Journal of International
Academic Research for Multidisciplinary

A Global Society for Multidisciplinary Research

www.jiarm.com
Dr. Kari Jabbour, Ph.D
Curriculum Developer,
American College of Technology,
Missouri, USA.

Er. Chandramohan, M.S
System Specialist - OGP
ABB Australia Pvt. Ltd., Australia.

Dr. S.K. Singh
Chief Scientist
Advanced Materials Technology Department
Institute of Minerals & Materials Technology
Bhubaneswar, India

PROF. Dr. Sharath Babu, LLM Ph.D
Dean, Faculty Of Law,
Karnatak University Dharwad,
Karnataka, India

Dr. SM Kadri, MBBS, MPH/ICHD,
FFP Fellow, Public Health Foundation of India
Epidemiologist Division of Epidemiology and Public Health,
Kashmir, India

Dr. Bhumika Talwar, BDS
Research Officer
State Institute of Health & Family Welfare
Jaipur, India

Dr. Tej Pratap Mall Ph.D
Head, Postgraduate Department of Botany,
Kisan P.G. College, Bahraich, India.

Dr. Arup Kanti Konar, Ph.D
Associate Professor of Economics Achhuram,
Memorial College,
SKB University, Jhalda, Purulia,
West Bengal, India

Dr. S. Raja Ph.D
Research Associate,
Madras Research Center of CMFR,
Indian Council of Agricultural Research,
Chennai, India

Dr. Vijay Pithadia, Ph.D,
Director - Sri Aurobindo Institute of Management
Rajkot, India.

Er. R. Bhuvanewari Devi M.Tech, MCIHT
Highway Engineer, Infrastructure,
Ramboll, Abu Dhabi, UAE

Sanda Maican, Ph.D.
Senior Researcher,
Department of Ecology, Taxonomy and Nature Conservation
Institute of Biology of the Romanian Academy,
Bucharest, ROMANIA

Dr. Damarla Bala Venkata Ramana
Senior Scientist
Central Research Institute for Dryland Agriculture (CRIDA)
Hyderabad, A.P, India

PROF. Dr. S.V. Kshirsagar, M.B.B.S, M.S
Head - Department of Anatomy,
Bidar Institute of Medical Sciences,
Karnataka, India.

DR ASIFA NAZIR, M.B.B.S, MD
Assistant Professor Dept of Microbiology
Government Medical College, Srinagar, India.

Dr. Amita Puri, Ph.D
Officiating Principal
Army Inst. Of Education
New Delhi, India

Dr. Shobana Nelasco Ph.D
Associate Professor,
Fellow of Indian Council of Social Science Research (On Deputation),
Department of Economics,
Bharathidasan University, Trichirappalli, India

M. Suresh Kumar, PHD
Assistant Manager,
Godrej Security Solution,
India.

Dr. T. Chandrasekarayya, Ph.D
Assistant Professor,
Dept Of Population Studies & Social Work,
S.V. University, Tirupati, India.
NEEDS OF EMOTIONALLY DISTURBED CHILDREN

DR. YASMIN GHANI KHAN*
*Principal, Victoria college of Education, Bhopal, Madhya Pradesh, India

“Stop calling me mota gainda”, exclaimed a 10 year old chubby, well built boy in class V studying in a reputed public school and charged to smash a thin and lean senior of his. The boy was summoned to the headmistress office and punished for bullying and misbehaving.

This is just one illustration of the uncountable incidences where the provoked is punished and the provoker goes unquestioned to continue marring the ego and self-concept of the aggravated. According to the U.S. Surgeon General, between 10 and 15 percent of children and adolescents display symptoms of being provoked. That means an elementary teacher with a class of 22 may have two children suffering from mental or physical torture, and a secondary teacher with six classes of 30 could teach 27 students dealing with the same hence ready to revenge.

Perceived simply as ‘bad kids’; most emotionally disturbed children are victims of provocation or damaged self-esteem at home, in school or in the neighbourhood. About 1% of all school-age children are classified as emotionally disturbed. But experts estimate that as many as 3% to 5% of all students may be in need of identification and emotional counselling.

In the definition of Emotionally Disturbed Children, the use of the term ‘behavioural’ is meant to signal that children have conduct disorders; a condition characterized by a consistent pattern of rule-breaking and social aggression particularly towards peers even elders.

A major problem with the previous definition is it includes only children who are ‘socially maladjusted’. It also restricts services to children whose condition ‘adversely affects school performance’, i.e. only academic, and not behavioural or social performance of children.

A few definitions need to be understood before the picture of this paper opens up.

Self-defence is defined in the Wikipedia Encyclopedia as ‘Use of reasonable force (as compared with the attacker's force) in protection of one's person, family, property, or anyone else against attempted or threatened attack’. Legal doctrine of self defence
justifies a pre-emptive action taken in the reasonable belief of immediate danger, without making any retreat, and may (specially in case of provocation) condone killing of the perpetrator of a murderous attack.

Juvenile delinquency in the Wikipedia Encyclopedia refers to criminal acts performed by juveniles. A Juvenile Delinquent is one who repeatedly commits crime. Studies show that children are more likely to be victimized as a result of a serious offense by someone they know; the most frequent crimes committed by adolescents towards someone they know such as sexual assault, teasing and abusing or even homicide; e.g. a victim actively precipitates or initiates the crime scene, by starting a fight or baiting another individual.

Victimology is the study of victimization, including the relationships between victims and offenders, the interactions between victims, the criminal and the justice system i.e., the police and courts, and corrections officials also the connections between victims and other societal groups or institutions, such as the media and social movements.

The new definition says "emotional or behavioural disorder means a disability characterized by behavioural or emotional responses in school programs so different from appropriate age, cultural, or ethnic norms that they adversely affect educational performance," which it defines as including "academic, social, vocational, or personal skills." This condition is ‘more than a temporary response to stressful events’.

Students with emotional disturbances can exhibit behaviours that leave even the best teachers upset. It can be frustrating for educators when they feel they’ve lost control of the classroom.

**Objectives of the Study:**

- To find out if school going children faced any sort of provocation in life
- To identify how many children have felt provocation in their lives.
- To find out the impact of provocation on students of classes VII & VIII
- To identify the root-cause of provocation in children
- To pin-point the culprits of provocation.
A sample of 53 boys studying in class V of various schools in Bhopal was collected at random and four direct questions were asked to them.

**The Findings:**

- Both boys & girls felt provocation in one form or the other
- Only on girl did not experience or feel insulted at all.
- 28% boys & 38% girls hurt themselves on being provoked.
- 42% boys & 44% girls wanted to revenge the insult.
- Children of psychiatrists, psychologists, counselors and teachers were also not free from provocation.
- 22% boys and 16% girls enjoyed teasing.

The findings showed that 32% children faced repeated taunts at home.

The data further showed about 43% children being provoked by teachers, 55% goaded by schoolmates and 42% angered in their neighbourhood.

Only one child of the sample did not feel the pressure of being irritated by anybody at all.

The children in the study sample may be in a process of turning into delinquents or squeezing into some form of mental sickness due to the prejudice and discrimination they face.

**Identifying Emotionally Disturbed Children:**

The first step is to become familiar with your students’ educational and social history. This includes information from parents, the school psychologist, previous teachers and Psychological testing.
Helping Emotionally Disturbed Children

- Create your classroom rules - Tie your rules to both positive and negative consequences; Emotionally Disturbed children need to be explained the immediate consequences of negative behaviour.

- Watch out for triggers - Instructional schedules, transitions between activities or classes, physical environment home or peer group bullying may contribute to the factors that produce stress for Emotionally Disturbed children.

- Seating position – of the Emotionally Disturbed Children next to a positive attitude and cooperative student.

- Classroom routines - to ensure minimal unstructured free time, and provide Emotionally Disturbed Children with copies of the classroom schedule.

- Be positive - by providing positive reinforcement to motivate the Emotionally Disturbed Children.

- Lean on your team - A team approach to providing academic, emotional and behavioural support is necessary. Finally, maintain a positive attitude to set the stage for success.

Parent-Teacher-Student Open Discussion - Research has repeatedly proven that schools with the most comprehensive parental involvement programs achieve greater student success. Therefore organize parental-involvement activities in your classroom that match the experiences, interests and skills of parents and the amount of time they have available.

All events are stored in the brain and impact our daily lives. A fifth-grader could be influenced by events that are merely innocent comments, purposeful taunts or even a scolding meant for the child’s betterment.

Within the classroom, one can help by giving the student activities that give him some status or recognition. This won’t just fix the child’s hurt soul, mind or heart; he will see you as a friendly, caring person he can trust. Slowly, the student will start confiding in you and eventually the student might reach out to a future teacher based on an experience with you or another caring teacher from the past.
As educators, we have placed ourselves in the middle of the development of thousands of children. We can make a crucial difference in these children’s lives if we reach out to them when they need us most.

REFERENCES:


5. Bibliography:


