

Teaching Children

How should educators work with children in elementary school? The educators should work with children following the guidelines established by Ontario's educational system. Although it is important to follow said guidelines, the educators should develop some skills in their teaching methodology to help students who are hyperactive, who have shy behavior, and who have attention deficit disorder.

Each educator needs to develop some teaching methodology to understand children with excessive activity. Even though some students are hyperactive during the class, they have excellent marks in school. Firstly, Charach and Nixon (2017) explain that those children have a period of evaluation from two to five years old to identify if they continue with the hyperactive disorder or it can be a temporary problem (p.173). In fact, Jurecska and Peterson (2011), report that using an appropriate material, such as brochures and guides based on positive experiences with hyperactive children can reinforce the effectiveness of the school program (p. 169). In addition, Alomar and Strauch (2014), recount an example when “His the child’s disruptive behavior included walking around the classroom during lessons, shouting out answers before **being called** on, answering in place of other children, refusing to do his work or write in class...” (p.71). In this case, the educator can only make some strategies in the classroom to minimize the distractions and disruptions with other students. Thus, keeping the students near the educator and giving supervised responsibilities can help enhance focus.

The teachers have to know methods to understand children with shy behavior. Firstly, the guide should adapt to each child with timid behaviour to help it succeed in its educational career. Rudasill and Rimm-Kaufman (2009) report that “Young children's relationships with teachers predict social and academic success” (p.107). Secondly, children can gain shy behavior genetically or by trauma. Bhatia and Goyal (2018) state that “Hereditary, and environmental factors and cognitive bias play a role in the etiology of anxiety disorders” (para. 6). Even though it is common to have homogeneous groups, it is important to identify that each student is unique mentally and emotionally. Furthermore, despite teaching the pupils to participate in class, a teacher **should** never push shy students to do presentations when the pupils do not feel comfortable. According to Lund (2008), shyness is a group of feelings and bodily reactions that generate rejection to express their own opinion, preventing them from speaking up for their rights in public (p. 78). Moreover, the educator **is expected** to recognize the kind of students that need help to socialize and the teacher should develop an environment that provides a sense of safety for each student. Thus, forming class activities where students can have the opportunity to interact with other students could help shy kids to adapt to their learning environment.

The instructor should have the skills to understand children with attention deficit disorder. Since it is hard to keep a student with an attention disorder focused, the teacher needs to have a lot of patience, creativity, and consistency to work in better harmony. Firstly, Mulrine and Jenkins (2008) state that implementing wonderful activities **could** help improve academic performance and reduce

disruptive behaviour (2008, p.17). On the other hand, it is important to note that some students have difficulty following through instructions and in organizing tasks. According to Vibholm. et al. (2018), children in preschool had attention deficit hyperactivity disorder (ADHD) because they had alterations in the brain (p. 1). Finally, hyperactive children feel frustrated when they have lower marks in the school. Venkareddy and Mane remark that "the children force themselves to concentrate hard on the studies they carry ambitions but they get upset with the failures and feel low about themselves...." (2017, p. 1536). Thus, teachers could give students with attention deficit disorder extra time to work on activities to improve their performance in school.

In conclusion, even though Ontario's education system establishes guidelines, it is necessary for the educator to have excellent teaching methodology to support the students who have excessive energy, timid behavior, and those who have attention deficit disorder.

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