

Farook Training College Innovative Academia (FTCIA)

Online Collaborative Learning Project(OCLP)

Study Materials

Master of Education (M.Ed)

M.Ed. 06 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES



Module 1

Concept of Individual Differences

No two individuals are alike; not even identical twins

Each individual is distinct and unique

Individual differ in their intelligence, aptitude, interests, attitude and other personality traits, Physical, cognitive and personality areas.

Every man certain aspects:

- Like all other man
- Like some other man
- Like no other man

These differences between individuals that separate them from one another and make one as a unique individual in oneself are termed as Individual differences.

v Knowledge of individual differences leads to the effective teaching.

Definition:

Osborne:

"Individual differences as dissimilarity between persons that distinguish them from one another"

Carter B. Good:

"The variation or deviations among individuals in regard to single characteristics or a number of characteristics"

The Dictionary of Clinical psychology:

"Individual differences as the deviation of individuals from the group average or from each other".

Areas of Individual differences

1. Physical differences

(Height, weight, colour of skin, eye, hair etc.)

2. Mental differences

(Reasoning, thinking, imagination, creative expression, etc.)

3. Difference in motor ability

(Time, speed of action, steadiness, rate of muscular movement etc.)

4. Difference in achievement (Achievement in knowledge)

5. Emotional differences

(Positive emotion, negative emotion, mature and immature emotion etc.)

6.Difference in interest and aptitude (Group, books, music etc.)

7. Difference in attitude, beliefs and opinions (Groups, object, ideas etc.)

8. Learning differences

(Memorization, learning styles, group, individual learning etc.)

9. Difference in social and moral development

Factors affecting Individual Differences

There are various causes which are responsible in bringing individual differences.

They are narrated below:

Heredity

Some heretical traits bring a change from one individual to other. An individual's height, size, shape and color of hair, shape of face, nose, hands and legs so to say the entire structure of the body is determined by his heretical qualities. Intellectual differences are also to a great extent influenced by hereditary factor.

Environment

Environment brings individual differences in behaviour, activities, attitude, and style of life characteristics. Personality etc. Environment does not refer only physical surroundings but also it refers the different types of people, society, their culture, customs, traditions, social heritage, ideas and ideals.

Race and Nationality

Race and Nationality is one cause of individual difference. Indians are very peace loving, Chinese are cruel; Americans are very frank due to race and nationality.

Sex

Due to sex variation one individual differs from other. Men are strong in mental power. On the other hand women on the average show small superiority over men in memory, language and aesthetic sense. Women excel the men in shouldering social responsibilities and have a better control over their emotions.

Age

Age is another factor which is responsible in bringing individual differences. Learning ability and adjustment capacity naturally grow with age. When one grows in age can acquire better control over our emotions and better social responsibilities. When a child grows then this maturity and development goes side by side.

Education

Education is one major factor which brings individual differences. There is a wide gap in the behaviors of educated and uneducated persons. All traits of human beings like social, emotional and intellectual are controlled and modifies through proper education.

This education brings a change in our attitude, behaviour, appreciations, Personality. It is seen that uneducated persons are guided by their instinct and emotions where as the educated persons are guided by their reasoning power.

Educational Implications of Individual Differences

Educational implications of Individual differences are listed below:

- (i) Aims of education, curriculum, method of teaching should be linked with individual differences considering the different abilities and traits individual.
- (ii) Curriculum should be designed as per the interest, abilities and needs of different students.
- (iii) The teacher has to adopt different types of methods of teaching considering individual difference related to interest, need, etc.
- (iv) Some co-curricular activities such as Drama, music, literary activities (Essay & Debate Competition) should be assigned to children according to their interest.
- (v) Teacher uses certain specific teaching aids which will attract the children towards teaching considering their interest and need.
- (vi) Various methods such as playing method, project method, Montessori method, story telling methods are to be used considering/discovering how different children respond to a task or a problem.
- (vii) The division of pupils into classes should not be based only on the mental age or chronological age of children but the physical, social and emotional maturity should be given due consideration.

(viii) In case of vocational guidance the counselor is to plan the guidance technique keeping in view the needs and requirements of the students.

major areas of individual differences

- 1. Differences in Physique: Differences in physical characteristics is the most obvious and visible difference among people. The differences between people with regard to their height, weight, color are all examples of physical differences among people. For instance, some people are tall while others are short some are fat while others are thin, some are fair while others are dark and so on. There are differences in the physical characteristics among people belonging to different races and different regions. For example, Indians differ from the Chinese. Africans and Europeans in their physical characteristics.
- 2. Differences in Intelligence: Intelligence is the ability to reason with symbols. In simple words, intelligence refers to our ability to learn and to utilize what has been learned. Intelligence also includes our ability to adjust to new situations and solve new problems. There are differences in the physical characteristics among people belonging to different races and different regions. For example, Indians differ from the Chinese. Africans and Europeans in their physical characteristics.
- 3. Differences in Ability: Ability is defined as what a person can do now and what he can learn to do in the future. It is total of all that an individual has acquired and all that he is capable of acquiring.
- 4. Differences in Aptitudes: Aptitude is the ability of an individual to benefit from a certain type of training. It is the potential of an individual to acquire with training some specified knowledge, skill or set of responses. such s the ability to speak a language, to learn music etc.
- 5. Differences in Interests: Interests refer to a person's liking for something. When we say a person is interested in something, it means that the person likes that thing. Different people have interest in different things. For example, one boy may be interested in cars, another boy may be interested in films, while a third boy may be interested in young girls!
- 6. Differences in Achievement: While aptitude refers to what a person can do, achievement refers to what a person has done. Achievement is often an outcome of an individual's intelligence, aptitude, interest and the availability of opportunities.

These days there is a lot of parental and societal pressure on young boys and girls to be 'high achievers.' Unfortunately we tend to see a person as a high or low achiever by comparing the person with other people. This causes a lot of distress and leads to the development of inferiority complexes.

- 7. Differences in Personality: An individual's personality refers to a person's characteristic way of thinking. feeling and behaving. For instance, some people are generally quiet and shy while others are talkative and outgoing.
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Gender studies:

Understanding gender and its inter-linkages to various institutions is crucial to gaining a nuancedunderstanding of social relations.

The question surrounding the relevance of gender studies recurs given the evolution in the understanding of gender with the growth of women's movements, introduction of laws concerning gender identities, the spate of violent incidents against women, as also the LGBT.

What is gender studies?

Gender Studies can sometimes be understood as an attempt to comprehend power relations. Writer and social historian V. Geetha says, "Gender is both a term that refers to relationships of power, and a category of analysis and knowledge. You need to understand and take a position on how this power functions, who benefits from it, who does not, who has vested interests in keeping this power in place, who resists and why and so on. For this, you need to use gender as a category of knowledge, as an analytical tool. Gender Studies is meant to teach you how to do this."

Gender studies emerged as a discipline of study in recent decades. It is important to get a picture of what necessitates the study of this discipline. S Anandhi, Associate Professor, Madras Institute of Development Studies, says, "Feminists have looked at historical events and reinterpreted them from the point of view of women's lives and not from a man's perspective of how events are shaped. By reorienting this, we can sensitise students towards what happens in the private sphere and public sphere in terms of male-female relationship, and even how politics is shaped through the perspective of gender relations."

A critical approach aids the understanding of gender studies. To this, Dr. Geetha adds, "One cannot conceptualise or do research or read and write on issues to do with women's lives and with gendered relationships, without being invested in thinking through them critically. To be critical of the existing gender arrangements is central to the knowledge we wish to have about gender. If such knowledge is not critical and merely descriptive and falsely 'objective' then the point of Gender Studies is likely to be lost."

The advantage Ambiguities persist on the relevance of a separate course on Women's Studies. Dr. Anandhi says, "The advantage of having Gender Studies over Women's Studies is that we are able to critically look at the question of gender and its inter linkages with various institutions (caste, class, state); how these institutions mediate and position men and

women in different ways. Therefore, Gender Studies has an advantage of giving a nuanced understanding of social relations."

Gender Studies is taught both as an individual course of study as well as an elective or concurrent course to the main subject of study. Besides, LGBT and men's studies also fall within the realm of gender studies. So, what should the pedagogy focus upon? Madhavi Menon, professor of English, Ashoka University, says, "All classifications — class, race, gender — need to be looked at in a holistic, structural manner — this makes us realise that these are intertwined rather than separable. LGBT, women, men studies — all these subjects need to be studied along with other sources of oppression and violence of state against the people."

"In fact the gender studies programme at Ambedkar University, Delhi, is inclusive, covering how patriarchy marginalises men in fulfilling gender roles; interface of feminism and queer; bodies and masculinities; feminist movements in South Asia, et al,"

Relevance of gender studies

The study of gender helps us to broaden our understanding of gender identity and culture, the intersection of gender with race and ethnicity, class and sexuality.

Gender Studies has an important impact on the development of human behaviour among students as it expands knowledge and skills on gender issue.

Gender studies involves the study of both men and women.

Gender, it has to be understood, is about a certain performance of identity, and gendered roles and norms are intrinsically woven into and practiced in our daily lives.

Catering to gender differences in educational context

Gender issues

Differences in terms of sex

Many educationists or educational psychologists compared the performance of males and females

Research studies done in this area have demonstrated differences on both sociological as well as biological differences

Basic emotional differences – determined by biological rather than social causes

Differences in traits – specific abilities or specific traits

General intelligence- both groups appear to be equal

Males on an average show superiority over females in the ability to reason
Ability to detect similarities
Certain aspect of general information

girls on an average show superiority in memory, language and aesthetic comparisons

Males excel in a number of skills and in understanding spatial relations while females excel in verbal aptitude and memory

Female students develop facility in the use of language at an earlier age than the males

Girls had larger vocabulary, higher scores in reading, sentence completion than boys Nature of gender issues

Society perceives a female child as different from a male child

Assigns stereotyped roles to the female child

Some teachers think that girls should have a different type of education which may be helpful for them to develop as a good housewife and a mother

Social attitude towards girls reflected in the treatment received by girls and in the instructional materials

Economically most parents feel uncomfortable in sending their daughters to school Economic, educational and social issues related with education of girls are of immense importance for the teacher.

Need to incorporate such issues in the curriculum as well as in the learning materials.

Girls will develop a better self image

Technological advancements are helpful in bringing changes in the attitude of members of the society

Implications

Dealing with gender issues not simple

Attempts are being made by reformers and planners to bring girls at par with boys.

Indian girls tend to be timid and take a lot of time to open up and participate in the learning process.

Develop specific activities for girls which may bring them at par with boys

Implications- individual differences

Proper knowledge of individual personalities

Ability grouping

Adjusting the curriculum

Adjusting the methods of teaching

Adopting social programs or methods for individualizing instructions

As far as possible individual method of instruction may be adopted.

As every student has his peculiar differences individual attention should be paid by the teacher.

As individuals differ in their interest and abilities a large number of subjects of study should be provided by the school, so that student may have wide choices in selection of the subject they offer for study.

Individual differences call for individualized curriculum, methods of teaching, evaluation techniques etc.

Individual differ widely in their abilities needs interest aptitude attitude etc. Therefore it is essential that arrangements should be made to provide educational and vocational guidance to the pupils individually.

INTELLIGENCE

Definitions

- Intelligence is a general capacity of an individual to continuously adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life (Stern,1914).
- Intelligence is the capacity to learn and adjust to relatively new and changing conditions (Waggon, 1937)
- Intelligence is the ability to adapt to one's surroundings (Jean Piaget, 1952)
- Intelligence is the global capacity of an individual to act purposefully, think rationally and to deal effectively with the environment (David Wechsler, 1988).
- Intelligence is the ability to make and take right decisions at the right time and the
 ability to adapt or adjust to new situations. These qualities are very essential for
 effective social behaviour. The more intelligent a person is, the more adjustable and
 social he will prove to be.

Nature of Intelligence

- i. It is the ability to learn
- ii. It is the ability to solve problems
- iii. It is the ability to deal with abstraction
- iv. It is the ability to apply acquired knowledge to new situations.
- v. Intelligence is the excellence of performance
- vi. It is the analytic and synthetic ability of the mind.

Theories of Intelligence

1. SPEARMAN'S TWO FACTOR THEORY

- According to this theory, intelligence consists of two factors- a general factor (g) and a specific factor (s).
- The 'g' factor is a kind of general mental ability running through all the different tasks, while 's' factor is a specific capacity that helps an individual to deal with specific problems.
- The g-factor remains constant for an individual while the s-factor varies with the intellectual activity.
- The total ability or intelligence (A) of an individual can be expressed as A = g + s1 + s2 + s3 +

2.GUILFORD'S STRUCTURE OF INTELLECT (SI Model Theory)

- J.P Guilford explained the structure of intelligence by proposing a three dimensional model by using the statistical technique of factor analysis.
- Every intellectual activity can be described in terms of three different basic parameters.
- Operations (the act of thinking or the way of processing the information).
- **Contents** (the terms in which we think or the type of information involved such as words/symbols).
- **Products** (the idea we come up with. i.e., the fruits of thinking).

- Each of these parameters are again subdivided into some specific factors or elements.
 - Operations evaluation, Convergent production, divergent production, memory, cognition
 - Contents visual, auditory, semantic, behavioural, symbolic.
 - Products units, classes, relations, systems, transformation, implications.
- The interaction of these three parameters, according to Guilford, thus results into the 5 x 5 x 6 =150 different elements or factors in one's intelligence.
- Each one of these factors has a trigram symbol, i.e. at least one factor from each category of three parameters has to be present in any specific intellectual activity or mental task.

3.THURSTONE'S THEORY OF INTELLIGENCE (group factor theory)

- 1) Explained the intelligence in terms of seven primary mental abilities.
- 2) He used the statistical technique of factor analysis to identify and isolate the elements that make up intelligence.
- 3) The seven primary mental abilities identified by Thurstone are
 - Verbal comprehension the ability to understand the meaning of words. The test measures vocabulary, reading, comprehension, verbal analogies etc.
 - Word fluency the ability to think of words rapidly, as in anagrams or rhyming tests.
 - Number the ability to quickly and accurately carry out mathematical operations.
 - Space the ability for spatial visualisation as well as ability to mentally transform spatial figures.
 - Memory the ability to recall verbal stimuli such as word pair or sentences.
 - Perceptual speed –The ability to grasp visual details, similarities and differences between pictured objects.
 - Reasoning the ability to find a general rule on the basis of presented instances. Involves skill in a variety of inductive, deductive and arithmetic reasoning tasks.

4.ROBERT STERNBERG'S TRIARCHIC THEORY OF INTELLIGENCE

- It is a cognitive process approach to understand intelligence.
- This theory has three parts analytic, creative and practical.
 - a. Analytic/componential intelligence: which is essentially academic
 intelligence. Analytical intelligence is used to solve problems and is the kind
 of intelligence that is measured by a standard IQ test.
 - b. **Creative intelligence**:Involves coping with new experiences. Intelligence behaviour is marked by two characteristics 1)insight :or the ability to deal effectively with novel situations and 2)automaticity: it is the ability to become efficient and automatic in thinking and problem-solving.
 - c. Practical/contextual intelligence: Highlight the importance of choosing to live and work in a context where success is likely adapting to context and reshaping it if necessary.

THEORY OF MULTIPLE INTELLIGENCE (Howard Gardner propounded multiple intelligence theory)

- It first appeared in his book Frames of mind (1983)
- Gardner challenged the notion of general intelligence
- Then Gardner indeed tried to give a broad base to the concept of intelligence
- And also its measurement by providing a multiple frame of intelligence
- He said that human intelligence can be better described as a set of an individual's multiple abilities, talents and mental abilities.
- He concluded that there are 7 independent types of intelligence that grow differently in different people depending upon their hereditary, and natural settings
- Seven types of multiple intelligence are
 - 1. Linguistic intelligence
 - 2. Logical mathematical intelligence
 - 3. Spatial intelligence
 - 4. Musical intelligence
 - 5. Bodily kinesthetic intelligence
 - 6. Intra personal intelligence
 - 7. Interpersonal intelligence

Linguistic intelligence

- This type of intelligence is responsible for linguistic (language) abilities, skills and talents
- It can be broken down into
 - 1. Syntax
 - 2. Semantics
 - 3. Pragmatism
- It also included school oriented skill such as written, oral expression and understanding
- It is most visible in professionals like lawyers, lecturers, writers etc..

Logical Mathematical intelligence

- This intelligence include all skills, talents and abilities in areas related to logic and mathematics
- It can be classified into
- 1. Deductive reasoning,
- 2. inductive reasoning
- 3. Scientific thinking
- Professionals like mathematicians, philosophers physicist etc are found to exhibit this type of intelligence in abundance

Spatial intelligence

- This type of intelligence is concerned with the abilities talents and skills involving the representation and manipulation of spatial configuration and relationship
- it is visible in Professionals like land surveyors architects engineers mechanics navigators sculptures chess players

Musical intelligence

- This type of intelligence covers the abilities talents and skills pertaining to the field of music
- It may be well demonstrated through once capacity for pitch discrimination, Sensitivity to rhythm, Texture and Timbre
- It is visible in a quite large proportion in professionals like musicians and composers

Bodily kinesthetic intelligence

- This type of intelligence is concerned with the set of abilities involved in using one's body or its various parts to perform skillful and purposeful movements
- Among professionals dances athletics and surgeons may be seen to demonstrate a high degree of bodily kinesthetic intelligence in there respective fields

Intra personal intelligence

- This type of intelligence consists of an individual's ability to enable him to know his self
- It includes knowledge and understanding of one's own cognitive strength style and mental functioning as well as one's feelings range of emotions and skills to utilize once fund of knowledge in practical situation
- The access to this type of intelligence in an individual is available only through self expression.
- That is language music visual art and similar other forms of expression
- In practical life this type of intelligence is demonstrated by bye Yogis saints and masters of Zen

Interpersonal intelligence

- The counterpart of intrapersonal intelligence in one cognitive structure is interpersonal intelligence
- It consists of the ability to understand individuals other than one's self
- In addition it includes the ability to act productively based on the understanding of others
- The knowledge and understanding of others is the quality that is needed for social interactions in an individual's day to day life
- In practical life this type of intelligence is most visible among psychotherapist teachers, sales paper politicians and religious leaders

EDUCATIONAL IMPLICATIONS

- Since Gardner proposed his Multiple Intelligences Theory in his book, Frames of Mind in 1983, a great majority of educators have been applying it in education.
- Teachers are strongly motivated to help all students to learn. Therefore, they have explored MI Theory as a tool that makes more kids learn and succeed.
- Students learn better if they like what they are learning and enjoy it. It is hard for students to learn without interest. When students do not like what they learn, they feel bored and tired even if they are able to learn well and succeed in the final exam.

- All students are different. No two persons are exactly the same, even identical twins.
 Even the same person is different from one period to another or from one situation to another in many ways. Difference is the rule and stability is the exception. This is applied to students while they are learning in the classroom
- Multiple Intelligences Theory and its applications in the educational setting are growing so rapidly. Many educators began to adopt MI-Based Instruction as a way to overcome the difficulties which they encounter with their students as a result of their individual differences and their learning styles. These difficulties may be represented in their inability to reach most of their students. As a result, they become frustrated and their students lose interest in the teaching learning process as a whole.

CONCEPT OF EMOTIONAL QUOTIENT (EQ)

- The term emotional quotient it may be defined as a relative measure of one's emotional intelligence possessed by him at a particular period of his life
- Emotional quotient represents the relative measure of a person's emotional intelligence
- Every child is born with some intellectual potential which grows and develops with the help of maturity and experiences. Similarly one is also born with some innate emotional intelligence in terms of one's level of emotional sensitivity emotional memory emotional processing and emotional learning ability
- This potential is liable to be developed or damaged as a result of one's experiences
- The difference here is between the development pattern of innate emotional intelligence and general intelligence as a result of maturity and experiences
- Where general intelligence is generally not subjected to decline or damage with life experiences the emotional intelligence can be either developed or destroyed depending upon the type of environmental experiences one get in in future life
- More specifically if a child starts with a certain level of innate mathematical abilities
 he has generally almost no chance of getting his potential lowered through training or
 experiences
- However there are enough chances that unhealthy environmental influences from all lessons taught by parents, teachers and other models may lead to the declining or damaging of one's innate aur previously held level of emotional intelligence
- A person's emotional intelligence at a particular time in life is that the level of his
 emotional intelligence which is him at that time as a result of the ongoing emotional
 lessons or life experiences

EMOTIONAL INTELLIGENCE

- Emotional intelligence like general intelligence is the product of one's heredity and its interaction with his environmental forces.
- IQ or intelligence quotient it is the greatest predictor of success in any walks of life -Academic, social vocational or professional
- Consequently the IQ scores are often used for selection, classification and promotion of individuals in various programs, courses and job placements etc

- However researches and experiments conducted in 90s onwards have tried to challenge such overdominance of the intelligence and its measure IQ by replacing it with the concept of emotional intelligence and its measure emotional quotient EQ
- This has revealed that a person's emotional intelligence, measured through his EQ may be a greater predictor of success than his or her IQ
- Historical is speaking the term emotional intelligence was introduced in 1990 bye to American university professors doctor John Mayer and doctor Peter Salovey in their attempt to develop scientific measure for knowing the difference in people's ability in the area of emotion

THEORY OF EMOTIONAL INTELLIGENCE(GOLEMAN'S THEORY)

- With regard to emotional intelligence, Daniel Goldman was not the first to articulate the concept. However, in the double role of psychologist and journalist, Goleman made the elements of emotional intelligence accessible to broad segments of society.
- Goleman broadened Mayer's and Salovey's idea to incorporate five essential elements of emotional intelligence — or EQ, the shorthand he sometimes uses:
- 1. Emotional self-awareness knowing what one is feeling at any given time and understanding the impact those moods have on others
- 2. Self-regulation controlling or redirecting one's emotions; anticipating consequences before acting on impulse
- 3. Motivation utilising emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles
- 4. Empathy sensing the emotions of others
- 5. Social skills managing relationships, inspiring others and inducing desired responses from them

EDUCATIONAL IMPLICATIONS

- There are very practical reasons to promote social and emotional learning in schools, from kindergarten through college
- According to Goleman, bullying, disciplinary problems, violence and drug abuse are reduced in schools with a high EQ.
- With a solid basis in emotional intelligence, academic performance as well as behaviour — improves.

- There is an obvious connection to Goleman's third, motivational component: learning stimulates curiosity and promotes feelings of satisfaction, even joy, when students immerse themselves in the process of assimilating new information.
- The EQ of children starts developing long before they ever enter a classroom. But EQ levels will vary widely, depending on each child's home environment. Thus teachers must be able to recognize those children whose emotional literacy needs a boost.
- Teachers should be ready to talk about feelings in the classroom. The
 message is that no emotion is "wrong," but certain ways of expressing those
 emotions or acting on them are indeed inappropriate.

MEASUREMENT OF INTELLIGENCE

- We can observe the intelligence of an individual only to the extent that it is manifested by him in one or more intelligence tests
- Many such test have been devised by psychologists for the measurement of intelligence
- Intelligence being only a concept or an abstraction rather than substance. it cannot be measured in physical units like a length of road or temperature of the body
- In this context Griffiths(1933) observes "the standard of measurement is a group performance"
- Therefore when we measure an individual's intelligence by means of an intelligence test, we try to interrupt his score in terms of the norms set by the author of the test
- Whereas a piece of cloth maybe measured in absolute terms but relative measurement or assessment has to be resorted to in the case of intelligence

TYPES OF INTELLIGENCE TESTS

1.	BASED ON THE FORM OF THE TEST
	Verbal intelligence test
	Verbal or language tests in the subject make use of language in which the instructor is given words, written, oral or
	both.Various type of verbal test are
	□ Vocabulary test
	☐ Comprehension test
	☐ Information test
	Reasoning test
	☐ Association test

Non-verbal intelligence test
 This test involved activities in which the use of language is is not necessary except for giving instructions

2. BASED ON THE NUMBER OF INDIVIDUAL TO BE TESTED

- Individual intelligence test
 This test can be administered to only one individual at a time
- Group intelligence test
 A group of individual is tested at the same time

Individual test		Group tests	
Verbal tests	Performance tests (type of non verbal)	Verbal test	Non-verbal test

Individual verbal test

- Tests involving the use of language, which are administered to one individual at a time belong to this category
- Alfred binet along with Theodore Simon prepared at test as early in 1905, consisting of 30 items graded for different levels
- The test include such items as
- At age 3- point out nose eyes and mouth
- At age 7- say what is missing in the the unfinished picture
- The common verbal individual intelligence test used in India is Samanya Budhi Pareeksha

Individual performance test

- In this test contents and response are in the form of performance and language is not used and include items which require responses in terms of motor activities
- Generally the activities on which the performance of an individual is tested are the following type
- 1. Block building or cube construction
- 2. To fit blocks in holes
- 3. Tracing a maze
- 4. Picture arrangement for picture competition
- The tests which necessitate the use of language and are applied to a group of individuals at a time come under this category
- Some of the earlier tests belonging to this category are

	Army Alpha test (World war I)
	Army general classification test (World war II)
•	Some of the popular indian tests on this nature are
	☐ CIE verbal group test of intelligence constructed by professor Uday
	Shankar(Hin)
	The group of general mental ability constructed by S.Jalota (Hin)
	☐ Group verbal intelligence prepared by P.Gopala Pillai (Mal)

Group non-verbal intelligence test

- These tests do not necessitate the use of language and are applicable to a group of individuals at a time
- The responses are purely motor in character and require the use of paper and pencil by the testee.
- Whereas the test material in the non verbal test, is provided in booklets and require the use of a pencil by the testee
- The test material does not, however, contain words for numerical figures.
- It contains pictures, diagrams and geometrical figures etc..
- The subject is required to fill in some empty spaces, to draw some simple figures, pointing out similarities and dissimilarities....
- Although the subject uses paper and pencil he does not need to know words or numerical figures.
- Some examples of such tests are

Army beta test
Chicago non verbal test
Raven's progressive Matrices tes

CONTROVERSIES REGARDING MEASUREMENT OF INTELLIGENCE

The result of all tests may be affected by many factors inherent in testing conditions, the child's background of experience and other favourable or unfavorable elements. Hence no administrator, teacher or student of education should accept test result as the only measure of an individual's ability to learn

-CROW AND CROW(1973)

- All intelligence tests, verbal, non-verbal and performance possess many merits and demerits and have been used misused and abused in so many ways even by teachers parents and society
- Not only intelligence but any test used for measuring human traits or characteristics should satisfy the criteria of reliability, validity, objectivity, comprehensiveness, practicability etc.
- Major controversies regarding to the measurement of intelligence are
- Intelligence cannot be measured in a way a cardiologist measures heartbeat. No
 intelligence test by itself or in combination with others can ever measure the true

- mental functioning of an individual. At the most they can access the IQ rather than the real cognitive ability of an individual
- The IQ scores of the test are highly influenced by the conditions prevailing at the time the individual test are administered.
- Physical conditions such as physical fatigue and aliments interfere with the performance.
- Test anxiety is another factor, emotional and psychological factors may also present obstacles.
- Therefore we can conclude that too much Reliance cannot be placed on the results of intelligence testing
- This should not be accepted as the measure of success in school achievements, profession, and future life
- In any case these should not be made an instrument for creating complexes among the students and misunderstandings among the teachers.

MODULE 3 PERSONALITY

PERSONALITY - ETYMOLOGY

- Latin word "persona" = mask or false face
- "personare" = to speak through
- It includes everything about the person-his physical, emotional, social, mental and spiritual make-up

Meaning

- What makes a person different from other people
- Distinct impression that a person makes on others
- Some total of all the characteristics which is unique to himself
- **Personality**, a characteristic way of thinking, feeling, and behaving.
- Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people.
- It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group.

Definitions

- It is the dynamic organization within the individual of those psycho physical systems that determine his unique adjustment to his environment. Allport- 1948
 - Personality resides within the individual
 - These system are woven into an organisation
 - The organization of personality is not static but dynamic
 - Organizational pattern determines the kind and degree of adjustment of the individual to his environment
 - This adjustment pattern is unique to the individual person
- Personality is that which permits a prediction of what a person will do in a given situation. Cattell-1970.
- Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information- Watson- 1930

- It is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience- Morton Prince- 1929
- It is a complex hypothetical construct. It is a hypothetical construct because we develop it from behavioral observations. It is complex because we assume that it is composed of lesser units traits or needs or id, ego and super ego and so on Baughman & Welsh, 1964
- Combination of all the relatively enduring dimensions of individual difference on which he can be measured-Byrne, 1966
- Personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determine his unique adjustment to the environment.- Eysenck,1971
 - It is the sum total of all of the ways of acting, thinking and feeling that are typical for that person and make that person different from all other individuals. Lahey, 1998

Four fundamental qualities

- Consistency –recognizable from situation to situation
- Development of personality structure- natural quality of a growing organism
- Potentiality for change
- Integration or organization

Characteristics

- Unique and specific
- Exhibits self consciousness
- Vital, internal and essential
- Product of heredity and environment
- Organization of psychophysical systems
- It functions as a unified whole
- Dynamic and continuously in the process of change and modification
- End product of learning and acquisition
- Measured and described
- Psychological concept, more comprehensive

Determinants of personality

- Depends on biological, cultural, family, social and situational factors.
- Biological factors are related to heredity, brain, biofeedback, physical features etc

- Self concept
- Physical appearance
- Health, Dress, Name
- Interests
- Intelligence
- Early experience
- Culture
- Endocrine glands

THEORIES OF PERSONALITY- TYPE THEORY

THEORIES OF PERSONALITY

- Origin of personality theory owes much more to medical profession and to the condition of medical practice
- Two generalizations
 - Theory has occupied a dissident role in the development of psychology
 - Theories are functional in their orientation
- Uniqueness and organization are important attributes of personality
- personality theories are general theories of behaviour
- Central theme- substance of the inter individual and intra individual differences in personal qualities and characteristics of individuals
- Theories of personality stem from the intriguing question of what constitutes a person that distinguishes him from others
- Account for the stability and variations in his personal qualities or characteristics over relatively a long period of time
- Personality theories subsume a wide range of behaviors and process, and they focus on the individual as an integrated unit
- All general theories of behavior are personality theories and vice versa
- Personality from the philosophical position Kelly calls "constructive alternativism"people differ in how they perceive or construe reality
- Theories are grouped into four families, each share certain characteristics
- Psychodynamic theories
 - Emphasize unconscious motives and resulting intra-psychic conflict.
- Structural theories
 - Focus on the different behavioral tendencies that characterize individuals
- Experiential theories
 - Emphasize the way the person perceives reality and experiences his/her world
- Learning theories

Emphasize the learned basis of response tendencies

Another classification

Intra-psychic Theory: the theory was developed by Sigmund Freud and it emphasizes on unconscious determinate of behavior. It runs among three elements of personality- id, ego and superego.

Type Theories of Personalities: The theory classifies the label or categories of people. The theory comes from people body types, thinking types, judgment types etc.

Trait Theories: Traits, in psychology, refer to the ways in which we generally describe a person. The descriptive terms such as out-going, short tempered, generous are all traits. Trait approach is one of the most vital areas of study in psychology that helps identify a person's personality.

Unconditional Positive Regard Theory: It is developed by Rogers. He believes in therapist and thinks that unconditional positive regard gives the therapist could help people become more congruent and achieve better psychological well-being.

Type approach (TYPE THEORY)

- Bio- physical approach
- Typology is an ancient method of classifying people on the basis of physical features or bodily fluids
- Personality determined by his biological and constitutional characteristics
- Hippocratus and Galen :human body consists of four fluids/ humours.

Fluids	Temperament	Personality
Blood	Sanguine	Active, hopeful, accommodating, happy, light hearted
Yellow bile	Choleric	Irritable, easily provoked
Phlegm	Phlegmatic	Dull, sluggish, cold, calm
Black bile	Melancholic	Depressed, pessimistic, sad, self involved

Ernest Krestchmer – German

Personality types	Characteristics
Pyknic (having fat bodies)	Sociable, jolly, easy going, good natured
Athletic (balanced body)	Energetic, optimistic, adjustable
Leptosomatic / asthenic (lean & thin)	Unsociable, reserved, shy, sensitive,
	pessimistic

William Sheldon (American surgeon)

Personality type		Characteristics
	Somatic description	
Endomorphic	Highly developed viscera,	Easy going, sociable,
	weak somatic structure	affectionate
Mesomorphic	Balanced development of	Self assertive, loves risk
	viscera and somatic	and adventure, craving for
	structure	muscular activities
Ectomorphic	Weak somatic structure,	Pessimistic, reserved,
	undeveloped viscera	unsociable

Spranger (German philosopher)

Types	Interests
Theoretical	Intellectual pursuit, discovery of truth
Economic	Pragmatic, marketing transactions
Aesthetic	Loves beauty and art
Social	Human relationship, altruism
Political	Power, influence
Religious	Ultimate meaning as Unity in life –higher
	powers

PSYCHOANALYTIC THEORY BY SIGMUND FREUD

It is also known as Intra-psychic or psychodynamic theory also called Psychic determinism

SIGMUND FREUD 1856 - 1939

- •Freud was born May 6, 1856, in a small town -- Freiberg -- in Moravia, part of Austria
- •Father of psychoanalysis
- •Father of modern personality theory
 - He was born in a Jewish tradition proud of his heritage, but never practiced the religion.
 - Father was a wool merchant and a free thinker belonged to middle class
 - First child of his father's second wife
 - When he was about 4/5 family moved to Vienna, Austria
 - Childhood days were strained economically
 - Father gave priority to his education
 - By the age of 17 completed his school

- After pre-medicine course (3yrs), worked in the physiological laboratory under Prof. Ernest Bruke for 6 years on anatomy of the central nervous system
- He graduated as Doctor of Medicine in 1881 after one year joined the Vienna General Hospital
- Before entering into medical practice spent a year in 1885 in Paris studying under the famous psychiatrist Jean Charcot for nervous diseases
- Freud's story, like most people's stories, begins with others. In his case those others were his mentor and friend, Dr. Joseph Breuer, and Breuer's patient, called Anna O.
- Anna O. was Joseph Breuer's patient from 1880 through 1882. Twenty one years old, Anna spent most of her time nursing her ailing father. She developed a bad cough that proved to have no physical basis. She developed some speech difficulties, then became mute, and then began speaking only in English, rather than her usual German.
- When her father died she began to refuse food, and developed an unusual set of problems. She lost the feeling in her hands and feet, developed some paralysis, and began to have involuntary spasms. She also had visual hallucinations and tunnel vision. But when specialists were consulted, no physical causes for these problems could be found.
- she had fairy-tale fantasies, dramatic mood swings, and made several suicide attempts
- Eleven years later that Breuer and his assistant, Sigmund Freud, wrote a book on hysteria. In it they explained their theory: Every hysteria is the result of a traumatic experience, one that cannot be integrated into the person's understanding of the world.
- The emotions appropriate to the trauma are not expressed in any direct fashion.
- Client can be made aware of the meanings of his or her symptoms through hypnosis, and then the unexpressed emotions are released and so no longer need to express themselves as symptoms.
- Freud later add what Breuer did not acknowledge publicly -- that secret sexual desires lay at the bottom of all these hysterical neuroses
- Later, she became a well-respected and active figure -- the first social worker in Germany
- She died in 1936. She will be remembered, not only for her own accomplishments, but as the inspiration for the most influential personality theory we have ever had

His books

- The interpretation of dreams (1900)
- Psychopathology of everyday life (1901)
- Outline of psychoanalysis (1940)

Psycho analytic approach

 Psycho Analysis - A method of therapy in which the therapist attempts to bring repressed unconscious material into consciousness.

Psychoanalysis designates concomitantly three things:

- A method of mind investigation. And especially of the unconscious mind;
- A therapy of neurosis inspired from the above method;
- A new stand alone discipline who is based on the knowledge acquired from applying the investigation method and clinical experiences

Basic assumption

- Much of man's behaviour is determined by innate instincts that largely unconscious
- By unconscious processes Freud meant that thoughts, fears and wishes of which the person is unaware but which influence his behaviour.
- According to Freud unconscious impulses find
 - expression in dreams,
 - slips of speech,
 - mannerisms and
 - symptoms of neurotic illness,
 - o as well as through such socially approved behaviour as
 - artistic, literary or scientific activity

Psycho analytical theory has three major parts

- 1. Theory of personality dynamics (levels of consciousness)
- 2. Theory of personality structure
- 3. Theory of psycho sexual development

Theory of personality dynamics (levels of consciousness)

- conscious mind is what you are aware of at any particular moment, your present perceptions, memories, thoughts, fantasies, feelings, what have you
- preconscious, what we might today call "available memory:" anything that can easily be made conscious, the memories you are not at the moment thinking about but can readily bring to mind
- Freud suggested that these are the smallest parts
- The largest part is the unconscious
- It includes all the things that are not easily available to awareness, including many things that have their origins there, such as our drives or instincts, and things that are

- put there because we can't bear to look at them, such as the memories and emotions associated with trauma.
- the unconscious is the source of our motivations, whether they be simple desires for food or sex, neurotic compulsions, or the motives of an artist or scientist.

Conscious mind

The portion of the mind which is presently aware

Preconscious

• Portion of the mind containing information that is not presently conscious but can be easily brought into consciousness

Unconscious

- Part of the mind of which we can never be directly aware
- The store house of primitive instinctual motives, memories and emotions that have been repressed.
- the unconscious is the source of our motivations, whether they be simple desires for food or sex, neurotic compulsions, or the motives of an artist or scientist

Theory of personality structure

Personality structure is made up of three interlocking systems, ie.id, ego and superego §Human personality is the outcome of the interaction of these systems.

§The nervous system, as id, translates the organism's needs into motivational forces called, in German, Triebe=instincts or drives. Freud also called them wishes.

This translation from need to wish is called the primary process.

Id

- Id is the original source of personality
- Reservoir of psychic energy (libido)
- Primitive biogenic impulses in man consisting of everything inherited psychologically, including instinctual drives, sex and aggression
- It is inborn operates on animal level
- It is unconscious in nature and has no direct contact with reality
- Guided by pleasure principle- avoiding pain and obtaining pleasure

EGO

 During the first year of a child's life, some of the "it" becomes "I," some of the id becomes ego

- The ego relates the organism to reality by means of its consciousness, and it searches for objects to satisfy the wishes that id creates to represent the organisms needs. This problem-solving activity is called the secondary process.
- It develops out of id and operates with the energy derived from id
- It is largely conscious and it follows reality principle
- Acts intelligently and determines what demands of id could be satisfied
- Regarded as the police force in man
- Keeps the balance between the demands of id and superego
- It functions as the executive with veto power, can postpone the fulfillment of the demands of id.

Super Ego

- Internalized representation of the values and morals of society as taught to the child by the parents and others
- Develops out of the egos experiences with social reality
- It is idealistic
- Decision making force guided by conscience and wisdom
- It represents the sense of right or wrong good and bad.
- Two aspects to the superego: One is the conscience, which is an internalization of punishments and warnings.
- The other is called the ego ideal. It derives from rewards and positive models presented to the child
- The conscience and ego ideal communicate their requirements to the ego with feelings like pride, shame, and guilt

Theory of psycho-sexual development

- First five years of life were the most critical in the development of the personality
- All human being move through a series of psycho sexual stages
- During this the libidinal energy is focused on different regions of the body (erogenous zones)
- If a child's needs at any of the stages were either unsatisfied or over satisfied fixation (a sort of arrested devpt) would take place

Stages of psycho sexual development

- Oral stage birth to 2 years
- Anal stage 2 to 3 years
- Phallic stage 3 to 5 years
- Latency stage 6 to 12 years
- Genital stage adolescence and beyond

Oral stage birth to 2 years

- Mouth is the erogenous zone.
- Infant achieves gratification through oral activities such as feeding, sucking, biting etc..
- During this the child derives pleasure from oral stimulation arising from food and the fondling of mouth by other people
- If fixated in future would become obsessed with activities such as eating, drinking or smoking
- Psychologically may become extremely dependent or gullible, argumentativeness, cynicism, sarcasm etc.

Anal stage

- Sexual pleasure is focused on the anal zone.
- Child achieves gratification through retention and expulsion of faeces
- Parents seek to control through toilet training
- Problems due to toilet training –excessive repulsion of faeces, constipation
- If fixated may become overly concerned with extreme cleanliness, psychologically may be excessively stingy, orderly or obstinate

Phallic stage 3 to 5

- Pleasure is focused on the genital region
- Pleasure is derived through fondling the genital organs
- Child learns the difference between male and female
- Children become aware of sexuality
- They develop sensual feelings towards the parent of the opposite sex
- Oedipus complex is formed in the male child as a result of his sexual desire towards his mother
- Electra complex is developed in the female child
- Castration anxiety, penis envy
- If fixated may result in homosexuality or an excessive concern with proving one's masculanity in the male
- In female might result in an attempt to prove that she is equal to or superior to men in all endeavours

Latency stage 6-12

- It is a dormant period
- Temporary repression of sexual interests and pleasure is derived from external world

• Sexual instincts were sublimated into more acceptable activity such as school work and extracurricular endeavours

Genital stage –adolescence

- Pleasure is derived from mature sexual relations with a partner of opposite sex.
- The growing adolescents shakes off old dependencies and learns to deal maturely with the opposite sex

Instinct

- Human behavior is motivated by the drives or instincts
- Neurological representations of physical needs
- Life instincts perpetuate, the life of the individual by motivating him/her to seek food and water
- Life of the species by motivating him/her to have sex
- The motivational energy called libido = I desire (latin)
- Under and beside the life instincts there was a death instinct- every person has an unconscious wish to die
- Freud was trying to bridge the gap between his mind-body dualism in formulating instinct theories
- Two characteristics in referring to an instinct
 - o It is a stimulus from within the body not from the external world
 - o It provides a constant stimulus which cannot be avoided

Anxiety

- It is an emotional state
- It arises when the individual perceives an impending danger in the situations
- Represents generalized diffused pointless fright
- It serves as a signal to the ego that its survival is in danger (survival of the whole organism)
- Variety of abnormal anxiety is found in conditions of mental disorder
- This necessitated Freud to formulate propositions to explain anxiety of various kinds in terms of his libidinal theory and concepts of personality structure
- Anxiety remains a central construct in psychoanalytic theory
- Anxiety may cause a psychic event
- It may trigger defensive operations

Three kinds of anxieties

Realistic anxiety = fear

- If throw you into a pit of poisonous snakes, you might experience realistic anxiety
- Moral anxiety
 - This is what we feel when the threat comes not from the outer physical world, but from the internalized social world of the superego
 - o Example, shame and guilt and the fear of punishment
- Neurotic anxiety (nervous)
 - o This is the fear of being overwhelmed by impulses from id.
 - Feeling like you were about to lose it, lose control, your temper, your rationality or even your mind
- Freud believes that ego is the sole seat of anxiety
- Ego alone can produce and feel anxiety
- When you are expecting a threatening situation, you will feel anxiety.
- Anxiety is a signal indicating that there is trouble ahead, that you should avoid the situation

Freud's Therapy

Freud's therapy has been more influential than any other **Relaxed atmosphere.**

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- The client must feel free to express anything
- the therapist practically disappears. Add to that the physically relaxing couch, dim lights, sound-proof walls, and the stage is set.

Free association.

- The client may talk about anything at all
- there is the therapist, who is trained to recognize certain clues to problems and their solutions that the client would overlook

Dream analysis.

- In sleep, we are somewhat less resistant to our unconscious and we will allow a few things, in symbolic form, to come to awareness
- These wishes from the id provide the therapist and client with more clues

Parapraxes.

- A parapraxis is a slip of the tongue, often called a Freudian slip.
- Freud felt that they were also clues to unconscious conflicts

Projective tests,

• such as the famous Rorschach or inkblot tests

TRAIT THEORIES OF PERSONALITY

- Basic unit of personality
- Relatively permanent and consistent general behavioral patterns that an individual exhibits in most of the situations
- "Personality traits are real entities that physically located somewhere in the nervous system."
- Relatively consistent ways of thinking, acting and feeling
- G.B. Allport
- R.B. Cattel
- H .J. Eysenck

Allport's theory of Personality

- Common Traits Common with most others in our own culture.
- Individual traits Unique traits

According to Allport, Individual traits have three elements

- 1.Cardinal Traits
- 2.Central Traits
- 3. Secondary Traits

Individual Traits

- Cardinal traits:
 - Dominates an individual's entire personality
 - Just one or two in an individual
 - Appears most of the time
 - Gandhi Peace
- Central traits:
 - Ordinarily used to describe a person
 - Less pervasive
- Secondary traits:
 - Specific narrow traits, weak effect on behavior, relatively small range of situations
 - Less prominent, less generalized, eg. Food habits

Cattell's Theory of Personality

 The goal of Cattell's personality theory was to establish a "common taxonomy" of personality traits.

- He refined previously established lists of personality traits and narrowed categories to simplify the descriptions of personality even further than his predecessors.
- Personality of an individual is composed of different combinations of four types of traits
- He found four types of traits
- According to Raymond Cattell, personality is a pattern of traits and that helps to understand his personality and predict his behaviour.
- Traits are permanent and build the personality of an individual.

Common Traits

- Trait found widely in general population
- Refer to characteristic shared by many people.
- Eg. Aggression, honesty and cooperation etc.

Unique Traits

- Those specific or unique to a person.
- Eg. Temperamental traits and emotional reactions

Surface Traits

- Observable qualities of a personality,
- eq. Kindness, curiosity, dependability, tactfulness etc
- Easily recognized by overt manifestation of behavior

Source Traits

- Underlying structures or sources that determine the behavior
- Predictors of human behaviour
- Eg. Intelligence, dominance etc.

The 16 Primary Traits of Cattell's Personality Theory

- Warmth
- Reasoning
- Emotional stability
- Dominance
- Liveliness

- Rule-consciousness
- Social-boldness
- Sensitivity
- Vigilance
- Abstractedness
- Privateness
- Apprehension
- Openness to change
- Self-reliance
- Perfectionism
- Tension
- Cattell studied a variety of personality types and personality traits.
- A psychological type refers to a broader description of personality than a psychological trait, and is often associated with abnormal psychology.
- A type can only be understood in terms of personality traits.
 - o For example, a villain is a type based on a pattern of associated traits such as immorality, cruelty, and disregard for the law and the rights of others.
- According to Cattell, traits and types are not fundamentally different, but rather opposite extremes of the same statistical measures.
- The fundamental, underlying traits are known as source traits.
- Source traits often combine and/or interact in ways that appear, on the surface, to indicate a single trait.
- To get a complete and unbiased measure of personality, they must have a concept of the individual's total behavior, what Cattell called the **personality sphere**.
- This could best be accomplished by taking a sample 24-hour period in the person's life and collecting three types of data:
 - measures of the individual's "life-record," or L-data;
 - information provided by questionnaires, or **Q-data**; and
 - data on their personality structure provided by objective tests, or Tdata

Hans Jurgen Eysenck 1916-97

- He was a British psychologist.
- He was known for his theory of human personality.
- He suggested that personality is biologically determined and is arranged in a hierarchy
 - consisting of types, traits, habitual responses, and specific responses.

• Eysenck did not believe in Freudian psychoanalysis as he considered it rather unscientific.

Hierarchical Taxonomy

- According to Eysenck Personality can be studied from either temperamental or cognitive aspects, or both.
- He focussed on the temperament aspect of personality in his PEN model.
- "In any science, taxonomy precedes causal analysis"
- In the course of taxonomy (classification), any organisms can be organised into groups based on characters and their relationships
- Individual differences in personality or temperament are analysed in terms of traits,
 - which can be defined as theoretical constructs based on "covariation of a number of behavioural acts"
- He further supposes that traits themselves intercorrelate and make up higher-order factors or super factors, which Eysenck calls "types."
- As a result, the PEN (Psychoticism Extraversion and Neuroticism) model proposes a hierarchical classification of personality containing four levels.

Specific response level- At the very bottom level of the hierarchy are behaviours such as talking with a friend on a single occasion.

Habitual response level- At the second level are habits such as talking with friends on multiple occasions, which are comprised of recurring behaviours.

Trait level - The third level of the hierarchy is that of traits or factors such as sociability, which are comprised of intercorrelated sets of habits.

Type level - At the top of the hierarchy are super factors or dimensions of personality such as extraversion, which are intercorrelated sets of traits or factors.

Eysenck suggests three such super factors:

- Extraversion (E),
- Neuroticism (N), and
- Psychoticism (P).
 - These three super factors or dimensions of personality are orthogonal to each other, which means that they do not correlate with each other.
 - The PEN model is based on the principle of "aggregation," in which measures will have higher reliability if they are comprised of many items.
 - That is, each super factor in the PEN model is comprised of many different factors, habits, and behaviours, and thus reliability of measurement is increased.

- The super factors of extraversion, neuroticism, and psychoticism at the top level of the hierarchy are stable,
- whereas behaviours such as talking with a friend on a single occasion at the bottom of the hierarchy are changeable across time and situation.

Three Dimensions of Personality

- Eysenck strongly advocates that there are only three major dimensions or superfactors in the description of personality:
- extraversion-introversion;
- emotional stability versus instability, or neuroticism; and
- psychoticism versus impulse control
- In the PEN model, these dimensions or super factors are based on "constitutional, genetic, or inborn factors, which are to be discovered in the physiological, neurological, and biochemical structure of the individual"
- Each person does not necessarily have either 100 percent or zero percent of extraversion, neuroticism, or psychoticism.
- An individual may show some degree of these super factors on the continuum.
- A person may have high extraversion, moderate neuroticism, and low psychoticism.

ANALYTICAL PSYCHOLOGY- JUNG

Carl Gustav Jung 1875-1961

- Carl Gustav Jung was a Swiss psychiatrist and psychoanalyst
- Founded analytical psychology.
- His work has been influential in not only psychiatry but also anthropology, archaeology, literature, philosophy, and religious studies.
- Born: 26 July 1875, Kesswil, Switzerland
- Died: 6 June 1961, Küsnacht, Switzerland
- Carl Jung was an early supporter of Freud because of their shared interest in the unconscious.
- When the International Psychoanalytical Association formed in 1910 Jung became president at the request of Freud.
- Jung publicly criticized Freud's theory of the Oedipus complex and his emphasis on infantile sexuality in 1912.
- Most of Jung's assumptions of his analytical psychology reflect his theoretical differences with Freud.

Assumptions

- Jung believed that each of us is motivated not only by repressed experiences but also by certain emotionally toned experiences inherited from our ancestors.
- These inherited images make up the collective unconscious.
- The CU includes those elements that we have never experienced individually but which have come down to us from our ancestors.

Levels of the Psyche

- Like Freud, Jung believed that the mind had both conscious and unconscious levels.
- Unlike Freud, Jung strongly asserted that the most important part of the unconscious springs not from personal experiences of the individual but from the distant past of human existence, a concept called the collective unconscious.
- Jung has given lesser importance to conscious and the personal unconscious.

Conscious

- Images are those that are sensed by the ego .
- The unconscious elements have no relationship to the ego
- Jung's notion of the ego is more restrictive than Freud.
 - For Jung, the ego is not the whole personality but must be completed by the more comprehensive self, the center of the personality is largely unconscious
- In a psychologically healthy person, the ego takes a secondary position to the unconscious self
- Consciousness plays a relatively small role in analytic psychology
 - An overemphasis on expanding one's conscious psyche can lead to psychological imbalance
 - Healthy individuals are in contact with the conscious world but also allow themselves to experience their unconscious self
 - o When this happens the individual can then achieve individuation.

Personal Unconscious

- The personal unconscious embraces all repressed, forgotten, or subliminally perceived experiences from one particular individual.
- The personal unconscious is similar to Freud's view of the unconscious and the preconscious combined.
- Contents of the personal unconscious are called complexes

- These are emotionally toned conglomerations of associated ideas For example, the concept of "mother"
- Complexes may be partly conscious and may stem from both personal and the collective unconscious

Collective Unconscious

- It has roots in the deep ancestral past of the entire species
- These include distant ancestor's experiences with universal concepts like God, mother, water, earth, that are transmitted through the generations so that people in every time have been influenced by their primate ancestor's primordial experiences
- The contents of the collective unconscious are the same (more or less) for people of every culture.
- These influence may peoples myths, legends, and religious
- It is human's innate tendency to react in a particular way whenever their experiences stimulate a biologically inherited response tendency (like a mother's unlearned or unlikely response of love toward her newborn)
- Initially contact with these images are forms without content but with practice the content emerges and become relatively autonomous images called archetypes

Conscious ego

- Seat of one's ego, and conscious behavior
- o Conscious perception, memories, thoughts, feeelings

Personal unconscious

- o Individualistic or personal in nature
- o Repressed desires, ideas, feelings, fears, guilt, anxiety, dreams etc

Collective unconscious

- Experiences and ideas inherited from one's ancestral past
- o Primitive, impersonal, archaic
- Includes archetypes-universal ideas or images

Archetypes

- Archetypes are expressed indirectly and, when activated, it expresses itself through dreams, fantasies, and delusions
 - Dreams are the main source of archetypal materials and offer what Jung considered proof for the existence of archetypes.
 - Dreams produce motifs that could not have been known to the dreamer through personal experience

Persona

- Persona which is the side of personality that people show to the world.
- Not necessarily the same as the public face that one shows others.
- Jung believed that, to be psychologically healthy, one must strike a balance between the demands of society and what we really are.

Shadow

- Shadow is the archetype of darkness and repression,
 - o representing the qualities that we do not wish to acknowledge but attempt to hide from ourselves and others.
 - The shadow consists of morally objectionable tendencies as well as a number of constructive qualities that we are reluctant to face.
- We must continually strive to know our shadow and this is our first test of courage.
- It is easier to project this dark side onto others that we refuse to see in ourselves.
- Most of us never realize our shadow and this leads to tragedy in our lives and feelings of defeat and discouragement

Anima & Animus

• Anima is the feminine side of men and originates in the collective unconscious as an archetype and remains extremely resistant to consciousness

- To master the projection of the anima, men must overcome intellectual barriers, delve into the far recesses of their unconscious, and realize the feminine side of their personality.
- Jung believed that the anima originated from early men's experiences with women
 - including mothers, sisters, and lovers which combine into the concept of women.

• Animus is the masculine side of women and originates in the collective unconscious as an archetype that, too, is resistant to consciousness.

- The animus is symbolic of thinking and reasoning and is capable of influencing the thinking of women yet it does not belong to her.
- It belongs to the collective unconscious and originates from the encounters of prehistoric women with men.
- Animus originates from early women's experiences with men including fathers, brothers, and lovers that are combined into the concept of men.
- Both the anima and animus can influence the relationship of men and women with partners.

• The animus appears in dreams, visions, and fantasies in a personified form.

Self

- The self is the most powerful archetype.
 - Jung believed that each person possesses an inherited tendency to move toward growth, perfection, and completion, and he called this innate disposition the self.
 - The most comprehensive of all archetypes, the self is the archetypes of archetypes because it pulls together the other archetypes and unites them in the process of self-realization.
- Persona
 - Roles that society assign to a person
- Anima & animus
 - Bisexuality of human species
 - Feminine archetype in man anima
 - Masculine archetype in women- animus
- Shadow
 - Animal side of man, animal instincts
- Self
 - o Centre of one's personality, originator, balancing and integrating force

Type of Personalities

Flow of libido determines the personality type

- Extrovert
- Introvert

CARL ROGERS THEORY OF PERSONALITY

Carl Rogers (1902-1987)

- Carl Rogers was a humanistic psychologist who agreed with the main assumptions of Abraham Maslow
- but added that for a person to "grow", they need an environment. Which provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood).
- Without these, relationships and healthy personalities will not develop as they should,

much like a tree will not grow without sunlight and water.

• Self Actualization

"The organism has one basic tendency and striving - to actualize, maintain, and enhance the experiencing organism" (Rogers, 1951, p. 487).

• Carl Rogers' Self Theory

Personality

- It is the product of the interaction between the organism and the self of the individual
- Congruence and incongruence with self determines the personality
- He divided the self in to two
- 1. Real Self / Self Concept, developed by a person about himself
- 2.Ideal Self the kind of a person one would like himself to be
 - There should be some congruence between these two
 - The Problem of incongruence
 - Developing false self image or the incongruence may lead to abnormality in one's behaviour
 - The teacher want to develop the congruence between these two selves
 - He propounded the self theory based on his idea of client centered therapy
 - Stresses the importance of an individual's self in determining the growth, development and appropriate adjustment to his environment

Structure of personality

Organism

- Individuals entire time of reference
- Represents the totality of ones experience
- Experience includes both conscious and unconscious

Self

- The aware part of experience
- It is the understanding of one's concept of 'I'
- Know self affects one's growth and development and adjustment to his environment
- The concept of self may differ from person to person

Characteristics of a Mature Personality

- A goal towards life
- Good self esteem
- Effective communication
- Taking up challenges
- There is no fear to failure
- Warm relatedness to others
- Realistic perception of reality
- · Unifying philosophy of life
- Emotional intelligence
- Desire to live
- Willingness to change
- Continuous learning
- Positive attitude
- Self acceptance
- Self objectification
- Self confidence
- Enthusiasm
- Empathy
- Self extension

Social Psychological Theory

Alfred Adler (1870-1937)

- Two of the most prominent figures who broke with Freud and went on to establish their own original systems of thought were Adler and Jung
- Both were early members of psychoanalytic movement and ardent supporters of Freud
- They opposed to the masters excessive emphasis on sexuality and aggression as the centers of human life
- Corner stone of Adler's system
 - o The view that the person cannot be separated from the social community.

Other significant themes

- Focus on the ability of the people to
 - Shape their own destinies
 - Overcome primitive drives and an uncontrollable environment in striving for more fulfilling lives
 - o Improve themselves and the world around them through self understanding

- Alfred Adler suffered a difficult childhood.
- Because of rickets, he was unable to even walk until he was 4 years old.
- After recovering, he would come down with pneumonia and almost die at the age of
 5.
- This caused Adler to decide that he wanted to be a physician when he grew up, so he focused on his academic accomplishments.

Biography

- Born in Vienna in 1870
- Lived there until 1935
- In 1895 he received a medical degree from U.sity of Vienna
- Trained as an ophthalmologist
- He became a practicing psychiatrist
- Adler impressed Freud very much
- Was appointed latter as the first president of the Vienna psychoanalytic society

Individual Psychology

Adler: a single "drive" or motivating force lies behind all our behavior and experience. There was a single and specific drive which caused everyone to pursue their motivating force

That force is based on a desire to fulfill the full potential of every individual.

Adler: called that motivating force the striving for perfection.

- Striving for perfection: the desire we all have to fulfill our potentials, to come closer and closer to our ideal.
- Striving for perfection: similar to the more popular idea of self-actualization.
- According to Adler, every person was unique.
- No generalized theory of personality could apply to everyone because every personality had different points of emphasis.
- Every person would define "success" with their own emphasis.
 - Some people might prefer having a career that helps other people, while others might pursue monetary success, while still others might focus on establishing a strong and supportive family.
- Striving for perfection was not the first phrase Adler used to refer to his single motivating force.
- His earliest phrase was the aggression drive--- the reaction we have when other drives (e.g., the need to eat, be sexually satisfied, get things done, or be loved) are frustrated.

- The aggression drive: might be better called the assertiveness drive.
- Another word Adler used to refer to basic motivation was compensation, or striving to overcome.
 - o We all have problems, short-comings, inferiorities of one sort or another.
- Adler felt that our personalities could be accounted for by the ways in which we do or do not -- compensate or overcome those problems.
- Later, however, Adler rejected compensation as a label for the basic motive, because compensation makes it sound as if it is people's problems that cause them to be what they are.
- One of Adler's earliest phrases was **masculine protest.**
- In many cultures boys are often held in higher esteem than girls are.
- In fact, males in many cultures often do have the power, the education, and the talent and motivation needed to do "great things," and women do not.
- Adler: men's assertiveness and success in the world is not due to some innate superiority.
- Rather, boys are encouraged to be assertive in life, and girls are discouraged.
- Both boys and girls, however, begin life with the capacity for "protest!"
- People want, often desperately, to be thought of as strong, aggressive, in control (i.e. "masculine") and not weak, passive, or dependent (i.e. "feminine").
- Another Adlerian personality concept: **striving for superiority.**
- Although striving for superiority does refer to the desire to be better, it also contains the idea that people want to be better than others, rather than better in their own right.
- Adler later tended to use striving for superiority more in reference to unhealthy or neurotic striving.
- Adler should see people as wholes rather than parts-- "individual psychology."
- Adler did not want to talk about a person's personality in the traditional sense of internal traits, structures, dynamics, and conflicts.
- Instead, Adler preferred to talk about style of life --- "lifestyle."
 - Life style: how people live life, how they handle problems and interpersonal relations.
- motivation is a matter of moving towards the future, rather than being driven, mechanistically, by the past.
- Humans are drawn towards goals, purposes, and ideals.
- This approach to psychology is called teleology (the study of evidences of design in nature, is the study of goals, ends, purposes, and destinies)
- Adler believed that ultimate truth would always be beyond us, but that, for practical purposes, we need to create partial truths.
- Adler called these partial truths are fictions.
- We use these fictions in day to day living.

- We behave as if we know the world will be here tomorrow, as if we are sure what good and bad are all about, as if everything we see is as we see it, and so on.
- Adler called this fictional finalism.
- Second in importance only to striving for perfection is the idea of social interest.
- Adler felt that social concern was not simply inborn, nor just learned, but a combination of both.
- Social Interest: is based on an innate disposition, but it has to be nurtured to survive.
- Babies and small children often show sympathy for others without having been taught to do so.
- What makes so many of us self-interested?
- it's a matter of being overwhelmed by our feelings of inferiority.
- everyone suffers from psychological inferiority in one form or another.
- many people respond to these psychological inferiorities with compensation.
- People respond to psychological inferiorities with compensation.
- Some compensate by becoming good at what they feel inferior about.
- More compensate by becoming good at something else, but otherwise retaining their sense of inferiority.
- And, some just never develop any self esteem at all.
- If people are overwhelmed by the forces of inferiority -- whether it is their body hurting, the people around them holding them in contempt, or just the general difficulties of growing up -- they develop an inferiority complex.
- An inferiority complex is not just a little problem--it is a neurosis, a psychological problem.
- People can respond to inferiority by developing a superiority complex.
- A superiority complex involves covering up one's inferiority by pretending to be superior.
- Bullies, braggarts, and petty dictators everywhere are the prime example.
- Even more subtle: people who hide their feelings of worthlessness in the delusions of power afforded by alcohol and drugs.

Adler: all neurosis is a matter of insufficient social interest.

- Four different psychological types that described people
- Four types can be distinguished:.
 - The first is the ruling type.
 - The second is the getting type.
 - The third type is the avoiding type.
 - Socially Useful Type

The Ruling type

- From childhood on, they are characterized by a tendency to be rather aggressive and dominant over others.
- The strength of their striving after personal power is so great that they tend to push over anything or anybody who gets in their way.
- The most energetic of them are bullies and sadists; somewhat less energetic ones hurt others by hurting themselves, and include alcoholics, drug addicts, and suicides.

The getting type

- They are relatively passive make little effort to solve their own problems
- Instead, they rely on others to take care of them
- Frequently use charm to persuade others to help them.
- They are sensitive and build a shell around themselves.
- They have low energy levels.
- They are dependent on others to help them with life difficulties.
- When overwhelmed they develop phobias, obsessions, anxiety, etc.

The avoiding type

- These have the lowest levels of energy and only survive by essentially avoiding life -- especially other people.
- When pushed to the limits, they tend to become psychotic, retreating finally into their own personal worlds.

Socially Useful Type

- This is a healthy person.
- They have the right amount of energy and take interest in others.

Adler, like Freud, saw personality or lifestyle as something established quite early in life. Adler felt that there were three basic childhood situations that most contribute to a faulty lifestyle.

- 3 situations contribute to a faulty lifestyle:
 - o 1st: childhood feelings of inferiority.
 - o If someone does not come along to draw their attention to others, these children will remain focussed on themselves.

- Most will go through life with a strong sense of inferiority; a few will overcompensate with a superiority complex.
- Only with the encouragement of loved ones will some of these truly compensate.

Pampering also contributes to a faulty lifestyle.

Many children are taught, by the actions of others, that they can take without giving.

Their wishes are everyone else's commands.

The pampered child fails in two ways:

First, they do not learn to do for themselves, and discover later that they are truly inferior; And secondly, they do not learn any other way to deal with others than the giving of commands.

And society responds to pampered people in only one way: hatred.

The third is neglect.

A child who is neglected or abused learns what the pampered child learns, but learns it in a far more direct manner:

They learn inferiority because they are told and shown every day that they are of no value; They learn selfishness because they are taught to trust no one.

A neglectful childhood contributes to a faulty lifestyle:

If the neglected child has not known love, she/he often do not develop a capacity for it later.

The neglected child includes not only orphans and the victims of abuse, but the children whose parents are never there, and the ones raised in a rigid, authoritarian manner.

Adler's Theory of Birth Order Characteristics

Birth Order

Alfred Adler believed that the birth order of a group of siblings would help to determine individual personalities.

Although family situations are unique and individualize,

Adler believed that generic principles to family situations could dramatically impact how a child develops over time.

Family Situation

Only child tends to receive the full attention of both parents Birth is a miracle Parents have no previous experience Retains 200% attention from both parents May become rival of one parent Can be over-protected and spoiled

Child's Characteristics
Likes being the center of adult attention
Often has difficulty sharing with siblings and peers
Prefers adult company and uses adult language

Oldest Child

Family Situation
The eldest child in a family goes from being an only child to the oldest child.
Dethroned by next child
Has to learn to share
Parent expectations are usually very high
Often given responsibility and expected to set an example
Child's Characteristics
May become authoritarian or strict
Feels power is his right
Can become helpful if encouraged
May turn to father after birth of next child

Second Child

Family Situation
He has a pacemaker
There is always someone ahead
Child's Characteristics
Is more competitive, wants to overtake older child
May become a rebel or try to outdo everyone
Competition can deteriorate into rivalry

Middle Child

Family Situation Is "sandwiched" in

May feel squeezed out of a position of privilege and significance Child's Characteristics May be even-tempered, "take it or leave it" attitude May have trouble finding a place or become a fighter of injustice

Youngest Child

Family Situation
Has many mothers and fathers
Older children try to educate him
Never dethroned
Child's Characteristics
Wants to be bigger than the others
May have huge plans that never work out
Can stay the "baby"
Frequently spoiled

Twin Child

Family Situation
One is usually stronger or more active
Parents may see one as the older
One twin tends to become the "leader" and the other is the "follower."
Child's Characteristics
Can have identity problems
Stronger one may become the leader

"Ghost child"

Family Situation

Child born after the death of the first child may have a "ghost" in front of him

Mother may become over-protective

Children in this position often become rebellious or may attempt to exploit their parent's feelings for personal gain

Child's Characteristics

Child may exploit mother's over-concern for his well-being, or he may rebel, and protest the feeling of being compared to an idealized memory

Adopted child

Family Situation

Many adopted children receive the same levels of attention that an only child receives.

Parents may be so thankful to have a child that they spoil him

They may try to compensate for the loss of his biological parents

Child's Characteristics

Child may become very spoiled and demanding

lack in self-confidence

He may resent or idealize the biological parents

Only boy among girls

Family Situation

Usually with women all the time, if father is away

Child's Characteristics

May try to prove he is the man in the family, or become effeminate

Only girl among boys

Family Situation

Older brothers may act as her protectors

Child's Characteristics

Can become very feminine, or a tomboy to outdo the brothers

May try to please the father

All boys

Family Situation

May be dressed as a girl

Child's Characteristics

Child may capitalize on assigned role or protest it vigorously

All girls

Family Situation
May be dressed as a boy
Child's Characteristics
Child may capitalize on assigned role or protest it vigorously

Adler must be credited as the first theorist to include the child's brothers and sisters as an early influence on the child.

Adler considered birth-order another one of those heuristic ideas -- useful fictions -- that contribute to understanding people, but must be not be taken too seriously.

The only child is more likely than others to be pampered.

Parents of the only child are more likely to take special care -- sometimes anxiety-filled care -- of their first born.

If the parents are abusive, on the other hand, the only child will have to bear that abuse alone.

The first child begins life as an only child, with all the family attention to themselves.

However, the second child arrives and "dethrones" the first born.

First born children often battle for their lost position.

Some become disobedient and rebellious, others sullen and withdrawn.

Adler: first children are more likely than any other to become problem children.

First Borns

More positively, first children are often precocious.

They tend to be relatively solitary and more conservative than the other children in the family.

Second Borns

The second child: they tend to become quite competitive, constantly trying to surpass the older child.

They often succeed, but many feel as if the race is never done, and they tend to dream of constant running without getting anywhere.

Other "middle" children will tend to be similar to the second child, although each may focus on a different "competitor."

Youngest child: likely to be the most pampered in a family with other children.

They are never dethroned!

Youngest children are the 2nd most likely source of problem children (just behind 1st).

Youngest may also feel incredible inferiority, with everyone older & "therefore" superior.

But, the youngest can also be driven to exceed all of their older siblings.

In order to help people to discover the "fictions" their lifestyle is based upon, Adler would look at a great variety of things:

birth-order position.

earliest childhood memory.

any childhood problems you may have had.

dreams and daydreams.

Adler would also pay attention to how people express themselves.

Personality Assessment

In order to help people to discover the "fictions" their lifestyle is based upon, Adler would look at a great variety of things such as

- birth-order position.
- earliest childhood memory.
- any childhood problems you may have had.
- dreams and daydreams.
- Adler would also pay attention to how people express themselves.

Implications of personality theories to learning

 Personality may influence learning indirectly through attitudes and motivation which create particular conceptions of learning, learning investment, and preferred ways to learn. Personality traits may thus be expressed in learning styles, which in turn create learning strategies and produce a certain learning outcome.

Personality

Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites' and instincts of the individual and the dispositions and tendencies acquired by experience."

Measurement of Personality

The measurement and evaluation of psychological traits, states, values, interests, attitudes, world view, acculturation, personal identity, sense of humor, cognitive and behavioral styles, and/or related individual characteristics.

It employs a number of methods by which it measures personality.eg-

Situation test

Observation

Psycho analytic test

Projective method

Case history method

Interview method

Questionnaire method

Performance method

Rating method

Situation Test

- In this test the behavior of the individual is evaluated in action related to personality traits.
- Here situations are artificially created in which an individual is expected to perform acts related to the personality traits under testing. (Eg. Honesty)

Individual's behaviour is assessed by judges or peers. • In Situational test sociometric methods, psychodrama can use.

• The use of situational tests is difficult because it requires trained staff to observe and interpret behaviour.

Observation

- It is a popular method to study the behavior pattern of an individual in an actual life situation.
- The observer decides what personality traits he needs to know and then observe the relevant activities of the subject in real life situations.
- Observation can be done in two ways a) observer does not hide from the subject, b) observer takes a position where his presence is least disturbing to the subject.
- Observer may also use several devices (tape recorder, camera, telescope).
- Observer may repeat the observations in the same situation in several times to ensure the reliability of the result.

Questionnaire

Is a series of questions which the individual is supposed to answer by checking or encircling 'yes' or 'no' provided against each question.

The questions or statements describe certain traits, emotions, attitudes or behaviour in situations revealing personality.

Examples for some items, that included in questionnaire.

- -are you slow in making decisions? Y N D
- -do you day dream a lot? YND
- -do you often feel lonely? Y ND

Ascendance -submission test designed by F. H Allport & G. W Allport is a well known example for questionnaire.

Interview

"A face to face verbal interchange, in which the interviewer attempts to elicit information or expression of opinion from another person" (Maccoby)

- . Structured Interview
- .Semi structured
- . Un structured Interview

Structured Interview

- Procedure of interview is pre-determined or standardized
- Questions to be asked during interview are planned sufficiently earlier
- Procedure to be followed is standardized and determined in advance.
- .Interviewer cannot rephrase the questions in the interview schedule.
- .Formal in nature and less flexible in the process.
- .Easy to interpret.

Semi-structured Interview

- There is more flexibility in the process of to structured interview in comparison interview.
- Interviewer can determined questions or change wordings of questions or order of their presentation.
- Provides the scope to probe deeper into the area where required.

Unstructured Interview

Questions asked according are demands of the situation without any pre to the planning regarding the questions to be asked .

• Provides greater flexibility

• Interviewer has absolute freedom to restructure the questions or process of interview.

Rating Method

Rating scale is an important technique of evaluation. Rating is the assessments of a person by another person. This is one of the oldest methods of personality assessment. There are certain general approaches to assess personality like holistic or overall approach, projective test approach and trait approach. In this rating scales and inventories come under the trait approach.

PRINCIPLES OF DEFINING A RATING SCALE

- .The characteristics should be clearly defined
- .The characteristics should be readily observable
- .Degrees of the characteristics must be defined.

CHARACTERISTICS OF A RATING SCALE

- .They are value judgments of the attributes of one person by another person.
- .These scales are most commonly used tools to carry out structured observations.
- .They are generally developed to make quantitative judgments about qualitative attributes.
- .They provides more flexibility to judge the level of performance or presence of attributes among subjects.

Different type Rating scales:

Three-point scale (Above Avg / Avg /Below Avg)

Five-point scale

Seven -point scale.

Psycho Analytic Test

Two types of tests, in the psycho -analytic method of investigation of personality are more popular.

- . Free association
- . Dream Annalistic.

Both these tests show the peculiarities of the psycho- analytic personality, in its unconscious aspect.

In dream Analysis, the subject describes his dream and without using the mind, meaning thereby the unrestricted state of the mind, associate freely the dream objects and activities.

It is mostly used in discovering the personality peculiarities, mental complexes and mental ailments of abnormal people.

Projective Method

"A Projective technique is an instrument that is considered especially sensitive to covert or unconscious aspects of behaviour. It permits or encourages a wide variety of subject responses. It is highly multi-dimensional. It evokes unusually rich or profuse response data with a minimum of subject awareness concerning the purpose of the test. Lindzey(1961)

"The interpretation of situations and events by reading into them our own experience and feeling. Drever (1956)

Projective techniques

- Word association test
- Sentence completion test

Story completion test

• Social situation picture test

Thematic apperception test

- Children apperception test
- Draw a person test
- House -tree-person test
- Kinetic family drawing test
- Draw an animal
- Rorschach inkblot test

Word Association Test

In a word association test, the researcher presents a series of words to individual respondents. For each word, participants are instructed to respond with the first word (i.e., associate) that comes to mind.

.Galton introduced the first word-association test. He used a list of 75 stimulus words with which he read and noted his responses. Galton, who thought that there might be a link between a person's I.Q. (intelligence quotient) and word associations.

Sentence completion test

.Ebbinghaus introduced as a test of Intellectual ability.

- For assessing personality, this technique firstly used by Payne&tendle (1930's)
- Based on the same principles as the Word Association Test.

In Sentence completion, respondents

are given incomplete sentences and asked to complete them.

• A variation of sentence completion is paragraph completion.

.Sentences such as the following could be used:

- 1. The happiest time......
- 2. I like to...
- 3. My father...

Scoring system proposed by Rotter, classifies the responses into..

Neutral', 'High conflict', 'positive'

My father- Frightened me (6): High conflict

My father-Worked very hard(3): Neutral

My father- Loved me and made me laugh(0): positive

Story completion Test

An incomplete story is provided to the subject and its development and completion could give insight into one's personality.

. In story completion, respondents are given part of a story.

Rorschach Ink blot test

It is a psychological test in which subjects perceptions of inkblots are recorded and then analyzed using psychological interpretation.

Some psychologists use this test to examine a person's personality, characteristics and emotional functioning. It has been employed to detect underlying thought disorder, especially in cases where patients are reluctant to describe their thinking processes openly.

Inkblot Cards

Rorschach consists of ten (10) bilaterally

symmetrical (mirrored image) inkblots printed in separate cards.

• Five (5) achromatic inkblots or without color/black and white.

Two (2) inkblots are in black, red, and white, the remaining three (3) inkblots are multicolored.

Scoring, Analysis and Interpretation:

Responses are given specific symbols and entered in to four columns. These scoring categories are marked as

1-Location: refers to the particular part of a blot to which a single response refers. Using symbols are

W=Whole blot area

D=Large common detail

d-Small common Detail

S-White space

2-Determinants meant the particular aspects of the blot which directs the perceptual activity. The common determinants are:
M=Movement
F=Form
C-color
K=Shading
3-originality :related to its popularity
4- contents: what is seen by the subject in blot. (content)
H-Human forms
A=Animal forms
N=Natural objects(river, mountain etc)
pl-Plants
This help the interpreter to decide the personality characteristics of the subject.
Eg: the number of 'W' is greater than 'd' or 'D', then the person is said to be mature, intelligent and is expected to possess the ability to synthesize.
Rorschach Projective Tests take into consideration a number of different
factors when being analyzed by a psychologist:
• Response Speed: If a patient takes a long time to respond it can indicate
that they are hiding their true response (and suppressing a specific feeling or emotion)
Number of Responses: More varied responses can indicate a high intelligence
Patterns of Responses: If a patient responds quickly to all inkblots except one (hesitance toward a specific topic or emotion), or responds in a similar way to all inkblots (i.e. if all elicit a fear response a patient may be struggling with suppressed fear) can often be more telling than a specific response

Thematic Apperception Test

The most widely known and used story telling technique is the TAT.

It was developed by Morgan and Murray (1935) in the belief that the content of imagined stories would provide clues to the underlying dynamics of a subject's interpersonal relationships and self attitudes.

TAT data are expected to reveal the hierarchy of a person's needs and the nature of his or her dominant emotions and conflicts.

The TAT stimuli comprise 19 black-and white illustrations of people or scenes and one blank card. The cards are intended for use with persons age five or older of both genders, and for nine of the cards there are alternate versions for use with adult and child/adolescent males and with adult and child/adolescent females.

Administration and Scoring

The TAT cards are given to subjects one at a time with instructions to make up a story for each picture that includes

- (1) what is happening at the moment,
- (2) what the characters are thinking and feeling,
- (3) what led up to the situation,
- (4) what the outcome will be.

The narrated stories are recorded verbatim by the examiner.

Unknowingly, the subject expresses many of the peculiarities of his personality, in this story by projection.

The story expresses his natural desires, emotions sentiment etc.

This test helps in the discovery of many mental distortions, enabling subsequently their curing.

Draw A Person Test or Draw A Man Test

It is a psychological projective personality and cognitive test used to evaluate children and adolescents for a variety of purposes.

It is a test where the subject is asked to draw a picture of a man, woman, and themselves.

No further instructions are given and the pictures are analyzed on a number of dimensions. Test used to measure non verbal intelligence or to screen emotional or behaviour disorders. Administration: • The examinee is given a pencil and white blank paper and told to draw a person. After the first drawing completed, instructed to draw another picture of a person of the sex opposite that of the person. And asking some questions like: • Tell me a story about that figure Tell me about that boy/girl, man/lady • How is the person feeling? What is nice or not nice about the person? .Responses using for interpreting the personality .Various characteristics of the drawing also using to assess personality

Eg:-placement of the figure,

The size, Symmetry, Line quality, Shading, the presence of erasures, Facial expressions,

The Children's Apperception Test (CAT)

It is a projective personality test used to assess individual variations in children's responses to standardized stimuli presented in the form of pictures of animals (CAT-A) or humans (CAT H) in common social situations.

The CAT, developed by psychiatrist and psychologist Leopold Bellak and Sonya Sorel Bellak.

The CAT is used to assess, personality, level of maturity, and often psychological health.

Administration

- The CAT, which takes 20-45 minutes to administer. Can be conducted by a trained professional-psychiatrist, psychologist, social worker, teacher or specially trained pediatrician in a clinical, research, or educational setting.
- .The test may be used directly in therapy or as a play technique in other settings.
- .After carefully establishing rapport with the child, the examiner shows the child one card after another in a particular sequence (although fewer than ten cards may be used at the examiner's discretion) and encourages the child to tell a story-with a beginning, middle, and end-about the characters.
- The examiner may ask the child to describe, for example, what led up to the scene depicted, the emotions of the characters, and what might happen in the future.

Scoring

- In a projective test such as the CAT, there is no right or wrong answer.
- Thus there is no numerical score or scale for the test. The test administrator records the essence of each of the stories told and indicates the presence or absence of certain thematic elements on the form provided.

As in the TAT, each story is carefully analyzed to uncover the child's underlying needs, conflicts, emotions, attitudes, and response patterns.

The CAT's creators suggest a series of ten variables to consider when interpreting the results.

. These variables include the story's major theme, the major character's needs, drives, anxieties, conflicts, fears, and the child's conception of the external world.

House-tree-person Test

The house-tree-person test (HTP) is a projective test intended to measure different aspects of personality. Test takers are asked to draw a house, a tree, and a person. The interpretation of these drawings is used to create a picture of the person's cognitive, emotional, and social functioning.

HTP was designed by John Buck and was originally based on the Good enough scale of intellectual functioning.

It was developed in 1948, and updated in 1969. Buck included both qualitative and quantitative measurements of intellectual ability in the HTP.

The HTP can be given to anyone over the age of three. Because it requires test takers to draw pictures.

It is also often used with individuals suspected of having brain damage or other neurological impairment.

The test takes an average of 150 minutes to complete; it may take less time with normally functioning adults and much more time with neurologically impaired individuals.

The primary purpose of the HTP is to measure aspects of a person's personality through interpretation of drawings and responses to questions.

Tests requiring human figure drawings were already being utilized as projective personality tests.

Administration

- .Pencil & white paper
- .Child asked to draw a good house (as good as possible)

Questions to be asked related to pictures

- .Who lives here?
- .are they happy?
- . what goes on inside?
- .what's it like at night?
- .do people visit here?

what else do the people in the house want to add to the drawing?

Interpretation of results

projective test, the results of the HTP are subjective . The subjective analysis of the test takers responses and drawings aims to make inferences of personality traits and past experiences.

The subjective nature of this aspect of the HTP, as with other qualitative tests, has little empirical evidence to support its reliability or validity.

This test, however, is still considered an accurate measure of brain damage and used in the assessment of schizophrenic patients also suffering from brain damage.

Kinetic family drawing Test

Figure drawings are projective diagnostic techniques in which an individual is instructed to draw a person, an object or a situation, so that cognitive, interpersonal, or psychological functioning can be assessed.

The Kinetic Family Drawing, developed in 1970 by Burns and Kaufman, requires the test-taker to draw a picture of his or her entire family. Children are asked to draw a picture of their family, including themselves, "doing something."

This picture is meant to elicit the child's attitudes toward his or her family and the overall family dynamics.

• The KFD is sometimes interpreted as part of an evaluation of child abuse.

Exceptional Learners

Classification of exceptional learner"s

Who is an Exceptional Child? Exceptional children are those children who deviate significantly from the normal ones.
☐ The deviation may fall on either end and therefore the exceptional child may be significantly below average or above average in terms of physical development, mental ability, social ability and emotional reactions.
□Such children who are so exceptionally inferior or superior to the normal children may have serious adjustmental problems.
☐ They need special care and education for making them better adjusted and to enable them to utilize their abilities to the maximum possible.
Types of Exceptional Children
Intellectually (Mentally) Exceptional Children The Gifted
☐ The Creative Learner
☐ The Slow learner/Backward children
The Underachiever
☐ Mentally Retarded
☐ The Learning Disabled ☐ Physically Exceptional Children ☐ Visually Impaired (blind)
☐ Hearing Impaired (Deaf)
☐ Orthopedically handicapped/Crippled children
☐ Children with Speech deficits ☐ Emotionally Exceptional Children ☐ Delinquents
□ Socially Exceptional Children
□ Under privileged children
 ⊢ Multi-Exceptional □ The children who have more than one defect
- The children who have more than one detect

1. GIFTED CHILDREN/ Superior Children

- •The gifted child is he who has been endowed with great natural ability, intelligence or talent.
- •Gifted children have high cognitive ability, creativity and superior talent in special areas.
- •If they neglected, they would become maladjusted and create problems.
- •Hence special care should be given to them
- •Acceleration, ability grouping, enrichment programmes are the common programmes suggested to them.
- •Some psychologists argue that giftedness based on IQ and a person with IQ higher than 130 is termed as gifted. But gifted children need not necessarily possess a very high IQ.
- •In order to qualify one as gifted, his performance must be Consistent, Remarkable, Outstanding, Distinctive, Clearly above the average performance of others

Problems of Gifted Children ☐ Inability to adjust with substandard teaching
☐ Difficulty to tolerate sub standard opinions
□Contempt for the gifted from others
□ Lack of extra competent teachers
☐ Indifference of the society towards the gifted
☐ Interest to be in company with elders instead of peer groups

Characteristics of Gifted Children

- | | Have large vocabulary
- □Express curiosity about many things
- **HSelf** critical
- □Express themselves well
- ☐ Asks thoughtful questions
- ☐Use previous knowledge in new situations

□Have longer attention span
□ Quick comprehension
I Keen observers
□Restless & Learn fast
□ Desire to be excellent/desire to work independently □ Order things logically
□Have good memory
□Prefer company of older children
□Prefer discussion on ideas
□Desire to be excellent
Identification of Gifted Children
Untelligence Test
☐ Standardised achievement test
HTest of creativity
☐ School marks and cumulative record of pupils achievement
HAptitude Test
□ Interest inventory
□ Opinion and records of friends and teachers
☐ Teacher observation
Educational Provisions For The Gifted
Accept their superiority
Acceleration/Double promotion (If the child is extraordinarily brilliant, a suitable test can be administered to him to assess the standard of achievement. He might be promoted and which saves time, cost and effect.
Ability Grouping (In a heterogeneous group, there will be bright, dull, average students and the teacher proceeds at the speed of the average who form the majority. Here the dull cannot be caught up with others and bright people feel bored. These groups may create problems in class. But if pupil are arranged according to their ability (homogeneous grouping), the learning experience can be organised and worked out effectively in accordance with their ability

2. SLOW LEARNERS/ BACKWARD CHILDREN

\square Slow learner is a state of being below the normally accepted level in learning things. A child who is slow in learning is called a slow learner.
\square Backwardness in general, is applied to cases where their educational attainment falls below the level of their natural abilities
□ According to Burt- "A slow learner is a child who is unable to cop with the work normally expected of his age group"
Some Facts about Backward Children
☐ He is a slow learner and finds difficulty in keeping pace with the normal school work.
□Educationally, he is not able to attain what he should. In other words, his educational attainment falls below his natural abilities.
☐ He falls far behind other children of his age in matters of study. Usually such children remain in the same class for a number of years.
□Not only is he unable to learn in his class with the children of his own age but also he finds it difficult to learn with the children of lower classes, who are younger to him in age.
\Box He is necessarily a failure in the academic field and shows educational impoverishment.
□ Like mentally retarded and mentally handicapped children, we cannot call a child backward merely on the basis of his IQ. A child may be both dull and backward, but he is not necessarily backward because he is Dull
Types of Slow Learners General Backwardness Found to weak in all school subjects
Specific Backwardness □Child suffering from specific backwardness lags behind in one or two specific subjects
CAUSES OF SLOW LEARNING Biological weakness
□Physical defects and diseases
□Poverty and economic conditions
☐ Harsh attitude and dominance by parents

□Poor method of teaching
☐ Lack of adequate motivation.
Characteristics of Slow Learners Physical Characteristics Poor muscular coordination
□ Slow reaction time
☐More physical defects of eyes, nose and serious speech defects
Mental Characteristics (related to intelligence level) □Lesser capacity of abstract thinking and to correlate various experience □Lack of reasoning ability
☐ They lack the ability to think in abstract way
Social & Moral Characteristics Classmates reject him
□Parents are ashamed of such children and make sharp remarks and unfavourable comparison
☐ These children develop undesirable social traits
□But they make good adjustment in non academic pursuit as a compensatory defense mechanism
Problems of Slow Learners □ Lacks motivation to learn
☐ Because of repeated defeats, no longer beliefs in himself
LLow confidence
Hligh anxiety
Hear of failure
□Less interest towards school and teachers

NEEDS OF SLOW LEARNERS EDUCATIONAL PROGRAMMES FOR SLOW LEARNERS

☐ Special coaching & Individual attention
□Counseling service
☐ More consideration
⊟More practice
□Visual presentations
☐ Simplified version of teaching
□Friendly attitude of teachers
□ Special motivation

☐ Remedial Instruction/Immediate feedback

Identifying Slow Learners



What is Learning Disability? LD refers to learning problems which manifest in an imperfect ability to listen, think, speak, read, write or do mathematical calculations which are not primarily due to visual impairment, hearing impairment, motor handicap, mental retardation, environmental or economic disadvantages, but due to a disorder in the psychological process involved in understanding or using language.

Other Definition

LD refers to a retardation, disorder or delayed development in one or more of the processes of speech, language, reading, spelling, writing or arithmetic resulting from a possible cerebral dysfunction or emotional or behavioral disturbance and not from mental retardation, sensory deprivation, cultural or instructional factors. (Kirk, 1962)

Causes of Learning Disabilities

a. NEUROLOGICAL DAMAGE (It can also occur during the prenatal, natal and post natal periods- Prolonged labour, premature birth, birth complication, maternal age, use of drugs and alcohol, maternal-foetal blood incompatibility, Rh-factor, Cigarette smoking, low birth weight)

b. MATURATIONAL DELAY

☐Blender (1973), observed that differential sttages in the development of brain are delyed, there occurs maturational lag
☐ Slow maturation of language skills (Especially in Reading)
☐ Delayed development of motor skills
Uneven performance patterns on measures of intellectual development
□ Visual motor problems
☐Right-left confusion
☐ Immaturity (more often seen in males)
☐ Tendency of members within a family to show similar

c. GENETIC FACTORS

(Researchers are still debating whether learning disabilities are, in fact, genetic or they show up in families because children learn and model what their parents do)

d. BIOCHENICAL FACTORS

(Chemicals play an important role in brain actuary, controlling and releasing electrical nerve impulses between neurons. Absence or even excessive amount of biochemical substances cause a biological imbalance)

e. NUTRITIONAL DEFICIENCIES

(The developing child requires adequate nutrition, especially in the first six months. A poor diet and severe malnutrition can reduce the child 's ability to learn by damaging inter-sensory ability and delaying development)

f. THE ROLE OF ENVIRONMENT

- •Environmental toxins(poisons)- Lead etc.
- •Economically deprived homes, the child may not be exposed to adequate sensory, linguistic activities.
- Poor teaching styles

DEGREE OF DISABILITY

- •Mild Learning Disability (Can be educated in regular school-- Their problems may occur in one or more areas of learning skill to a relatively mild degree.
- •Severe Learning Disability. (It is difficult to integrate in regular schools--Problem may be due to brain dysfunction or environmental depravities

TYPES OF LEARNING DISABILITY

1.DYSLEXIA
□Difficulty in processing language
□ Problems in Reading, Writing, Spelling, Speaking Derived from Greek words "dys" (difficult) and "lexis" (word) □ 10-15% of school going children are LD
☐ Among this, 85-90% of all LD children are dyslexic
DYSLEXIA
Dyslexia is a disorder in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing and spelling commensurate with their intellectual abilities.
A Dyslexic Reader
□Lazy to read (He will listen if someone is reading)
□Reads slowly, hesitantly- letter by letter & word by word
□Reads word by word & uses fingers to read
$\hfill\square Doesn't$ understand what he himself read, but comprehends when you read out to him
□Adds, substitutes or omits letters, punctuations, words
□Leaves certain words out while reading or repeats them unknowingly
☐ Words read backwards (DOG as GOD, WAS as SAW)
Read letters in the wrong order. (FELT as LEFT, ANIMAL as AMNAL
☐ Shorten the words (REMEMBER as REMBER, SUDDENLY as SUNLY)

Characteristics of Dyslexic Reader

a.Omission- (Omit letters or whole words while reading. Eg: Bett/Bet)
b.Additions and Insertions (Child inserts letter/s were not required. Eg: Play-Played, Care- Careful)
c.Substitutions (She substitute the words Guest- Guess, Bus- Buiscut) ☐ The child guess the initial part of the word and ignores rest
☐ Chance of mis pronounciation d.Repetition- Repeats the word again and again
e.Reversals- The boy went into the garden- Garden into went the boy
☐Post man- Man post, We- Me, Mad- Dam
2.DYSGRAPHIA
Disorder of Writing Expression ☐ Difficulty with writing, problems with handwriting, spelling, organising ideas
Derived from Greek words "dys" (difficult) and "graphein" (write) Answers orally, but unable to write the same correctly The discrepancy factor is what he knows, and what you see on his answer sheet

Difficulty in handwriting referred to as Dysgraphia

- •They don't know how to hold the pencil correctly
- •Their handwriting will be extremely illegible or bad
- •Writing requires muscular control, eye-hand co-ordination and visual discriminations.
- •It also requires smooth control of arms, hands and finger muscles.
- •It needs adequate perception of the letter and word formation.
- •Most of the children find it difficult to copy down what is written on the black board. Hence their notes are incomplete.

- •Copied notes have drastic mistakes
- •Plenty of "over-writing" (corrections written over the wrong words)
- Capital and small letters get switched
- They completely use unnecessarily certain words, letters, sentences of punctuations
- Letters are misplaced when written from left to right
- Cannot complete the drawing of basic shapes like rectangle, square, triangle etc.

A Dysgraphic child Does mirror writing p-q, b-d (letter ,,q" is read as p,b,d Write letters upside down (6=9, n=u, m=w) Write words as they sound (BUSY as BIZZY, FiGHT as FITE, Car as KAR Loose letters in certain words (LIMB as LIB, STRING as STING) Add letters wherever necessary (WAS as WHAS, WENT, WHENT) Find difficulty in following directions Slow with writings; incomplete notes/exam papers Unable to see patterns for spelling (Eg: ,,tion" for station)

CAUSES of Dysgraphia

- a.Brain damage
- b.Brain injury
- c.Information processing
- d.Maturational delay

- e. Visual deficiencies
- f.The writing position

3.DYSCALCULIA

Mathematical Disability

Difficulty with math problems, understanding time, volume etc

Characteristics of Dyscalculia

- a.Difficulty in basic operation
- b.May use fingers even after 8 yrs
- c.Confusion with signs (+ and X)
- d.Difficulty to decide correct operation (BDMAS)
- e. Operation may be write, but calculation wrong
- f.Doesn"t understand place value
- g.Poor short term memory
- h.Rigidity of thought (5+7=12, 12-7 =?)
- i.Cannot recognize patterns (2X1=2, 2X2=4)
- j.Difficulty in graph reading, map reading etx
- k.Difficulties in spatial relationship (up, down high, low, near, far)
- 1.Difficulties in size, volume etc

VISUAL IMPAIRMENT

3 KEY WORDS □ Visual Acquity
_Visual Efficacy
☐ Field of Vision
□ Visual acquity is the ability of the eye to discriminate two distant objects clearly. It is the ability of eye to see distant objects clearly Visual Acquity

Visual Efficacy

• Visual Efficacy is one"s ability to process, analyse and interpret Visual information meaningfully.

Field of Vision

- •Field of vision simply means side to side vision
- •It is the entire area which can be seen without shifting the gaze.
- •Normal Field of vision 180 degree

Concept of VI

- "Visual Impairment stands for diminishing ability of a person to achieve the essence of visual sensation due to restricted field of vision, Visual Acquity and Visual Efficacy"
- "Disability which leads to the under functioning of visual sense organ which results in diminished / lack of vision can be termed as visual impairment"

Assessment of Visual Acquity

- By using Snellen"s chart
- Developed by Herbert Snellen
- Subject or the person who needs to check visual acquity may be asked to read out alphabets in varying sizes.

CLASSIFICATION

Based on visual ability

BLIND

PARTIALLY SIGHTED

WHO IS BLIND?

- "A legally blind person is said to be blind if a)One who has visual acuity not exceeding of 20/200 feet (6/60 meters) in the better eye after all possible corrections
- b) or whose field of vision is so restricted that it subtends an angle of 20 degree or less in the better eye after Correction."

PARTIALLY SIGHTED

•The partially sighted can read print by using magnifying glasses or books with large print

Characteristics

- Limited or lack of response to visual stimuli
- •Holds everything close to the eye
- •Excessive Rubbing of eyes
- •Unable to participate in activities which demanding distant vision
- •Impaired visual concept formation or identification of things around him
- •Keen usage of auditory sense.
- •More frequent blinking of eyes

IDENTIFICATION CHECKLIST

- •Behaviour
- •Rubes eyes excessively.
- •Covers one eye and tilts the head forward.
- •Holds objects and books close to the eyes.
- •Asks other children when taking notes from the black-board.
- •Blinks more frequently.

APPEARANCE

- •Squint eyelids together.
- •Bumps into people or objects.
- •Unable to participate in games requiring distance vision.
- •Excessive sensitivity to light

COMPLAINTS

- •Eyes itch, burn or feel scratchy.
- •Cannot see well.
- •Dizziness, headaches, or nausea following close eye work.
- Blurred or double vision.

Causes

- Prenatal causes
- Natal Causes
- Postnatal Causes

Prenatal Causes

Maternal Rubella
Maternal Measles
Maternal chickenpox
Rh factor incompatibility
Consanguineous Marriage
Poor Nutritional status of mother
Attempted abortions
Maternal Hypertension
Hereditary factor

Natal causes

- •Coiling of umbilical cord
- •Accidents during Instrumental Delivery

Anoxia

Post natal causes

- •Nutritional Deficiency
- Accidents
- •High Blood pressure

Some other causes

- •Lack of Melanin Albinism Iris will be in blue colour Leads to problems in Light Accomodation
- •Retinitis Pigmentosa Retinal cell damage Accumulation of pigment- vision loss
- •Cataract Lens will be in Opaque condition
- •Corneal TB
- •Burns and injuries
- •Hyper blood circulation to sclera
- •Brain tumor
- •Optic nerve damage
- •Glaucoma High Intraocular pressure
- •Vitamin A Deficiency
- •Old age
- •Retrolental Fibroplastic -Fibrous Mesh behind the lens- due to excessive use of oxygen on premature babies in incubators.

ASSISTIVE DEVICES

•Braille
•Laser Cane
•Raised Numeral watches
•Sonic Glassess – Eyeglasses-send out ultrasonic sound waves- converted into echoes
Kurzweil reading machine –translate printed material into verbal language
•Abacus
How can we teach children with Visual impairment? •Duplication
•Substitution
•Omission
•Plus Curriculum (Braillie, Orientation and Mobility training, Use of special equipments, daily living skills)
•Sensory Training (Auditory sense, Tactile Sense)
SEBD- SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES
□ The term, SEBD, refers to a those students who present with disturbing and/or disruptive behaviour that interferes with their own and others' social functioning and academic engagement. □ Their behaviour may be termed 'acting-out" or "acting-in".
SEBD include:
□ Difficulties in sustaining attention

□Difficulties regulating physical movement
☐ Verbal and/ or physical aggression towards other people
☐ Violent and destructive behaviour
□ Opposition and uncooperativeness
□Extreme fearfulness □Avoidant behaviour
□ Withdrawn behaviour
□Feeling of low self-worth and hopelessness
In the school setting these might manifest, for example, as: □Defiance of staff
□ Persistent of rule breaking
□Bullying others
∃Truancy
□ Social isolation
☐ Refusal to engage in learning tasks
☐ Failure to complete learning tasks
□Disaffection
SOCIAL DIFFICULTIES
☐ Most teachers encounter a group of children in their class room who appear lifeless, incurious and deceptively unintelligent.
They show a lack of interest, involvement and motivation for academic success. They show general academic underachievement.
☐ The cumulative deficiencies in learning ultimately lead to their wastage and stagnation. These children are socially, economically and educationally disadvantaged
Anti-social activities
_Less interaction with the society
_Substance misuse
_Uncooperative behaviour

EMOTIONAL DIFFICULTIES

_Depression
_Anxiety
_Adjustment disorder
_Distorted thinking (Negatively based)
☐ When children have serious emotional disturbances, these behaviours continue over long periods of time.
☐ Their behaviour thus signals that they are not coping with their environment or peers
Emotional disability means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects a child's educational performance: An inability to learn that cannot be explained by intellectual, sensory, or health factors.
☐ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
☐ Inappropriate types of behaviour or feeling under normal circumstances. ☐ A general pervasive mood of unhappiness.
☐ A tendency to develop physical symptoms or fears associated with personal or school problems.
Symptoms 1. Excessive anxiety 2. Expects too much in everything, tries to suppress it but with visible difficulty 3. Excessive sadness, seeks pity in every association and becomes sad 4. Reluctant to mingle with other kids or play with them 5. Isolates himself 6. Shows fear and apprehension constantly 7. Complains of illness often, and shows the symptoms but nothing comes up under diagnosis.
BEHAVIOURAL DIFFICULTIES
They fail to establish close and satisfying ties with other people.
Some youngsters are withdrawn; the great majority strike out with hostility and aggression.
☐ The category of behavioural disorders include : ☐ Conduct disorders

NEED AND SIGNIFICANCE OF INCLUSIVE EDUCATION

- To fulfill the constitutional responsibilities
- To enable children to stay with their families
- For the development of healthy citizenship
- For achieving the universalisation
- Developing feeling of self respect
- For social equality
- Self reliant

MODULE 5

STYLE PREFERENCES IN LEARNING

STYLE PREFERENCE

Thinking style

"thinking style" is a term used in cognitive psychology to describe the way individuals think, perceive and remember information.

Cognitive styles

- Cognitive styles refer to the preferred way an individual processes information. Unlike individual differences in abilities (e.g., Gardner, Guilford, Sternberg) which describe peak performance.
- styles describe a person's typical mode of thinking, remembering or problem solving.
- A systematic and habitual mode of organising and processing information

Your learning style is your learning preference.

How do you like to learn?

Learning style

- overall patterns that provide direction to learning and teaching.
- Learning style can also be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation.
- an individual's mode of gaining knowledge, especially a preferred or best method.
- A learning style is a student's consistent way of responding to and using stimuli in the context of learning.
- Adopting a habitual and distinct mode of acquiring knowledge
- Learning style is an individual's unique approach to learning based on strengths, weaknesses, and preferences.

Characteristic approaches to learning and studying

Definitions

- Keefe (1979) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." -James W. Keefe
- "The way that he or she concentrates on, processes, internalizes, and remembers new and difficult information or skills".
 - -Dr.Rita Dunn

Approaches to learning

Three major approaches

Deep approach

• Examining new facts and ideas critically, and tying them into existing cognitive structures and making numerous links between ideas.

Surface

Accepting new facts and ideas uncritically and attempting to store them as isolated, unconnected, items.

Strategic

The strategic or achieving approach is that approach which students are said to take when they wish to achieve positive outcomes in terms of obtaining a pass or better in the subject.

Deep approach

- Looking for meaning.
- Focusing on the central argument or concepts needed to solve a problem.
- Interacting actively.
- Distinguishing between argument and evidence.
- Making connections between different modules.
- Relating new and previous knowledge.
- Linking course content to real life.

Surface approach

- Seeing course content simply as material to be learnt for the exam
- Relying on rote learning.
- Focusing on outwards signs and the formulae needed to solve a problem.
- Receiving information passively.
- Failing to distinguish principles from examples.
- Treating parts of modules and programmes as separate.
- Not recognising new material as building on previous work.

Strategic approach

- Intend to obtain high grades
- Organise their time and distribute their effort to greatest effect
- Ensure that the conditions and materials for studying are appropriate
- Use previous exam papers to predict questions
- Are alert to cues about marking schemes

Orientations in learning

• Why we learn the materials or what is the reason behind for learning the particular content

Types of orientations

- Meaning orientation
- Reproducing orientation

- Achieving orientation
- Non-academic orientation

Meaning orientation

- Deep approach
- Internalizing ideas
- Use of evidence
- Intrinsic motivation
 - People with this learning preference are often found among social scientists, counselors, tutors, musicians, historians, artists, etc.
 - Many of them choose professions that serve others: nursing, teaching, medicine, or full-time religious work.

Reproducing orientation

- Surface approach
- Syllabus boundness
- Fear of failure
- Extrinsic motivation
 - following routine solution procedures but not trying to understand where they come from,
 - memorizing facts but not trying to fit them into a coherent body of knowledge.
 - Reproducing learners are characterized by an "extrinsic motivation" to learn (I've got to learn this to pass the course, to graduate, to get a good job) and
 - an unquestioning acceptance of everything in the book and in lectures.
 - They often do poorly in school.

Achieving orientation

- Strategic approach
- Disorganized study
- Achievement motivation
 - The primary goal is to get the highest grade in the class, whatever it takes.
 - Achieving learners take a "strategic approach" to learning,
 - which involves finding out what the instructor wants and delivering it-digging deep when they have to, staying superficial when they can get away with it.

Non academic orientation

- Globetrotting
 - o jumping into conclusion without getting sufficient clarification
- Improvidence
 - Over dependence on details of the particular aspects

Learning strategies

Learning strategies are a set of techniques to learn adopted by the learner

LEARNING STYLES - INTRODUCTION

Children learn through a combination of the following elements:

- Physiological
- Cognitive
- Affective

Learning Styles



Physiological Elements

- Physiological elements are primarily biologically-based and vary depending on the learner's reaction to the physical environment.
 - o Environmental Elements
 - Emotional Elements
 - Sociological Elements
 - Physical Elements.

Environmental Elements

- Sound
- Light
- Temperature
- Design

Sound

- •Children vary greatly in their ability to concentrate in varied sound environments.
- •Some children require that it be completely silent in order to concentrate.
- Others have the ability to block out surrounding noise and can become engrossed in their own thoughts.

Light

- •It has been found that fluorescent bulbs emit rays that stimulate analytic children.
- •Thus, analytic children find it hard to concentrate in a dim room.
- °However, these same rays can overstimulate global children, causing them to loose the ability to concentrate.

Temperature

- •Every child is different when it comes to temperature preferences.
- •The temperature of a room does not have any direct bearing cognitively on a child, as a biological response it can affect a child's attention span.

Design

- •Design in a classroom refers to the layout of the room in comparison to the physical needs of the children.
- •Some children can be seated at a desk or table for an extended period of time while others prefer standing or sitting on the floor.

Emotional Elements

- Motivation
- Persistence
- Responsibility
- Structure

Motivation

Learners' motivation, influenced by students and school environment, is a driving force of direction, energy, and sustainability to interest, attitude, and hard work for successful academic performance.

Persistence

- •The element of persistence is both emotional and cognitive in nature.
- °When certain students begin a task, they have a strong emotional need to complete the task, thus demonstrating an emotional bond to complete.
- •This emotional desire to finish the assignment is distinctly different from the cognitive ability to remain focused on the task for the duration of involvement.

Responsibility

- •These children are follow through on assignments, finish them to the best of their ability, and do so many times without ongoing supervision.
- •However, many times children appear to be less responsible than they truly are.
- °Sometimes this is due to the child's short attention span and desire to move on to something else.

Structure

- °Some children need to know exactly what is expected of them before commencing on an activity.
- Others want only the objective or goal and prefer to create their own way of accomplishing the assignment.
- •These differences are referred to as structural differences.

Sociological Elements

- Individual sociological patterns vary greatly depending on a child's age and social experience.
- Some children learn better consistently in one way.
- Others learn better by varying the social contexts in which they learn.
- Knowing the social setting in which children can learn is extremely important in forming their learning setting.
- Self Does the learner work best alone?
- Pair Does the learner work best with someone else?

- Peers Does the learner need the support of his or her peers in the learning experience?
- Team Does the learner work best with a group?
- Varied Give the child the option to work in pairs, groups, or individually.

Physical Elements

- Perceptual nature
- Intake
- Time
- Mobility

Perceptual nature

- This area has to do with the learner's ability to understand and perceive the concept.
- > Some learners need much more contact with an idea or concept than others.

Intake

- Through eating, drinking, or smelling, the senses can be actively engaged in the learning experience.
- > By involving as many of the senses as possible the child is more likely to retain the information presented.

Time

- Time rhythms refer to the individual's optimum learning patterns based on the time of the day.
- > Some learners retain much more in the evening, and others are at their peak in the morning.

Mobility

➤ Mobility has to do with a child's need to change physical position during the learning process.

Cognitive Elements

- Brain Dominance
- Conceptual Tempo
- Mindstyles
- Psychological Differentiation
- Modality
- Multiple Intelligences

Brain Dominance

What is the way in which the brain analyzes information?
☐ Analytical
Analytical children patch details together in the exact opposite way global learners do.
Once a strongly analytic student begins a task, that student has a strong emotional compulsion
to complete it.
☐ Global

Global Learners need an overall comprehension of what's being covered first, and then they can look at the details.

Global learners tend to concentrate on difficult academic studies for a relatively short amount of time.

Integrated

Try to vary the types of activities offered to engage both types of learners.

Conceptual Tempo

Impulsive

Impulsive children are those who blurt out answers, behave impetuously, and speak before they think.

Reflexive

Reflexive children are many times perceived as more intelligent because they act more

Mindstyles

thoughtful.

- Concrete Sequential
- Emphasis on the concrete world of the physical senses; sequential step-by-step linear progression of thought; instinctive, methodical, deliberate; ordered, practical, quiet, stable.
- Abstract Random
- web-like and multi-dimensional; emotional, perceptive, critical; metaphoric, uses gestures and body language, colorful.

• Abstract Sequential

 Abstract world of the intellect based upon concrete world; focuses attention on facts, documentation, concepts, and ideas; uses precise rational and is highly verbal.

• Concrete Random

o Intuitive, instinctive, impulsive, and independent thinking processes; uses practical demonstration to validate or to prove.

Psychological Differentiation

- Field Independence
 - The field independent learner "tends to articulate figures as discrete from their backgrounds".
 - These learners can differentiate objects from their backgrounds.
 - They have more of an ability to handle tasks the require analysis or comparison.

• Field Dependence

- The field dependent learner tends to experience events in consonant fashion.
- They tend to identify with a group.

Modality

- it is the mode of receiving something
- Young children first begin learning kinesthetically.
- They experience everything they learn.
- As they develop, children next develop tactual preferences.
- A young child will try touching everything he or she comes near.
- Then, finally visual and auditory abilities develop as the child develops.

Visual

- ➤ Visual learners remember what they see and can recall details through picturing what they have seen.
- ➤ Allow these children to view the material in advance to class, so that they can visualize what they will be taught.

Auditory

- ➤ An auditory learner is defined as "one who recalls at least seventy-five percent of what is discussed or heard in a normal forty to forty-five minute period".
- These learners remember what they hear and can recreate what they hear by focusing on what was said in the lesson.

Tactile

- > Tactile learners use their fingers and hands while concentrating.
- These children remember more easily if they are drawing, doodling, writing, or somehow using their fingers. Hand motions for songs. Flipcharts, flashcards, puzzles

Kinesthetic

- ➤ Most children who have problems in traditional classroom settings are kinesthetic learners.
- ➤ They often can not remember too much of what they are shown or many specifics.
- They learn best be a combination of tactile and kinesthetic experiences.

Integrated

- ➤ Allow children to develop their own visual aids to help them learn.
- ➤ Give them the option to create for themselves the kinesthetic resources which would best benefit them in their learning experience.

Multiple Intelligences

Howard Gardner's theory holds that all learners are intelligent, based on these eight different areas.

The level of intelligence in each area varies, and these different self-explanatory levels help describe each individual learner.

- Bodily Kinesthetic
- •The body is used in skilled ways, with or without objects, involving fine and gross motor movement.
 - Linguistic
- •These are gifted communicators, poets, and journalists. They have knowledge or word meaning or semantics.
 - Musical
- •Needs to have musical activities planned in order to bloom as much as the child gifted in language.
 - Spatial
- •These learners are more visual or think in pictures and images.
 - Intrapersonal
- •These learners are self-reliant, self-confident, and retrospective. They need time to daydream and space to be alone.
 - Interpersonal
- •These learners have many friends and learn best in a social context.

Affective Elements

Affective elements are the motivational forces within a learner typically viewed as stimulating and guiding behavior.

- Conceptual Level
- Psychological Types
- Conceptual Level

High

•These students are more independent. They enjoy individual projects, problem solving, and a choice of assignments.

Low

•These see environment as fixed and rigid. They are not able to look at alternative solutions to problems.

Psychological Types

Thinker

•These learners are more objective and reason logically their decisions.

Sensor

•These learners relate best to the real world and concrete experiences.

Feeler

oThese learners make decisions based more on their emotions and insight than reason.

Intuitor

•These learners relate to the world through intuition. They are more global and more apt to dislike detailed work.

Application in the Classroom

- Understand that your students don't all learn the same way you do
- Child involvement is key
- Utilize as many senses as possible
- Be flexible
- Try new things
- Pray for God's direction ALWAYS

Psychological/ affective styles

- Myers-Briggs Type Indicator(MBTI).
- Katharine Cook Briggs (1875-1968) and her mother Isabel Myers (1897-1980)
- It is a personality inventory that can also be used to describe learning styles.
- The inventory identifies and measures psychological type based on the developments in personality theory by Carl Jung.

MBTI

- Identifying sixteen different personality types
- Used for determining learning styles
- The MBTI provides data on four sets of preferences.
- These preferences result in 16 learning styles, or types.
- A type is the combination of the four preferences

Myers-Briggs Type Indicator (MBTI)

Based on Jung's psychological types predictable patterns of behavior stemming from differences among people in

- Perception: taking in information
- Judging: Thinking or Feeling, organizing/evaluating information, how decisions are made
- Preferred domain: external or internal
- Attitude: how individuals interact with the world
- Four dimensions underlying the Myers-Briggs Type Indicator (MBTI),

Does the person tend to perceive - Actual, concrete, and tangible data, facts, and details from observation and experience? **SENSING**

Does the person tend to perceive - Concepts, "big-picture" connections, and possibilities through insight and imagination? **INTUITION**

- Some of us choose to rely on our five senses.
- Some prefer taking in information through our "sixth" sense.

- Sensing people are detail oriented, want facts, and trust them.
- Intuitive people seek out patterns and relationships among the facts they have gathered.
- They trust hunches and their intuition and look for the "big picture."

Is the person interested mostly in the external world of action, people, and materials?

EXTRAVERSION

Is the person interested mostly in the internal world of ideas and thoughts? **INTRAVERSION**

- Extraverts find energy in things and people.
- They prefer interaction with others, and are action oriented.
- Extraverts are interactors and "on-the-fly" thinkers.
- Their motto is: Ready, Fire, Aim.
- For the extravert, there is no impression without expression.
- Introverts find energy in the inner world of ideas, concepts, and abstractions.
- They can be sociable but need quiet to recharge their batteries.
- Introverts want to understand the world.
- Introverts are concentrators and reflective thinkers.
- Their motto is: Ready, Aim, Aim,
- For the introvert, there is no impression without reflection.

Does the person tend to make judgments.... Impersonally, based on logic, analysis and objectivity? **THINKING**

Does the person tend to make judgments Subjectively, based on values and potential impact on others? **FEELING**

- Some of us choose to decide things impersonally on analysis, logic, and principle.
- Some of us make decisions by focusing on human values.
- Thinking students value fairness.
- What could be fairer than focusing on the situation's logic, and placing great weight on objective criteria in making a decision.
- Feeling students value harmony.
- They focus on human values and needs as they make decisions or arrive at judgments.
- They tend to be good at persuasion and facilitating differences among group members.

Is the person's approach to life... Organized and managed according to preconceived plans?**JUDGMENT**

Is the person's approach to life... Spontaneous, flexible, and open to new possibilities?**PERCEPTION**

- Some of us like to postpone action and seek more data.
- Others like to make quick decisions.
- Judging people are decisive, planful and self regimented.
- They focus on completing the task, only want to know the essentials, and take action quickly (perhaps too quickly).

- They plan their work and work their plan.
- Deadlines are sacred.
- Their motto is: just do it!
- Perceptive people are curious, adaptable, and spontaneous.
- They start many tasks, want to know everything about each task, and often find it difficult to complete a task.
- Deadlines are meant to be stretched.
- Their motto is: on the other hand...

Type is determined by the preferred mode for each of these four areas 16 possible combinations:

o Thinking Types: ESTJ, ENTJ, ISTP, INTP o Intuitive Types: ENTP, ENFP, INFJ, INTJ o Feeling Types: ESFJ, ENFJ, ISFP, INFP o Sensory Types: ESTP, ESFP, ISFJ, ISTJ

Teaching to Learning style

- Extraverted students Groups, think-pair-share
- Introverted students Time for reflection, Connect material
- Sensing students Structure, organization
- Intuitive students Hands-on activities, Discovery methods, Concept maps
- Thinking students Clear objectives, fairness
- Feeling students Collaborative groups, Supportive instructor
- Judging students Advice on reviewing work, exam answers
- Perceptive students Sub- assignments for large project, Feedback

Physiological styles - Honey and Mumford Learning style

Physiological styles - Honey and Mumford Learning style

- The Honey and Mumford learning styles were published by Peter Honey and Alan Mumford in 1986.
- Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences.

- The Honey and Mumford learning styles are four distinct styles of learning.
- The theory states that each one of us will prefer to learn using one, or at most two, of these different learning styles

Identifies four different styles that people use to learn

- 1. Activist
- 2. Theorist
- 3. Pragmatist
- 4. Reflector



Activists

- Activists are people who learn best by doing.
- They love to tackle problems using brainstorming sessions with others to figure things out.
- They are more than happy to lead these sessions themselves.

Activists learn best when

- Thrown in at the deep end.
- Working with others.
- Trying new experiences.

Activists learn least well when

- Reading or thinking about a problem on their own.
- Listening to lectures.

Activities suited to activists

- Brainstorming.
- Group discussion.

- Roleplay.
- Puzzles.
- Hands-on problem-solving.

Theorists

- Theorists are people who learn best by understanding the theory behind why something is the way it is.
- They need models, concepts, and facts to be able to learn effectively.
- They enjoy analyzing and assimilating information to form their own theories.
- They value logic and rational thinking.

Theorists learn best when

- There is a theory or logical model behind everything that they learn.
- They have the opportunity to ask questions.
- They can see the purpose behind everything they learn.

Theorists learn least when

- Conclusions are ambiguous.
- Feelings and emotions are involved.
- Asked to jump in at the deep end without understanding the underlying theory

Activities suited to theorists

- Models.
- Facts and figures.
- Quotes.
- Applying a theory.
- Storytelling.

Pragmatists

- Pragmatists learn best when they can see how what they are learning can be put into practice in the real world.
- They want to seek out new ways to use what they have learned in practice

Pragmatists learn best when

- They can see the connection between what they are learning and its use in practice.
- What they are learning is practically superior to their current way of doing things.

- They can get feedback on how they are doing from an expert.
- There is a practical example they can copy or build on.

Pragmatists learn least when

• They can't see a practical application for what they are learning.

Activities suited to pragmatists:

- Case studies.
- Problem-solving.
- Discussing how to translate theory into practice.

Reflectors

- Reflectors are people who learn best when they can observe others and think about what they have just observed.
- They avoid jumping straight in and prefer to watch first.
- They like to collect data from many sources and perspectives, then think about it thoroughly before reaching any conclusion.
- They are cautious and like to consider all the angles before committing to action.

Reflectors learn best when:

- Given time to think before they have to take action.
- Given time to investigate before they have to take action.

Reflectors learn least when:

- Aggressive deadlines rush them.
- They have to do things without having adequate time to prepare.
- Forced to take the lead in a group situation.

Activities suited to reflectors:

- Observing others perform activities.
- Paired discussions.
- Receiving feedback from others.
- Coaching.

Kolb's Learning style

• David Kolb published his learning styles model in 1984.

- Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles.
- Kolb's theory is concerned with the learner's internal cognitive processes.
- "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).
- Kolb's experiential learning style theory is typically represented by a four-stage learning cycle.



Kolb Stages in the Learning Cycle

- Concrete Experience (CE): learning from feeling and personal involvement, a new experience or situation is encountered, or a reinterpretation of existing experience.
- Reflective Observation (RO): learning by watching and listening
- Abstract Conceptualization (AC): learning by thinking, reflection gives rise to a new idea, or a modification of an existing abstract concept
- Active Experimentation (AE): learning by doing, the learner applies their idea(s) to the world around them to see what happens.
- Kolb's learning theory (1984) sets out four distinct learning styles, which are based on a four-stage learning cycle.
- Kolb explains that different people naturally prefer a certain single different learning style.
- Various factors influence a person's preferred style- social environment, educational experiences, or the basic cognitive structure of the individual.
- The learning style preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make, which Kolb presented as lines of an axis, each with 'conflicting' modes at either end.
- Kolb's two continuums is that the east-west axis is called the Processing Continuum (how we approach a task), and the north-south axis is called the Perception Continuum (our emotional response, or how we think or feel about it).



- Kolb believed that we cannot perform both variables on a single axis at the same time (e.g., think and feel).
- Our learning style is a product of these two choice decisions.
- Each learning style represents a combination of two preferred styles.
- four learning styles; diverging, assimilating, and converging, accommodating

Learner Types and Strengths

- Converger (AC+AE) --- Practical application of ideas
- Diverger (CE+RO) --- Imagination and innovation
- Assimilator (AC+RO) -- Creation of theoretical models
- Accommodator (CE+AE) -- Action, carrying out plans

Teaching to Learning Styles

Converger---- Decision-making, problem-solving, hands-on work,

- They can solve problems and will use their learning to find solutions to practical issues.
- They prefer technical tasks, and are less concerned with people and interpersonal aspects.

Diverger ---- Cooperative groups, brainstorming,

- These people are able to look at things from different perspectives.
- They are sensitive.
- They prefer to watch rather than do, tending to gather information and use imagination to solve problems.
- They are best at viewing concrete situations from several different viewpoints.

Assimilator -- Model/theory creation.

- These people require good clear explanation rather than a practical opportunity.
- They excel at understanding wide-ranging information and organizing it in a clear, logical format.
- Ideas and concepts are more important than people.

Accommodator --- Design Projects/ experiments, Discovery learning Activities, projects,

- This style is 'hands-on,' and relies on intuition rather than logic.
- These people use other people's analysis, and prefer to take a practical, experiential approach.
- They are attracted to new challenges and experiences, and to carrying out plans

Educational implications

- It can be used by teachers to critically evaluate the learning provision typically available to students, and to develop more appropriate learning opportunities.
- Should ensure that activities are designed and carried out in ways that offer each learner the chance to engage in the manner that suits them best.

SENSORY MODALITY PREFERENCES

Sensory Modality Preferences

Walter Burke Barbe and colleagues proposed three learning modalities

- Visual
- Auditory
- Kinesthetic/Tactile

Visual Learners

- Learn through seeing and reading
- Prefer written directions
- Often good readers
- Picture
- Shape
- Sculpture
- Paintings

Visual Learners Learn Best With

- pictures
- illustrations
- photos
- graphs
- diagrams
- maps

Auditory Learners

- Learn through listening and talking
- Remember what they hear better than what they see
- Listening
- Rhythms
- Chants
- Tone
- Prefer to listen to instructions
- Often like to talk on the phone or listen to music
- Learn best if they can hear and see the assignment

Kinesthetic/Tactile Learners

- Learn through doing
- Remember hands on activities
- Use their hands to build, create, plant, draw or decorate
- Gestures
- Body movements
- Positioning
- Object manipulation

Learn the assignment best by using physical activity

How did you remember the items?

- Did you remember what you could see, feel, hear or touch?
- What is your strongest preference?

Visual Learning Techniques

- Mental photograph or video
- Flash cards
- Highlighting
- Draw pictures to remember
- Use pictures or symbols in the margin to remember
- Draw a map or outline

Auditory Learning Techniques

- Discuss what you have learned with others
- Participate in study groups
- Recite aloud

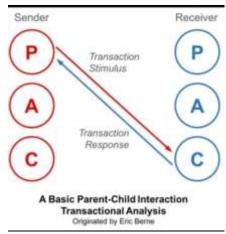
- Teach others what you have learned
- Use flash cards and say the items
- Use music in the background if it does not distract you or use it as a break from studying

Kinesthetic/Tactile Learning Techniques

- Read while walking or pacing
- Study outside when practical
- Take notes on lectures
- Highlight or underline
- Write summaries
- Outline chapters
- Think of practical applications

Transactional Analysis

- Transactional Analysis (TA) is a psychoanalytic theory and method of therapy, developed by Eric Berne during the 1950s. Transactions refer to the communication exchanges between people.
- During a conversation with someone, the person starting the communication will give the 'transaction stimulus' and then the person receiving this stimulus (or message of communication) will give the 'transaction response'.
- Transactional analysis is the method used to analyse this process of transactions in communication with others. It requires us to be aware of how we feel, think and behave during interactions with others.
- TA recognized that the human personality is made up of three "ego states"; each of which is an entire system of thought, feeling, and behaviour from which we interact with each other. The Parent, Adult and Child ego states and the interaction between them form the foundation of transactional analysis theory.



 Transactional analysts are trained to recognize which ego states people are transacting from and to follow the transactional sequences so they can intervene and improve the quality and effectiveness of communication.

How was Transactional Analysis developed?

- TA was founded by Eric Berne in the late 1950s. Eric Berne was born in Canada in 1910 and died in 1970, his field of expertise was rooted in psychoanalysis.
- His ideas for TA developed from Sigmund Freud's psychoanalytic theory that childhood experiences have a great impact on our lives as adults and are the

basis for the development of our personalities, and psychological or emotional issues that we suffer.

- In the same way, Berne believed that our childhood experiences, particularly how we are parented, affects the developmental formation of our three ego states (Parent, Adult and Child).
- This can then unconsciously cause us to replay the same attitudes and behaviours that our parents had towards us to someone else during a conversation, or to respond to communication and interactions with past childhood anxieties and emotions.
- Eric Berne proposed that dysfunctional behaviour is the result of self-limiting decisions made in childhood in the interest of survival. Such decisions culminate in what Berne called the "life script," the pre-conscious life plan that governs the way life is lived out.
- Changing the life script is the aim of transactional analysis psychotherapy.
 Replacing violent organisational or societal scripting with cooperative non-violent behaviour is the aim of other applications of transactional analysis.
- Since Berne's creation of TA, other psychotherapists and psychologists have added to it, developing the theory and its therapeutic applications further, such as Thomas Harris and Claude Steiner.

The Ego States

 TA believes that we have three different states or ways of being during interactions, which are; the child ego state, the parent ego state, and the state of adult (Berne, 1957).



 The Parent, Adult and Child ego states and the interaction between them form the foundation of transactional analysis theory.

- Which state we are in during an interaction depends on a few factors, such as how we have been conditioned to act or react from childhood, any past traumas which now cause us to act in a certain way during particular interactions or situations, and how the other person we are interacting with is treating us/ what ego state they are in when speaking to us.
- Interacting with someone from the state of child or parent mode, is often a
 default or unconscious reaction that is used, and it takes conscious
 awareness to be able to bring ourselves back into adult mode and interact
 from that place instead.

1. Child Ego State

- There are two subdivisions of the child state; The adapted child and the free child ego states. This is when we interact and respond to someone based on our past conditioning of internal emotions, felt in childhood, so when we revert back to our thinking and feeling from when we were children.
- The child ego state is built on any reinforcements we were given in childhood, either positive or negative, to behave or not behave in a certain way, that still conditions and affects our interactions today.
- The adapted child state conforms and acts in accordance to others wishes in order to please them and be seen as good and liked, but it also has a rebellious side when faced with perceived conflict and causes responses of resistance, hostility, and emotional reactivity.
- The free child ego state can be creative, spontaneous, playful and pleasure seeking.

2.Parent Ego State

- There are two subdivisions of the parent state; The critical/ controlling parent state and the nurturing parent state. This is behaviour and thinking patterns we have been taught from our past interactions with our parents and other authority figures (teachers, grandparents etc).
- Berne believed our experiences during our first five years of life contributed to the parent ego state. This state holds a lot of judgments on how someone or something is, i.e., it is that state where we find ourselves having a lot of 'shoulds' and 'should nots' about something.
- People are in this state when they are reactive to a situation and act out of their conditioning, copying how their parents (or another authority figure)

treated them and others, instead of analysing each situation afresh in the here and now.

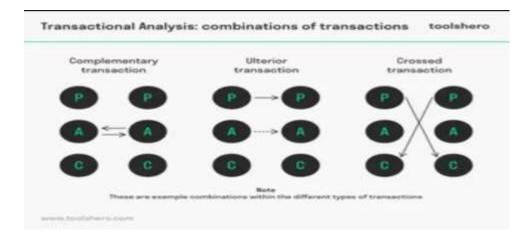
It is when we use a voice of authority towards someone. The critical parent is
disapproving in a harsh and possibly aggressive way, whereas the nurturing
parent tries to take over a situation in more of a rescuing way, trying to sooth
others which can be very inappropriate when talking to other adults rather
than children.

3.Adult Ego State

- Unlike the other two, the adult state does not have any subdivisions. The adult state interacts with people and its environment in the here and now, not from past conditioning or how other people have told them to be.
- This state is more open, more rational, and less quick to make harsh judgments on a situation or person.
- When communication takes place from the adult state, we are more likely to be respectful, make compromises, listen fully to others, and have more healthy social interactions.

How do the ego states interact and affect communication?

- The three states of child, parent and adult affect how we receive, perceive and respond to information or communication from someone.
- Berne observed that people need strokes, the units of interpersonal recognition, to survive and thrive. Understanding how people give and receive positive and negative strokes and changing unhealthy patterns of stroking are powerful aspects of work in transactional analysis.
- Transactional analysis believes that adult to adult communication/ transactions leads to the most effective and healthy communication thus relationships with others.
- The different types of transactions below explain how interactions from the different ego states interact with each other.



Complementary Transactions

- It is important to note that although the phrase 'complementary transactions' sounds positive, it does not necessarily mean that this type of communication is always healthy communication.
- A complementary transaction takes place when the lines between the ego state of the sender and that of the receiver are parallel (which can be seen in the image to the right).
- This means that whatever ego state that the sender is in, their communication reaches or impacts the desired ego state of the receiver, thus the receiver responds in a way that complements the sender's ego state instead of challenging it.
- When this complementary transaction happens from adult-to-adult state, it is thought to be the best type of communication, as it is respectful and reduces conflicts.
- When a complementary transaction happens from the ego state of child and is received and responded to from the ego of state of a nurturing parent, it will also help to reduce conflicts and create a degree of harmony in the interaction, however you can see why this would not necessarily be the best form of interaction in a work place environment between two adults.
- Or for example, in a marriage if one partner was worried about an event the
 other may take on a more nurturing parental state to help calm and support
 them, which is great, however if this is the primary mode of communication
 between the two then over time it would cause strain and be quite draining.

Crossed Transactions

- Crossed transactions are when ego states of two people interacting do not match, when the ego state of the sender does not reach the desired or intended ego state of the respondent, thus they respond to the sender in a conflicting way (which can be seen by the crossed over arrows in the image to the right).
- In a crossed transaction it requires one or both of the people in the interaction to shift ego states for communication to be able to carry on.
- An example of this would be if a customer came to you complaining of their recent purchase, using very belittling language, jumping to the conclusion that this mistake had been made purposely and told you that they were going to report you, speaking to you from their critical parent state, intending you to then reply from your child ego state, such as been very apologetic, begging them not to report you, responding with anything that strengthens their authority in the situation.
- However, if you were to respond from your adult or parent state instead then
 this would cause a crossed transaction, and someone would then have to shift
 their ego states to accommodate for this and so the communication can
 continue.
- TA believes that if you respond from your adult state it is more likely that the sender can then also come back into their adult state, to accommodate for the discrepancy in uncomplimentary ego states, resulting in transactions from adult to adult, which are healthier and more respectful.

Ulterior Transactions

- Ulterior transactions are when the sender outwardly gives a message to the receiver that sounds like its coming from his adult state to the receiver's adult state.
- However, there is actually an underlying, subtle message given from the sender's child or parent state, with the intention of being received by the responder's child or parent state, thus two messages are sent at the same time. This can be done consciously or unconsciously by the sender.
- This type of interaction is highlighted in the image showing the dashed line. An example of this would be if someone's teacher or friend said 'You can choose to study subjects that lead to becoming a doctor, however it is very hard and requires lots of intelligence'.

- The use of language suggests adult to adult respectful communication with a subtle warning, however they may have said it with the intent of triggering the receiver's rebellious child ego state, so they might think 'I will show you that I am also very intelligent and can become a doctor' and thus study harder.
- The three different transactions in communication are not defined by verbal language and words alone, it also incorporates tone of voice, body language and facial expressions.

Life Positions

There are four life positions described by TA – these are:

I'm OK—You're OK

I'm OK—You're not OK

I'm not OK—You're OK

I'm not OK—You're not OK

I'm OK—You're OK position is considered the optimal, healthy position and is generally game-free. People occupying this position will hold the belief that all people are innately worthy and valuable. That people are OK is a statement which describes their being or essence rather than their behaviour This position is characterised by an attitude of openness and of honesty and trust. People occupying this position will be collaborative and accepting of themselves and others.

I'm OK—You're not OK is occupied by those who project their difficulties onto others, they may be blaming and critical. Transactional games that reinforce this position involve a self-styled superior (the "I'm OK") who projects anger, disgust, or disdain onto a designated inferior, or scapegoat (the "You're not OK"). This position requires that there be someone to be 'worse than' in order to maintain the sense of self as ok.

The I'm not OK—You're OK position is depressive, it is characterised by feeling powerless and lacking in comparison with others. People occupying this position may discount their own needs in favour of others and may experience themselves as victims. Transactional games supporting this position include "Kick me" and "Martyr"—games that support the power of others and deny one's own.

I'm not OK—You're not OK is a position of hopelessness, futility and frustration.

From this position life seems uninteresting and hopeless. This may result in self destructive or violent behaviour.

The challenge of TA is to become aware of how we are attempting to make life real through our basic life position and if necessary, create a healthy alternative. The four life positions were developed by Frank Ernst into the well-known OK Corral shown here.



You are not okay with me

Guidance and counselling

Guidance and counselling play an important role in the field of education. Simply put, guidance means guiding or assisting someone in need.

Counselling is the professional services provided to a person who is facing a problem and asking for help to overcome it. Counselling is considered an integral and central part of guidance.

What is guidance?

Guidance covers the entire educational process starting from the birth of the child. It is not wrong to say that individuals need guidance from cradle to grave, as they need help throughout their lives.

In simple words guidance means to guide or help someone who needs help. human beings provide guidance to each other throughout life.

Guidance can help a person find a solution if he or she is unable to solve a personal, professional, educational, or any other type of problem.

- 1. It is the help that one gives to another to solve the problem.
- 2. It is not the imposition of one person's views and decisions on another.
- 3. It does not make the decisions that a person has to make for himself.
- 4. guidance is a formal and informal process.
- 5. It is a process that lasts throughout life.
- 6. It is an intentional process of making choices for his adjustment and problem solving.

- 7. It enables the individual to make the decision to grow independently and he is responsible for himself.
- 8. It stimulates and helps students to develop a sense of value. This is a development process.
 - 9. There are people who need help, and there are people who can help them.
 - 10. Guidance and teaching are inseparable.
 - 11. It transforms reality into its own satisfaction and benefit to society.
- 12. It provides a richer experience to make our own contribution to our democratic society.
- 13. Intelligent guidance makes the teaching-learning process most effective. Teaching is incomplete without proper guidance.

Guidance goals

- Help the person identify his or her own abilities.
- Guidance helps to solve the problems of the individual and make the right choices and adjustments.
- It helps a person to lead a balanced life.
- Guidance aims at primary education.
- It helps students to develop a positive attitude towards school activities.
- Enables children to obey school traditions and rules.
- It helps to develop the physical and emotional stability of the students. This ensures cooperation amonstudents.
- ts It helps as students move from primary to high school.
- It gives children information about high school.

Objectives of the secondary stage guidance:

- To introduce students to their school environment.
- To enable students to collaborate with classmates.
- It enables students to critically analyze subject options and help them choose the best one according to their tastes.
- It encourages students to participate in co-curricular activities according to their skills.
- To ensure that students grow up in a healthy environment.

To meet the personal and social needs of teenagers.

Need of guidance

- 1. By providing proper guidance, educated unemployed youth can be helped to identify suitable working conditions for their potential.
- 2. Guidance services can assist education authorities in developing a curriculum tailored to the needs and abilities of students.
- 3. Through guidance, individuals suitable for specific tasks can be identified.
- 4. Due to changes in society, there are increasing conflicts within the family and teenagers are going through stressful situations, which leads to increasing frustration.
- 5. As the lifestyle changes rapidly and becomes more complex, parents have to meet a number of needs of the society. This has reduced the personal relationship between parents and children.
- 6. Through guidance, students can be helped to choose courses according to their abilities, interests and tastes.
- 7. It has become imperative for students to be guided to enable them to choose the right path.
- 8. Guidance is also needed for the overall personality development of individuals.

The purpose of guidance

- Guidance is what helps a person adapt to his or her abilities, interests, and needs of society.
- At the primary school level, guidance aims to help students integrate groups such as home, school, religion, and peer relationships.
- At the secondary school level: Secondary school guidance services help students develop themselves according to their abilities and opportunities.

Educational planning,

Career choice, And personal relationships and personal recognition

Importance of guidance for students:

- 1. Help them understand themselves by learning more about their abilities, tastes, interests, and limitations.
- 2. Interact well with other people and understand the world in which they live.
- 3. Make the most of school by getting information about career, subjects etc.
- 4. Discover your own interests and skills, learn about different aspects of the work world, and learn to make the most of their skills.
- Recognize gifted and slow leanersine avarudeFinding specific needs helps them to develop a proper attitude.

Importance of Teacher Guidance:

- In the inservice education programs conducted by the Guidance Person, teachers also have the opportunity to raise awareness about their students.
- Knowledge of students' physical condition, medical report, family background, scholastic record, test scores, personal characteristics, etc. helps the teacher to give the student the best possible instructions.
- Importance of guidance for parents, school and community.
- The teacher can give parents a picture of the child's abilities, interests, and possibilities so that the child can know, understand, and accept it.
- Help the local community for better mental health.
- Help the whole school in many ways. E.g., helping students choose courses through counseling based on their interests and tastes.
- Provide administration information on various aspects of the school program related to students' academic life and personality development.

Scope of Guidance

Academic achievement and progress
Personality development
Personal-social relationships
Relationship of the individual with educational and occupational needs.

Types of Guidance

- 1. Educational Guidance
- 2. Vocational or Career guidance.
- Personal-social guidance

Educational Guidance

- 1. Educational guidance
- 2. Vocational or Career Guidance
- 3. Personal-social guidance

Procedure of guidance

- 1) Contacting the Student Personality For study of the pupil's emotional, social, physical, intellectual and individual problems.
- 2) Conducting Interview To speak personally to the subject and get all first-hand information on family background, his vocational and educational plans, likes, dislikes, hobbies, interests, leisure time activities, etc. and to establish good rapport and build faith and trust so that he may share intimate details.

3. Collection of Cumulative records -

Request for and fetch all reports and records about the subject. Academic records, medical records, health reports, attendance records, progress cards, evaluative remarks, certificates, awards, etc. Through this guide will get an accurate idea about the child's interests, intelligence level, aptitude, special mental abilities and disabilities, educational achievements, health conditions, physical development, family background, friend and social circle, economic background, behavior pattern, etc.

- 4) Administering of psychological tests
- Carrying out scientific tests in the controlled conditions of a psychological laboratory. Eg. IQ test, Interest tests, aptitude tests, EQ tests, etc. The results of these tests must be studied as they help the guide to know more about the abstract qualities and emotions of the student's personality which may not be very clearly gaugable during the interview.
- 7) Preparation of profile With all relevant information in front, the guide prepares a profile of the pupil and decides what type of treatment would be effective for the pupil. it is now that actual treatment starts and guidance is provided.

8) Follow-up - This is necessary to gauge if the guidance has been effective and if the child is improving in the right direction. Also if any changes are required to be made in the process.

Teacher educator as counsellor

The teachers occupy a pivotal role in the school guidance and counselling programme. The class teachers have the maximum contact with their students. They know their needs, interests, abilities and problems. They observe students inside the class-room and outside of the class situations and watch for 'danger signals' in the pupil's normal developmental maturation and will be able to aid the school guidance committee and the counsellor.

- 1. Collaboration with the Counsellor. Successful implementation of counselling service in schools depends upon the collaboration of psychologist, guidance counsellor, medical officer, the class teacher, the occupational information officer and the administrative personnel. Thus the teacher's main role is to collaborate with the counsellor and guidance committee of the school.
- 2. Referral Agent. The teacher's main job is to teach. In addition to his teaching, a teacher may also advise their students regularly on matters of concern to them. This is a natural function of a class teacher. But when teachers notice cases of severity which warrant the assistance of technical personnel they should immediately refer such cases to the guidance counsellor or the guidance committee.
- 3. Understanding Behaviour of Students.

Children who receive treatment from specialists remain in the same class-room. Hence, the teacher is in a better position to understand his/her behaviour. Of course his effectiveness in this role will depend upon his training and experience, his flexibility, his willingness to try to understand the behaviour of children, and the amount and kind of help he gets from the guidance staff.

- 4. Regular Advice. The class teacher is in a better position to understand the abilities, interests and weaknesses of his students in relation to the subject of study. Consequently he can advise students in choosing subjects or help the counsellor in the guidance/counselling process.
- 5. He/ She is a Link. The class teacher can successfully act as a link between parents and community members on the one side and the school guidance Committee on the other. He can make parents aware of the services available in the school and encourage them to take advantage of these services for the benefit of their children.

6. Follow-up. The class teacher or the subject teacher is the right person to conduct follow-up activities after students receive guidance or counselling, choose a course of action, leave the school, join their institution of higher learning or an occupation, and solve a problem.

He may report about his observation to the guidance counsellor and this will facilitate the assessment of the success of guidance activities of the school.

In conclusion we can say that a teacher helps

To analyse the strengths and weaknesses of students

To formulate the guidance situation in which the student needs help like educational, vocational, personal etc.

To devise certain action plans that can actualise the potential of the student to the fullest measure under the most favourable conditions.