

Primary school education

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Abstract: The present paper focuses on primary education and the skills that a teacher needs in a class of young learners. The place and the importance of such a teacher is unquestionable. He/She needs to work with his/her students individually and in groups in order to develop good and affective relationship. At this stage of learning, affect is concerned with students` feelings, and here teachers can have a dramatic effect. This paper also tries to present how teachers care act in a classroom, a tutor, a resource, a participant. There are some examples of activities which could be used in the classroom and which are essential for both students and teachers. The present work also includes for analysis some situations that teachers could encounter.

Keywords: primary education, activities, affective relationship

Introduction

Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education.

In most countries, it is compulsory for children to receive primary education. The goals of primary school education are achieving basic literacy and numeric amongst pupils, as well as establishing foundations in Science, Geography, History, Math and other social studies.

Primary education is provided in schools where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who is responsible for their education and welfare for

that year. Another notable feature of the primary education system is to build up a close relationship between the teacher and the pupils. The main emphasis of primary education is to establish a strong academic foundation. If a student does not receive quality instruction during these years, he/she will struggle throughout middle and high school. Primary schools often have after-school programmers to reinforce skills and to provide tutoring for struggling students.

The goal of primary education is to identify students who are at risk academically and behaviorally and deals with their problems before they move into the upper classes.

The importance of primary education is that it sets the tone for the child's perception of their abilities, which will remain with them throughout school and life. Primary school is the place where children can be positively or negatively influenced about the desire and motivation for learning.

There are many types of teaching and thousands of activities that an exhaustive analysis would fill an entire book. The intention of this work is to merely offer some descriptions and suggestions for their analysis.

1. Describing young learners

The age of the young learners is an important factor in taking decisions about how and what to teach. Young children have different needs, competence and cognitive skills. We expect young children of primary age to acquire information and knowledge through play and games. One suggests that teachers of young learners need to be alert and adaptive in their response to tasks and have to be able to adjust activities on the spot. Yet each student is an individual with different experiences both in and outside the classroom. The following comments about young learners can be generalizations. Learning and acquisition of information depend upon individual learner differences and upon motivation.

Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents and adults:

- they respond to meaning even if they do not understand everything;
- they often learn indirectly rather than directly – that is they take information from all sides, they are learning from everything around them rather than focusing on the topic they are taught;

- their understanding comes not just from explanation, but also from what they see and hear and have a chance to touch and interact with;
- they find abstract concepts such as grammar rules difficult to understand;
- they display an enthusiasm for learning and curiosity about the world around them;
- they have a need for individual attention and approval from their teacher;
- they are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom;
- they have a limited attention span. Unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

It is important to take into account the changes which take place in this age span when talking about young learners. They enjoy games, puzzles and songs most, while older learners like activities based on dialogues, question - and - answer activities etc.

Various theorists have described the way that children develop and the various ages and stages they go through. Piaget sustains that children “start at the sensory-motor stage and then go to the intuitive stage and the concrete-operational stage before reaching the formal operational stage where abstraction becomes possible.” Leo Vygotsky highlights the place of “a social interaction in development and the role of a `knower` providing `scaffolding` to help a child who has entered the zone of Proximal Development where they are ready to learn new things”. Erik Erikson and Abraham Maslow see “development as being closely bound up in the child’s confidence and self-esteem. Reuven Feuerstein suggested that children’s cognitive structures are infinitely modifiable with the help of a modifier (like Vygotsky’s knower)”.

However we describe the way children develop, learn and achieve knowledge, some recommendations about young learners can be made.

Firstly, good teachers at this level need to provide a lot of learning experience which encourage students to get information from a variety of sources. They need to work with their students individually and in groups in order to develop good and affective relationships. A wide range of activities must be planned and they must be flexible to allow moving to the next exercise or activity when students get bored.

Secondly, teachers of young learners must spend some time with them in order to understand how their students think and operate. They

have to be able to listen to their student's interests so that they can use them to motivate the children.

Teachers teaching this age must be highly skilled and dedicated. This may be the most difficult age to teach, but when teachers do it well, there is no reason why they should not achieve excellent results.

Finally, we could also write about how a classroom for young children should look like and what activities can be done in it. First of all, the classroom should be bright and colorful with large windows so that children can see out. It should be large enough for different kinds of activities because children must work in groups in different parts of the classroom. "We are obviously not talking about classrooms where children spend all their time sitting still in rows or talking only to the teacher." This is because children at this age love discovering things and exploring. They react quickly when they are asked to use their imagination. Therefore, they must be involved in activities like puzzles, drawings, games and in physical movement. They must create and draw things. In order to achieve excellent results a good teacher should mix play and learning in a cheerful and supportive harmony in a primary classroom.

2. Some problems that teachers face

Some of the problems that teachers face are big classes, uncooperative students, students who don't want to talk or students who finish their tasks before the others. Therefore, how can teachers handle these situations?

My class is too big

In big classes, it is difficult for the teacher to make contacts with each student and the latter do not receive individual attention. It is difficult to organize dynamic and creative teaching in a big class which can be intimidating for inexperienced teachers. Moreover, it is difficult to make students walk around and change pairs.

In order to handle big classes teachers can do some things.

They can use worksheets for the activities they would normally do with the whole class. At the end of the activity, at the feedback stage, teachers can check the worksheets with the whole groups.

Pair work and group work maximize students' participation even if desks cannot be moved. Students can turn face to face, or rows can

turn face to face and have many interactive activities. In this type of activity, it is important to give clear instructions and feedback.

Big classes have lessons in large classrooms and teachers have to make sure that what they show, write or say can be seen and heard by everybody.

All in all, big classes have many disadvantages, but they also have advantages. The bigger the class is, the more humor there is. And more important the class is warmer. Numerous students can be involved in exciting activities. A large number of learners make classes more challenging and some of the pieces of advice mentioned above can turn a disaster in a success.

My students are uncooperative

Many teachers remember having students who refused working, being deliberately uncooperative. Students may be talking during classes, do not listen to what they are told, refuse to do their homework, refuses to do some activities, lateness or even rudeness.

However, there are some solutions that teachers can try to solve the problems with uncooperative children.

A teacher can talk to each student outside the classroom. They can ask what the problem is and what can be done.

A teacher can also write a confidential letter in which he/she says that he/she thinks there is a serious problem and he/she wants to know what can be done about it. Students can be invited to write back with confidence.

Another solution would be to use the most enjoyable activities preferred by the students only when class is functioning well or using them as a reward for good results. Otherwise, they will have to go through formal teaching.

Teachers should also enlist help. That is, they should talk to a colleague to come to observe the class if they notice things that the teacher does not observe.

Teachers can talk directly to students about teaching and learning. The former can find out what their learners expect or need from their teacher. In such a discussion teachers say what they expect from their students but they also have to prove good teacher behaviour.

Many teachers had to handle students who do not seem to want to talk. Sometimes, this is connected to the student's own character. One cause could be when there are some students who dominate and

intimidate. Another cause, could be the situation when the student is not used to talking for different reasons. Some students fear that they might make a mistake and be laughed at in front of the people.

Whatever the reasons are, there is no use to force a child to talk. It will make him/her more reluctant to speak. There are many other things that can make a student talk.

Pair work and group work too can challenge the quiet student. They must to interact when they have to speak in front of the classroom.

Another way to make such students communicate is to allow them to speak in a controlled way at first. The teacher can give a sentence that students must fill in before reading them to their classmates. At first, the teacher gives time for students to write. The latter write down what they are going to say. Reading sentences aloud is different from spontaneous conversation which demands fluency. After reading the sentence aloud, the teacher and the students can ask questions. Psychologically, they are more likely to communicate.

Acting out dialogues in another way of encouraging quiet students. Acting out does not just mean reading aloud. The teacher is like a coach showing students where to put emphasis or when to lower or raise their voice.

Role-play can be encouraging for quiet students. Generally, students act feely when they are playing a role. In such situations, children do not have to be themselves. This kind of activity allows learners to take on a new identity which can liberate them.

Some of my students finish before the others

When children are put to work in groups and asked to complete a task, some of them will finish before the others. But if the activity has a competitive feature, this should not worry the teacher. But when there is not a competition, the teacher is put in the state to decide in a difficult situation. Should he stop the activity, which means not letting the others to finish their task, or let them finish, which means boring those who finished first?

If only one group finishes before the others, the teacher can work with that group or offer them some extra material with activities. If only one group is left without having finished, the teacher can decide to stop the activity, because the others should not be kept waiting.

Spare material with extra activities should be brought into the classroom and given to those who have finished quicker. This is a

solution when teachers face such problems. These activities have to be done quickly, in just a few minutes. They can be little worksheets, puzzles, short readings. They will keep students occupied and happy until the others finish their tasks. Another solution is to plan extensions to the original task. If some groups finish earlier, they can do extra work on it.

In this part of the paper we have talked about the problems of large classes. We have suggested ways of dealing with them such as using worksheets, using pair work and group work, using chorus repetition, using groups leaders, ways of making ourselves heard and seen and using the size of group to the teacher's advantage.

We have also studied the issue of uncooperative students suggesting ways to handle the situations by talking, writing to people, using activities, enlisting help from other colleagues and establish a teacher-student agreement.

We have talked about students who are reluctant to speak. Some possible solutions can be using pairwork, speaking in a controlled way in the beginning, using acting out and reading aloud or role-play.

We have mentioned the fact that a teacher should always have some spare activities for situations when groups finish before the others.

3. What teachers do in the classroom?

It is difficult to describe what teachers do. There are many words that can describe their job. They are like actors, orchestra conductors directing conversation. A primary school teacher is like a gardener who plants some seeds and then watches them how they grow.

A teacher can be seen as a facilitator, a democratic rather than autocratic. He is the one who fosters learner autonomy through many types of activities. We could say that the aim of all committed teachers is to facilitate learning. A teacher in the classroom can be seen in different ways.

He can be a controller when he/she is in charge of the class and of the activity. He often leads from the front. He tells students things, organizes, reads aloud and exemplifies.

However, this type of teaching has some drawbacks. Sometimes, it denies students access to their own experimental learning. Everything is focused on the teacher. It does not give the students the opportunity to speak. When the class is acting as a whole, the individual has little

chance to say anything. Moreover, transmission of teaching can lead to a lack of variety of activities.

Of course, there are times when the teacher must act as a controller. For example, when he/she gives explanations and organizes questions. Such leadership may have beneficial effect on a class, especially at young learners.

Sometimes the teacher can be a participant in different activities like role-play. Traditionally, teachers sit letting learners to proceed with their tasks and activities and only later they intervene to offer feedback and/or correct mistakes. However, there are times when teachers have to join in an activity not as a teacher, but as a participant.

There are many reasons why we have to participate in an activity. Teachers can liven up things; can do things from the inside instead of organizing them from the outside. Students enjoy them selves when the teachers takes part to activities designed for them.

Of course, there might be a danger. He/she can dominate everything. This can happen even in the most egalitarian classroom because the teacher is seen as “the authority” and is asked for advice and listened to more often than other students.

Sometimes students may need their teacher as a resource. They might ask him/her how to write or say something. They might ask for some information in the middle of an activity about that activity. This is the time when teachers can become a resource for students.

What a teacher must offer in this case is guidance and encouragement for students to use resource material for themselves. For example, we could guide a child to a good dictionary instead of answering questions.

When the teachers acts as a resource, he/she must avoid to spoon-feed students.

All in all, some types of teachers have been mentioned here: the facilitator teacher, the democratic teacher, the controller, the participant and the teacher seen as a resource. Some things must be outlined. Being democratic and letting students participate freely requires more effort and organization than controlling from the front. Some teachers may find this way of teaching difficult. Democratic or autocratic, teachers play many roles in a classroom. We will be able to fulfill our role only if we establish an appropriate relationship with the students.

4. Organizing students in a classroom

Besides playing different roles in the classroom, the teacher has to organize students to do different activities. This means giving them information, telling them how they are going to do an activity, and finally closing things down when the class finishes.

When teachers organize something they have to get students involved. Therefore he/she must let them know that something new and enjoyable will follow. Thus, students are prepared and wait enthusiastically for an activity.

Once the students are prepared for the activity, teachers give them the necessary instructions, saying what they should do first, what they should do next. It is important to use the appropriate level of the language and to give instructions in a logical order and as clearly as possible. An important tool in instruction is to organize a demonstration of what it is going to happen. Demonstration is useful and will ensure that students have a better understanding of what they will do.

Then it is time for children to start or initiate the activity. At this point students want to know how much time they have got and when they must start.

Finally, the activity is stopped when the students have finished and/or when other factors indicate that it is time to stop. One reason could be the fact that students are bored or some pairs or groups have finished before the others. When the class is coming to an end, the teacher may want to give some comments. At this stage, it is important to offer some feedback. When we organize feedback, we need to do what we say we are going to do whether this concerns the return of homework or our responses at the end of an oral activity. Students will judge teachers by the way they fulfil the criteria they offer them.

The role of organizer can be summarized as follows:

Engage - instruct (demonstrate) - initiate - organize feedback
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Knowing that different teachers act differently and that they vary their behaviour, depending on what they are doing, gives us information about classroom behaviour. Teachers are like actors. Stage directions give actors a better understanding of the lines. Descriptions in teaching give us an understanding of how activities can be managed. Thus, for an activity where students are involved in a team game, we will want them

to behave energetically because a game supposes excitement and energy. They are also expected to behave encouragingly and fairly because students care about this in a competition situation. On the other hand, if students are engaged in a role-play, we should “perform” clearly, encouragingly and supportively because students may need some help at various stages. The following table shows how we might describe these and other activities:

Activity- How the teacher should perform

1. Team game	Energetically, encouragingly, clearly, fairly
2. Role-play	Clearly, encouragingly, retiringly, supportively
3. Teacher reading aloud	Commandingly, dramatically, interestingly
4. Whole-class listening	Efficiently, clearly, supportively

Figure 1 Describing teacher performance style

It seems important that while we need to be aware of the roles and tasks and while we need to be able to use each of these different roles, it is also essential to consider how we behave during the students' performance. As a conclusion, we can say that one of the most important tasks that teachers have to do is that of organizing students to do various things. This means that teachers have to give students information, telling them how they are going to do the activity, putting them into pairs or groups and finally closing things down when it is time to stop. For these activities teachers have to adopt different roles in the classroom which facilitate learning. The teacher can be a controller, a participant, a resource or a tutor. It is said that teachers are like actors because they feel as if they are on a stage, or they are an orchestral conductors because they direct the conversation in the classroom and establish the pace and tone. Directing the conversation, teachers encourage the reliance on the group's own resource and the active facilitation of learning.

Conclusion

Primary education is part of the compulsory education whose aim is to establish strong academic foundation.

If we compare young learners and older learners, the former have different needs and cognitive skills. Some characteristics can be

formed at young learners. One could mention the way they learn, react and their attention span.

Different types of development have been described here from Piaget to Leo Vygotsky, Erik Erikson and Abraham Maslow.

Some recommendations were also made about what teachers should do during the class and how the classroom should look like.

There are some problems that we could face. These problems were followed by some pieces of advice and suggestions. Big classrooms, uncooperative students, quick learners can raise some questions. In this part of the paper we have discussed ways of dealing with problems by using different materials and activities in pairs and groups.

In the last part of the paper, we have described how teachers can be seen. They can be facilitators, controllers, participants or they may be seen as a resource. Besides playing different roles, they have to organize activities in which they give information, instructions, demonstrations and finally feedback.

Leading the children in a classroom, teachers encourage and facilitate learning. Some teachers may find the process of teaching difficult but we will fulfill our role only if we are dedicated and if we establish an appropriate relationship with the students.

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Parents' and local community's involvement in early -age education programs in kindergarten

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Abstract: Representing the first step that formal education prepares, early -age education deals with the children's formation, beginning with their birth until they start the Compulsory Education System, when the psychological characteristics of every child's development really matters.

Keywords: early- age education, educational partnership, local community, educational factors, and skills.

Early Age Education begins with the birth. It is a necessity both for individuals and society.

Early Age Education related with children training from birth to age of six years old and takes account of the psychological characteristics of each child's development.

To obtain the child's educational success, is absolutely necessary to involve all the factors contributing to its development: family, educational institution and community.

Do not forget, however, that parents are the first educators of children. They are the first people the child comes in contact with, in the first moments of his life. The role of parents is crucial in child's development. It must, however, neglect the fact that they can influence positively or negatively, by their conduct, the education of children. Here comes the role of nurseries and kindergartens in educating children, intended to keep in touch with family, awareness its role in child's development. Nurseries and kindergartens ensure the complementarity in education, without replacing the family's role. Partnerships with family co-opt the parents as equal partners in the educational process; inform them about the values promoted

by nurseries and kindergartens, transforming them through various means in direct beneficiaries of their own children. We will continue to exemplify a model of projet-partnership with parents- proposed just for the purpose of maintaining family connections.

DRAFT EDUCATIONAL PARTNERSHIP WITH FAMILY

PROJECT THEME : ``Educational climate``

PARTNERS : Kindergarten and children`s parents, other kindergarten, School Inspectorate

PROJECT COORDINATOR : Teacher

REASON:

Analyzing aspects of the experience of teachers, after the discussions and actions of the Methodical Commission, have found weaknesses in terms of providing educational climate in the family. Actions in the project can improve child-parent relationship through awareness educational climate role in child`s development.

PURPOSE:

- exchanging views regarding the need for a healthy learning environment
- establishment of joint coordinated to ensure educational surroundings
- initiating joint actions by the group of parents` direct contact with people empowered to conduct an educational process
- expressing the views of participants on the actions undertaken under this project

METHODS/ WORKING TECHNIQUES

- workshops, exposures, debates, exhibitions, photo albums, watch movies.

BENEFICIARIES: children, parents, team kindergarten, the child's social entourage

LOCATION: kindergarten and other facilities required by the timetables

DATES : current school year

EVALUATION: questionnaires, exhibitions photo albums

CALENDAR OF ACTIVITIES

<i>Number criterion</i>	<i>Date Theme</i>	<i>Means of achieving</i>	<i>Content of action</i>	<i>Who participates</i>	<i>Evaluation</i>
1	October `` Everything for my child``	Meeting between partners	1. informing parents about the need to initiate this project 2. establish the data actions that will be carried	-parents - teachers -partners - collaborators	Video recording
2	November `` Me and my child``	Reports Impressions	• presentation by the parents of the family educational environment (environment, child-parent relationships)	-parents - teacher - psychologist	Photo recording
3	December `` So yes! So not!``	Documentary	• presentation of images that illustrate the positive and negative aspects regarding the educational climate in the family	- parents - grandparents - teachers	Questionnaires
4	January `` The child in the kindergarten``	Visit to the kindergarten partner	• observation of the educational space, arranged in support of integration in preschool of the children	- teachers - parents - grandparents	Photo recording
5	February ``My child``	Psychological counseling	• Analysis needs for healthy development of their children • Adults behavior to ensure a healthy educational environment in the family	- parents - teacher - psychologist	Records in the log
6	March ``I m a child as you are!``	Playing	• Parent-child interaction by simulating the play of an afternoon in the family	-parents - children -teacher	Video recording
7	April	Demonstration	• An activity in the kindergarten together	- parents	Making a mock

	<i>`` Parents and children at the kindergarten``</i>		with the children and parental involvement in this activity	- teacher - children	
8	May <i>`` My advice!``</i>	Workshop	<ul style="list-style-type: none"> Parents and teachers make a guide together including helpful tips, to ensure an educative conducive climate for the child development. 	- - parents - teacher - psychologist	Presentation of the guide
9	June <i>`` Always together``</i>	Workshop	<ul style="list-style-type: none"> All participants arrange in a nursery a small area for parents to expose: opinions, suggestions, impressions, proposals, pictures, albums, photographs 	- all participants	draw conclusions, impressions

If we have insisted on the importance of maintaining permanently the family -nursery-kindergarten relationship, we must not undermine the role of the local community in child`s development.

He comes in contact with various people; it grows and develops in rich environment of the Community.

The culturally specific, the values of this environment that should be considered in structuring the work. It is necessary training community members in making decisions, directing activities, alleviating some negative aspects.

With their support, it can enrich the material basis of unity. Following visits of new partners, staff establishment will show availability of collaboration in various fields (education, health, household, information). We have encouraged the voluntary actions taking into account the correlation between personal skills and work involved. Any contribution will be negotiated by clarifying roles, limits of competence and obligations of both parties.

To understand better the role of community members in child`s development, I will materialize these issues through a partnership project with people- puppet theater actors.

DRAFT EDUCATIONAL PARTNERSHIP WITH COMMUNITY

PROJECT THEME : ``Developing communication skills at preschool children``

PARTNERS : Kindergarten and Puppet Theater

COLLABORATORS: The school who has initiated the project

ARGUMENT: Analyzing the work with preschool children, the teachers have noticed that in the presence of characters from fairy tales, the children show more availability of communication, making conversation with them and the child's behavior is characterized by disengagement, confidence and safety. Thus, the actions of the project can improve verbal communication.

OBJECTIVES:

- Identifying the children with verbal communication detention, the timid and suspicious children, too.
- Stimulating and involvement of children in the verbalization of actions, thoughts, impressions
- Making dolls and their handling
- The expression of partners on the effectiveness of measures implemented under the partnership project
- Making an exhibition of objects produced with the partners in the workshops

METHODS/ WORKING TECHNIQUES: meetings with stakeholders, visits to the theater puppets, stories, conversations, demonstrations, production of dolls, games, exhibitions of photographs.

BENEFICIARIES: children, parents, teachers, society

LOCATION: kindergarten, Theater Puppets and other facilities required by the timetables

DATES : current school year

EVALUATION : games, exhibitions, collections

CALENDAR OF ACTIVITIES

<i>Number criterion</i>	<i>Date Theme</i>	<i>Means of achieving</i>	<i>Content of action</i>	<i>Who participates</i>	<i>Evaluation</i>
1	September ``Joy in the holiday``	Conversation Slide- show of images	3. The children will tell impressions experienced in summer. 4. Will be followed and tracked children with communication difficulties	- children - teachers - actors	
2	September ``The favorite toy``	Story	5. The children will tell a story about their favorite toy 6. The actors will present their puppets, stimulating children's interest for them	- children - teachers - actors	
3	October ``Visit to the dolls` house``	Visit to the Puppets Theater	7. The children will meet the puppets, associating them with their own toys. 8. The teachers and players slowly made contact with the characters in the stories the children know	- children - teachers - actors	Puppets handling
4	October ``Welcome guests!``	Games	9. In the nursery will take place games that the children will play together with the actors, the children being introduced to each character-doll. 10. The actors would insist on	- children - teachers - actors	Fitting a space for hosting dolls

			the dialogue between the children and dolls, which remains in the nursery just to stimulate the beginning of a relationship of friendship.		
5	November <i>`` Talking with my friend``</i>	Stories Games	<ul style="list-style-type: none"> • The children will be encouraged to take their friend to play and communicate with it. • The actors will suggest different topics and games. • Will assist parents, too, in order to encourage family communication. 	- children - parents - players - teachers	Audio recordings
6	December <i>`` Let`s go together at the winter celebration``</i>	festivity	<ul style="list-style-type: none"> • Marionettes Puppets attend the festivities to encourage the children to trust themselves. • In turn, the players will provide a brief program with their dolls. 	- children - teachers - actors - children`s entire family	Photo and audio recordings
7	January <i>`` We do toys our owns``</i>	Workshop	<ul style="list-style-type: none"> • The actors will teach the children to make the dolls themselves, stimulating a constant communication. 	- children - actors - teachers	Exhibition
8	February <i>`` My story``</i>	Stories Puppets handling	<ul style="list-style-type: none"> • The children will be stimulated to report a story about the doll made of themselves. 	- children - actors - teachers	Audio-video registration viewing

9	March ``Talking with my mummy``	Stories Conversations	<ul style="list-style-type: none"> The children`s mothers will initiate conversations in groups of 3-4 children, along with their dolls. The actors and teachers will assist, appreciating the children`s communication progress. 	<ul style="list-style-type: none"> - children - actors - teachers - moms 	Questionnaires for moms
10	April `` My interview``	Conversations	<ul style="list-style-type: none"> The children, the actors and educators will go together on the street, trying to interview the passing people on different themes, set out above. It will be clearly observed the degree of disengagement or inhibition of children in contact with any stranger 	<ul style="list-style-type: none"> - children - teachers -actors - strange people 	Video recording
11	May `` My work``	Workshop	<ul style="list-style-type: none"> The children will make an exhibition of dolls made of themselves and an album of photos taken in various actions. The teachers will stimulate permanently the communication . 	<ul style="list-style-type: none"> - children -actors - teachers - parents 	Exhibition with works Compiling an album
12	June `` What we have managed together?``	Debate	<ul style="list-style-type: none"> Participants conclude what has been achieved 	<ul style="list-style-type: none"> -actors - teachers - parents 	Impressions Draw conclusions

Studying the project of partnership with the community which is proposed to progress, we can see that it was not ignored at all participating parties, just the idea to keep in touch with family, through its continuous information about all the actions for child`s development.

It should be noted that both family and community, along with teachers directly involved in the education of children have an important role in attracting opportunities that will lead to improving conditions for the process of education and to increase its quality.

The importance of partnerships resides from the need to open the nurseries and kindergartens towards community and community awareness to their needs.

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Attention-deficit hyperactivity disorder in children

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I. The Hyperactive Child – More and More Parents and Teachers Have to Deal with the Issue of Hyperactivity

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

ADHD has three subtypes:

- *Predominantly hyperactive-impulsive*

a. Most symptoms (six or more) are in the hyperactivity-impulsivity categories.

b. Fewer than six symptoms of inattention are present, although inattention may still be present to some degree.

- *Predominantly inattentive*

a. The majority of symptoms (six or more) are in the inattention category and fewer than six symptoms of hyperactivity-impulsivity are present, although hyperactivity-impulsivity may still be present to some degree.

b. Children with this subtype are less likely to act out or have difficulties getting along with other children. They may sit quietly, but they are not paying attention to what they are doing. Therefore, the child may be overlooked, and parents and teachers may not notice that he or she has ADHD.

- *Combined hyperactive-impulsive and inattentive*

a. Six or more symptoms of inattention and six or more symptoms of hyperactivity-impulsivity are present.

b. Most children have the combined type of ADHD.

Inattention, hyperactivity, and impulsivity are the key behaviors of ADHD. It is normal for all children to be inattentive, hyperactive, or impulsive sometimes, but for children with ADHD, these behaviors are more severe and occur more often. To be diagnosed with the disorder, a child must have symptoms for 6 or more months and to a degree that is greater than other children of the same age.

Children who have symptoms of inattention may:

- Be easily distracted, miss details, forget things, and frequently switch from one activity to another
- Have difficulty focusing on one thing
- Become bored with a task after only a few minutes, unless they are doing something enjoyable
- Have difficulty focusing attention on organizing and completing a task or learning something new
- Have trouble completing or turning in homework assignments, often losing things (e.g., pencils, toys, assignments) needed to complete tasks or activities
- Not seem to listen when spoken to
- Daydream, become easily confused, and move slowly
- Have difficulty processing information as quickly and accurately as others
- Struggle to follow instructions.

Children who have symptoms of hyperactivity may:

- Fidget and squirm in their seats
- Talk nonstop
- Dash around, touching or playing with anything and everything in sight
- Be constantly in motion
- Have difficulty doing quiet tasks or activities.

Children who have symptoms of impulsivity may:

- Be very impatient
- Blur out inappropriate comments, show their emotions without restraint, and act without regard for consequences
- Have difficulty waiting for things they want or waiting their turns in games

- Often interrupt conversations or others' activities.

Scientists are not sure what causes ADHD, although many studies suggest that genes play a large role. Like many other illnesses, ADHD probably results from a combination of factors. 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. Inherited from our parents, genes are the "blueprints" for who we are. Results from several international studies of twins show that ADHD often runs in families. Researchers are looking at several genes that may make people more likely to develop the disorder. Knowing the genes involved may one day help researchers prevent the disorder before symptoms develop. Learning about specific genes could also lead to better treatments.

Environmental factors. Studies suggest a potential link between cigarette smoking and alcohol use during pregnancy and ADHD in children. In addition, preschoolers who are exposed to high levels of lead, which can sometimes be found in plumbing fixtures or paint in old buildings, may have a higher risk of developing ADHD.

Brain injuries. Children who have suffered a brain injury may show some behaviors similar to those of ADHD. However, only a small percentage of children with ADHD have suffered a traumatic brain injury.

Sugar. The idea that refined sugar causes ADHD or makes symptoms worse is popular, but more research discounts this theory than supports it. In one study, researchers gave children foods containing either sugar or a sugar substitute every other day. The children who received sugar showed no different behavior or learning capabilities than those who received the sugar substitute. Another study in which children were given higher than average amounts of sugar or sugar substitutes showed similar results.

In another study, children who were considered sugar-sensitive by their mothers were given the sugar substitute aspartame, also known as Nutrasweet. Although all the children got aspartame, half their mothers were told their children were given sugar, and the other half were told their children were given aspartame. The mothers who thought their children had gotten sugar rated them as more hyperactive than the other children and were more critical of their behavior, compared to mothers who thought their children received aspartame.

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. Research is under way to confirm the findings and to learn more about how food additives may affect hyperactivity.

Children mature at different rates and have different personalities, temperaments, and energy levels. Most children get distracted, act impulsively, and struggle to concentrate at one time or another. Sometimes, these normal factors may be mistaken for ADHD. ADHD symptoms usually appear early in life, often between the ages of 3 and 6, and because symptoms 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.

No single test can diagnose a child as having ADHD. Instead, a licensed health professional needs to gather information about the child, and his or her behavior and environment. A family may want to first talk with the child's pediatrician. Some pediatricians can assess the child themselves, but many will refer the family to a mental health specialist with experience in childhood mental disorders such as ADHD. The pediatrician or mental health specialist will first try to rule out other possibilities for the symptoms. For example, certain situations, events, or health conditions may cause temporary behaviors in a child that seem like ADHD.

Between them, the referring pediatrician and specialist will determine if a child:

- Is experiencing undetected seizures that could be associated with other medical conditions
- Has a middle ear infection that is causing hearing problems
- Has any undetected hearing or vision problems
- Has any medical problems that affect thinking and behavior
- Has any learning disabilities
- Has anxiety or depression, or other psychiatric problems that might cause ADHD-like symptoms
- Has been affected by a significant and sudden change, such as the death of a family member, a divorce, or parent's job loss.

A specialist will also check school and medical records for clues, to see if the child's home or school settings appear unusually stressful or disrupted, and gather information from the child's parents and teachers. Coaches, babysitters, and other adults who know the child well also may be consulted.

The specialist also will ask:

- Are the behaviors excessive and long-term, and do they affect all aspects of the child's life?
- Do they happen more often in this child compared with the child's peers?
- Are the behaviors a continuous problem or a response to a temporary situation?
- Do the behaviors occur in several settings or only in one place, such as the playground, classroom, or home?

The specialist pays close attention to the child's behavior during different situations. Some situations are highly structured, some have less structure. Others would require the child to keep paying attention. Most children with ADHD are better able to control their behaviors in situations where they are getting individual attention and when they are free to focus on enjoyable activities. These types of situations are less important in the assessment. A child also may be evaluated to see how he or she acts in social situations, and may be given tests of intellectual ability and academic achievement to see if he or she has a learning disability.

Finally, if after gathering all this information the child meets the criteria for ADHD, he or she will be diagnosed with the disorder.

Treatments can relieve many of the disorder's symptoms, but there is no cure. With treatment, most people with ADHD can be successful in school and lead productive lives. Researchers are developing more effective treatments and interventions, and using new tools such as brain imaging, to better understand ADHD and to find more effective ways to treat and prevent it.

II. How Can the Teacher Give Help to the ADHD Child?

1.The pupils have to be aware of the class rules and the consequences following disobeying these rules.

2.The class environment has to be organized such that the distracting stimuli to be avoided as much as possible.

3.The duties given in class have to be divided into sub-duties so that the children can enjoy as many immediate rewards as possible and the necessary feedback.

4.The pupils are encouraged both when their behavior is close to the desired one and when there is a failing situation.

5.They have to be given responsibilities that would develop their leadership skills and their self-confidence when following instructions.

6.It is recommended the activities to be organized in small groups and oriented towards individual work.

7.The unacceptable behaviors have to be spotted and changed into acceptable ones.

8.The instructions have to be clearly and concisely formulated, being optimal that they are expressed both verbal and through images.

9.The pupils are allowed to move around the classroom as long as they are not a source of disruption. They can focus better if they don't have to stay quiet and still.

10. The difficult and tiring tasks have to be alternated with the easy and relaxing ones.

11. The important changes that appear at the class level have to be communicated to all the pupils.

12. The school requirements have to be real challenges so that the children get involved out of curiosity and interest.

13. The parents have to be informed of the evolution of their child so that they could be a pole of support.

14. It is advised to use humor when interacting with the pupils and to appreciate their creativity and spontaneity when is the case.

When working with the ADHD students, the teacher can use the following disciplinary methods:

- Perseverance is the golden rule.
- A quarrel is an opportunity to explain why this behavior cannot be tolerated.
- The pupil has to be rewarded and praised every time s/he has a positive behavior.
- The child has to be accustomed to a daily schedule.
- The established goals have to be real.
- There has to be a schedule of activities for the child.
- Time is needed to form skills.
- The pupil needs help to focus.

- It is necessary for the pupil to do sports.
- S/he is rewarded and encouraged at every attempt.
- The child's diet has to be carefully supervised.
- It is necessary that s/he has a regular rhythm of life.
- Those working with such pupils have to be really patient and perseverant.
- The doctor is the one that comes up with the diagnosis.
- The kinesthetic method of learning can be applied.
- Dynamic activities can be organized.

III. Methods and Strategies for Pupils with Behavioral Issues

Teachers who are successful in educating children with ADHD use a three-pronged strategy. They begin by identifying the unique needs of the child. For example, the teacher determines how, when, and why the child is inattentive, impulsive, and hyperactive. The teacher then selects different educational practices associated with academic instruction, behavioral interventions, and classroom accommodations that are appropriate to meet that child's needs. Finally, the teacher combines these practices into an individualized educational program (IEP) or other individualized plan and integrates this program with educational activities provided to other children in the class. The three-pronged strategy, in summary, is as follows:

- **Evaluate the child's individual needs and strengths.** Assess the unique educational needs and strengths of a child with ADHD in the class. Working with a multidisciplinary team and the child's parents, consider both academic and behavioral needs, using formal diagnostic assessments and informal classroom observations. Assessments, such as learning style inventories, can be used to determine children's strengths and enable instruction to build on their existing abilities. The settings and contexts in which challenging behaviors occur should be considered in the evaluation.

- **Select appropriate instructional practices.** Determine which instructional practices will meet the academic and behavioral needs identified for the child. Select practices that fit the content, are age appropriate, and gain the attention of the child.

- **For children receiving special education services, integrate appropriate practices within an IEP.** In consultation with other educators and parents, an IEP should be created to reflect annual goals

and the special education-related services, along with supplementary aids and services necessary for attaining those goals. Plan how to integrate the educational activities provided to other children in your class with those selected for the child with ADHD.

Because no two children with ADHD are alike, it is important to keep in mind that no single educational program, practice, or setting will be best for all children. Successful programs for children with ADHD integrate the following three components:

- **Academic Instruction;**

The first major component of the most effective instruction for children with ADHD is effective academic instruction. Teachers can help prepare their students with ADHD to achieve by applying the principles of effective teaching when they introduce, conduct, and conclude each lesson. In addition to this, effective teachers of students with ADHD also individualize their instructional practices in accordance with different academic subjects and the needs of their students within each area. This is because children with ADHD have different ways of learning and retaining information, not all of which involve traditional reading and listening. Effective teachers first identify areas in which each child requires extra assistance and then use special strategies to provide structured opportunities for the child to review and master an academic lesson that was previously presented to the entire class.

- **Behavioral Interventions;**

The second major component of effective instruction for children with ADHD involves the use of *behavioral interventions*. Exhibiting behavior that resembles that of younger children, children with ADHD often act immaturely and have difficulty learning how to control their impulsiveness and hyperactivity. They may have problems forming friendships with other children in the class and may have difficulty thinking through the social consequences of their actions.

The purpose of behavioral interventions is to assist students in displaying the behaviors that are most conducive to their own learning and that of classmates. Well-managed classrooms prevent many disciplinary problems and provide an environment that is most favorable for learning. When a teacher's time must be spent interacting with students whose behaviors are not focused on the lesson being presented, less time is available for assisting other students. Behavioral interventions should be viewed as an opportunity for teaching in the

most effective and efficient manner, rather than as an opportunity for punishment.

Effective teachers use a number of behavioral intervention techniques to help students learn how to control their behavior. Perhaps the most important and effective of these is verbal reinforcement of appropriate behavior. The most common form of verbal reinforcement is praise given to a student when he or she begins and completes an activity or exhibits a particular desired behavior. Simple phrases such as “good job” encourage a child to act appropriately. Effective teachers praise children with ADHD frequently and look for a behavior to praise before, and not after, a child gets off task. It is important to keep in mind that the most effective teachers focus their behavioral intervention strategies on *praise* rather than on *punishment*. Negative consequences may temporarily change behavior, but they rarely change attitudes and may actually increase the frequency and intensity of inappropriate behavior by rewarding misbehaving students with attention. Moreover, punishment may only teach children what not to do; it does not provide children with the skills that they need to do what is expected. Positive reinforcement produces the changes in attitudes that will shape a student’s behavior over the long term.

For many children with ADHD, *functional behavioral assessments* and *positive behavioral interventions and supports*, including behavioral contracts and management plans, tangible rewards, or token economy systems, are helpful in teaching them how to manage their own behavior. Because students’ individual needs are different, it is important for teachers, along with the family and other involved professionals, to evaluate whether these practices are appropriate for their classrooms.

- Classroom Accommodations.

The third component of a strategy for effectively educating children with ADHD involves physical *classroom accommodations*. Children with ADHD often have difficulty adjusting to the structured environment of a classroom, determining what is important, and focusing on their assigned work. They are easily distracted by other children or by nearby activities in the classroom. As a result, many children with ADHD benefit from accommodations that reduce distractions in the classroom environment and help them to stay on task and learn. Certain accommodations within the physical and learning environments of the classroom can benefit children with ADHD. One of

the most common accommodations that can be made to the physical environment of the classroom involves determining where a child with ADHD will sit. Skilled teachers use special instructional tools to modify the classroom learning environment and accommodate the special needs of their students with ADHD. They also monitor the physical environment, keeping in mind the needs of these children.

IV. Principles in Dealing with Children with Behavior Developmental Disorders

There is a certain group of children in the educational systems that have developmental disorders. The teacher has to try several methods when dealing with these pupils. In order to understand them, it is necessary to know their typical behaviors as well as the reasons behind them. The need to control, the exaggerated fury, violence, mistrust in authority, depression, the self-destructive attitude, getting into fights, running from home, all of these are behaviors with physiological or environmental causes.

The teacher has to carry on his/her activities based on some principles. The pupils can be aggressive, naughty, impertinent, or even dangerous. For these reasons, a lot of patience and professionalism is necessary when dealing with them. Their verbal attack can't be taken personally; the teacher has to remember that s/he represents the authority and the pupils don't respect this authority. Trust can be gained in time. The environment of these children is chaotic. They can relax if a predictable and structured environment is created. The programs function under the condition that the teacher is interested in working with the pupil, believes in her/ him and cares for the results. The pupil has to be eager of change and to collaborate.

One of the most precious gifts that the teacher can have is the capacity to grin and bear it. A lot of problems can be solved using humor. A teacher that is interested in the pupils, that is appreciated by them and puts a lot of soul can reach exhaustion if s/he is not careful. Some causes of the burnout are: losing professionalism, a too great involvement in the issues of the child, permitting work to interfere with personal life and with other's opinion. Verbal attacks are not to be taken on a personal level. The child's behavior can exhaust everyone. The school health counselor should be a good support in these cases. It is hard for a teacher that got involved in solving the issues of ADHD children to see them failing. As a reminder, some children can be helped, while there is little to no chance for others.

Therefore, the teacher must stay strong looking on the bright side. A teacher's work can interfere with personal life in different ways: the teachers have the feeling that they always must be in control of the situation, they are pouring out their fury and negative feeling on their own family or threat their own children as if they were exhibiting behavior development disorders.

Conclusion

It is hard for a parent to have a child with behavioral issues. Nor the work of a teacher is easy with such children. S/he has to be always documented, to use appropriate methods, to tackle inter-children relationships with pedagogical tact so that s/he can more easily facilitate the integration of the ADHD child. It is necessary that the other parents also show understanding. Working with the psychiatrist makes it easier to overcome the difficulties. It is never to be forgotten that they are just some children and it's not their fault that they have problems. Each and one of them is a little soul that should be helped as much as possible. This little soul is troubled and sometimes nobody notices. S/he is born with the idea of being loved. Teaching children is a delicate task.

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