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SUCCESSFUL METHODS WHICH HAVE BEEN USED BY TEACHERS TO
HELP STUDENTS WITH EMOTIONAL DISABILITIES ATTAIN PASSING
GRADES

University Level

Research on Successful Methods which have been used by Teachers to Help
Students with Emotional Disabilities Attain Passing Grades

Abstract

Introduction

Emotional disability can be describe as any of various conditions characterized by impairment of an individual's normal cognitive emotional or behavioral functioning and caused by social physiological bio chemical or other factors such as infections or head trauma

In real sense students with emotional disabilities require more attention than normal students since this affects their entire educational life. Some students with those disabilities however do not get the required attention like removal from general educational classroom to special education classes; on the same note still others never get the chance to even get to a regular class building. Some students have only mild disabilities while others suffer from multiple severe disabilities that affect very many areas of their lives.

Thesis

Student with emotional disabilities are not held to high academic standards by all teachers. The focus of this paper is to show research on successful methods which have been used by teachers to hold these students accountable for their

behavior so they can be successful and have passing grades. Some teachers will not pass these students and do not take into account their disability teachers will fail ED students and not implement any plan to meet IEP goals or receive passing grades.

Review of literature

Some students only spend very little time with special education trained teachers. This has contributed to the high dropout rates of in competitive colleges and high schools. Some even dropout completely and never come back to school. The only hope for such students is if their parents are deeply involved in advocating and planning their individualized programs; others of these have guardians who have not attended any IEP meeting.

Meaningful discussion of standards, curriculum, assessment, and outcomes cannot occur without some attention to the varied characteristics of these large numbers of children. This chapter examines how their extraordinary diversity complicates efforts to identify and categorize children with disabilities and to design effective educational policies for them. It also analyzes how disability variously affects the school experiences of these students, the roles their parents play in that schooling, and the possible implications for standards-based reform.

Education in broad sense encompasses key elements that must be taken into consideration first as we discuss the role played by any teacher in the fulfillment of the course objective.

The first major key element is the teachers. The teacher is the sole driver of the education process. This is because he steers the wheels of education in order to achieve the objective. The roles he plays are not only those of teaching or passing knowledge to students through the stipulated course work but has also other major roles in the life and development of the student as a whole.

The teacher should be a mentor. The mentor or the teacher as a mentor does not entail his only being a member of staff but entails him as a person who is able to inculcate the values of the whole human person in his students. In this mentoring role a teacher should be able to assess and reassess all the major difficulties that students face in trying to grow to a full human person with all the desirable values acceptable in any given society. Emotional disabilities play a major role in the student's life and they affect the mentorship role of a teacher in various ways in which the teacher should be in a position to understand and try to mitigate as much as possible.

Another major role of any teacher in the growth and development of his students is demonstration. A teacher demonstrates to his students all about the course and what it entails. By these examples and class illustrations play a big part. The understanding and eventual digestion of these demonstrations depend on the emotional conditions of the student. However, most teachers are not keen to learn

from their students on their emotional conditions and continue teaching despite their first hand recognition of knowledge of emotional disabilities by their students.

A key factor that influences the role of a teacher in teaching is the listening ability of the teacher. In this, a teacher's role as a listener influences his overall attitude to his students. In this regard if a teacher is not keen enough to specifically listen to the problems and issues of the student as a whole the learning process is disoriented in a bigger way. Some teachers even go to the extent of fully ignoring their students which in return demoralized them and add on their emotional disabilities.

Another major role of a teacher is that of leader. A teacher should be able to lead the students and command respect from all his students. However, sometimes teachers try to override their leadership role through emotional molestation of students.

In this regard, no matter how much the teacher exercises his leadership roles in matters such as assigning grades in accordance to merit and punishing students incase of wrongdoings. In doing all this he or she should be in a position to maintain all the standards that are outlined in the syllabus. Emphasis of rules

dearly and repeatedly to students should be one of the elements to achieve a good leadership role.

These rules should be emphasized based on a high standard platform that considers the emotion disabilities of students and help them to grow emotionally. Creation of a good relationship with the students is also another major role of a teacher. This is by creating a good pro-student communication with the class at large. In this, communication should not only be oral but also written. Written communication comes in hand when teachers are marking student's papers. The emphasis should not be on the marks or grades themselves but should be on the comments given by the teacher. Elbow (2000) notes that as we comment on students papers, we act, "as it were lawyer for the defense, explicitly trying to help students to do better against the judge and prosecuting attorney when it comes to the trial of testing and grading".

Therefore evaluation of the paper should enable a teacher to act as an advocate by offering suggestions and giving comments of a consistency structure which would help students understand where they went wrong. By this educational emotional disabilities experienced by students will be largely evaded.

The teacher's role in a class of students is also that of co-coordinating activities in the best way possible. By this a teacher is expected to formulate class activities that students should all participate in and help them carry the out in a well coordinated manner. Through this a teacher should be able to distinguish or pick out the various specific weaknesses that students possess in these activities

whether emotional or physical in nature. In this, he or she should institutes peer response workshops in class that all balanced according to the social needs of each student and creation of study groups that fit the emotional disabilities of each and every student. In this regard, students are able to give the teacher feedbacks that will help in judging and analyzing the capabilities of each and every student.

Tarrer (1998) agrees with giving students this kind of power over each other's work and papers. According to Tarrers (1998), peer response workshops force writers to examine the impact of their rhetoric choices has on a community (p.155) "peer response workshop shift a student focus from writer center to a reading centered which is a major way for the teacher to discover if the student is in any way experiencing any emotional disabilities."

The teacher is also entitled to creating a learning community in the classroom. Emotional disabilities can be eliminated by this because the teacher's examples are explained by fellow students to students with emotional disabilities. Therefore, a smooth transition in the course work and thereby students with emotional disabilities are not only helped to pass but also feel encouraged to continue with learning.

The major role that is entrusted to teachers is the assessment of students or the grading of students. A teacher should be able to develop a grading heuristic to the entire group. It is vital or important for students to take a leading or an active role in developing a criteria for grading so as to make it a more community centered system. however most teachers employ their iron dictatorial grading

systems that make students with emotional disabilities fail terribly (Tarrers 1996) notes the positive results of involving students in the determination of the grading criteria believing that “when students are involved in setting these standards, you will find that despites over grades are less frequent and that students will honestly access for you what grades their effort ought to receive” by this it becomes easier for the teachers to award passing grades even to students with emotional disabilities because even the grading criteria is just not a mystery to the students.

The teacher should be a resource center to his students; general teachers should be able to provide the information required by the students to the students in the best way possible. The students should not be afraid to contact the students whenever they should have concerns or question. This will enable create an open and comfortable atmosphere of the classroom. This will in a greater sense help establish the emotional need of any students because he or she is able to open up to the teacher. In return the teacher is able to access the feedback needed and attain passing grades.

The teaching career will not be complete if the teacher does not perform the role of an instructor. In this he or she guides the students on what to do. However, some teachers do not take into consideration the emotional disabilities of the students and in the end instruct them to perform tasks that they cannot perform. Due to this emotional disabilities in the process student becomes frustrated and are not able to get passing grades and hence and to their educational career or a vey miserable education career.

Many children with emotional disabilities exhibit characteristics that general education teachers should clearly understand on firsthand encounter with these students. The characteristic that is most exhibited is distorted thinking. This is a condition of the mind that makes an ED person not able to coordinate his or her activities fully and efficiently. Excessive anxiety is also another characteristic which general education teachers should help the ED student to cope with.

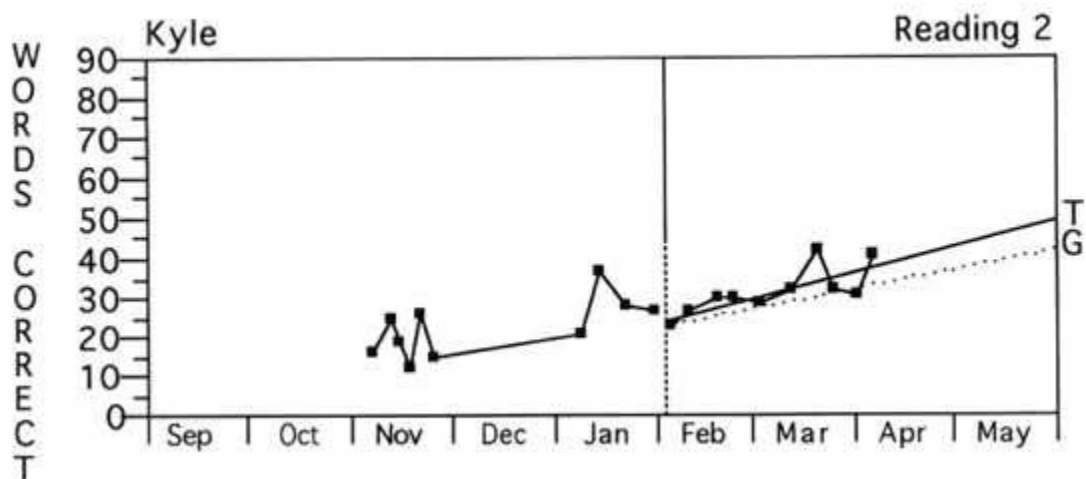
Bizarre motor acts are also major characteristic. This is emotional disturbance that is exhibited by most ED people. The teachers should therefore workout to curb this and know the ways and measures to prevent this as much as possible. Other common characteristics of emotional disorders include abnormal mood swings, hyperactivity, behavioral signals that are not coping with environment or peers, aggression to self, withdrawal, immaturity and learning difficulties.

Any general education teacher should be in a position to understand all the above characteristics and use the guidelines in the passing and grading system. The teacher should also understand the fact that the causes of ED have not been adequately determined and various factors such as heredity, brain disorders, diet and family function may be minor causes which are beyond the control of the student.

The ED assessment process should be the first thing that the general education teacher should know so as to be able to assess the students in the best way. The first way in assessment is early identification. This process entails the

initial confirmation that the student has an ED. The second process is the pre-referral which should then be followed by response to intervention. After intervening the next step should be the identification of the ED. Evaluation of the type and extent of disorder should then follow in order to gauge the kind of attention and focus the teacher is going to give to the student.

According to Deno, S. L., Fuchs, L. S., Marston, D. B., & Shin, J. (2001), when CBM is used, each child is tested briefly each week. The tests generally last from 1 to 5 minutes. The teacher counts the number of correct and incorrect responses made in the time allotted to find the child's score. For example, in reading, the child may be asked to read aloud for one minute. Each child's scores are recorded on a graph and compared to the expected performance on the content for that year. The graph allows the teacher, and you, to see quickly how the child's performance compares to expectations. (The figure below is an example of what a CBM graph looks like.)



After the scores are entered on the graphs, the teacher decides whether to continue instruction in the same way, or to change it. A change is called for if the child's rate of learning progress is lower than is needed to meet the goal for the year.

Generally a teacher who has taken the assessment process should know what teaching strategies to use in order to take into consideration the unique needs of students with ED. The teaching strategies involved here are enacting guidelines for class with students with ED by displaying appropriate authority in the curriculum. The teacher should be able to enforce any rules and regulations available.

Conclusion

Students with emotional disabilities are not held to high academic standards by all teachers. And the strategies that should be applied include asking the previous teachers about interactive roles that previously worked with the student, clearly defining the roles of the teacher towards the student and how they should work, exposing students with ED to normal students, direct instruction or target behavior and administering consequences immediately then monitor behavior frequently

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