

A necessary yet productive intervention

Rahul is student of class 9 in Government Senior Secondary School Sindesar Kalan, Dariba. His argumentative and short-tempered nature brought attention of all Shiksha Sambal's teachers. He often screamed and cried in class and always defaulted on his assignments and homework. His parents were worried about his behaviour and poor grades in English.



One of our teachers finally sat down with him and asked him to do a simple six question pre-test. In the middle of the test, he started crying, and we tried to console him that the test was purely to check his abilities and not for any sort of evaluation. After looking at few of his answers, we realized that he hasn't yet realized his potential. We started observing him even further, and saw that he used to often suck his thumb and copy answers during tests. He had a major self-discipline problem as we also saw him using curse words at the playground.

We developed a guided intervention program for him to assess his homework, academic classroom performance and social skills for five weeks. Every week, for each skill, we examined and graded him with either a happy, middle or sad face (happy being something he has fully achieved and sad being something that he never accomplishes).

We first targeted his homework completion, and indirectly informed him about our evaluation methods to keep him motivated. We sat with him every day to give him extra classes that could prepare him to do his homework. Every week, he was asked to report and show his performance separately.

To enhance his academic skills, our teachers tried to motivate and appreciate him for his current skillset. Every time a particular exercise was done, we asked Rahul to tell us about his abilities by saying, "I can...". We consistently modelled him to have his material ready on the desk so that he can concentrate more on the classes and do neat work.

Most importantly, Rahul needed help in dealing with his anger and getting along with other students. We discussed numerous ways through which Rahul could brainstorm his anger. We asked him to always start thinking about 'Bears and Turtles' when any situation angered him.

During the camp and intervention, he made the biggest improvement and completed almost all his assignments. He had himself realized that he is a good reader which improved his overall grasping skills.

We also learnt a lot from Rahul. It is important to motivate and teach to the point as children often tend to have short attention spans.