**ASSIGNMENT No. 1**

**Q.1 What is difference between affective and psychomotor learning process? Explain with appropriate examples.**

**There are three main domains of learning** and all teachers should know about them and use them to construct lessons. These domains of learning are the cognitive (thinking), the affective (social/emotional/feeling), and the psychomotor (physical/kinesthetic) domain, and each one of these has a taxonomy associated with it. Taxonomy is simply a word for a classification. All of the taxonomies below are arranged so that they proceed from the simplest to more complex levels.

The domains of learning were first developed and described between 1956-1972. The cognitive domain had a major revision in 2000-01. The ones discussed here are usually attributed to their primary author, even though the actual development may have had more authors in its formal, complete citation (see full citations below). Some web references attribute all of the domains to Benjamin Bloom **which is simply not true**. While Bloom was involved in describing both the cognitive and the affective domains, he appeared as first author on the cognitive domain. As a result this bore his name for years and was commonly known among educators as Bloom's Taxonomy even though his colleague David Krathwohl also a partner on the 1956 publication. When publishing the description of the affective domain in 1964 Krathwohl was named as first author, but Bloom also worked on developing this work. Krathwohl's involvement in the development of the cognitive domain will be become important when you look at the authors of the 2001 revisions to this taxonomy.

- Benjamin Bloom (Cognitive Domain),
- David Krathwohl (Affective Domain), and
- Anita Harrow (Psychomotor Domain).

The Affective or Feeling Domain:

Like cognitive objectives, affective objectives can also be divided into a hierarchy (according to Krathwohl). This area is concerned with feelings or emotions (and social/emotional learning and skills). Again, the taxonomy is arranged from simpler feelings to those that are more complex. This domain was first described in 1964 and as noted before is attributed to David Krathwohl as the primary author.

1. **Receiving**

This refers to the learner's sensitivity to the existence of stimuli – awareness, willingness to receive, or selected attention.

| feel   sense   capture experience | pursue   attend perceive |
|---|---|

2. **Responding**

This refers to the learners' active attention to stimuli and his/her motivation to learn – acquiescence, willing responses, or feelings of satisfaction.

| conform  allow  cooperate | contribute  enjoy  satisfy |
|---|---|

### 3. Valuing

This refers to the learner's beliefs and attitudes of worth – acceptance, preference, or commitment. An acceptance, preference, or commitment to a value.

| believe  seek  justify | respect  search  persuade |
|---|---|

### 4. Organization

This refers to the learner's internalization of values and beliefs involving (1) the conceptualization of values; and (2) the organization of a value system.   As values or beliefs become internalized, the leaner organizes them according to priority.

| examine  clarify  systematize | create  integrate |
|---|---|

### 5. Characterization – the Internalization of values

This refers to the learner's highest of internalization and relates to behavior that reflects (1) a generalized set of values; and (2) a characterization or a philosophy about life. At this level the learner is capable of practicing and acting on their values or beliefs.

| internalize  review  conclude | resolve  judge |
|---|---|

Based on:

Krathwohl, D.R., Bloom,B.S. and  Masia, B. B. (1964).Taxonomy of educational objectives, Book II. Affective domain. New York, NY. David McKay Company, Inc.

**Note:** As with all of the taxonomies, in labeling objectives using this domain **there has to be a very clear instructional intention for growth in this area specified in the learning objective(s)**. Folks in the sciences and in math often avoid including affective objectives stating that their areas are not emotional. However, any group work or cooperative exercise where deportment, or collaborative or cooperative skills are discussed, used, and emphasized qualifies as having the potential for affective growth. Additionally, if students are asked to challenge themselves with independently taking risks to develop and present a hypothesis and/or persuade others on drawn conclusions, or actively take an intellectual risk whereby they increase in self-confidence, these types of exercises also have the potential to be affective as well as a cognitive.  Also, in areas of potential debate, where data allows students to draw conclusions about controversial topics or express opinions and feelings on those topics, this too can be tweaked so there is intentional affective growth. **Since emotion draws both attention and channels strong residual memory**, it behooves all dedicated and artful educators to include affective objectives, no matter what their discipline or area of study.

The Psychomotor or Kinesthetic Domain

Psychomotor objectives are those specific to discreet physical functions, reflex actions and interpretive movements. Traditionally, these types of objectives are concerned with the physically encoding of information, with movement and/or with activities where the gross and fine muscles are used for expressing or interpreting information or concepts. This area also refers to natural, autonomic responses or reflexes.

In examining the three domains of learning it is interesting to note that while the cognitive taxonomy was described in 1956, and the affective in 1964, the psychomotor domain was not fully described until the 1970s. And while I have chosen to use the work of Anita Harrow here, there are actually two other psychomotor taxonomies to choose from — one from E. J. Simpson (1972) and the other from R.H. Dave (1970). See full citations and hyperlink below.

As stated earlier, to avoid confusion, if the activity is simply something that is physical which supports another area — affective or cognitive — term the objective physical rather than psychomotor. Again, this goes to instructional intent. A primary example of something physical which supports specific cognitive development and skills might be looking through a microscope, and then identifying and drawing cells. Here the instructional intent of this common scientific activity is not to develop specific skilled proficiency in microscope viewing or in reproducing cells through drawing. Usually the key intent in this activity is that a physical action supports or is a vehicle for cognitive growth and furthering recognition skills. The learner is using the physical action to achieve the cognitive objectives — identify, recognize, and differentiate varied types of cells.

If you are using a physical activity to support a cognitive or affective function, simply label it as something physical (labeling the objective as kinesthetic, haptic, or tactile is also acceptable) and avoid the term psychomotor. Rather labeling something psychomotor means there is a very clear educational intention for growth to occur in the psychomotor/kinesthetic domain.

Certainly more complex learning objectives can be written so that they that meld 2 or 3 domains. For instance, students can gain appreciation (an affective objective) for the culture or country of origin through conducting investigations or listening to stories while learning the dances from other countries. Learning dance steps would fall under "skilled movements" in the psychomotor domain.

(Terms in this area based on Anita Harrow's taxonomy).

**Reflex movements**

Objectives at this level include reflexes that involve one segmental or reflexes of the spine and movements that may involve more than one segmented portion of the spine as intersegmental reflexes (e.g., involuntary muscle contraction). These movements are involuntary being either present at birth or emerging through maturation.

**Fundamental movements**

Objectives in this area refer to skills or movements or behaviors related to walking, running, jumping, pushing, pulling and manipulating. They are often components for more complex actions.

**Perceptual abilities**

Objectives in this area should address skills related to kinesthetic (bodily movements), visual, auditory, tactile (touch), or coordination abilities as they are related to the ability to take in information from the environment and react.

**Physical abilities**

Objectives in this area should be related to endurance, flexibility, agility, strength, reaction-response time or dexterity.

**Skilled movements**

Objectives in this area refer to skills and movements that must be learned for games, sports, dances, performances, or for the arts.

**Nondiscursive communication**

Objectives in this area refer to expressive movements through posture, gestures, facial expressions, and/or creative movements like those in mime or ballet. These movements refer to interpretative movements that communicate meaning without the aid of verbal commands or help.

**Q.2   Write a detailed note on developmental testing and its role in the education of children with special needs.**

**Assessment plays a foundational role in special education.** Students with disabilities are complex learners who have unique needs that exist alongside their strengths. Effective special education teachers have to fully understand those strengths and needs. Thus, these teachers are knowledgeable regarding assessment and are skilled in using and interpreting data. This includes formal, standardized assessments that are used in identifying students for special education services, developing students' IEPs, and informing ongoing services. Formal assessments such as statewide exams also provide data regarding whether students with disabilities are achieving state content standards and how their academic progress compares to students without disabilities. Teachers are also knowledgeable about and skillful in using informal assessments, such as those used to evaluate students' academic, behavioral, and functional strengths and needs. These assessments are used to develop students' IEPs, design and evaluate instruction, and monitor student progress. As reflective practitioners, special educators also continuously analyze the effect and effectiveness of their own instruction. Finally, these teachers are knowledgeable regarding how context, culture, language, and poverty might influence student performance; navigating conversations with families and other stakeholders; and choosing appropriate assessments given each student's profile.

Students with disabilities present a wide range of both strengths and needs, in a variety of areas (e.g., academic, social, emotional, adaptive and organizational, communication)—which must be understood in order to develop instruction specially designed to meet their needs. Their varied needs are most often the result of problems with attention, memory, language, emotional regulation, social regulation, and motivation due to repeated failure (Vaughn & Bos, 2014), and these underlying needs can interfere with their ability to achieve successful outcomes. There is evidence in the field of learning disabilities that performance on specific language and

cognitive variables (e.g., phonological awareness, rapid letter naming, oral language skills, morphological awareness) can be used to identify students who need the most intensive, ongoing intervention (e.g., Al Otaiba & Fuchs, 2006; Fletcher et al., 2011; D. Fuchs et al., 2012). Further, response to instruction in reading and mathematics remains one of the strongest predictors of future performance (Katz, Stone, Carlisle, Corey, & Zeng, 2008; Vaughn, Linan-Thompson, & Hickman, 2003).

Environmental factors can play a role in student learning and behavior. Culture, language, and family poverty (along with the teachers' response to these factors) can influence students' behavior and learning (Hammer et al., 2012; Judge & Bell, 2010; Samson & Lesaux, 2009). The instructional environment also can affect what students are learning. Well organized environments where student needs are supported positively influences students' learning and behavior (Murray & Greenburg, 2006).

Findings from research on individual learner characteristics, response to instruction, and the role of environmental factors in student learning suggest that **special education teachers need to develop comprehensive learner profiles.** These profiles should delineate students' strengths and needs, describe how culture and language might be influencing a student's performance, contain information about students' instructional environments, and show how students are responding to instruction. A comprehensive learner profile, continually revised based on instructional and behavioral data, is essential to develop, implement, evaluate, and revise instruction in ways that are sensitive to the individual students' strengths and needs.

To develop a **learner profile,** special education teachers need to collect, over time, information from a variety of sources and synthesize that information in order to develop a comprehensive understanding of the student. These sources include, but are not limited to:

- Comprehensive, multidisciplinary assessments that produce information about cognitive and language variables;

- Discussions with students' family members that provide information about students' interests and motivations and how they adapt to their home and community environment;

- Curriculum-based measurement data that can be used to provide information about student progress in different curricular areas (Deno, Fuchs, Marston, & Shin, 2001);

- Student interviews and surveys that generate data about students' interests in an academic area and their strategic approach to tasks (Montague, 1996);

- Inventories, classroom checklists, and student work samples that can be used to help teachers understand the students' strengths and needs in an academic area (e.g., Leslie & Caldwell, 2015); and

- Direct observation of classroom performance and behavior (e.g., functional behavioral assessment) that can be used to help teachers gather information such as how students perform a task and how students respond to different behavior and learning supports.

As special education teachers collect information, they need to look for and interpret patterns in the data, as this will help them to synthesize the information they are collecting and to use the collected data for educational decision making. The synthesis of information can be used to develop a comprehensive profile of the individual student's strengths, needs, interests, and motivation in different areas, both academic and nonacademic. Understandings gained from these individual profiles can be used to communicate with professionals and parents in order to develop a team-based approach to the education of students with disabilities—one where information is used continually to design, evaluate, and revise instruction.

**Q.3  Explain the role of the Piaget theory of cognitive development in educational psychology of children with special needs.**

Jean Piaget's theory of cognitive development suggests that intelligence changes as children grow. A child's cognitive development is not just about acquiring knowledge, the child has to develop or construct a mental model of the world.

Cognitive development occurs through the interaction of innate capacities and environmental events, and children pass through a series of stages.

Piaget's theory of cognitive development proposes 4 stages of development.

> **Sensorimotor stage**: birth to 2 years
>
> **Preoperational stage**: 2 to 7 years
>
> **Concrete operational stage**: 7 to 11 years
>
> **Formal operational stage**: ages 12 and up

The sequence of the stages is universal across cultures and follow the same invariant (unchanging) order. All children go through the same stages in the same order (but not all at the same rate).

Piaget was employed at the Binet Institute in the 1920s, where his job was to develop French versions of questions on English intelligence tests. He became intrigued with the reasons children gave for their wrong answers to the questions that required logical thinking.

He believed that these incorrect answers revealed important differences between the thinking of adults and children.

Piaget branched out on his own with a new set of assumptions about children's intelligence:

- Children's intelligence differs from an adult's in quality rather than in quantity. This means that children reason (think) differently from adults and see the world in different ways.
- Children actively build up their knowledge about the world. They are not passive creatures waiting for someone to fill their heads with knowledge.
- The best way to understand children's reasoning was to see things from their point of view.

What Piaget wanted to do was not to measure how well children could count, spell or solve problems as a way of grading their I.Q. What he was more interested in was the way in which fundamental concepts like the very idea of number, time, quantity, causality, justice and so on emerged.

Piaget studied children from infancy to adolescence using naturalistic observation of his own three babies and sometimes controlled observation too. From these he wrote diary descriptions charting their development.

He also used clinical interviews and observations of older children who were able to understand questions and hold conversations.

Jean Piaget's theory of cognitive development suggests that children move through four different stages of intellectual development which reflect the increasing sophistication of children's thought

Each child goes through the stages in the same order, and child development is determined by biological maturation and interaction with the environment.

At each stage of development, the child's thinking is qualitatively different from the other stages, that is, each stage involves a different type of intelligence.

## Piaget's Four Stages

| Stage | Age | Goal |
| --- | --- | --- |
| Sensorimotor | Birth to 18-24 months | Object permanence |
| Preoperational | 2 to 7 years old | Symbolic thought |
| Concrete operational | Ages 7 to 11 years | Logical thought |
| Formal operational | Adolescence to adulthood | Scientific reasoning |

Although no stage can be missed out, there are individual differences in the rate at which children progress through stages, and some individuals may never attain the later stages.

Piaget did not claim that a particular stage was reached at a certain age - although descriptions of the stages often include an indication of the age at which the average child would reach each stage.

The Sensorimotor Stage

Major Characteristics and Developmental Changes:

- The infant learns about the world through their senses and through their actions (moving around and exploring its environment).
- During the sensorimotor stage a range of cognitive abilities develop. These include: object permanence; self-recognition; deferred imitation; and representational play.

- They relate to the emergence of the general symbolic function, which is the capacity to represent the world mentally
- At about 8 months the infant will understand the permanence of objects and that they will still exist even if they can't see them and the infant will search for them when they disappear.

During this stage the infant lives in the present. It does not yet have a mental picture of the world stored in its memory therefore it does not have a sense of object permanence.

If it cannot see something then it does not exist. This is why you can hide a toy from an infant, while it watches, but it will not search for the object once it has gone out of sight.

The main achievement during this stage is object permanence - knowing that an object still exists, even if it is hidden. It requires the ability to form a mental representation (i.e., a schema) of the object.

The Preoperational Stage

**Ages: 2 - 7 Years**

Major Characteristics and Developmental Changes:

- Toddlers and young children acquire the ability to internally represent the world through language and mental imagery.
- During this stage, young children can think about things symbolically. This is the ability to make one thing, such as a word or an object, stand for something other than itself.
- A child's thinking is dominated by how the world looks, not how the world is. It is not yet capable of logical (problem solving) type of thought.
- Infants at this stage also demonstrate animism. This is the tendency for the child to think that non-living objects (such as toys) have life and feelings like a person's.

By 2 years, children have made some progress towards detaching their thought from physical world. However have not yet developed logical (or 'operational') thought characteristic of later stages.

The Concrete Operational Stage

**Ages: 7 - 11 Years**

Major Characteristics and Developmental Changes:

- During this stage, children begin to thinking logically about concrete events.
- Children begin to understand the concept of conservation; understanding that, although things may change in appearance, certain properties remain the same.
- During this stage, children can mentally reverse things (e.g. picture a ball of plasticine returning to its original shape).
- During this stage, children also become less egocentric and begin to think about how other people might think and feel.

The stage is called concrete because children can think logically much more successfully if they can manipulate real (concrete) materials or pictures of them.

Piaget considered the concrete stage a major turning point in the child's cognitive development because it marks the beginning of logical or operational thought. This means the child can work things out internally in their head (rather than physically try things out in the real world).

Children can conserve number (age 6), mass (age 7), and weight (age 9). Conservation is the understanding that something stays the same in quantity even though its appearance changes.

But operational thought only effective here if child asked to reason about materials that are physically present. Children at this stage will tend to make mistakes or be overwhelmed when asked to reason about abstract or hypothetical problems.

### The Formal Operational Stage

**Ages: 12 and Over**

Major Characteristics and Developmental Changes:

- Concrete operations are carried out on things whereas formal operations are carried out on ideas. Formal operational thought is entirely freed from physical and perceptual constraints.
- During this stage, adolescents can deal with abstract ideas (e.g. no longer needing to think about slicing up cakes or sharing sweets to understand division and fractions).
- They can follow the form of an argument without having to think in terms of specific examples.
- Adolescents can deal with hypothetical problems with many possible solutions. E.g. if asked 'What would happen if money were abolished in one hour's time? they could speculate about many possible consequences.

From about 12 years children can follow the form of a logical argument without reference to its content. During this time, people develop the ability to think about abstract concepts, and logically test hypotheses.

**Q.4 How the role of family encourages a child with special needs to improve its social behavior?**

Social and behavioral skills are essential for lifelong success. Unfortunately, children with **special needs** often struggle with these skills. For example, some kids with certain special needs have difficulty greeting others properly. That skill deficit could later translate into occupational challenges. Other children have trouble interpreting and using facial expressions and gestures, which interferes with communication.

Then, of course, there are cognitive delays that will impede the child. And while motor deficits don't necessarily result in behavioral and social problems, the bullying and feelings of being isolated or different these children experience certainly can.

Special Needs and Wonderful Works

Regardless of a child's abilities or disabilities, God's word teaches that each of us is incredibly valuable. As we learn from Psalm 139:14: "…I am fearfully and wonderfully made; your works are wonderful, I know that full well" (NIV). This is just as true of children with special needs.

The term "special needs" represents a beautiful canvas of life. It's a broad category, which requires us to approach it in broad terms. I can address this with confidence not only because I'm a pediatrician, but because I

have cerebral palsy. While I may now be described as an adult with a disability, I once belonged to this amazing group of kids with special needs.

Understanding Your Child with Special Needs

### Identify Their Needs and Strengths

The vital first step in addressing social and behavioral deficits is to identify them. It's critical for parents to recognize these so they can realistically approach the limitations their child faces. At the same time, the primary focus shouldn't be what a child can't do but what he or she can do. Find their strengths and play to them!

Of course, your son or daughter has limitations — but so do typical children. As you would with any other child, emphasize your "atypical" child's strengths and maximize them. It is important that we not limit children by their disabilities or challenges. Instead, we need to give them the freedom to achieve whatever successes and accomplishments they can in life. Do not let the disability define your child; allow your child to define his disability.

Once you identify your child's strengths, allow her to explore what brings her joy. It will also bring you joy and contentment. Is she creative? Buy her some paints and paintbrushes, or consider enrolling her in an art class. Is your son into music? Think about an instrument he might enjoy. Pinpoint their strengths and they will benefit tremendously as you help them learn to be adaptable and problem solve. Make their victories and times of growth occasions to celebrate.

### Establish Appropriate Expectations

One of the traps parents of children with special needs can fall into is the notion that their child's limitations mean that not much should be expected of them. On the contrary, all children should be given goals to strive for. You should set certain expectations for your son or daughter (and help your child to hold those expectations for themselves). To the extent that something is possible for your child to achieve, stick with the mantra, there's no such thing as can't.

While you should set expectations for your child, it's important to avoid unrealistic ones that they can never meet. Few things are as discouraging as when the bar is raised to an impossible height.

Shape your expectations to your child's capabilities. I was fortunate that while my physical disabilities were significant, I had no cognitive disabilities. I was able to achieve academically. Sadly, some disabilities are so profound that a child might never go to school, hold a job, or live independently. He or she may spend extended periods of time in the hospital, or need adaptive technologies, special services, or physical therapy. Grieve those things as you need to, but don't let them rob your child of the benefits of having goals and expectations.

### Encourage Your Child to Dream

Beyond just having expectations, children with special needs should be prompted to stretch themselves and dream as big as possible. As I mentioned above, unrealistic expectations aren't helpful (and can be harmful). But parents need to drop any assumptions that a disability will necessarily keep their child from reaching far. Encourage your child to do and be his absolute best.

## Your Outlook Is Contagious

The way you handle adversity will affect your child's approach to life. I don't diminish the pain and difficulties faced by many families of children with special needs, but how you respond to your child's problems really matters. When you face life with a "poor me" attitude, your kids will likely do the same. If you face problems head-on with God's help, your kids will learn to do the same.

Encouraging Social and Behavioral Development in Children with Special Needs

With these thoughts in mind, here are some specific ideas to help your child grow socially and developmentally.

## Stick With a Routine

Children with special needs often benefit from regular routines. For instance, children with autism spectrum disorders (ASD) often do not cope well with change and need particular behavioral routines. We know, though, that life is full of changes. It may not be easy, but parents and family can work together to help the child adjust to specific alterations in routine.

## Engage in Your Child's Treatments

Interventions where parents are involved generate positive outcomes.

Regardless of the therapy (applied behavior analysis for ASD, occupational therapy, physical therapy, speech therapy), success is amplified when parents are actively engaged.

## Additional Ideas for Social and Behavioral Development

- **Recognize that every interaction (a smile, a nod) is your child expressing himself.** Respond with interest and excitement.

- **Regularly show affection with hugs and kisses.** If your child has a sensory processing disorder that makes this kind of physical contact uncomfortable, look for other ways (including physical ones) to express love.

- **Talk with your child** regularly throughout the day, and pay attention when they are talking to you.

- **Use positive reinforcement** — catch your child doing the right things and offer a word of praise or recognition.

- **Give your son or daughter opportunities to interact with other children.** Playdates are great occasions for young ones to learn social skills like sharing or taking turns. For school age kids, organized clubs, band, choir, or similar groups can allow social skills to be honed while participating in activities that draw on a child's interests and strengths.

- **Model social and behavioral skills for your child.** Let them see you expressing genuine emotions appropriately. Be an example of patience, kindness, and grace. Help them talk about how they are feeling.

- **Let them see what positive relationships look like** in the way you relate to others.

For Parents: Ways to Alleviate Stress

Research shows that parents of children with disabilities experience more stress than parents of typically developing children. This is something moms and dads don't need scientific studies to know. Teaching social and behavioral skills will take time and energy. Raising your kids well is a marathon, not a sprint. The following tips can help you and your family in the long run.

1. Dive Deep into Parenting Resources

Parenting doesn't come naturally to everyone, and even those who feel like pros often find there is something new to learn. Take advantage of the wealth of resources and programs designed to help build parenting skills. For information about specific parenting programs, contact your child's health care team.

2. Invest in Spiritual Growth

While your son or daughter may not be able to participate in certain physical or academic pursuits, they can thrive in the most important arena of life — that of the spirit. No matter your child's physical or cognitive disabilities, he can still experience wholeness of spirit and a vital, vibrant spiritual life. Teach your child about God, read the Bible with him and pray with him. And be sure to nurture your own spiritual life as well.

3. Rely on Your Child's Care Team

In the best circumstances, your child will have a multidisciplinary team including therapists along with teachers who can help implement an individual education plan (IEP) if needed. Keep in contact with them, especially if you have questions or run into problems that you're not sure how to handle.

4. Rely on Your Social Network

This can be a grueling journey. You were not designed to go it alone. Lean on your friends for support. If possible, identify others who have experience with raising kids with special needs and draw them into your support network

5. Keep a Sense of Humor

The old observation that "laughter is the best medicine" is great wisdom. My family relied on humor a lot. Laughter releases anxiety and tension and can lift a lot of weight from your shoulders. For instance, your autistic child may repeat a particular phrase over and over or he may be watching the same cartoon for the millionth time. You can choose frustration or you can look for the humor in it. When you are taking your daughter to the hospital for the fifth time in 2 weeks you can hang on to that feeling of hopelessness or you can joke about how they should start giving you private parking or a room with your name on it. As they say, 10 percent of life is what happens to you, 90 percent is how you react to it.

**Q.5 How the role of teachers and their methodology can be effective for moral development in the children with special needs.**

Moral values are important in a person's life to live a good life. The rising violence, juvenile crime, and pregnancy in adolescent masses are a direct result of lack of moral value in students. Children are the parent's

greatest assets and the future of a nation. Teaching good moral values is necessary to develop the right qualities and habits in children.

It is the responsibility of parents, teachers and student care centers to teach the students good moral values in addition to good education. Teaching good moral values to children at a young age will make them better citizens and can help reduce the crime to a much extent. Check out how we can teach good moral values to students at an early age.

### Be a role model for your children

Children learn from elders, and they learn in the ways how you treat others. Whatever you do in front of our children they learn the same things from us. They observe how to handle different situations and what you do in order to handle them.

If you want to teach the qualities of self-respect, honesty, and compassion to your children, then you must have these qualities in yourself. Moreover, what you teach them should match your own actions and activities. For example, if you ask them to be honest and you tell a lie in front of them, they will not be able to learn honesty.

### Create a caring environment

The development of character begins with a caring relationship. The relationship of a child with parents at home, and with teachers at school has a significant effect on what moral values he or she will learn.

Any child who receives good care form parents and teachers will likely care for others and become a good citizen. Creating an environment of love and care will help the students to learn about caring for others. A caring environment will help in the development of social bonding among students. This will also help the students feel safe in schools.

### Share personal experiences

We all have some past experiences which taught us valuable lessons in life. Parents should share their personal experiences with their children so that children could also learn from them. You should share those experiences with children in which you made decisions consistent with good moral values.

Sharing personal experiences will help your children to learn the moral values associated with those experiences. Also, tell the stories where you made some bad decisions and which made you learn some lessons.

### Teach them to be accountable for mistakes

Students make mistakes in various stages of their life. Some children disobey the school rules, some disobey the traffic rules, some perform poorly in studies, and some break the neighbor's window while playing with a ball. Moreover, children tell lies and often don't accept their mistakes. Teach your students and children to accept their mistakes and feel sorry. When they accept the mistakes, they learn not to repeat them again and know the difference between right and wrong. Most of the students who learn to be accountable for their mistakes do not repeat them again.

### Encourage them to help others

You should teach your children to help others whenever possible. If you are a teacher or student care center worker, you should teach your students to help others.

Getting engaged in the activities of helping others will develop the qualities of kindness and compassion in students. Teachers should offer their students to perform the activities like creating get well cards for the sick people and helping the disable.

Parents can teach their children to open the door for a lady pushing a stroller, offering a seat to the old, and similar activities. Making the children engage in such activities help them to develop the qualities of kindness, generosity, respect, and compassion.

### Monitor the television use

Students learn a lot of things from movies and TV shows. Television is a huge source of exposure to violence, crime news, and other negative things. We all should take care of what our children are watching on television and make sure that they watch only the shows that teach good moral values.

It is the responsibility of parents to lock all the channels showing movies and TV shows related to crime, sex, and violence that may affect the children negatively. If possible don't subscribe to such channels as it is not possible to monitor your children all the time.

### Monitor the Internet use

The Internet is another source of information for children and students. They can easily access any kind of information on the internet. Even the restricted websites that are meant for adults can be easily accessed by the adolescents.

It is necessary for students to use the internet for homework, learning the lessons and completing the projects. However, teachers and parents should monitor the usage of internet so that they don't access the restricted websites and negative information. Limiting the use of internet helps you prevent your children from learning the wrong values.

### Use everyday experiences for teaching

Every day some situations appear which offers us an opportunity to teach our children some values. Teachers and parents can use such situations to teach the children about what is right and what is wrong. Knowing what is right will encourage them to do the right things and develop a positive attitude.

We hear the news, most of which consists of negative happenings around the country. Moreover, there are some incidents and events in the neighborhood of schools and homes. We can choose any of them to teach the children about good moral values.

### Final thoughts

Moral values are important for shaping the future of children. Students who learn good moral values at a young age are more likely to become good parents and good citizens. So it is the responsibility of parents and teachers to teach our children good moral values so that they can learn and pass on the same values to the next generation. Teaching moral values in homes, schools, and student care centers will create honest, patriotic, faithful and loving human beings.

### Group Games

One way to encourage moral development is to teach children to play fairly. They should understand that rules are important because of ethical reasons. They should play by the rules because it is the right thing to do and not to avoid being punished. A few examples of games they can play are races, hiding games, and aiming games. Kids can play in a three-legged race and learn the lessons of shared responsibility from the game. Although this is an athletic game, it can also be about moral development--you have to introduce kids to the idea that the game teaches them broader concepts, including cooperation and fairness.

### Individual Games

Children can also learn about individual's rights by participating apart from other children. For instance, each child can have a brown paper bag full of crafts, with different types of material including cloth, glue, crayons, markers, buttons, and yarn. Instruct the children to make an inspirational work of art. They should spend five minutes thinking about what inspiration means before beginning to make the piece of art. Encourage them to create art that expresses their values. They should not believe that their work is part of any type of competition. Avoid rewarding the best art with a prize--you want the children to understand the significance of working hard for the sake of bettering themselves.

### Educational Games

You can also teach children moral development skills by introducing them to educational games. Have them play a board game such as tic tac toe, or start a game of hangman on the chalkboard. You can participate in the game to show them that you are not the supreme authority They should begin to understand that they have to answer to their conscience. When the students get confused about what to do next during the game, ask them what they think. This shows them that they have some control over their actions, and that everything they do is not dictated by authority.

### References

Assessment. **Authored by**: Nicole Arduini-Van Hoose. **Provided by**: Hudson Valley Community College.

Educational Psychology. **Authored by**: Kelvin Seifert and Rosemary Sutton. (2009)

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). **High-leverage practices in special education**. Arlington, VA: Council for Exceptional Children & CEEDAR Center.   (Permission is granted to reproduce and adapt any portion of this publication with acknowledgement)