is often recommended to them, to keep a worry time regularly so that they keep / postpone all their worries for a particular time and do not worry apart from that particular time ,specified for thinking over the concerned issues. This helps in two ways. *Firstly*, they can concentrate better in daily activities and *secondly*, in the worry time they actually can think over the problems more rationally.

### ***What is Emotional Outburst?***

A sudden and violent expression or release of emotions is called emotional outburst. It may be anger outburst or crying or laugh attack.

### ***What is Anger?***

Anger is a completely normal, usually healthy, human emotion. But when it gets out of control and turns destructive, it can lead to problems—problems at work, in your personal relationships, and in the overall quality of your life.

### ***Why do people get Angry?***

Dealing with anger is much easier when you know what you're really angry about. Sometimes people may feel generally irritable because of stress, sleep deprivation, and other factors; more often, there's a more specific reason for the anger.

### ***How Emotional Outburst and Anger can be managed?***

- **Meaningfulness of the Event:**

It is helpful to find out the meaning behind the event that disturbs you. Find out how do you interpret the event, what is so annoying about the situation, what are the exact thoughts that come to your mind, what are the exact emotions you experience (embarrassment, humiliation, anger, sadness, disappointment).

- **Identification of your Strength and Abilities:**

Rather than focusing on your weaknesses, identify what you can do, what are your strengths and abilities which boost up your confidence and help you exercise better control over your emotional expressions. If one can practice this, he/she can effectively manage his/her anger which will help to build confidence in dealing with any relationship.

- **Displaying Appropriate Emotions:**

Try to identify what are the appropriate emotions and what are the inappropriate emotions to display as per the situational demand. Differentiate between experiences of emotion from expressions of emotion.

- **Delaying Sudden Emotions:**

It is better to suggest your own self to postpone or delay the expression of sudden emotions. It has been seen that emotion subsides down with time and the individual is in a better position to communicate his/her feelings when he/she is emotionally stable. For e.g. Mr. Mitra is a professor. Yesterday before going to the college, he had a quarrel with his tenants, so while he was going to the college, he was thinking will he be able to take the class or not. But as time passed, the emotion of anger subsided and he was able to take the class effectively.

- **Seeking Emotional Support:**

Seek emotional support from friends and family members. Communicate with them about how do you feel and ask them to cooperate with you in those times.

***Nine Helpful Strategies of Anger Management:***

- Express when you are calm.
- Think before you speak.
- Identify solutions.
- Use “I” statements rather than “you” that enables us to take the responsibility of correction on us rather than on others.
- Don’t hold a grudge.
- Use humor to release tension.
- Relaxation.
- Seek professional help.

## IV. Non-Violent Disciplining

### In this Chapter we will learn.....

- Identifying problematic behaviors of the child
- Providing a deeper understanding to the child's problem, causes of the problems and equip parents and teachers to deal with those situation.

### ***What is Non-Violent Disciplining?***

The term disciplining generally has a negative connotation but disciplining actually means:

- Setting clear cut rules for the child.
- Setting limits for the child about what to do and what not to do explaining the consequences.
- Consistency.

### **Non-Violent Disciplining is:**

- Friendly way to deal with the child.
- Encouraging alternative positive behavior.
- Empathically handling the problems of the child.
- Bringing out a constructive change.
- Setting examples.

### ***What are the modes of Non-Violent Disciplining?***

There are some scientific approaches to deal with the problems of children and adolescents based on behavioral and cognitive principles. Although there are some basic principles of disciplining but one needs to remember that the problem of every child is unique in nature and should be handled in a unique way. One technique may be effective to one child but not so effective for another child. Thus, these techniques are made for every individual and one has to be creative enough while handling the children.

### ***How do we classify the Problematic Behaviors?***

The childhood problems, if we deeply analyze fall into two categories:

- **Problem of Internalization:** It is when the children remain withdrawn and do not want to mix up with others. For e.g. does not want to eat, does not talk, does not go to school and does not do household work.
- **Problem of Externalization:** It is when children are restless, mischievous and truant, involved in lying and stealing and cannot be managed. For e.g. running around, talking too much, throwing away things.

The problem is greater with the children with externalization as they create inconvenience to others. But the children with internalization are to be taken care of. Parents and teachers may take professional help for both the cases.

### **What are the techniques of Motivating a child for a Positive Behavior?**

There are different ways of motivating a child to learn a behavior which will be helpful for him/her. Here, we need to know about the following techniques to develop new positive behavior. Let us explain with some examples.

**Positive Reinforcement:** Positive reinforcement is when a desirable behavior is enhanced by a reward that immediately follows the behavior. This reward can be material reinforce as a gift, chocolate etc; social reinforces as appreciation; activity reinforces as letting the child to watch his/her favorite programme on T.V. or play game of his/her choice.

**Note:** Schedule of reinforcement: The schedule of reinforcement is needed to be planned beforehand. Reward loses its value if continuously used. Thus, intermittent and variable schedules of reinforcement is recommended that is a reward after every nth (3<sup>rd</sup> / 5<sup>th</sup> etc) desirable behavior.

**Example:** Most of the days, Arjun cannot wake up in the morning on time and gets late for the school. Parents can use positive reinforcement in this case. E.g. Arjun gets a chocolate/ mother's hug (as per the child's preference) the day he gets up on time.

Note: Parents should check if the child is getting enough sleep at night or not.

**Token Economy:** A token economy is a system of behavior modification based on the systematic positive reinforcement for target behavior. These reinforcers are symbols or tokens that can be exchanged for other reinforcers. For children, token can be in terms of points, smiles etc.

#### **Case example:**

Pritam does not want to go to school and after going to school he would remain seated in one place and won't answer questions in class. He also won't have his lunch in the break time. So here three deficit behaviors are being identified and each of them has to be reinforced by encouragement and appreciation or other reinforcers. At the end of the day, Pritam may get 3 points for accomplishment of all the work, e.g. going to school, answering questions and having lunch. These points he can save and exchange for other reinforcers E.g.

10 points= a chocolate

15 points= colour pencil

20 points= riding bike with father etc.

Parents may have a process of deducting points following un-accomplishment of a task.

**Note:** parents also need to find out the cause of his deficit behaviours.

**Shaping behavior:** Shaping is reinforcement of successive approximations to a desired target behavior. Here, the individual gets reinforcement in successive steps towards the target behavior.

#### **Case example:**

Pia, a 5 year old girl, does not interact with the people who come to their house. She does not come down from her mother's lap and insists to stay inside her room.

The task of interaction can be broken down into parts.

- Coming around the guests with mother.
- Standing in a corner of the room where guests are seated.
- Sitting quietly in the room where guests are seated.
- Answering questions asked to her by the guests.
- Initiating single conversation with guests.
- Spontaneous interaction with the guests.

Each of the steps is a successive approximation of the target behavior and needed to be reinforced and encouraged.

**Note:** Parents should ask the guest to cooperate and not insist her in interacting.

### ***What are the Techniques of reducing Excess Behaviors?***

Excess behaviors are those behaviors which are present in the child in a great amount or are presence of negative behavior. For example, excessive talking is an excess behavior and stealing is a negative behavior.

- **Differential Reinforcement of Other Behavior (DRO)**

A procedure in which, a positive reinforcer is periodically delivered, only if the child does something other than the target behavior.

**Example:**

A child has a bad habit of nose picking or nail biting. Any other hand action than nose picking or nail biting would be reinforced.

- **Differential Reinforcement of Incompatible Behavior (DRI)**

This method is used to reduce a frequent mal-adaptive behavior without punishing it but by reinforcing an incompatible response.

**Example:**

A 15 year old boy has a habit of watching Cartoon for 2 hours after coming back from school. He will not be punished for watching cartoon rather will be reinforced if he does any other activity (going out for playing football) in that particular time.

- **The Premack principle:**

It is a special case of reinforcement where a highly-preferred activity can be used effectively as a reinforcer for a less-preferred activity.

**Example:**

Tutan, a 3 year old child has started going to school for last few months. The teachers face a difficult time to manage him as he runs around in the class. The main objective in this case is making Tutan learn to sit at one place. Here, his highly preferred activity is running around and less preferred activity is sitting in the class. Hence, the teachers following the Premack principle, allow Tutan to run around for 5 minutes after he sits in the class for 15 minutes. Later the time duration will be changed as per the child's performance.

- **Behavioral Contracts**

A behavior contract is an agreement between a student/child, and their teacher/parent. It states the desired behavior, the undesired behavior, the benefits (or rewards) for improving behavior and the consequence for failing to improve behavior of a child.

**Example1:**

A 14-year old girl, insisted, that mother does not need to take her back from school, she will come back by school bus. On repeated requests parents allowed her to come back alone. But after a few days she started coming back late after school and parents found out that she does not come back by school bus rather with a friend of hers.

Parents here can go for a behavior contract with the girl:

**Desired Behavior:** Coming back home on time by school bus.

**Undesired Behavior:** Coming late with a friend.

**Benefits of Desired Behavior:** Praise from parents, her favorite evening snacks, freedom to come back alone.

**Consequences of Undesired Behavior:** Will lose her independence, mother would again start taking her back from school.

**Example 2:**

An 8-year old boy has a tendency of taking away pencils from his classmates. Parents have tried to make him understand that it is not right to take other's pencils but the child did not stop picking up other's pencils. Here, parents can go for a behavior contract.

**Desired Behavior:** not taking other's pencil.

**Undesired Behavior:** taking away pencil form others.

**Benefits of Desired Behavior:** praise from parents, if he does not take pencil for 10 consecutive days, he gets a pencil from parents.

**Consequence of Undesired Behavior:** disapproval of parents and teachers has to give the pencil back to the classmate along with his own favorite pencil.

- **Response Cost**

Response cost is another method of behavior modification. Here the child has to correct his/her behavior following a cost of his behavior.

**Example:**

A 10 year old boy has a tendency of throwing away things whenever his demands are not met.

### **Dont's**

- Don't fulfill his demands when he throws away things.
- Don't keep valuable things within his reach.
- Don't buy the thing he has broken immediately.

### **Do's**

- Make him calculate the cost of the broken things.
- Ask him how he can compensate the loss (you know that he can't compensate now, but let him realize and assume the responsibilities).
- Make him repair the things he has broken (let him do as much as he can, let him face the fact that if he can repair the broken thing or not).
- Take him to the repair shop and involve him in the process of repairment (let him go through the process so that he realizes that it's not only about money but time and labor as well).

**Note:** Along with response cost, the parents need to sit with the child and teach him other ways of communicating his annoyance.

- **Time Out**

It is a technique intended to allow the child to calm down, learn coping skills and discourage inappropriate behavior. The process involves withdrawing a pleasurable activity from the child following a certain period of undesirable behavior or removing the child from a place following an undesirable behavior.

**Example 1:**

A child is allowed to watch T.V programme for half an hour at a stretch. He is asked to switch off the T.V. after the given period of time. If on repeated occasions, the child still continues watching T.V. for another 10 minutes, parents may switch off the T.V. / remove the T.V. set/ cut the connection.

**Example 2:**

A child starts crying in a social gathering and cannot be stopped by any means. The parent may take him out for a few minutes, give the child time to soothe by himself, and then take him back to the gathering.

- **Limit Setting**

Limit setting is creating boundary for the child, stating the clear cut rules and regulations for the child. Often children are confused about what to do and what not to do. Parents instruct child that what not to do e.g. don't jump on the sofa, don't watch T.V., don't play with that child, the child's life is full of don'ts but they don't know that what they can actually *do* instead. It is better to state the rules or the expected behavior from the child.

**Example:**

Aryan is a 6 year old boy. He loves to play at his father's desk when his father is not around. Every day when the father comes back at home, he finds out his desk at mess and without a single thought he starts beating Aryan and shouts at his mother for not keeping an eye on Aryan. Instead of beating up the son, what the father could do is:

- Talk to Aryan.
- Find out what is so interesting about his desk.
- Arrange a small desk or corner for Aryan with his spare things.
- Ask him to play with those materials.
- State that office documents are important and he is not permitted to access those.

In this way, the father can set the limit for Aryan.

### **General notes on Disciplining**

#### **While disciplining, the child needs to be:**

- Strict and firm rather than loud and lenient.
- Consistent rather than inconsistent and mood-dependent.
- Rational rather than rigid.

### ***What are the methods to Deal with Adolescent Problems?***

- Adolescence is a time of storm and stress – not only for the person going through it, but also for the caregivers and people around the adolescents.
- They come up with different types of problems and are resistant to advices.
- At this stage, as the child reaches puberty he/she becomes interested in opposite sex and sexual matters. So the parents have to give him/her proper information to his/her curiosity.
- Adolescents suffer from Identity Crisis which is related to his/her physical appearance. Parents or caregivers have to handle it effectively.
- But all they need in this period, is love and empathy from others, so that they can guide themselves in a better way.

### **Change in Communication Pattern:**

- Often adolescents come up with problems and discuss with the elders, but they may not seek for solutions form elders. They just need them to be around, and be with them so that they can find their way out.
- Often parents complain that s/he was not like this before; he/she is becoming stubborn day by day and not listening to them or taking their advice. They need to understand that a child needs more advices from the adults when they are young but when they grow up parents need to change the pattern of communication which is giving suggestion rather than giving advice.
- They think themselves as adults at the same time they want some sort of dependence and support. It is better not to preach them the solution rather to be with them and lead them with rational questions so that they can solve the problems or take the decisions on their own.

#### **Example:**

A 13 year old girl comes to her mother asking “Maa, tomorrow we have a function in school, what do you think I should wear?” Mother may think that the daughter is asking for a definite answer and she replies that “you should wear ...”. But immediately after listening to that the daughter may get annoyed and start yelling at the mother saying “No I am not going to wear that, you are so boring and not up to date”.



Adolescents are difficult to understand. It is better to ask her in reply “What do you think would be more suitable? A salwar or a skirt?” and the conversation may continue with this kind of guiding questions.

- **Decision Making:**

It is important to make the adolescent to take part in family decision making process so that it teaches him/her how to take decisions, and plan life in future. But it is also important that parents do not leave the adolescent with open ended options rather they should give choices. For example, father may ask the son that “Look son, we are planning for a holiday, can you suggest which is better among these places- Darjeeling, Simla and Kashmir?” so that the son does not ask for Switzerland. Once the son gives his choice, the parents should respect his choice.

- **Cost-Benefit analysis:**

Adolescents do not obey decisions of parents without questioning. Parents must sit with them and make them clear about the costs and benefits of a task. For example, a 15 year old boy comes to his parents with a demand of mobile phone as all of his friends have mobile phones. The parents may sit with the son and discuss the pros and cons of having a mobile phone from an early age. In the same way, parents can sit with the adolescent and make them aware of the pros and cons of drugs and sex according to their age and need of the situation. They may guide them with the costs and benefits of malpractices so that they are aware and resistant to peer-pressure. Adolescents are manageable with proper reasoning and love.

- **Problem Solving skill:**

A 16-year old girl comes to her mother crying. All she could tell was that her best friend is not talking to her and giving importance to some other girl in class. She is not feeling like going to school anymore and sleeping less. It is a very common problem in adolescence that they fight with the classmates. What many parents do is, they immediately call up the girl and ask her to talk to her daughter or complain to the parent of that girl ‘that your daughter is being mean to my daughter.’ Let the adolescents solve their own problems among themselves which, again, does not mean ignoring their problems. As a parent, do empathize with them, help them to find out the problem and ask them what they think could be done about the problem with some leading or guiding questions. e.g. Do you think talking to her may help? Or do you think inviting her for dinner may solve the problem? Do you think saying sorry is a good idea?

- **Helping adolescents to grow Assertively:**

A couple has a son of 17 years. They found out that they were losing money from home often. They could not suspect their son for this loss as he is a very well-behaved and studious boy. On an occasion, they caught the boy red handed, *stealing* money from the father’s purse. They were shocked and upset over the incident. Later, it was found out that the boy had been *bullied* in school and it was two of his classmates who used to pressurize him in taking money from home. He used to be an introvert boy and could not manage the situation but started satisfying the classmates with money.

In the present case, the boy needed to be assertive which he could not. It is a common case where adolescents grow habit of smoking, drinking and taking drug just due to peer pressure.

**Note:** Parents often focus on making their children obedient but they also need to develop assertively skills in their children.

- **Handling Frustration and Rejection**

A 16-year old boy had been caught in the railway station as he was running away from home. He is a student of class XII in a well known English medium school of the city. Last week their annual result had come out and he could not secure a high rank in class. For a week, he tried to cope with the situation but he could not eat properly nor could he sleep at night. He had only thought about how he is going to face his classmates in school and how he could compensate the disappointment of the parents.

In this case, the boy is extremely frustrated with his result as it was not up to his expectation and finally all he could think of was to run away from home and school. In such cases, parents need to be empathetic with the adolescents. Neither they should show disappointment nor should they ignore the emotion of the adolescents. They are the best ones who could be with them as a support and show encouragement so that they can recover.

It is important that from childhood, parents help the children to learn to enjoy the study and not emphasize upon the marks. The results are highly overvalued in our society than the knowledge. The parents need to help the boy to handle frustration. There are many other cases when adolescents engage themselves to violent acts or self-harm or causing harm to others. These are the cases where they do not get what they want immediately. For e.g. failing in examination, rejection in love affairs, breakup of relationship may precipitate depression, aggression, self harm or destructive behaviors.

### ***What do Parents need to understand?***

- ♦ It is easier to handle your teenager if you are friendlier, less authoritarian and controlling.
- ♦ Be empathetic to their emotions and situation.
- ♦ At the same time be strict about the behavioral boundaries (you cannot hit a person just because you are depressed or not in a good mood).
- ♦ Helping them to ventilate their emotion in a positive way.
- ♦ Be supportive and show the way (without criticizing).
- ♦ Teaching alternative approach- than to attempt suicide, self-harm or destruction see life more meaningfully as life has more to offer than this.
- ♦ Talk about matters related to sex and drugs and teach them about the risks involved.
- ♦ Seek professional help if required.

## **Identifying Different Problems of Children and Adolescents**

### **Stubbornness**

#### ***What is Stubbornness?***

Stubbornness is a known phenomenon in the behavior of some children, where a child refuses to do what is told or insists on doing a certain behavior. Stubbornness is characterized by persistence, determination, and not to back down even in the case of coercion, which is one of the common behavioral disorders. It may occur for a short period or may become continuous, a constant quality, a behavior, and a personality of the child.

#### ***When does stubbornness begin?***

Stubbornness is a behavioral phenomenon that begins at an early age. A child before two years of age does not show any sign of stubbornness in its behavior because it depends entirely on the mother or others who are providing its needs; so his position shall be neutral and characterized by dependency and flexibility.

The first stage of stubbornness begins when a child can walk and talk before the age of three or after the first two years as a result of its sense of independence and the growth of its mental perceptions.

As for the second stage, stubbornness in adolescence begins when it comes as an expression of separation from the parents. However, as time passes, a child or an adolescent discovers that stubbornness and challenges are not the right path to achieve his demands, hence he learns normal social customs of give and take. Moreover, he discovers that cooperation and understanding open horizons for new experiences and skills especially if the parents treat the adolescent with some flexibility and understanding, and open the door for dialogue with him along with firm tenderness. For e.g. Mina was very stubborn when she was eight years old. Her parents were anxious but they were flexible at times when needed and were understandable so when she grew up to an adolescent she learned the social norms and customs of the society and was not stubborn.

#### ***What are the different forms of Stubbornness?***

##### **Stubbornness of Determination and Will:**

This stubbornness should be encouraged and supported because it is a kind of determination. For instance, if a child is persistent to fix a toy and if it falls from his hand, he shouts to pick it and unless he gets it, he tries over and over.

##### **Stubbornness which Lacks Consciousness:**

A child makes up its mind to fulfill its wish without looking at the consequences of this obstinacy, therefore, it is irresponsible stubbornness. For example, a child insists on watching a movie despite his mother's tries of convincing him to sleep as he has to wake up early for school the next day.

### **Stubbornness with Oneself:**

We may see a child is trying to disagree with himself and enters internal disputes with himself. A child may refuse to eat while he is hungry despite his mother's tries to force him to have his food, because he believes to torture himself by starvation.

### **Stubbornness is a Behavioral Disorder:**

A child wants to disagree with others because he takes stubbornness as a continuous means and a firm pattern in his personality.

### **Physiological stubbornness:**

There are some organic injuries to the brain such as the types of mental retardation by which a child appears like a negative stubborn.

### **What are the different Reasons of Stubbornness?**

Stubbornness is a pleasant quality in natural situations when it is not exaggerated and would support self-confidence in children.

- *The Orders of adults:* May be inappropriate in some cases, not suitable for the reality, and may lead to negative consequences, forcing the child to stubbornness as a reaction to the parental suppression which forces it to do everything. For example, a mother insists that a child wears a heavy coat that hinders its movement during play and would be the cause of not winning the race with his friends, or its color is different from the uniform which could cause a reprimand for him at school; therefore, he refuses to wear it, and the parents are not aware of these dimensions.
- *Imitation of adults:* A child may make up his mind following the example of his father or mother when they insist that a child would execute some orders without convincing him of the reason.
- *A child's Desire to express his Personality:* A child is passing by the stages of psychological growth, and when the signs of stubbornness show up, it denotes the maturity stage, which helps a child to stabilize and discover his ability to influence. As the time passes, he will learn that stubbornness and challenges are not the normal ways to achieve demands.
- *Consistent Intervention of Parents and the Inflexibility of Treatment:* A child refuses the harsh tone, accepts the word "please," and resorts to stubbornness to get rid of the restrictions which confine his movements and prevent him from doing what he likes.
- *Dependency:* Stubbornness may appear as a reaction to excessive dependency on the mother, the nanny, or the maid.

- *Feeling of Helplessness:* Child's sufferings, difficulties during childhood, hard experiences, shocks, or chronic disabilities make stubbornness a means to face the feeling of helplessness, failure, and suffering.
- *Supporting and Responding to the Behavior of stubbornness:* The fulfillment of children's demands and wishes as a result of exercising stubbornness, teaches and supports stubbornness; this becomes one of the methods that would enable him to achieve his objectives and desires.

### ***How to Deal with a stubborn child?***

Many parents are the main reason of originating stubbornness in children. A child is born without knowing anything about stubbornness. Mothers treat their children with love but believe that meeting all requests of their children is not a part of correct rearing, so when a child insists on meeting all its demands, the mother insists on refusing these demands, and a child learns stubbornness; in this case it is preferable to:

1. Not to force a child to obey and resort to warm and soft treatment in these situations. Simple stubbornness may be overlooked and we may fulfill the wishes of a child since they are not harmful and as long as they are within the acceptable limits.
2. Fill the time of children with something useful if he is young, and have discussions with him if he is adolescent.
3. Warm convincing dialogue is one of the most successful methods at the beginning of stubbornness because the postponement of dialogue gives a feeling to a child that he had won the battle without right.
4. Applying punishment should take place directly at the beginning of stubbornness, provided that the parents should know the proper type of punishment that will work with the child because the type of punishment is different in effect from a child to another.
5. The punishment of deprivation or not letting to go out or not letting to practice lovely things may be effective with a child but does not do any good with another. One must not use the method of beating and insult because it will not work, but it may make a child feels humiliated.
6. Parents should not give children orders that we expect them to refuse because that will open the way before them not to respond and insist on stubbornness.
7. Do not describe the child of stubbornness, especially in the presence of other children, such as saying: (Other children are not stubborn like you).
8. Praise your child when he/she does something good or when it behaves well in any situation, and be sensible when giving orders.
9. Finally, you should realize that treating a stubborn child is not easy because it requires wisdom, patience, and not to despair or satisfy with the reality.

## **Temper Tantrum**

### ***What are Temper Tantrums?***

A temper tantrum is a sudden, unplanned display of anger. It is not just an act to get attention. During a temper tantrum, children often cry, yell, and swing their arms and legs. Temper tantrums usually last 30 seconds to 2 minutes and are most intense at the start.

Sometimes temper tantrums last longer and are more severe. The child may hit, bite, and pinch. These violent tantrums, in which children harm themselves or others, may be a sign of a more serious problem.

Temper tantrums are most common in children aged 1 to 4 years. But anyone can have a tantrum-even an adult.

### ***Why do children have Temper Tantrums?***

- A tantrum is a normal response when something blocks a young child from gaining independence or learning a skill. The child may not yet have the skills to express anger and frustration in other ways. For example, a temper tantrum may happen when a child becomes frustrated while trying to button a shirt or is told it's time for bed when he or she wants to stay up.
- If a child is tired and hungry.
- If something is taken away from a child.
- The child's age.
- The child's level of stress.
- When the child has not learned all the words to tell his feelings, then he becomes upset.
- Whether the child has other physical, mental, or emotional problems.
- Parents' behavior also matters. A child may be more likely to have temper tantrums if parents react too strongly to poor behavior or give in to the child's demands.

### ***How to Deal with Temper Tantrum?***

Instead of having to stop a temper tantrum after it starts, it is important how to deal with it.

- Avoid situations in which tantrums are likely to erupt. Try to keep your daily routines as consistent as possible and give your child a five-minute warning before changing activities.
- Communicate with your toddler. Don't underestimate his ability to understand what you are saying. Tell him the plan for the day and stick to your routine to minimize surprises.
- Allow your child to take a toy or food item with her while you run errands. It may help her stay occupied.
- Make sure your child is well rested and fed before you go out so he doesn't blow up at the slightest provocation.
- Put away off-limit temptations (for example, don't leave candy bars lying on the kitchen counter close to dinnertime) so they don't lead to battles.

- Give your toddler a little bit of control. Let your child choose which book to bring in the car or whether she wants grilled cheese or sandwich for lunch. These little choices won't make much of a difference to you, but they'll make your child feel as though she has at least some control over her own life.
- Pick your battles. Sometimes you can give in a little, especially when it comes to small things. Would you rather let your child watch 15 extra minutes of television or listen to her scream for 30 minutes?
- Distract your child. A young child's attention is fleeting and easy to divert. When your child's face starts to crinkle and redden in that telltale way, open a book or offer to go on a walk to the park before it can escalate into a full-blown tantrum. Sometimes, humor is the best way to distract. Make a funny face, tell a joke, or start a pillow fight to get your child's mind off what's upsetting him.
- Teach your child other ways of dealing with frustration. Children who are old enough to talk can be reminded to use their words instead of screaming.

## **Lying and Stealing**

### ***Why do children Lie and Steal?***

When a child is young and doesn't know any better, lying and stealing is part of the course. He does it for a variety of reasons, but for the most part, he just doesn't realize the difference between right and wrong. The reason a child might lie or steal may very well depend on how old he is.

#### **Children under the age of 3:**

- Do not lie on purpose.
- Don't understand what they are saying.
- Are experimenting with language and newly discovered facts about the world.
- Have yet to develop a moral code.
- Don't understand the difference between what is "mine" and what's not.

#### **Children between the ages of 3 to 5:**

- Often have trouble understanding the difference between real world and fantasy.
- Often have imaginary playmates and enjoy fairy tales and make-believe play.
- Often tell unintentional, made-up lies.
- Often don't understand the value of their items.

#### **Children from the ages of 6 to 12:**

Understand what lying is and that it's wrong.

### **What Causes children and adolescents to Lie and Steal?**

Children and adolescents tend to lie and steal for a variety of reasons:

- Lie to meet high expectations.
- Steal because of peer pressure, especially in case of adolescents.
- Lie to avoid disappointing others.
- Steal because of a low self-esteem.
- Lie because they are unable to explain why they did something.
- Steal in order to make friends.
- Lie because of a lack of discipline.
- Steal because of a lack of positive feedback.
- Lie to get attention.

### **What are the ways to Deal with Lying and Stealing in children and adolescent effectively?**

The children and adolescents have to be encouraged for telling truth and to be honest. Some examples of these are:

- A child has to be helped to avoid getting into situations where he feels he needs to lie. For example, if your child has spilled some milk, you would ask him, 'Did you spill the milk?' He might lie and say 'no' because he thinks he's about to get into trouble. To avoid this situation, you could just say, 'I see there's been an accident with the milk. Let's clean it up'.
- If your child is deliberately misleading you, let him know that lying is not acceptable. Explain why it's not a good thing and that you might not be able to trust him in future.
- If your child continues to stick to a deliberate lie, you might want to reinforce the idea that lying is not acceptable by using an appropriate discipline strategy. If you explain to your child the consequences of lying, it can help him/her to get rid of the habit.
- Try to avoid telling your child that he is a 'liar'. Labeling him in this way might negatively affect his self-esteem and self respect, or lead to even more lying. That is, if your child believes he's a liar, he might as well as keep lying. It's more helpful to label and talk about his/her actions and behaviours.
- One way to discourage children from obvious lying is to make a joke, or exaggerate the untrue statement. For example, a young child might explain a broken toy by saying, 'A man came in and broke it'. You could say something silly like, 'Why didn't you invite him in for dinner?' Continue the joke a bit longer until the child 'confesses'. This way, you uncover the lie and teach a lesson without any need for discipline or conflict.
- As children get older, lies can become a habit. If the lying is happening a lot, make a set time to sit calmly with your child. Talk to him/her about how his/ her lying makes you feel, how it affects your relationship with him/ her, and what it might be like if family and friends stop trusting him/ her.
- Stay involved in your child's life and encourages her to be truthful with you. Children of all ages who have good communication with their parents and talk with them about what they're doing are less likely to engage in antisocial behaviour.



## **Truancy**

### ***What is Truancy?***

Truancy is defined as the act or condition of being absent without permission; failure to attend (especially school).

### ***What are the major Causes of Truancy?***

There are some reasons which lead the students to be truant:

#### **Bad Influences**

A major cause of truancy is the bad influence of peers. Sadly truanting is often seen as 'cool' and can raise the status of a pupil within their peer group.

This can prove to be very difficult to be tackled. Many schools address this issue through punishment for non-attendance, but as the ultimate punishment for non-attendance is temporary or permanent exclusion, this can seem a little non-sensical.

#### **Can't See the Point of School**

School attendance is a compulsory activity that many students simply can't see the point of. They would sooner be hanging out with their mates. Many feel they won't learn anything useful at school in any case and they often feel they already know what they want to do when they finally leave, they feel that school has no bearing on their chosen career path.

#### **Poor Relationships at School**

Sometimes students will evade school due to poor relationships with a teacher. For example, Trisha wanted to avoid going to school when she was in class VII as she had a poor relationship with her Biology teacher. But now she is in class VIII and goes to school regularly as the teacher has been changed and she has a good relationship with her.

#### **Bullying**

If a child doesn't feel safe at school or on the way to and from school, then they are far more likely to become truant.

**Tackling bullying** is an ongoing campaign for many schools. One thing is that young people must know who to talk to if they or their friend is being bullied. In order to encourage these students into school, the school needs to feel like a safe and supportive environment and any known instances of bullying must be taken seriously and dealt with swiftly and thoroughly.

#### **Personal Matters**

Students will sometimes become absent due to personal difficulties, maybe they are having issues at home or elsewhere in their personal life, or they have special needs that they are having difficulty in coping with. Personal factors include poor academic performance; mental health issues; substance abuse and lack of understanding about the importance of education.

### **Parents on Side**

Some students will play truant for reasons completely provoked by their parents, such as unauthorized holidays. This is entirely unacceptable and both parents and pupils need to be educated about why this type of behaviour is harmful to the child's education.

### ***What are the Effective Approaches to Truancy Reduction?***

The research indicates that truancy can be reduced by programs and activities designed to improve the overall school environment (and its safety), attach children and their families to the school, and enable schools to respond to the different learning styles and cultures of children. Children are less likely to avoid school if they feel safe, comfortable, cared-for and engaged in a productive and rewarding activity (i.e., effective education). The National Dropout Prevention Center/Network (Smink and Reimer, 2005) recommends the following strategies that fall into these categories as effective in reducing truancy:

- Systemic renewal
- School-community collaboration
- Safe learning environments
- Family engagement
- Early childhood education
- Early literacy development
- Mentoring/tutoring
- Service learning
- Alternative schooling
- After-school opportunities
- Professional development
- Active learning
- Educational technology
- Individualized instruction
- Career and technical education

## **Bullying**

### ***What is Bullying?***

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power of imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

## Types of Bullying

There are three types of bullying:-

- *Verbal bullying* is saying or writing cruel things. Verbal bullying includes:
  - Teasing and insulting someone (about weight, height, race religion or personal traits).
  - Name-calling.
  - Inappropriate sexual comments.
  - Taunting.
  - Threatening to cause harm.
- *Social bullying* sometimes referred to as Relational Bullying, involves hurting someone's reputation or relationships. Social bullying includes:
  - Leaving someone out on purpose.
  - Telling other children not to be friends with someone.
  - Spreading rumors about someone.
  - Embarrassing someone in public.
  - Gossiping about someone.
- *Physical bullying* involves hurting a person's body or possessions. Physical bullying includes:
  - Hitting/kicking/pinching.
  - Spitting.
  - Tripping/pushing.
  - Shoving.
  - Taking or breaking someone's things.
  - Making mean or rude hand gestures.

### ***What Causes a child to become a Victim of Bullying?***

It's crucial to understand that no victim of bullying deserves to be treated this way. If your child is being bullied, remind and reassure him that it's not his fault—it's the fault of the person or people bullying, and reflects on the perpetrators, not on him.

Children of both genders and of all ages, appearances, backgrounds, cultures, personalities and social groups are bullied. However, research has shown that children and adolescents who have neuro-developmental conditions—like Attention Deficit Hyperactive Disorder, Asperger's syndrome and other Autism spectrum disorders, Tourette's disorder and learning disabilities are especially vulnerable to being bullied. It is because of these that children are socially delayed and can have trouble in understanding or responding appropriately to social cues.

### ***What Causes a child to Become a Bully?***

Just like their victims, bullies come from all backgrounds (though they tend to be popular more often than not). There is no "one size fits all" approach when it comes to bullies, but what they usually have in common is:

- A need to dominate others
- Excessive impulsivity
- Problems managing anger, anxiety, jealousy and other negative emotions
- Difficulty in tolerating other children who are perceived as somehow “different”, because of their difficulty in controlling feelings and impulses, children with conditions such as ADHD and oppositional defiant disorder are more likely to bully others.
- Bullies often also come from families where parents or other relatives :-
- Demonstrate little warmth and interest.
- Use force, threats, humiliation or intimidation to get their way.
- Are overly permissive (tending to “look the other way” when the child shows aggression or violence).

### ***How can Bullying be Prevented?***

While there is no way to guarantee that your child will never be bullied (or be a bully), some measures have proven very effective in reducing bullying on a broader scale:

- Parents should start talking to their children about bullying—including why it is wrong and harmful, and what to do, if they see someone else being bullied—at a very early age.
- Parents should strive to create an atmosphere of tolerance, respect and compassion at home because if a child sees, that any of the members of the family is bullied by
- another member, he will learn it up.
- Schools should increase adult supervision (especially on the playground, on the bus and in the hallways between classes).
- Schools should get parents involved in bullying prevention discussions and initiatives. In this aspect, the Principal and teachers should meet the parents (especially those whose children have been a victim of bullying and those whose children have become bully) in regular intervals at school.

## **School Refusal**

### ***What is School Refusal?***

School refusal is sometimes referred to as school avoidance and used to be known as "School Phobia." It is not truancy and it's not the occasional day when your child doesn't want to go to school for a specific reason. It's when a child persistently avoids or refuses to go to school and is truly distressed with visible anxiety about attending school. Often, no matter how much a parent tries, the child will not enter the school building.

### **Signs and Signals of School Refusal**

There are a number of signs and signals common to children who have issues with school refusal. Many children:

- Complain of vague physical ailments such as stomach aches, headaches, nausea, fatigue or just "not feeling well."

- Worry about something happening at school. Sometimes the complaint is specific, such as bullying, but sometimes it can be just a worry that "something" is going to happen.
- Feel anxious about what will happen to their parents while they are in school.
- Have learning problems or trouble getting along with their teacher and/or peers.

**Table- 6 Common symptoms that could signal school refusal behavior**

<b>INTERNALIZING/COVERT SYMPTOM</b>	<b>EXTERNALIZING/OVERT SYMPTOM</b>
Depression	Aggression
Fatigue/tiredness	Clinging to an adult
Fear and panic	Excessive reassurance-seeking behavior
General and social anxiety	Noncompliance and defiance
Self-consciousness	Refusal to move in the morning
Somatization	Running away from school or home
Worry	Temper tantrums and crying

### ***Why do Children Refuse School?***

**1. Sometimes, children and teens may have undiagnosed learning disabilities or ADHD symptoms that make schoolwork feel punishing.** When these issues are present from an early age but are not diagnosed then these children face problems at school. As they reach middle school or high school, the course of learning becomes more complex in which they cannot adjust with the school and avoids going there.

**2. May be there's a bullying situation that makes school feel frightening and uncontrollable for your child.** If not detected and addressed early, the effects of bullying often get worse over time. This can leave your child isolated and alone, as most other students (even your child's friends) will have a hard time siding with your child over the bully. This can quickly shrink a child's self-esteem and result in severe depression or anxiety.

**3. Children also resist school in order to reduce or avoid contact with stressors.** Look at the academic calendar. Is there an exam or project scheduled? Also, consider the occurrence of field trips, dances, parties, or other "fun" events as potential stressors. Although many children enjoy such activities, others may dread them due to potential shame, embarrassment, unwanted attention, or uncertainty.

**4. In some cases, kids avoid school because home provides a preferable alternative.** If staying home includes television, movie marathons, video games, or time with a preferred caregiver, it is hard to blame a child for preferring to stay home as they do not get such things in school.

Besides these reasons for school refusal, the other reasons are anxiety-related. These are:-

- **Separation anxiety:** Children with separation anxiety worry about what will happen to their parents when they are away from them. This is often the reason that younger children refuse to go to school. It can result in temper tantrums and sometimes even leads children to run away from school once they arrive.

- **Performance anxiety:** More common in middle and high school aged students, children who refuse school for this reason may be extremely concerned about doing well on tests, having to speak in class and worry about how failing will affect their relationship with peers.
- **Social anxiety:** Children with social anxiety have tremendous difficulty in social situations and worry about how to interact with peers and teachers.
- **Generalized anxiety:** Children with generalized anxiety are often fearful of the world and tend to worry about things like the 9/11 attacks, destruction of the world and extreme weather events occurring while they are at school.

**What is the Difference between School Refusal and Truancy?**

**Table-7 Criteria for Differential Diagnosis of School Refusal and Truancy**

School Refusal	Truancy
<ul style="list-style-type: none"> <li>• Severe emotional distress about attending school; may include anxiety, temper tantrums, depression, or somatic symptoms.</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive anxiety or fear about attending school not present</li> </ul>
<ul style="list-style-type: none"> <li>• Parents are aware of their absence; child often tries to persuade parents to allow him or her to stay at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Child often attempts to conceal absence from parents.</li> </ul>
<ul style="list-style-type: none"> <li>• Absence of significant antisocial behaviors such as juvenile delinquency.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent antisocial behavior, including delinquent and disruptive acts (e.g., lying, stealing), often in the company of antisocial peers.</li> </ul>
<ul style="list-style-type: none"> <li>• During school hours, child usually stays home because it is considered a safe and secure environment.</li> </ul>	<ul style="list-style-type: none"> <li>• During school hours, child frequently does not stay home.</li> </ul>
<ul style="list-style-type: none"> <li>• Child expresses willingness to do schoolwork and complies with completing work at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of interest in schoolwork and unwillingness to conform to academic and behavior expectations.</li> </ul>

**How to Deal with School Refusal in children and adolescent?**

- Listen to the child or young person and find out if there is anything specific that is bothering them at school, for example, exam stress or bullying. Sometimes young person may not be forthcoming with this information due to fear or embarrassment.
- If there are no genuine problems at school then school refusal/separation anxiety symptoms can be improved with firm and supportive encouragement to attend school every day.
- Keep a diary of the child or young person’s reluctance to attend school or non-attendance at school and the type and frequency of their physical symptoms to determine if there are any patterns, or encourage the parents/caregivers to keep a diary.

- Talk to parents and find out if the young person has symptoms during holidays or only on school days.
- Sensitively talk to the young person about any worries they have either in school or at home.
- Ask the young person or parents if there have been any significant changes or stressors in their life, for example, bereavement or parental disharmony.
- Try and resolve or help the young person to resolve any specific reasonable worries they have about home or attending school.
- Explain them that you understand how upset they feel, but also tell them that this feeling of being upset will settle fairly quickly if they attend school consistently and will get worse if they continue to avoid attending.
- Encourage support from their friends, for example, get them to call for the young person on school days.
- Give the parents information about school refusal and separation anxiety and discuss with them how they are dealing with the young person's reluctance to attend school.
- Explain to parents that allowing the child or young person to stay off school is likely to increase the child's reluctance to attend and make the problem considerably worse.
- Engage parents in an alliance to help the young person return to school.
- Draw up a plan of gradual steps to reintegrate them to full time schooling with support.
- Support and encourage parents to be firm in their expectation that the young person will have to attend school.
- If appropriate, introduce a reward for attending school. For example, give a chocolate or a hug when he/she comes from school.
- Teachers should avoid sending the child home when they complain of feeling unwell. First, get a detailed description of the symptoms to check that the symptoms are genuine and not the result of anxiety. However, if they have non-anxiety symptoms, such as raised temperature do send them home or seek medical advice.

## **Food Refusal**

### ***How Eating Problems begin?***

- Toddler feeding problems might start because families can have unrealistic ideas about how much and what sort of food young children need.
- A normal toddler often eats less than when he or she was a baby. Babies grow very rapidly – a six month old baby may gain one kilogram every eight weeks. Toddlers do not grow nearly

as quickly and could take six months to gain one kilogram. So toddlers have small appetites because they don't need much food.

- Sometimes family members offer sugary or salty snacks throughout the day so children “won't starve” – but it doesn't really help. Toddlers become even less inclined to eating their meals when they can fill up on these kinds of snacks.
- Large quantities of milk or other drinks throughout the day also take the edge off appetite – so if you are worried about food refusal, check the amount your toddler is drinking. Normally 600mls of milk and 120mls (cup) of juice are ample for one day. Water should be easily accessible.
- Children eat for appetite. Their appetite varies if they are growing, not growing, tired or sick. Remember they will eat if they are hungry. If they don't eat, they are not hungry. Children or adolescents some time don't eat because the meal is not properly cooked or it is not of their choice.

### ***What to Do with the Food Refusal?***

If your child continually refuses food, try the following approach:-

- ❖ Offer food at regular meal and snack times.
- ❖ If food is rejected, calmly clear it away. Most food can be safely kept in the fridge and offered again later.
- ❖ Try not to bully, fuss or offer bribes.
- ❖ Foods may need to be offered more than ten times before a child will actually eat it. So just getting children to taste the food will eventually lead them to accept most foods in the future.

### **Remember:**

- A child will eat when hungry.
- A healthy child who refuses to eat is not hungry and therefore doesn't need food right now.
- A healthy child will not starve to death through stubborn food refusal.



## **Identifying Early Signs of Developing Psychopathology**

Along with different developmental stages, the parents/teachers/caregivers should also be aware of the signs/symptoms for the detection of any disorder which is causing developmental delays and differentiating the child from one another. The different disorders are as follows:

### **Autism**

**Autism** is a disorder of neural development characterized by impaired **social interaction** and communication, and restricted and repetitive behavior. Autism is a neuro-biological disorder. It is one part of the Autistic spectrum disorders which include, Asperger's syndrome, that is lacking in cognitive development and language, and pervasive developmental disorder, not otherwise specified (commonly abbreviated as (PDD or NOS) which is diagnosed when the full set of criteria for autism or Asperger's syndrome are not met..

#### ***What are the Symptoms of Autism?***

Symptoms almost always start before a child is 3 years old. Symptoms of autism include:

- ❖ A delay in learning to talk, or not talking at all. A child may seem to be deaf, even though hearing tests are normal.
- ❖ Display many forms of repetitive or restricted behavior that is:-
  - ❖ Stereotype is repetitive movement, such as hand flapping, head rolling, or body rocking.
  - ❖ Compulsive behavior is intended and appears to follow rules, such as arranging objects in stacks or lines.
  - ❖ Sameness is resistance to change; for example, insisting that the furniture should not be moved or refusing to be interrupted.
  - ❖ Ritualistic behavior involves an unvarying pattern of daily activities, such as an unchanging menu or a dressing ritual. This is closely associated with sameness and an independent validation has suggested combining the two factors.
  - ❖ Restricted behavior is limited in focus, interest, or activity, such as preoccupation with a single television program, toy, or game.
  - ❖ Self-injury includes movements that injure or can injure the person, such as eye poking, skin pricking, hand biting, and head banging. A 2007 study reported that self-injury at some point affected about 30% of children with ASD.

Autism may also include other problems:

- Many children have below-normal intelligence.
- Teenagers often become depressed and have a lot of anxiety, especially if they have average or above-average intelligence.
- Some children get a seizure disorder such as epilepsy by their teen years.

### **What are the Causes of Autism?**

- ✓ The causes of Autism are as follows:-
- ✓ Gene mutation is linked to autism:-higher incidence of autism in twins and siblings.
- ✓ *Influenza during pregnancy*:-doubles the risk of autism for the child.
- ✓ *Persistent fever during pregnancy*:-that lasted for at least one week triples the risk of autism for the child.
- ✓ *Antibiotic usage during pregnancy*:-slightly raises the risk of autism for the child.
- ✓ *Parents with bipolar disorder or schizophrenia*
- ✓ *Air-pollution during pregnancy*
- ✓ Other causes may be –vaccinations, processed food, electromagnetic radiation and excessive use of anti-biotic / paracetamol.

### **How do you Identify Autism?**

There are some guidelines to identify autism. These are:-

- **Social interactions and relationships.** For example, a child may have trouble in making an eye contact. People with autism may have a hard time to understand someone else's feelings, such as pain or sadness.
- **Verbal and nonverbal communication.** For example, a child may never speak. Or he or she may often repeat a certain phrase over and over.
- **Limited interests in activities or play.** For example, younger children often focus on parts of toys rather than playing with the whole toy. Older children and adults may be fascinated with certain topics, like trading cards or license plates.

### **Attention Deficit Hyperactivity Disorder**

#### **What is Attention Deficit Hyperactivity Disorder?**

Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood disorders and can continue through adolescence and adulthood. Symptoms include difficulty in staying focused and paying attention, difficulty in controlling behavior, and hyperactivity (over-activity).

#### **What are the Symptoms of ADHD?**

There are three different categories of ADHD symptoms: inattention, hyperactivity, impulsivity.

**Inattention** may not become apparent until a child enters the challenging environment of school. In adults, symptoms of inattention may manifest in work or in social situations.

A person with ADHD may have some or all of the following symptoms:

- Difficulty paying attention to details and tendency to make careless mistakes in school or other activities; producing work that is often messy and careless.
- Easily distracted by irrelevant stimuli and frequently interrupting ongoing tasks to attend to trivial noises or events that are usually ignored by others.
- Inability to sustain attention on tasks or activities.
- Difficulty finishing schoolwork or paperwork or performing tasks that require concentration
- Frequent shifts from one incomplete activity to another.
- Procrastination (paying more importance to less urgent tasks than the more urgent ones).
- Disorganized work habits.
- Forgetfulness in daily activities (for example, missing appointments, forgetting to bring lunch).
- Failure to complete tasks such as homework.
- Frequent shifts in conversation, not listening to others, not keeping one's mind on conversations, and not following details or rules of activities in social situations.

**Hyperactivity** symptoms may be apparent in very young preschoolers and are nearly always present before the age of seven. Symptoms include:

- Fidgeting, squirming when seated
- Getting up frequently to walk or run around
- Running or climbing excessively when it's inappropriate (in teens this may appear as restlessness)
- Having difficulty playing quietly or engaging in quiet leisure activities
- Always being 'on the go'
- Often talking excessively

**Impulsivity** of children with ADD/ADHD can cause problems with self-control. Because they censor themselves less than other children do. Symptoms of impulsivity include:

- Act without thinking.
- Blurt out answers in class without waiting to be called on or hear the whole question.
- Can't wait for his or her turn in line or in games.
- Say the wrong thing at the wrong time.
- Often interrupt others.
- Intrude on other people's conversations or games.
- Inability to keep powerful emotions in check, resulting in angry outbursts or temper tantrums.
- Guess, rather than taking time to solve a problem.

### ***What are the Causes of ADHD?***

Scientists are not sure what causes ADHD, although many studies suggest that genetics play a vital role. In addition to genetics, researchers are looking at possible environmental factors, and are studying how brain injuries, nutrition, and the social environment might contribute to ADHD.

**Genes-** Results from several international studies of twins show that ADHD often runs in families. Researchers have looked upon a several genes that may make people more likely to develop the disorder.

**Environmental factors-** Studies suggest a potential link between cigarette smoking and alcohol use during pregnancy and ADHD in children.

**Brain injuries-** Children who have suffered a brain injury may show some behaviors similar to those of ADHD.

**Food additives-** Recent British research indicates a possible link between consumption of certain food additives like artificial colors or preservatives, and an increase in activity.

### ***How is ADHD Identified?***

ADHD symptoms usually appear early in life, often between the ages of 3 and 6, and because symptom vary from person to person, the disorder can be hard to diagnose. Parents may first notice that their child loses interest in things sooner than other children, or seems constantly "out of control." Often, teachers notice the symptoms first, when a child has trouble following rules, or frequently "spaces out" in the classroom or on the playground.

### ***Why it is Important to know whether it is really ADD/ADHD Or Other Difficulties?***

Just because a child has symptoms of inattention, impulsivity, or hyperactivity does not mean that he or she has ADD or ADHD. Certain medical conditions, psychological disorders, and stressful life events can cause symptoms that look like ADD / ADHD.

Before an accurate diagnosis of ADD / ADHD can be made, it is important that you see a mental health professional to explore and rule out the following possibilities:

- **Learning disabilities** or problems with reading, writing, motor skills, or language.
- **Major life events** or traumatic experiences (e.g. a recent move, death of a loved one, bullying, divorce).
- **Psychological disorders** including anxiety, depression, and bipolar disorder.
- **Behavioral disorders** such as conduct disorder and oppositional defiant disorder.
- **Medical conditions**, including thyroid problems, neurological conditions, epilepsy, and sleep disorders.

### ***What are the different Types of ADHD?***

There are three different subtypes of ADHD, including:

- **Combined ADHD** (the most common), which involves symptoms of both inattentiveness and hyperactivity/impulsivity.
- **Inattentive ADHD** (previously known as ADD), which is marked by impaired attention and concentration.
- **Hyperactive-impulsive ADHD**, which is marked by hyperactivity without inattentiveness.

For a diagnosis of ADHD, some symptoms that cause impairment must be present before age seven. Also, some impairment from the symptoms must be present in more than one setting. For instance, the person may be impaired at home and school or home and work. Also, there must be clear evidence that the symptoms interfere with the person's ability to function at home, in social environments, or at work.

### ***What are the Positive Effects of ADD/ADHD in Children?***

In addition to the challenges, there are also positive traits associated with people who have attention deficit disorder:

- **Creativity** – Children who have ADD/ADHD can be marvelously creative and imaginative. The child who daydreams and has ten different thoughts at once can become a master problem-solver, a fountain of ideas, or an inventive artist. Children with ADD/ADHD may be easily distracted, but sometimes they notice what others don't see.
- **Flexibility** – Because children with ADD/ADHD consider a lot of options at once, they don't become set on one alternative very fast and are more open to different ideas.
- **Enthusiasm and spontaneity** – Children with ADD/ADHD are rarely boring! They're interested in a lot of different things and have lively personalities. In short, if they're not exasperating you (and sometimes even when they are), they're a lot of fun to be with.
- **Energy and drive** – When kids with ADD/ADHD are motivated, they work or play hard and strive to succeed. It actually may be difficult to distract them from a task that interests them, especially if the activity is interactive or hands-on.

**Note:** ADD/ADHD has nothing to do with intelligence or talent. Many children with ADD/ADHD are intellectually or artistically gifted.

### ***What are the Parenting Tips for children with ADD / ADHD?***

If your child is hyperactive, inattentive, or impulsive, it may take a lot of energy to get him or her to listen, to finish a task, or sit still. The constant monitoring can be frustrating and exhausting. Sometimes you may feel like your child is running the show. But there are steps you can take to regain control of the situation, while simultaneously helping your child make the most of his or her abilities.

While attention deficit disorder is not caused by bad parenting, there are effective parenting strategies that can go a long way to correct problematic behaviors.

Children with ADD/ADHD need structure, consistency, clear communication, and rewards and consequences for their behavior. They also need lots of love, support, and encouragement.

There are many things parents can do to reduce the signs and symptoms of ADD/ADHD without sacrificing the natural energy, playfulness, and uniqueness in every child.

### ***What are the School Tips for children with ADD / ADHD?***

ADD/ADHD, obviously, gets in the way of learning. You can't absorb information or get your work done if you're running around the classroom or zoning out on what you're supposed to be reading or listening to.

Think of what the school setting requires children to do: Sit still. Listen quietly. Pay attention. Follow instructions. Concentrate. These are the very things kids with ADD/ADHD have a hard time doing—not because they aren't willing, but because their brains won't let them.

But that doesn't mean kids with ADD/ADHD can't succeed at school. There are many things both parents and teachers can do to help children with ADD/ADHD thrive in the classroom. It starts

with evaluating each child's individual weaknesses and strengths, then coming up with creative strategies for helping the child focus, stay on task, and learn to his or her full capability.

### ***What are the Other Problems related to ADHD?***

Although not always the case, your child may also have other problems or conditions beside ADHD. These are explained below:

#### **Anxiety Disorder**

Some children with ADHD may have an anxiety disorder that causes them to worry and be nervous most of the time. Your child may also have physical symptoms, such as a rapid heartbeat, sweating and dizziness.

#### **Oppositional Defiant Disorder (ODD)**

Oppositional Defiant Disorder (ODD) is common among children with ADHD. It is defined by negative and disruptive behaviour, particularly towards authority figures such as parents and teachers.

#### **Depression**

It is possible for children with ADHD to become depressed as a result of conditions around them.

### **Learning Disabilities**

#### ***What are Learning Disabilities?***

Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Children with learning disabilities aren't lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information.

#### ***What are the Signs and Symptoms of Learning Disabilities?***

Learning disabilities look very different from one child to another. But it's not always easy to identify learning disabilities. Because of the wide variations, there is no single symptom or profile. The symptoms are as follows:

##### **Preschool signs and symptoms of learning disabilities:**

- Problems pronouncing words.
- Trouble finding the right word.
- Difficulty rhyming.
- Trouble learning the alphabet, numbers, colors, shapes, days of the week.
- Difficulty following directions or learning routines.
- Difficulty controlling crayons, pencils, and scissors or coloring within the lines.
- Trouble with buttons, zippers, snaps, learning to tie shoes.

##### **Ages 5-9 signs and symptoms of learning disabilities:**

- Trouble learning the connection between letters and sounds.
- Unable to blend sounds to make words.

- Confuses basic words when reading.
- Consistently misspells words and makes frequent reading errors.
- Trouble learning basic math concepts.
- Difficulty telling time and remembering sequences.
- Slow to learn new skills.

**Ages 10-13 signs and symptoms of learning disabilities:**

- Difficulty with reading comprehension or math skills.
- Trouble with open-ended test questions and word problems.
- Dislikes reading and writing; avoids reading aloud.
- Spells the same word differently in a single document.
- Poor organizational skills (bedroom, homework, desk is messy and disorganized).
- Trouble following classroom discussions and expressing thoughts aloud.
- Poor handwriting.

**What are the various Types of Learning Disabilities?**

**Table-8**

<b>Common Types of Learning Disabilities</b>		
<b>Dyslexia</b>	Difficulty in reading	Problems reading, writing, spelling, speaking
<b>Dyscalculia</b>	Difficulty with math	Problems doing math problems, understanding time, using money
<b>Dysgraphia</b>	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
<b>Dyspraxia (Sensory Integration Disorder)</b>	Difficulty with fine motor skills	Problems with hand–eye coordination, balance, manual dexterity
<b>Dysphasia/Aphasia</b>	Difficulty with language	Problems understanding spoken language, poor reading comprehension
<b>Auditory Processing Disorder</b>	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
<b>Visual Processing Disorder</b>	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

**Note:** Difficulty in school doesn't always stem from a learning disability. Anxiety, depression, stressful events, emotional trauma, and other conditions affecting concentration make learning more of a challenge. In addition, ADHD and autism sometimes co-occur or are confused with learning disabilities.

### ***What are the Other Disorders that make Learning Difficulty?***

Difficulty in school doesn't always stem from a learning disability. Anxiety, depression, stressful events, emotional trauma and other conditions affecting concentration make learning more of a challenge. In addition, ADHD and Autism sometimes co-occur or are confused with learning disabilities.

### ***What are the Causes of Learning Disorders?***

Learning disorders are believed to occur because of an abnormality in the nervous system, either in the structure of the brain or in the functioning of brain chemicals. This causes a child with a learning disorder to receive process or communicate information in a different way.

This difference might be caused by a variety of factors, including genetics and other factors that can affect the developing brain, such as:

- Prematurity
- Problems during pregnancy, birth or early infancy
- early brain injury
- Other medical conditions
- Exposure to toxins such as lead

### ***How to Identify the Symptoms of Learning Disability?***

Paying attention to normal developmental milestones for toddlers and pre-school goers is very important. Early detection of developmental differences may be an early signal of learning disability and problems that are spotted early can be easier to correct. A developmental lag might not be considered a symptom of a learning disability until your child is older, but if you recognize it when your child is young then you can intervene early.

## **Conduct Disorder**

### ***What is Conduct Disorder?***

"Conduct disorder" refers to a group of behavioral and emotional problems in youngsters. Children and adolescents with this disorder have great difficulty following rules and behaving in a socially acceptable way. They are often viewed by other children, adults and social agencies as "bad" or delinquent, rather than mentally ill.

### ***What are the Symptoms of Conduct Disorder?***

Children or adolescents with conduct disorder may exhibit some of the following behaviors:

#### **Aggression to people and animals:-**

- Bullies, threatens or intimidates others.
- Often initiates physical fights.



- Has used a weapon that could cause serious physical harm to others (e.g. a bat, brick, broken bottle, knife or gun).
- Is physically cruel to people or animals.
- **Steals** from a victim while confronting them (e.g. assault).
- Forces someone into sexual activity.

#### **Destruction of Property**

- deliberately engaged in fire setting with the intention to cause damage
- deliberately destroys other's property

#### **Deceitfulness, lying, or stealing**

- has broken into someone else's building, house, or car
- **lies** to obtain goods, or favors or to avoid obligations
- **steals** items without confronting a victim (e.g. shoplifting, but without breaking and entering)

#### **Serious violations of rules**

- often stays out at night despite parental objections
- runs away from home
- often truant from school

#### ***What are the Causes of Conduct Disorder?***

The causes which are associated with conduct disorder are as follows:-

- Child abuse
- Drug addiction or alcoholism in the parents
- Family conflicts
- Genetic defects
- Poverty

## **Value Education**

### ***What is value?***

Values are those principles or standards, which help one person to live better quality of life. Values codify the dos and don'ts of behavior. They form the basics of character formation and personality development. However, different persons may hold different values in their life. What they think can be right or wrong, and what they practice depend on their personal values, which actually leads their path of life. But there are some **universal values** in life which are based on the laws of nature and survival for humanity and mankind as a whole.

### ***What is value education?***

The term Value education holds different meanings for different classes of thoughts. The concept of value education is an umbrella of concepts that includes moral education, citizenship education, life-skill education etc. Themes that value education can address to varying degrees are moral development, spiritual development, personal development, social development and cultural development. Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. In the present context, the value education has been discussed as a method of developing right attitudes towards life by internalizing the importance of the values which leads to positive development of children and ensures their healthy adjustment to the inner and outer world.

### ***What is the aim of Value Education?***

The value education aims to enable children:

- To identify those values underlying their own behavior.
- To assess the effectiveness of these values and associated behavior for their own and others' long term well-being.
- To acquire other's values and behaviors which they recognize as being more effective for long term well-being of self and others.
- Ability to apply these values in life.

### ***What are the Ways to Develop Values?***

The main approaches to value education are:-

- The first one is to inculcate or transmit a set of values which often come from societal or religious rules or cultural ethics.
- Another is a type of Socratic dialogue where people are gradually brought to their own realization of what is good behavior for themselves and their community.
- While imparting / developing values to children and adolescents one should consider the stages of moral development in children. According to Kohlberg's theory of moral development, children learn morality to appear "good boy" or "good girl" in front of parents and teachers to avoid punishment and "bad boy" or "bad girl" image. They then practice moral behavior just because they are told to do so and don't understand the importance of it. They can be taught values without internalizing them.

- The situation completely changes when they reach adolescence. With their advancement of cognitive development, they now question each value. They develop their own opinions and own pattern of thinking. They internalize the values only if they are satisfied with the answers and then they are ready to internalize the values. Thus, for adolescents, the mode of Socratic questioning is a better method of developing values.

### **What are the Important Values in life?**

The importance of the values depends on the contribution of the behavior to the wellness and development of self and the community. There are many important values in life; however, those value changes with time as the child grow. What is important in early childhood may not be important in adolescence, for example, dependence on adults is necessary in childhood as the child is not yet cognitively mature to protect him/her. But being independent and decision making is encouraged in adolescence. Some of the important values in life, as they emerges from childhood to adolescence and take one to the threshold of mature adulthood are discussed below in a sequential manner.

### **From 5 to 10 years**

The children of 5 to 10 year age group can be taught some behaviors as it has been discussed above, but as they will grow older the values need to be discussed and developed more in a question-answer pattern.

### **Self-help and Self-care:**

- Eating
- Dressing
- Cleaning (bathing, brushing, washing own clothes)
- Doing homework
- Arranging school bag

### **Maintaining Good Health**

- Foods
- Exercise
- Cleanliness (clean school uniform and other dresses, washing hands before and after eating )

### **Socialization and Pro-social Behavior**

- Interaction with the members of extended family
- Value others emotions
- Respecting others views
- Sharing with others
- Cooperating at home and outside
- Helping people in need

### **Protecting Environment**

- Remaining clean
- Planting trees
- Protecting animals

### **Importance of Learning and Knowledge**

- Why should we learn?
- What is knowledge?
- What is morality?
- What does honesty means?
- What is truthfulness?

### **From 11 to 16 years**

When children reach in adolescence, their pattern of thinking gets changed with their cognitive development. They now do not obey the norms unquestionably, rather they will ask numbers of questions and if they are not satisfied with the answers, they will start experimenting with the norms and rules by breaking the boundaries. Thus, it is better to develop values in the adolescents by answering the questions that may come in to their minds.

### ***Why these are Important in life?***

- Value of time.
- Value of money.
- Value of relationships.
- Value of a life.
- Value of commitment.
- Taking responsibilities.
- Self-Respect.
- Emotional stability.
- Planning work.
- Maintaining routine.
- Time management.
- Setting career goal.

### **They need to know:**

- What are the changes in adolescence?
- Why it is important to choose good friends?
- Why it is important to listen to elders (parents and teachers)?
- What is the goal of life?
- When should/ shouldn't one conform to social values?
- What are the risk taking behaviors?
- What are the disadvantages of practicing risk taking behaviours



**Any individual can assess his/her values which are important to him/her using the following checklist:-**

**Please tick the following statements which are important to you:**

<b>Values</b>	<b>Most Important</b>	<b>Important</b>	<b>Least Important</b>
I should maintain good health			
I should learn new things			
I should grow personally			
I should have time and energy for my life away from work			
I should meet new people			
I should have a lot of friends			
I should have a steady job			
I should have a boss who is fair			
I should have a boss who is easy to get along with			
I should work in a comfortable place			
I should work in a safe place			
I should work with people I like			
I should know exactly what to do			
I should make the world a better place			
I should do something that I feel is important			
I should make a lot of money			
I should see the results of my work			
I should have an important work title			
I should have good family relationships			
I should be responsible for other workers			
I should protect the environment			
I should grow spiritually			
I should do physical work			
I should have a chance for movement (related job and more pay)			
I should make the world more beautiful			
I should finish a difficult task			
I should do a job well			
I should make decisions together with other people			
I should be my own boss			
I should be creative: to come up with new things or new ideas			
I should set my own hours of work			
I should plan my work			
I should control the order in which my work is done			
I should use my brain			
I should show my best abilities			
I should have interesting work			
I should have challenging work			
I should have exciting work			
I should have easy work			

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