
UNIT 8 PLAY AND OTHER ACTIVITIES AS REMEDIAL MEASURES

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8.1 INTRODUCTION

This unit deals with the various activities that helps children in the socio-emotional development and also have therapeutic value. The activities covered in this unit are play as a therapy, music and dance therapies and drawing, sketches, paintings and similar activities as art therapy. You have read about play and other activities and their role in the development of children in the Unit 8 : **Play and Other Activities — Role in Facilitating Development** in the Course NES-102 : **Facilitating Growth and Development**.

8.2 OBJECTIVES

After reading this Unit you will be able to:

- identify the socio- emotional and cognitive problems of children where play therapy can be used ;

- recognise play therapy as an intervention strategy to help children overcome some of their problems; and
- use innovative methods like play, music, dance, art and role play to help a disturbed child.

8.3 PLAY AND OTHER ACTIVITIES

You have been aware of the importance of play in the growth of a child. Here you are going to study **play as a medium to help children with problems. Play and other such activities like music, dance, art and role play can be used as medium of self-expression for children.** Then the children are made to become aware of their problems and modify or change their behaviour.

Case 1

“Wait there” The teacher told Jude and went into the Principal’s room. The ten year old defiant Jude waited outside. The teacher had a long list of complaints - Jude is aggressive, beats other boys on the slightest provocation, is defiant, etc. Soon Jude was called in.

“Your teacher tells me that you have been fighting again”, said the Principal.

..... (No response from Jude)

“Tell me why did you beat the other boy?” said the Principal.

..... (No response from Jude)

“We are tired of you. Every other day you are brought here with some problem or the other.”

The Principal took the cane and thrashed the boy. Jude and his teacher returned to the class. The classes went on as usual and Jude kept crying. In the afternoon Jude was absent. The teacher reported it to the Principal. The Principal contacted his parents and was informed that he had not come home. It took three days for his parents to trace him.

This incident about Jude took place in one of the schools in Tamil Nadu. We are sure, this is not an isolated event, events of this nature do occur frequently.

What is the problem with Jude? He is too aggressive, easily provoked and defiant. What are the other kinds of problems you come across with similar children?

List them below.

1.
2.
3.
4.
5.

In the case of Jude, caning/beating was given frequently both by the teachers as well as his parents to correct him. As you saw, it was ineffective.

What are the ways in which these children are dealt with in your school? Perhaps beating, making them stand on the bench, scolding them, preventing from playing games, etc., are common forms of punishments. These punishments may help a teacher to quench his or her anger or at the most to control the immediate situation. These methods, however, have been found to cause damage to the children in the long run. As a result of these punishments, they may develop excessive fear, develop resentment against teachers or school or academics, and it can also cause damage to their self-esteem.

Let us go back and see what happened to Jude. He was brought back to school by parents. The Principal took him back with much reluctance. This matter came up during the teachers meeting. The games teacher volunteered to help Jude by giving personal attention. The Principal was too happy to hand over the responsibility to the games teacher.

The games teacher made efforts to build a warm relationship with Jude. He introduced Jude to various games and found him taking interest in football, every day he made him play football for forty-five minutes with other boys after the class hours. He held frequent discussions with him regarding the problems he had with others. Jude, who was very aggressive gradually, started owning responsibility for his acts. Jude soon learnt to play according to the rules. He kicked the ball with power. His energy was spent in the game. He was made the captain of his team. The other boys started looking up to him with respect. By the end of the year, the class teachers noticed a mature and responsible behaviour in Jude. He was not getting into trouble with other boys any more.

What do you think has happened to Jude? How did the games teacher bring about the change in his behaviour? Write your answer here and compare it with the one given below:

Your answer

.....

.....

.....

.....

.....

.....

- The warm relationship built by the games teacher had an impact on Jude.
- He helped Jude channelise his energy in the football game.
- His talents recognised by teacher as well as peers. This helped Jude to gain self-esteem.
- The frequent discussions the teacher had with Jude, helped him see his own problems and the need to change.

Here the games teacher has used play in an informal way to help a problem boy. There are others who have used play in a more structured and systematic way to help the problem children. This is known as play therapy. Besides play therapy, people also use other innovative activities such as role-play, painting, music and art for helping problem children. Let us discuss these activities one by one.

8.4 PLAY THERAPY

Play is a universal medium through which children express themselves. **In play therapy the child is given an opportunity to play out his or her feelings of tension, aggression, fear and confusion.** By bringing these feelings to open, the child is made to face them and learn to control them or abandon them.

8.4.1 Who are Suited for Play Therapy?

Play therapy has been found to be effective in cases such as given below:

- Bella looks miserable most of the time. She looks always unhappy and at the point of tears.
- Ramesh fights, fights and fights. He gets into trouble in the class everyday. He is aggressive, disturbing and noisy.
- There are many children who just withdraw themselves from others. They are unable to make or maintain human relationships. They are the silent, quiet, loners.
- There are children who refuse to grow and cling to the baby ways. They are nervous, fearful and anxious. They keep biting nails, suck thumbs, get nightmares and wet bed.

8.4.2 Material Used in Play Therapy

Play material can include nursing bottle, a doll family, a doll house and furniture, toy soldiers, gun and army equipment, toy animals, dolls, finger paints, clay, little cans, water in bucket, old newspapers, balls, water colour, brush, crayons and any such material that would arouse the curiosity of the children. It may not be possible to secure all the items mentioned here but you can start with whatever is available.

Ideally it is better to keep a separate room for play therapy. Many schools however cannot provide such a facility and in such cases some corner of the regular classroom can be used for this purpose.

8.4.3 How Does Play Therapy Work?

Let us illustrate through a case study how play therapy works.

Case 2

Robert was a five years old boy. He was average in intelligence. He was disobedient, defiant and too aggressive with other children both at home and school. His father was an alcoholic. There were frequent quarrels at home and the father used to physically assault the mother in front of the children. Robert had also a younger brother, who was two years younger to him and was a favourite of the father.

The class teacher was requested to take Robert for play therapy by the principal. The boy willingly came for play activity. In the first two sessions the teacher made efforts to build a relationship with him. From the second session onwards, the boy started enacting his family problems through the dolls.

Excerpt from the third session: He manipulated the dolls and changed his voice every time he took up a different doll. He requested the teacher to be the audience and enacted a drama.

Father - Rahu get out of the bed.

Rahu - (sleepily) Don't want to.

Father - You hear me? You get out of bed fast, or I will

Rahu - (Defiantly) You will what?

Father - I will beat you up.

Rahu - You touch me and I'll run away from home.

The Father comes with his belt and beats Rahu and he runs away from home. (Rahu disappears from the scene.)

Excerpt from the fourth session

Father - Ram! Get ready to go to school.

Ram - I have stomach -ache.

Father - You liar! Go to school immediately or I will thrash you with my belt.

Ram - (Defiantly) You try

(Father and Ram fight. Ram beats up the father. Father begs for mercy.)

Father - (Cries) I will send Rajesh, your brother, to fix you up.

Rajesh comes on the scene.

Rajesh - You beat my father. I will take revenge on you.
(Both fight. It was a long fight. Finally Ram wins.)

This is the way the first four sessions went on. Most of the time was spent on showing aggression towards father and his younger brother. He also expressed his dislike for school because he had no friends. During the interaction after every session the child again expressed anger against his father, brother and his dislike for school due to lack of friends.

The parents were advised to go for family therapy. They were advised to avoid fighting in front of children. Father and mother were advised not to show any favouritism to the children.

During the fifth session, Robert expressed his desire to bring other children to play therapy session. He was allowed to bring four boys of his own liking. For the next session, he marched with four boys proudly. He showed them the dolls. He enacted them some stories. He showed them how to make dolls out of clay. The playroom experience spread in the class. The other children were informed about Robert's ability to act and make figures out of clay. Many children showed interest in Robert and wanted Robert to select them for the play therapy sessions. His self-esteem went up.

Excerpt from one of the group sessions

Ramu and other children sat round the table and started making human figures with clay.

Robert - I am going to make Hitler. Then we can have a fight and I can beat up Hitler.

Raju - No let's not make Hitler. Make funny figures and let them fight.

David - It is not right to make Hitler.

Robert - I don't care what you people say. I am going to make Hitler and destroy him.

- Raju - You go ahead. We will not make Hitler.
- Robert - (Makes a human figure) Here is Hitler.
Look! all of you.
Look at his eyes. I am going to fight him.
- David - I want to punch him.
(He hits Hitler)
- Robert - Hai, this is mine. You have destroyed my Hitler.
(He hits David mockingly)
- David - (Expresses his displeasure) This is the trouble with you even for small things you fight.
- Robert - Hai, I didn't mean to hurt you.
It is just for play.

At the end sessions through the help of the teacher, Robert realises that his actions hurt other boys even though he didn't mean it that way.

After ten sessions a gradual change was noticed in his style of play. Initially it was aggressive play. Then he got into group play adjusting well with others. When therapy reached fifteenth session, he was expressing positive feelings during the play. He started enacting the stories he learnt in the class. He sang and danced and kept his group members happy. The therapy was terminated after twenty sessions. Change in his behaviour was reported by both parents and class teachers.

What happened to "Robert?"

- Teacher built a friendly relationship.
- He was encouraged to express his feelings through play. The predominant feelings he expressed were anger towards the father, brother and dislike for school due to lack of friends.
- At this point, parents were counselled and advised not to fight in front of children or show any favouritism.
- He expressed his desire to play with other boys.
- Through her interactions, the teacher helped him realise his problems.
- He was being accepted by others in the class and his positive self-esteem went up.
- His aggressive play changed into positive play. Simultaneously, change in behaviour was also noticed by others.

As in the above case, play therapy helps us to identify the problems of the child. It is also curative, because it makes the child aware of the problems and changes the problem behaviour as it promotes the principle of **compensation**. When you are unable to make significant achievement in one field, you focus your attention on another field and excel in it and derive satisfaction. This is known as **compensation**. Take for example Tony, in spite of his hardwork, he is able to get only average marks in class. On the other hand he tried his hand at cricket and found that he was good at it. He was encouraged by his games teacher. Tony went for regular practices in the evening. Now he is in the school cricket team. He is recognised as one of the best batsman in the school. He wants to make a career out of cricket.



We want to stress that you don't need to think only in terms of dolls for play therapy. Older children may not be interested in dolls. You may have to use materials according to their developmental level. The older children may prefer chess, checkers, card games, puzzles, colouring books, puppets etc. As children grow they prefer group games. Play activities such as football, volley ball or local games like kho-kho or kabaddi can be used instead of dolls.

8.5 BASIC PRINCIPLES

The following basic principles have to be practiced during the helping process:

8.5.1 Developing a Warm and Friendly Relationship with the Child

How do you show your friendliness to the child?

1.
2.
3.

(Check your answer with the answer given in the following paragraph)

A smile is an indication of warmth and friendliness. When you meet a child a few words of greeting can establish rapport. A pat on the back of the child can show your love for the child. You can express your warmth also through your tone and voice. If you don't find the child to respond to your friendly approach, don't get discouraged. Keep your friendly approach throughout the activity in which he or she is going to be involved.

8.5.2 Accepting the Child

Complete acceptance of the child has to be shown. How would you show this by your behaviour?

1. By avoiding criticism
2. By not showing impatience
3.

You can show acceptance by maintaining calm, steady and friendly relationship with the child. Never show impatience. You have to guard yourself against criticism or negative comments. The child is very sensitive, she/he can pick up even veiled rejection through words or actions.

8.5.3 Establishing an Atmosphere of Freedom

The child should enjoy freedom during the activity time. Give the feeling to the child that the child is on his/her own. No one tells the child what to do or how to do. The child does whatever he or she wants and the way in which he or she wants.

Sometimes there are some timid children who sit during the activity time doing nothing. This is generally true during the initial sessions. Here we are tempted to influence the child to do something. This is not freedom. If the child prefers to sit and watch, it has to be respected. On these occasions we can make such remarks as "you find it difficult to stand, or may be you prefer to sit and watch". It takes time for these children to warm up and we need patience.

Sometimes the children may give vent to their most aggressive and destructive impulses. They may scream, fall or throw sand around. Don't attempt to stop the child. This is the first stage, from here the child can be taken to more constructive behaviour.

8.5.4 Recognition and Reflection of Feelings

The important aspect during these activities is recognising the feelings expressed by the child and reflecting back those feelings to the child in such a way that the child gains insight into his/her behaviour.

The child's play is symbolic of his/her feelings. We have to pick up his /her feelings and interpret it to him/her. Let us see the following example:

A timid child during the play therapy played with the family of dolls. She put a little doll close to the mother and another one away from the mother. When the teacher got into a conversation with the child, she narrated that the mother is too much involved with the younger sister. The teacher expressed "you feel bad that the mother does not pay any attention to you and she pays attention only to the sister". Thus when the teacher catches the feeling that is expressed and explains that to the child, the child further moves from there and you can actually see the child gaining insight.

Examples

1. The child takes the father doll and buries it in the sand and says let us not see him. What is the feeling expressed here?
(Hint: Hatred towards father could be one answer.)

2. The child pinches and pulls the hair of the doll. What is the feeling expressed?
(Hint: Anger.)

8.5.5 Maintaining a Respect for the Child

We have to respect the child's ability to solve his or her own problems. The child has to take the responsibility to make choices and to bring changes. Only then the change will have lasting value. No pressure is to be applied, the child gradually changes his/her behaviour on his/her own. It starts with little things and spreads throughout. By our respect for the child we help the child achieve self-confidence, self-respect and self-esteem. All these things occur during the activity time.

8.5.6 The child Leads the Way

The child does things, as he/she likes. We don't give suggestions. If the child wants to make something out of clay we don't say make this figure or make it this way. The child leads the way and we follow it.

It is possible in a small group play, one child is completely dominated by other children and even on such occasions it is advisable that we don't interfere. The child has to realise that he/she is being dominated by other and move out of it on his/her own.

8.5.7 Don't Hurry

Change in behaviour is a gradual process. We don't hurry up. When the child is ready to express his/her feelings he/she will do on his/her own. Timid and shy children take two or three sessions to feel free and express themselves. If the child is not making any progress even after two or three sessions, we need to examine why the child is so resistant. Keep always in mind the process of change is always slow and gradual.

8.5.8 Setting Limits

Though we provide enough freedom to the child during the session, yet we need to establish limitations that are necessary to bring the child to the world of reality and make the child aware of his/her responsibility for his/her behaviour.

- The child cannot be allowed to break things. Suppose the child picks up a block and aims at the glass window, we can say 'Don't do that, if you want to throw, throw it down here'. In spite of your telling the child not to throw the block at the window if you still suspect that he/she is going to do it, you can physically prevent it, without getting into a fight with the child. Don't show rejection.
- Time is an important element. If you have fixed that each session will last forty-five minutes then make the child know about it. If the child wants to play beyond the time, don't allow it. It is not advisable to extend the time limit at the request of the child.
- The child cannot be allowed to physically attack the teacher or other children or hurt himself / herself.

These limits remind the child of responsibilities and bring the child to reality.

Now that we have discussed play therapy in detail, let us see briefly how the other activities are being used with problematic children.

8.6 MUSIC AND DANCE THERAPY

Music and dance are particularly appealing to children. These media have been used widely to help the disturbed children.

Music can calm or disturb people. Loud noises arouse fear in us. Musical resonance evokes pleasure. Rhythmic sounds provoke motor activities. Shrill sound creates tension. It is painful to listen to such noises. Music can arouse a number of emotional feelings such as happiness, excitement and sadness. People have used music to release tensions, alley fears and provide an escape from boredom. Music has been employed to promote self-confidence, cultivates socialisation and even assist in speech impairment.

Music and dance often go together. By dance we mean not only the classical dances but also even unstructured movements. Like music, dance also can be used to release emotions, tension, attitudes, conflicts, etc. Dance helps in externalizing the feelings and promotes socialization when it is used as a group activity. Through dance a handicapped child can work through his/her shyness, embarrassment and become assertive and self -confident. Dance can be used to create alertness in a child who is otherwise passive and dull in the class.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Block.

1. Fill in the blanks:

Music has been used for

- i)
- ii)
- iii).....
- iv)
- v)

2. Fill in the blanks:

Dance or movements can be used to

- i)
- ii)
- iii).....
- iv)
- v)

Look at the following example in which Ms. Saraswathi, the class teacher who used music and dance to help a handicapped child.

Case 3

Rita was a 10 year old girl studying in fourth standard. Due to a polio attack at an

early stage of life, her one leg was weak and she had to limp slightly while walking. She was always afraid of this physical handicap. She was afraid to mix with others because she thought that others might ridicule her. In the class, she would sit in a corner. She was a loner. Her class teacher, Ms. Saraswathi wanted to help this child and took her for music and dance therapy.

The teacher took ten volunteers from the class for this programme. Twice a week after the school hours she had sessions lasting forty-five minutes each. At the end of each session, she would sit, with the children and discuss whatever went on during the session, such as how each child felt towards herself or other children. The activities included:

- singing individually for the group
- group singing
- making rhythmic movements to background music
- doing according to the command of the leader, like pretending to be walking, skipping, marching, crawling in various settings on the moon underwater, on the ceiling, on the beach, etc., pretending to be elephant, a duck, a fish, etc. The background music was kept on throughout these activities.
- other activities included marching, skipping, hopping, galloping, clapping hands, snapping fingers, stumping feet, tapping, etc. These activities were performed to music.

The handicapped child was encouraged to participate actively. The group interactions showed that the other children were not critical of her handicap. After ten sessions, it was found that there was a marked improvement in her behaviour. She was no longer 'excessively aware of her physical handicap'. She started interacting with other children and making friends with them. She became more active in the class.

8.7 ART THERAPY

Art is a symbolic communication. Like play therapy, art therapy provides children a medium that is attractive and fun. **It can serve as a vehicle for revealing inner problems, wishes and fears.** Dreams, fantasies and childhood memories can be expressed through art. Art has been found particularly useful with children who find it difficult to communicate. It is also effectively used to help aggressive, inhibited and withdrawn children.

8.7.1 The Value of Art Therapy

- In art, children use their minds and creativity. It is a good cognitive exercise. The child is made to think before acting. The child is made to synthesise various sensory inputs into an integrated product.
- Children can express their thoughts and emotions related to past events, present events and even project them into future events.
- Art allows the child to ventilate his or her anger and hostile feelings in a socially accepted and harmless way.
- Art is an accomplishment of the child. It can provide children with a sense of growth and accomplishment, personal satisfaction and self-worth.
- When art is used in groups, it can promote group activity and socialisation.

8.7.2 Art as a Therapy

Art can be used to help children under various conditions.

Hurt, angry or frustrated children experiencing emotional problems often exhibit socially inappropriate behaviour such as fighting or withdrawal. The use of art in therapy allows children to express emotions in ways that relieve their personal pain without damaging themselves or others, either physically or mentally.

See below the art of a child who has been trained by his teacher to express the anger through art.



Art can promote **sublimation**. In sublimation energy is transferred from one goal or object choice that is lower order to a higher order goal. Sublimation in art therapy occurs when children move forward in their psychological growth processes through creative art activity. For sublimation to be in effect, there should be a change in child's objects of interests, goal directedness and intensity of involvement in activities used to achieve their goals. The art activities should be pleasurable and self-enhancing. Art therapy can be directed towards achieving sublimation as it increases children's ability to be creative and learn to cope with life stresses.

Case 4

Look at Jane, she is from a poor family. Her parents are unable to provide her with fancy clothes like other children. At one time she used to feel bad that she was not as rich as the other children. But today her interests are different. She is no more bothered about fancy clothes. She spends much of her energy in producing beautiful pictures. She got a first prize in painting in the school. She goes to many painting competitions. She finds fulfillment in drawing. Painting has become a self-enhancing activity for her. She is proud of her paintings.

Ms Joshi selected a group of seven children from her class who were found to be timid, withdrawn and shy. Initially she asked the children to scribble, splash the colours on papers, copying, and tracing. At later stages, she gave a common theme and asked them to draw pictures. Then there were group-interactions after every session. They asked questions and clarifications with one another and appreciated each other. Within seven sessions the teacher found improvement in their socialization.

Ms. Veena, a primary school teacher, says that whenever she finds a child unhappy she would ask that child to draw a happy scene and whenever she finds a child anxious she would ask that child to draw a relaxed and peaceful picture. Immediately, after the drawing, she would spend some time in discussing about the pictures drawn. Ms. Veena says that these activities help her children to overcome their negative feelings.

Check Your Progress

Notes: a) Write your answers in the space given.

b) Compare your answers with those given at the end of the Block.

3. Fill in the blanks:

Art can be used to express anger in an acceptable way.

It can also be used to:

i)

ii)

iii)

8.8 ROLE-PLAY

Like play, music, dance and art, role-play is also used as a medium of self-expression. Through role-play a teacher can make children verbalise and act out thoughts, feeling, stable patterns of behaviour, styles of interaction, inhibitions and impulsive outbursts. **Role-play could be used to teach better coping methods to handle anger and other negative emotions, to teach social skills, to promote socialization and also as a medium for ventilation.**

Case 5

Ramesh is a ten year old boy studying in fourth class. By nature he is shy and timid. When teacher asks questions in the class he becomes anxious and cannot answer even simple questions. On interviewing the mother, the teacher comes to know that Ramesh studies regularly at home and can answer the questions when the mother asks him at home. It is only in the classroom that he becomes fearful and cannot speak.

The teacher decided to use role-play technique to help Ramesh. She got six volunteers from the class and formed a group. Twice a week, after the class-hours, she spent half an hour in conducting role-play sessions. She got involved in the following activities with Ramesh and the children:

- Greeting each other saying 'Hello' 'How are you'?, etc.
- showing warmth and friendliness by shaking hands, smiling, etc.
- making eye contact with each other by looking at the eye balls while talking.
- answering questions in loud and assertive voice – one child would ask questions and the other would answer.
- giving and receiving compliments – "Hai", 'I like the way you have combed your hair'. The other child answers "Thank you, that makes me feel good".
- making positive statements – each member tells the group something he or she likes about himself or herself – "I am pleased with my dress", etc.

- gradually social situations were given and the group was asked to enact.

Example

The principal enters the class and asks questions in the class. Here one child acts as the principal and the other children act as students.

- They were asked to prepare a drama. Different children took up different roles.
- They were asked to read out texts from their books and act out.

At the end of each session the teacher conducted a group discussion. When any child could not enact a scene assertively, another child enacted the scene and acted as a model. Then the child, who could not enact, was encouraged to try again. Whenever the child improved, positive reinforcements were given.

The teacher found that within six sessions, Ramesh's behaviour had improved.

8.9 LET US SUM UP

You have come across a number of children exhibiting a wide range of problems such as aggression, shyness, withdrawal, timidity and anxiety. Most people use punishment or other such methods to control these problems. In the long run, these methods may create a detrimental effect on children. A child may develop resentment, anger or fear, these can also damage children's self-image. As an alternate approach to handle these problems, people have tried out some innovative methods such as play, music, dance, art and role-play and found them effective in helping the disturbed children. These activities can help children to express their negative feelings in an acceptable way, to socialise, to overcome their anxiety and improve their self-regard. These activities above all, help children in the process of growth.

8.10 UNIT-END EXERCISES

1. What are the basic principles you have to follow in helping a disturbed child?
2. Select an aggressive boy from your class or neighbourhood and try out a suitable play therapy. Keep notes and discuss the progress with your companions.
3. Select a shy and withdrawn child from your class and try a few sessions of role with them.
4. If you are acquainted with any physically handicapped child who is very conscious of his handicap, try music and dance activities with him or her and note down his or her progress.

ANSWERS TO CHECK YOUR PROGRESS

Unit 5

1. Organic causes like cerebral palsy, brain damage, hearing loss, mental retardation, structural defects, and non-organic factors like lack of stimulation, and others.
2. Misarticulations, answering in single syllables or words, poor vocabulary, poor syntax, etc.
3. i)
4. ii)
5. Comprehension and expression.

6. i) False
ii) False
iii) False
iv) True
7. i) Normal non-fluency, stuttering and stammering
ii) Hesitations, repetitions, prolongations and pauses.
iii) b)
iv) Pursing the lips, flaring of the nostrils, facial twisting, blinking of eyes, tremors of the lips.
v) Fast rate of speech and misarticulations.
vi) Counselling and speech modification.
8. i) Pitch, loudness and quality.
ii) High
iii) Vocal abuse (misuse)
iv) Vocal cords
v) Cleft palate, short soft palate, dysarthria with cerebral palsy, etc.

Unit 6

1. Inability to comprehend quickly, poor concentration, slow learning, slow response, poor memory, etc.
2. Clinical classification such as mild MR, severe MR, and profound MR. Educational classification- Educable MR, Trainable MR and Custodial MR.
3. Expecting too much from the child - unrealistic expectation-due to this the child feels insecure and lacks confidence, develops a poor self-concept.
4. Overprotection, rejection, inconsistency, overexpectation. Elaborate on the consequences of these attitudes on the child's personality development.

Unit 7

1. i) a) True b) False c) True d) False e) True
ii) a) low self -esteem
b) interactive
c) being empathetic, warm and affectionate
2. i) birth ii) 1935; iii) wages; iv) deprivations; v) scheduled tribes
3. i) True; ii) True; iii) False; iv) False; v) True

Unit 8

1. i) to release tensions
ii) to express various emotions
iii) to promote self -confidence
iv) to cultivate socialisation
v) to assist in speech impairment
2. i) to release tension
ii) to promote socialisation
iii) to overcome shyness
iv) to create self -confidence
3. i) express emotional problems
ii) promote sublimation
iii) to relieve personal pain

GLOSSARY

- Aggression** : Hostility, whether physical or psychological to any person or thing.
- Aphasia** : A blanket term used to cover a wide range of disruptions of language, caused by damage to the brain and which involve loss of speech, word memory or reading ability.
- Childhood Psychosis** : Childhood schizophrenia is considered as a category in which schizophrenic symptoms appear before puberty. The condition may be manifested by autistic, atypical and withdrawn behaviours, failure to develop maturity and inadequacy of development.
- Communications Disorders** : These are disorders with speech, language and learning including problems of articulation, voice and fluency.
- Counselling** : Advice and guidance on personal/psychological problems given by a trained individual though not necessarily a doctor/psychologist.
- Mobility** : The ability of an individual to move from one class/stratum of society to another.
- Mumbling** : To give an indistinct utterance to words or sentences by partly closing the lips and speaking in a low tone, mutter as through shyness or an account of audible tones.
- Role Playing** : The adoption by one individual of another's role.
- Self-concept** : The sum total of an individual's attitude towards him self/herself and evaluation of his/her achievements.
- Self-esteem** : It is known as prestige, success and self-respect.
- Sequential Socialization** : Socialisation in the sequence or socialisation over ages, e.g., childhood socialisation comes before adulthood socialisation.
- Socialisation** : The process by which an individual learns the rules of society. More specially it refers to the learning of the patterns of behaviour expected of one by society as a whole, and by segment of society – sex, race, religion.
- Social Hazard** : Any commitments which are harmful to the society are called social hazards, like alcoholism, drug abuse, smoking and so on.
- Speech Impairment** : It is associated with problem in articulation, voice and fluency.

Sublimation

: Channeling of unacceptable desires/impulses into acceptable or positive activity – the classic example being the transfer of sexual energy into creativity/general industriousness.

Speech Problems**Territorial Community**

: Territorial behaviour in man can be viewed in three categories: individual, small group and large group, e.g., for each family member, there is a particular bedroom, bed in bedroom, or even a particular side of a bed which “ belongs” to that family member. Room ownership can also be culturally determined. In the United States, the bedroom is considered to be the province of wife and mother. Problems of socialisation, studying, sleeping and eating resulted from lack of clear territorial relationship.

Therapy

: The satisfactory treatment of an illness disorder.

NOTES