

**Course: Educational Psychology (6402)**

**Level: ADE/B.Ed (4-Year)**

**Semester: Spring, 2021**

## **ASSIGNMENT No. 2**

**Q.1 Explain the role and importance of motivation in behavior and learning**

### **Importance of Motivation in Learning!**

The purpose and importance of motivation should be clearly understood by the teacher. The fundamental aim of motivation is to stimulate and to facilitate learning activity. Learning is an active process that needs to be motivated and guided toward desirable ends.

Learning is self-initiated, but it must be aided by motives so that the learner will persist in the learning activity. A definite motive is valuable in all work, as motives make for readiness. The greater the readiness, the greater will be the attention given to the work on hand and the sooner will the desired result be achieved.

It is important to attempt to get the learner into a state of readiness for it increases the alertness, vigor, and wholeheartedness of learning. In trying to achieve some end, the more acute the readiness, the more satisfying the reaction. The activities which are futile become annoying.

One sure means of putting the law of effect into operation is to assist the learner to achieve ends and purposes which he is zealous to attain. The real problem in motivating schoolwork is to discover values strong enough to stimulate the pupils to effective effort.

The value that appeals strongly to one individual may have little or no appeal to another individual. Moreover, the values that appeal strongly to one individual at one time may not appeal so strongly at another time.

The teacher must be continually on the alert to perceive these differences and fluctuations. Since all learners do not react similarly, the motivation of learning must be varied for different individuals. An understanding of the nature of motivation is important, because motivation determines, not only the intensity of the effort to learn, but also the extent to which this effort is made an activity of the total personality.

Motivation of learning activities helps the pupil to concentrate on what he is doing, and thereby to gain satisfaction. Continuous motivation is needed to help learners concentrate on the lessons to be learned. The importance of motivation in its simplest form is seen in the experiments made in the way animals and human beings learn.

In human learning, the motives that are applied most often are the impulse to mastery and the desire for social approval. As shown by experiments, the impulse to mastery is the most effective motive for learning. The mastery motive can be utilized in directing the learning process by the use of the teacher's marks, scores in objective tests, and the graphic records of progress.

The potency of certain motives is illustrated in marked form by an experiment with some college students conducted by Knight and Remmer. Ten college freshmen were subjected for five days to severe humiliation, general torment, hard work, and loss of sleep.

The results of the ordeal, as the freshmen conceived them, would have considerable weight in deciding their fitness for admission to a college fraternity. The motivating factor was their desire for social approval. The results of these tests were compared with those obtained from experiments with fifty college juniors whose work was not motivated in any special way.

The differences in achievements, in favor of the ten students, must be credited to the factor of motivation-to the urge to secure social approval and recognition. The importance of motivation to learning is also seen in the experiments in human learning.

From experiments with a couple of high school students, Turney came to the conclusion "that the two major factors in school achievement are intelligence and motivation, and that the latter is most important." Book likewise asserts that "motivation is the control factor in every learning process." In the same manner McMurry once said. "I believe that motivation is the most

important principle in education.” Thorndike makes the same point in explaining that “thought and action occur largely in the service of wants, interest, and attitudes and are stimulated and guided by them.”

**Motivation**, forces acting either on or within a person to initiate behaviour. The word is derived from the Latin term *motivus* (“a moving cause”), which suggests the activating properties of the processes involved in psychological motivation.

Psychologists study motivational forces to help explain observed changes in behaviour that occur in an individual. Thus, for example, the observation that a person is increasingly likely to open the refrigerator door to look for food as the number of hours since the last meal increases can be understood by invoking the concept of motivation. As the above example suggests, motivation is not typically measured directly but rather inferred as the result of behavioral changes in reaction to internal or external stimuli. It is also important to understand that motivation is primarily a performance variable. That is, the effects of changes in motivation are often temporary. An individual, highly motivated to perform a particular task because of a motivational change, may later show little interest for that task as a result of further change in motivation.

Motives are often categorized into primary, or basic, motives, which are unlearned and common to both animals and humans; and secondary, or learned, motives, which can differ from animal to animal and person to person. Primary motives are thought to include hunger, thirst, sex, avoidance of pain, and perhaps aggression and fear. Secondary motives typically studied in humans include achievement, power motivation, and numerous other specialized motives.

Motives have also sometimes been classified into “pushes” and “pulls.” Push motives concern internal changes that have the effect of triggering specific motive states. Pull motives represent external goals that influence one’s behaviour toward them. Most motivational situations are in reality a combination of push and pull conditions. For example, hunger, in part, may be signaled by internal changes in blood glucose or fat stores, but motivation to eat is also heavily influenced by what foods are available. Some foods are more desirable than others and exert an influence on our behaviour toward them. Behaviour is, thus, often a complex blend of internal pushes and external pulls.

**Reference:**

<https://www.britannica.com/topic/motivation>

<https://www.yourarticlelibrary.com/motivation/importance-of-motivation-in-learning-657-words/5998>

## Q.2 What steps as a teacher would you take for creating interest and curiosity provoking teaching?

curiosity stems from past experience and current knowledge, then leaps out as the neocortex seeks patterns it recognizes, then rewards itself with dopamine when it finds something it either understands or *seeks to understand*, branching out to new domains, applications, and opportunities for transfer.

“A good question can...force the uncomfortable but transformational cognitive dissonance that can help create thinkers.”

But how does one 'cause' curiosity? This is the challenge of instructional design, lesson design, curriculum mapping, project-based learning templates, and a thousand other factors.

Any modern movement in progressive learning systems should at the absolute minimum be aware of what tends and does not to tend to stimulate curiosity, and how its surplus and absence can affect the learning experience overall. Curiosity can be seen as part of the student themselves rather than a kind of 'brain emotion': the student, their unique curiosities, and their patterns of self-direction as they seek to understand things *because their brain wants to understand*.

### 10 Strategies To Promote Curiosity In Learning

#### 1. Model curiosity in its many forms.

Curiosity is a human instinct but like most instincts, it can be refined through observation and practice.

Example: Think-aloud while reading an illustrated picture book, watching a video, or even having a conversation. As long as you can 'pause' to 'think out loud,' you can explain how and what and why you're thinking what you're thinking, questions you have, things that pique your interest—and most crucially, the courage to follow that curiosity wherever it takes you.

#### 2. Embed curiosity at the core of the instructional design process.

Example: An inquiry-based learning unit in which the lessons and activities 'don't work' without curiosity.

#### 3. Analyze curiosity. Help students see its parts or understand its causes and effects.

Example: Consider using the TeachThought Learning Taxonomy in designing these sorts of tasks.

**4. Reward curiosity. If you want a plant to grow, you feed it. Curiosity is the same.**

Example: Gamification is one approach. While not intrinsically motivating, one under-appreciated effect of gamification is visibility. By identifying desired outcomes and visualizing progress and achievement towards those outcomes, those desired outcomes—including curiosity—can be developed and enhanced.

**5. Make curiosity personal.**

Example: Require students to choose a topic for an essay, then refine that topic/theme until it's authentic and personal to them. You could start with a general topic—climate change, for example—and then have each student refine that topic based on their unique background, interests, and curiosity until it's truly personal and 'real.'

**6. Let students lead. It's difficult to be curious if the learning is passive and the student doesn't have any control.**

Example: Allow high school students to use our self-directed learning model—or one like it—to create their own project-based learning unit.

**7. Spin content. Frame content like a marketer—as new, controversial, 'frowned upon,' etc.**

Example: Teach a book that's been 'banned' from a book list somewhere.

Be careful with this one—use your best judgment and choose something that's going to draw interest and possibly agitate, but nothing that will cause problems for students or yourself.)

Being 'compelling' is required for many fields and industries, but is often simply 'encouraged' in education. While it's not a 'teacher's job' to entertain students, if you can't frame what you teach in a way that's interesting, every day you're going to be wadding up and throwing away a lot of opportunity for student growth.

**8. Focus on questions, not answers.**

Example: Questions are an excellent indicator of curiosity. Create a unit-entry lesson and give points for questions—quantity, quality, refinement, etc. The questions are not only evidence and practice of curiosity but can be used as an assessment tool as well. The quality of a question not only reveals curiosity, but background knowledge, literacy level, confidence, student engagement, and more,

**9. Connect this to that.**

Connect what students don't know with what they do. This approach can help them activate familiar schema to make sense of new ideas. The more approachable they feel content, projects, or other activities are, the more likely they are to be curious about it.

Example: Compare a historical disagreement between government leaders to a conflict between celebrities on social media, or even 'beef' in hip-hop or classic rock and roll.

**10. De-school it.** Let the content stand on its own.

Example: If there's a backstory, tell it. For example, on the surface, Arabic numerals (as a topic in and of themselves) don't seem inherently interesting, but if students understand that as a system it was 'adopted' from Hindu scholars by Arab mathematicians and its specific origin is somewhat up for debate, it suddenly becomes more interesting.

In school, we tend to 'schoolify' things so that they 'work' in a classroom. This often means that whole and full and interesting 'things' lose their heads and tails so that we can squeeze them into a timeframe, assessment form, or the like. By returning some content to its more natural 'state,' curiosity can be encouraged.

**Reference:**

<https://www.teachthought.com/learning/10-strategies-to-promote-curiosity-in-learning/>

**Q.3 What do you understand by individual differences? How can their knowledge help the teacher in his work?**

*Definitions of Individual Differences:*

**1. Drever James:**

**“Variations or deviations from the average of the group, with respect to the mental or physical characters, occurring in the individual member of the group are individual differences.”**

**2. Good, C.V.:**

**“The variation or deviations among individual is regard to a single characteristics or a number of characteristics, those differences which in their totality distinguish one individual from another.”**

**3. Skinner, C.E.:**

**“Today we think of individual differences as including any measurable aspect of the total personality.”**

#### **4. Woodworth, R.S. and Marquis, D.G.:**

**“Individual differences are found in all psychological characteristics physical mental abilities, knowledge, habit, personality and character traits.”**

“The psychology of individual differences is largely the study of group differences. This study classifies individuals by age, traits, sex, race, social class and so on, and observes the differences within and between those groups. Physical, mental, social and cultural differences etc. are being studied, under individual differences.” – John P. De Ceceo

Perhaps the first task of every teacher in a class should be to know and study individual differences among his pupils. Individual differences in bodily appearance and physique, habits and skills, interests and temperaments, abilities and attainments have already been recognised.

According to Skinner, “Today we think of individual differences as including any measurable aspect of the total personality.” It is clear from this definition of individual differences that it comprehends every aspect of human personality which is in some manner measurable.

#### ***Types of Individual Differences:***

##### **1. Physical differences:**

Shortness or tallness of stature, darkness or fairness of complexion, fatness, thinness, or weakness are various physical individual differences.

##### **2. Differences in intelligence:**

There are differences in intelligence level among different individuals. We can classify the individuals from super-normal (above 120 I.Q.) to idiots (from 0 to 50 I.Q.) on the basis of their intelligence level.

##### **Differences in attitudes:**

Individuals differ in their attitudes towards different people, objects, institutions and authority.

##### **4. Differences in achievement:**

It has been found through achievement tests that individuals differ in their achievement abilities. These differences are very much visible in reading, writing and in learning mathematics.

These differences in achievement are even visible among the children who are at the same level of intelligence. These differences are on account of the differences in the various factors of intelligence and the differences in the various experiences, interests and educational background.

#### **5. Differences in motor ability:**

There are differences in motor ability. These differences are visible at different ages. Some people can perform mechanical tasks easily, while others, even though they are at the same level, feel much difficulty in performing these tasks.

#### **6. Differences on account of sex:**

**McNemar and Terman discovered the following differences between men and women, on the basis of some studies:**

- (i) Women have greater skill in memory while men have greater motor ability.
- (ii) Handwriting of women is superior while men excel in mathematics and logic.
- (iii) Women show greater skill in making sensory distinctions of taste, touch and smell etc., while men show greater reaction and conscious of size- weight illusion.
- (iv) Women are superior to men in languages, while men are superior in physics and chemistry.
- (v) Women are better than men in mirror drawing. Faults of speech etc. in men were found to be three times of such faults in women.
- (vi) Women are more susceptible to suggestion while there are three times as many colour blind men as there are women.
- (vii) Young girls take interest in stories of love, fairy tales, stories of the school and home and day-dreaming and show various levels in their play. On the other hand boys take interest in stories of bravery, science, war, scouting, stories of games and sports, stories and games of occupation and skill.

#### **7. Racial differences:**



There are different kinds of racial differences. Differences of environment is a normal factor in causing these differences. Karl Brigham has composed a list on the basis of differences in levels of intelligence among people who have migrated to United States from other countries.

On the basis of these average differences between the races, the mental age of a particular individual cannot be calculated since this difference is based on environment.

#### **8. Differences due to nationality:**

Individuals of different nations differ in respect of physical and mental differences, interests and personality etc. 'Russians are tall and stout'; 'Ceylonese are short and slim'; 'Germans have no sense of humour'; 'Yellow races are cruel and revengeful'; 'Americans are hearty and frank'; 'Indians are timid and peace-loving' and the like observations enter into our common talk.

#### **9. Differences due to economic status:**

Differences in children's interests, tendencies and character are caused by economic differences.

#### **10. Differences in interests:**

Factors such as sex, family background level of development, differences of race and nationality etc., cause differences in interests.

#### **11. Emotional differences:**

Individuals differ in their emotional reactions to a particular situation. Some are irritable and aggressive and they get angry very soon. There are others who are of peaceful nature and do not get angry easily. At a particular thing an individual may be so much enraged that he may be prepared for the worst crime like murder, while another person may only laugh at it.

#### **12. Personality differences:**

There are differences in respect of personality. On the basis of differences in personality, individuals have been classified into many groups.

**Spranger, for example, has classified personalities into six types:**

(a) Theoretical,

(b) Economic

- (c) Aesthetic,
- (d) Social,
- (e) Political, and
- (f) Religious.

**Jung classified people into three groups:**

- (a) Introverts,
- (b) Extroverts, and
- (c) Ambiverts.

**Trotter divided individuals into:**

- (a) Stable minded, and
- (b) Unstable minded.

**Jordon thinks of personalities into:**

- (a) Active, and
- (b) Reflective type.

**Thorndike has classified people into four categories on the basis of thinking:**

- (a) Abstract thinkers,
- (b) Ideational thinkers,
- (c) Object thinkers, and
- (d) Thinkers in whom sensory experience is predominant.

**Terman has classified people into nine classes according to their level of intelligence:**

- (a) Genius,

- (b) Near genius
- (c) Very superior,
- (d) Superior,
- (e) Average,
- (f) Backward,
- (g) Feeble-minded,
- (h) Dull, and
- (i) Idiot.

It is an admitted fact that some people are honest, others are dishonest, some are aggressive, others are humble, some are social, others like to be alone, some are critical and others are sympathetic. Thus we see that the differences in personality are dependent on personality traits. Teacher should keep in mind these differences while imparting education to the pupils.

### ***Causes of Individual Differences:***

**Some of the main causes of individual differences are as under:**

#### **1. Heredity:**

One of the most significant and chief causes of individual differences is heredity. Individuals inherit various physical traits like face with its features, colour of eyes and hair, type of skin, shape of skull and size of hands, colour blindness, baldness, stub-finger and tendency to certain diseases like cancer and tuberculosis, mental traits like intelligence, abstract thinking, aptitudes and prejudices. Now it is an admitted fact that heredity differences result in the quantity and rate of physical as well as mental development being different and different individuals.

#### **2. Environment:**

Environment significantly influences individual differences. Changes in child's environment are reflected in the changes in his personality. Psychologically speaking, a person's environment consists of sum total of stimulation which he receives from conception until his death.

Environment consists of physical, intellectual, social, moral, political, economic and cultural forces. All these forces cause individual differences. Modern psychologists believe that individual differences are caused by both heredity and environment. Personality is the outcome of mutual interaction between heredity and environment.

### **3. Influence of caste, race and nation:**

Individuals of different castes and races exhibit very marked differences. It is generally seen that son of a Kshatriya has a more of courage in him while the son of a trader has the traits of business.

Similarly individuals of different nations show differences in respect of their personality, character and mental abilities. These are the outcome of their geographical, social and cultural environment. Many studies have shown the existence of differences between Americans and Negroes, Chinese and Japanese, English and Indian individuals.

### **4. Sex differences:**

Development of boys and girls exhibits differences due to difference in sex. The physical development of the girl takes place a year or two earlier than the boys. Between the age of 11 and 14, girls are taller and heavier than the boys. After 15, boys start winning the race.

Girls are kind, affectionate, sympathetic and tender while the boys are brave, hard, choleric, efficient and competent.

### **5. Age and intelligence:**

Physical, intellectual and emotional development is caused by the growth in age. Many individuals differ because of the differences in intelligence. Individuals who are below the average in intelligence and mental age find much difficulty in learning and the average intelligent persons can learn quickly.

## **6. Temperament and emotional stability:**

Some people are by temperament active and quick, while others are passive and slow, some humorous and others short tempered. Emotional stability of the individual is differently affected by physical, mental and environmental factors. Differences in emotional stability cause individual differences.

## **7. Other Causes:**

Interests, aptitudes, achievements, sentiments, character, educational and home background lead to individual differences.

## **8. Economic condition and education:**

Individual differences are caused by economic condition of the parents and the education of the children. It is not possible for the children of two economic classes to have a similarity and equality.

## ***Role of Individual Differences in Education:***

One of the important objectives of modern education is the complete development of the individual. Individuals have different goals, different interests, different emotional problems and different abilities. We cannot afford to ignore these individual differences in imparting education to children. Since school work is planned on group basis it presents a formidable challenge to all teachers.

**Hence some practical procedures for adapting school work to individual differences are suggested:**

### **1. Limited size of the class:**

Generally there are 50 or more than 50 students in a class. In such a large class, it is not possible for the teacher to pay individual attention to the students. The size of the class should be small. It should be divided into various units so that after class-room work their various difficulties may be found out.

### **2. Proper division of the class:**

Now there are separate classes for the students, who have different intelligence. While bringing about this classification, the teacher should keep in mind the difference in age, interests, emotional and social qualities.

### **3. Home task:**

The teacher should assign home task to the students while keeping in view the individual differences.

### **4. Factor of sex:**

Boys and girls are to play different roles in society. Hence the factor of sex should be kept in mind.

### **5. Curriculum:**

The curriculum should be modified to suit the needs of all types of children. A large number of subjects should be included in the curriculum so that education can be provided to each child according to his interests, needs and abilities. Curriculum should not be rigid but it should be flexible.

If we lay down the same curriculum for all the students, the brilliant students will not be able to have full mental diet, and the backward students and the students of lower I.Q. will lag far behind in the class, and they may start playing truancy from the school.

### **6. Methods of Teaching:**

Methods of teaching should be chosen on the basis of individual differences. It is not advisable to use the same method of education in the case of all children-gifted or backward.

### **7. Educational Guidance:**

Teacher should impart educational guidance to the students while keeping in view their individual differences. He can assist them in the selection of educational career, selection of subjects, selection of books, selection of hobbies and co-curricular activities and in many other areas connected with education.

### **8. Vocational Guidance:**

While keeping in view the individual differences the teacher can guide the students in the vocation that they should adopt.

### **9. Individual Training:**

Many plans and techniques for individualizing instructions have been advocated.

#### **Some of these plans are as under:**

##### **(i) Dalton Plan:**

This plan was introduced by Miss Helen Parkhurst at Dalton. According to this plan, the school is regarded as a 'children house.' The principles underlying the plan are freedom, co-operation and allocation of time. The pupils are free to continue without interruption the work in which they are absorbed, unhindered by time tables.

They are not taught in classrooms. They are given subjects that suit their interests. The advantage of this plan is that each pupil is allowed to proceed at his own rate and in accordance with this individual ability. Thus the instructions are completely individualized.

##### **(ii) Morrison Plan:**

This Plan was devised by Professor H.Q. Morrison of the University of Chicago. This plan is based on directed guidance and stresses unit assignment. To establish learning unit is an important task in the Morrison plan. The plan is based on individual needs and interests.

##### **(iii) Winnetka Plan:**

This plan was instituted by C.W. Washburne in the school of Winnetka, Illinois. This plan is based on the principle that the pupils should be allowed to follow his own rate of learning in each of the subjects of his curriculum. Before instituting this plan it is observed through an examination that how much an individual already knows. On the basis of it, specific learning unit is planned for him.

Progress is checked by the pupils himself by means of self-administered tests. The advantages of this plan are that the backward and the intelligent are to proceed at their own rates. Moreover, there are no failures since the pupil is measured against his own progress.

**(iv) Contract Plan:**

In this plan, the subjects of study are determined like the Dalton method; the pupil's progress is measured through tests like the Winnetka method. Thus this plan is a synthesis of Dalton and Winnetka methods.

**(v) Project method:**

This method was suggested by Kilpatrick. In this method each member of the group can work in terms of his interest and ability. Hence this method is also in the direction of individualization of instructions.

**Reference:**

<https://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557>

**Q.4 How does the school environment affect the adjustment and mental health of children? How can the teacher promote the mental health of children?**

As many as one in five children living in the United States experience a mental disorder in a given year and 40 percent of adolescents experience a mental health condition. At the same time, only about 7 percent of affected youth receive appropriate help from mental health professionals—and students of color are less likely to have access to these health services.

Untreated mental health conditions distract from learning and school engagement, potentially leading to grade retention, extensive special education needs, school drop-out, or even juvenile justice involvement.

Mental or behavioral health services in schools are traditionally thought of in terms of access to individualized treatment, but creating a positive school environment that supports the “whole child” can mitigate the effects of trauma for individual students and foster a culture of positivity for the whole student body. For instance, a report from the Learning Policy Institute offers a



vision of schools that truly support student by offering a supportive and positive school climate that fosters strong relationships, teaching social and emotional learning skills, providing instructional strategies that promote a sense of motivation and competence and developing individualized supports that enable healthy development, respond to student needs and address learning barriers.

Creating these conditions and ensuring students have access to the mental health services they need is essential to support student mental health and wellness. Fortunately, there are new opportunities for realizing this vision. For example, the nation's education law, the Every Student Succeeds Act, creates new opportunities for states and school districts to leverage funding to support efforts to create safe and supportive school environments, including providing training to teachers. In addition, new funding opportunities through Medicaid and federal grant programs exist to support student mental health and wellness.

We have been working with partners at the national level to advocate for more resources to increase access mental health services and with individual states to craft plans that support mental health and wellness. We are also working with states to ensure their education policies and practices support student mental health, such as through providing professional development to school staff on how to support the mental health of students.

In the coming year, we will also be exploring ways to help states and school districts prioritize the positive school environments that are essential to supporting student mental health. In order for all students to have the opportunity to thrive, we need to make sure they're in school and read to learn—and that includes addressing mental health.

**Reference:**

<https://healthyschoolscampaign.org/blog/creating-a-school-environment-that-supports-mental-health-wellness/>

**Q.5 Write notes on the following:**

- a) **Play Therapy**
- b) **Role of Need Assessment**
- c) **Characteristics of Good Plan**

### **play therapy**

Play therapy is a form of therapy used primarily for children. That's because children may not be able to process their own emotions or articulate problems to parents or other adults.

While it may look like an ordinary playtime, play therapy can be much more than that.

A trained therapist can use playtime to observe and gain insights into a child's problems. The therapist can then help the child explore emotions and deal with unresolved trauma.

Through play, children can learn new coping mechanisms and how to redirect inappropriate behaviors.

Play therapy is practiced by a variety of licensed mental health professionals, like psychologists and psychiatrists. It's also practiced by behavioral and occupational therapists, physical therapists, and social workers.

In addition, the Association for Play Therapy offers specialized training programs and advanced credentials for licensed mental health professionals, school counselors, and school psychologists.

### **Benefits of play therapy**

According to the professional organization Play Therapy International, up to 71 percent of children referred to play therapy may experience positive change.

While some children might start off with some hesitation, trust in the therapist tends to grow. As they become more comfortable and their bond strengthens, the child may become more creative or more verbal in their play.

Some of the potential benefits of play therapy are:

- taking more responsibility for certain behaviors
- developing coping strategies and creative problem-solving skills
- self-respect
- empathy and respect for others
- alleviation of anxiety
- learning to fully experience and express feelings
- stronger social skills
- stronger family relationships

Play therapy can also encourage use of language or improve fine and gross motor skills.

If your child has a diagnosed mental or physical illness, play therapy doesn't replace medications or any other necessary treatments. Play therapy can be used alone or alongside other therapies.

### **When play therapy is used**

Although people of all ages can benefit from play therapy, it's typically used with children between the ages of 3 and 12. Play therapy may be helpful in a variety of circumstances, such as:

- facing medical procedures, chronic illness, or palliative care
- developmental delay or learning disabilities
- problem behaviors in school

- aggressive or angry behavior
- family issues, like divorce, separation, or death of a close family member
- natural disasters or traumatic events
- domestic violence, abuse, or neglect
- anxiety, depression, grief
- eating and toileting disorders
- attention deficit hyperactivity disorder (ADHD)
- autism spectrum disorder (ASD)

### **How does play therapy work**

There's a bit of a communication gap between children and adults. Depending on age and stage of development, children simply don't have the language skills of adults. They may feel something, but in many cases, they either can't express it to an adult or don't have a trusted adult to express it to.

On the other end, adults can misinterpret or completely miss the child's verbal and nonverbal cues.

Children learn to understand the world and their place in it through play. It's where they're free to act out their inner feelings and deepest emotions. Toys can act as symbols and take on greater meaning — if you know what to look for.

Since the child can't adequately express themselves in the adult world, the therapist joins the child in their world, on their level.

As they play, the child may become less guarded and more apt to share their feelings. But they aren't pressured. They're allowed to do so in their own time and with their own method of communication.

Play therapy will differ depending on the therapist and the particular needs of the child. To begin, the therapist may want to observe the child at play. They may also want to conduct separate interviews with the child, parents, or teachers.

After a thorough assessment, the therapist will set some therapeutic goals, decide on what limits may be necessary, and formulate a plan for how to proceed.

Play therapists pay close attention to how a child handles being separated from the parent, how they play alone, and how they react when the parent returns.

Much can be revealed in how a child interacts with different types of toys and how their behavior changes from session to session. They may use play to act out fears and anxieties, as a soothing mechanism, or to heal and problem-solve.

Play therapists use these observations as a guide to the next steps. Each child is different, so therapy will be tailored to their individual needs. As therapy progresses, behaviors and goals can be reassessed.

At some point, the therapist may bring parents, siblings, or other family members into play therapy. This is known as filial therapy. It can help teach conflict resolution, promote healing, and improve family dynamics.

### **Play therapy techniques**

Sessions typically last 30 minutes to an hour and are held once a week or so. How many sessions are needed depends on the child and how well they respond to this type of therapy. Therapy can take place individually or in groups.

Play therapy can be directive or nondirective. In the directive approach, the therapist will take the lead by specifying the toys or games that'll be used in the session. The therapist will guide the play with a specific goal in mind.

The nondirective approach is less structured. The child is able to choose toys and games as they see fit. They're free to play in their own way with few instructions or interruptions. The therapist will observe closely and participate as appropriate.

Sessions must take place in an environment where the child feels safe and where there are few limitations. The therapist may use techniques that involve:

- creative visualization
- storytelling
- role-playing
- toy phones
- puppets, stuffed animals, and masks
- dolls, action figures
- arts and crafts
- water and sand play
- blocks and construction toys
- dance and creative movement
- musical play

## **Examples of play therapy**

Depending on the child and the situation, the therapist will either guide the child toward certain methods of play or let them choose for themselves. There are any number of ways the therapist can use play therapy to get to know the child and help them cope with their problems.

For example, the therapist might offer the child a dollhouse and some dolls, asking them to act out some problems they have at home. Or they might encourage the child to use hand puppets to recreate something they found stressful or frightening.

They might ask your child to tell a “once upon a time” story to see what the child might bring to light. Or they might read stories that solve a problem similar to your child’s. This is referred to as bibliotherapy.

It could be as simple as asking questions while your child is drawing or painting to try to gain insights into their thought process. Or play various games with the child to encourage problem-solving, cooperation, and social skills.

## **Play therapy for adults**

Play isn’t just for kids, and neither is play therapy. Teenagers and adults can also have a difficult time expressing their innermost feelings in words. Adults who may benefit from play therapy include those affected by:

- intellectual disabilities
- dementia
- chronic illness, palliative care, and hospice care
- substance use
- trauma and physical abuse

- anger management issues
- post-traumatic stress disorder (PTSD)
- unresolved childhood issues

When working with adults, a therapist may use dramatic role-playing or sand-tray therapy to help you get in touch with feelings that are hard to talk about. These therapies can help you work on strategies for dealing with particular scenarios.

The very act of playing, whether it's games, arts and crafts, or music and dance, can help you relax and unwind from the stresses of everyday life.

Art therapy, music therapy, and movement can help reveal hidden traumas and promote healing. Under the guidance of an experienced therapist, play can be a valuable tool in getting you where you want to be.

Play therapy for adults may be used as a complement to other types of therapy and medications. As with children, the therapist will tailor play therapy to your specific needs.

A needs assessment is a business tool that can give you valuable insights into the actions or processes your organization requires to function more efficiently. There are some common steps to take when determining a potential gap in the workplace. A needs assessment results in an informative plan that directly addresses areas for improvement. This article will review what a needs assessment is, how to perform one and how it can benefit you at work.

### **needs assessment**

A needs assessment is the process of identifying and determining how to bridge the gap between an organization's current and desired state. More specifically, the process outlines which processes a team should prioritize, improve or provide resources to meet its goals.

For example, consider a company working to understand who its competitors are to make changes and present a more attractive product to their customers. A needs assessment will help



the company discover what their product needs, how they can improve it and how to market it effectively to their audience.

### **needs assessment important**

Many workplaces are complex associations made up of a wide variety of people, departments and objectives. Since so many factors are often present in any given situation, it's not always easy to know what exactly may be keeping the company from reaching its desired goals. A needs assessment removes this uncertainty by exploring the company's specific needs and the actions it can take to attain them.

When organization leaders understand the company's strengths and weaknesses, they can more easily create clear and defined goals. A needs assessment takes into consideration the smallest and largest of levels within a business, from the micro to the macro level, to determine a plan of action to elevate the business.

### **How to perform a needs assessment**

Here are some steps you can take to conduct a needs assessment for your company.

#### **1. Search for and identify the needs of your organization**

You will first need to find out how your company is doing now. For example, it may need to invest in new technologies or expand its marketing campaigns. You can rank the needs by importance to company advancement and work on them one by one.

#### **2. Collect as much internal information as possible**

This will allow you to determine your company's most urgent needs. You can collect data from different areas in the company, which is considered micro-level research.

### **3. Gather data from outside areas**

You can gather external information from fields outside your company. Your company might choose to assemble any necessary data through methods like surveys, interviews or market research.

### **4. Use the data you've gathered**

The data you acquire will guide you toward the changes your workplace can make to meet its needs. Get yourself organized and prioritize what steps should be taken in which order, and get to know which solution is best for each need by comparing the costs and benefits. A report with recommendations on what to do can summarize the data.

#### **Needs assessment example questions**

Below are some questions you might choose to ask while conducting a needs assessment in different areas of business:

#### **Operations area of business questions**

- *Are your services and/or products given to the client on time?*
- *Do employees and management understand what operation areas have a greater influence on the profits and goals of the business?*
- *Is there a system that tracks the product and job costs?*
- *Is there a business manual or other documentation that describes in detail the operations of the business?*
- *Does the company regularly create and document goals?*

#### **Finance area of business questions**

- *Has revenue grown recently?*

- *Is the company profitable or achieving its financial goals each year?*
- *Are expenses being tracked and documented?*
- *Is the money transfer of the business being tracked?*
- *Are business financials regularly communicated to the team?*
- *Does the company stay within an annual budget?*

#### **Sales area of business questions:**

- *Where are clients located, how do they think and how does the company help them?*
- *Are leads regularly generated?*
- *Clients from past, present and future are contacted regularly?*
- *Are new clients being brought in?*
- *Is revenue created from the efforts of different people?*
- *Are lead generation activities regularly measured?*
- *Is the value proposition of the company well understood so that it is the best fit for clients?*

#### **Leadership area of business questions**

- *Is there a clear vision for the business?*
- *Are employees' personal and work-life balanced?*
- *Are problems and stressful situations changed into solutions or opportunities?*
- *Is time used effectively?*
- *Do employees know where they are the best fit for the company?*
- *Do company goals align with the vision?*

#### **Management area of business questions:**

- *Is the team clear about the company vision?*
- *Does the team know its role within the company and its vision?*
- *Can the company properly recruit and train talented employees?*
- *Is the company attracting great potential employee candidates, and are they staying with the company?*

- *Is the company dependent on its success on a few employees?*

#### **Client satisfaction area of business questions:**

- *Do existing clients bring in regular referrals?*
- *Is the quality of work continuously monitored?*
- *Is the number of repeat customers satisfactory?*
- *Are the products or services offered by the company something to be proud of and satisfied about?*
- *Is the company delivering a satisfactory customer experience?*
- *Is the business capacity something that can be managed well?*

#### **Tips for completing a needs assessment**

Here are some additional tips to consider when completing a thorough needs assessment:

#### **Ask questions**

When you're trying to come up with a comprehensive needs assessment, it's important to gain a wider perspective from everyone in the company. One way to do this is to create a questionnaire and ask everyone in your company to fill it out. Be consistent and clear with your questions.

#### **Collect data to back up your assessment**

While working on a needs assessment, make sure to collect data to back up your conclusions. Each situation needs a particular method of data collection depending on the industry, environment and people involved.

#### **Plan for the future**

Being specific in the ideal state you want for your company can help you visualize where you want to be in the future as not all the answers have to be known during the assessment. Knowing your ideal state will allow you to take the steps in that direction.

## **Take a neutral approach**

The more information you have, the better prepared you will be to perform an unbiased assessment. Work with department leaders, coworkers and anyone who comes into regular contact with your organization to accurately determine which areas may need more help.

## **Different solutions**

Each situation will require its own unique solution, so take the time to research different approaches for different needs. The solution can include training, changing the method of recruiting new employees or rearranging your organization's resources.

## **Good Management Plan**

Basic Features of a Good Management Plan are: 1. It should define objectives, 2. It should be simple, 3. It should be clear, 4. It should be comprehensive, 5. It should be flexible, 6. It should be economical, 7. It should establish standards, 8. It should be balanced, 9. It should be practicable!

### ***1. It should define objectives:***

Objectives are the ultimate goals towards which all activities are directed.

A statement which lays down objectives should be clear and definite and everyone in the organisation should understand it in the same sense.

### ***2. It should be simple:***

If a plan is expressed in a language which is not understandable by the personnel of the concern or it is complicated, it may create problems for those who are to actually put it into action.

### ***3. It should be clear:***

A good plan must not contain anything that is ambiguous or indefinite.

**4. It should be comprehensive:**

A good plan should contain all that is necessary for the attainment of the objectives of the enterprise. If a master plan is prepared for the whole organisation it will be more useful as it can be seen that nothing is left from it.

**5. It should be flexible:**

A flexible plan adjusts the changes in the plans without any delay. Hence a plan must not be rigid. A plan should be broad enough to meet the future challenges and uncertainties.

**6. It should be economical:**

A plan should be made keeping in mind the resources available with the concern and making optimum utilisation of the available resources. In other words, a plan must recover its cost and should result in the least operating cost.

**7. It should establish standards:**

A plan must lay down the standards to be achieved. The actual performance is compared with these standards and deviations if any are noted.

**8. It should be balanced:**

It is necessary ensure that there is a proper coordination between different types of plans such as short-term and long term plans, “plans of different departments etc. A business enterprise usually has a number of department’s viz., production, marketing, finance etc. Each department frames its own plans. It is for the management to see that all these plans are well balanced.

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