

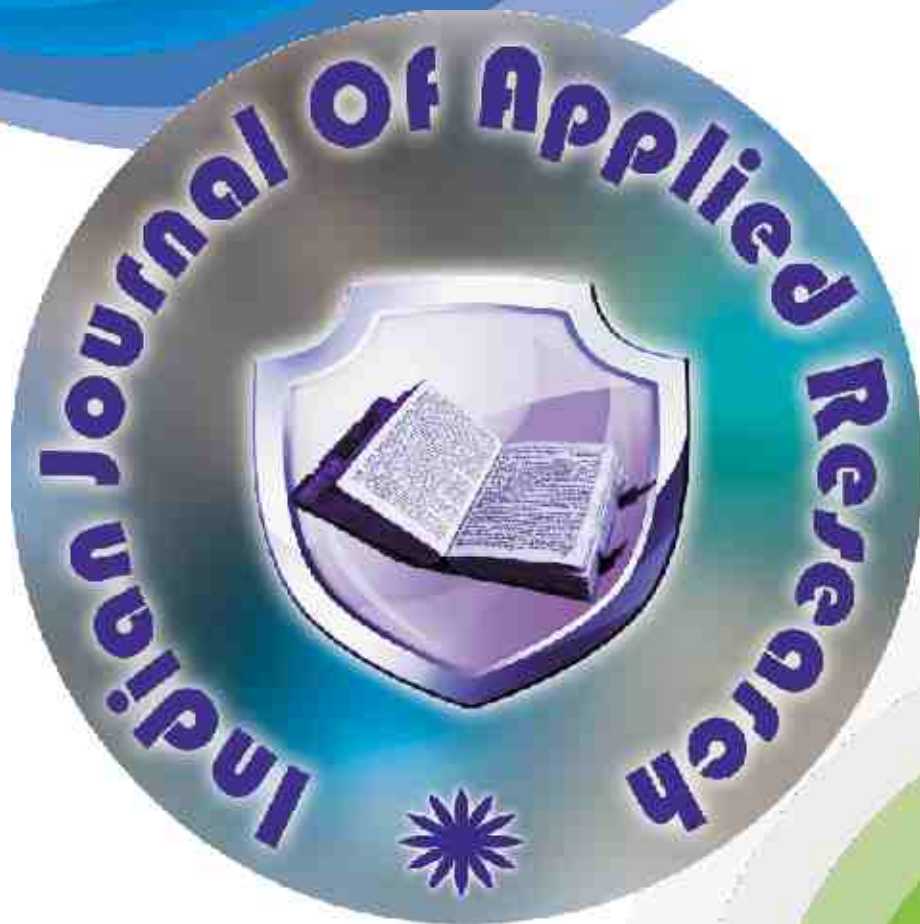
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Role of Psychoeducation in Teaching Learning Process

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ABSTRACT

In the school setting, psycho-education, applied to the classroom, is a method of teaching teachers and students about children's behaviour and emotional difficulties. It aims at training teachers in helping emotionally troubled and behaviourally disorderd students gain emotional and behavioural self-control. In schools, psychoeducation is a skill building training that helps students understand how their troubling feelings and emotions relate to their school difficulties and behaviour problems. The student's own strengths and current coping resources are analysed, refined and reinforced, so that the children becomes the main contributor on their own improvement.

Keywords : Psychoeducation, Sociocultural Environment, Self-Control, Coping Skills

Introduction

Psychoeducation is defined as teaching that uses psychological and learning principles to facilitate personal, emotional and intellectual development of students in a classroom setting. Since psychoeducation focuses on both the cognitive and affective domains of learning, feelings and emotions have equal weight with conceptual and factual knowledge. It believes that behavioural change is primarily a teaching learning process. To be effective and long-term behaviour change strategies must include cognitive, affective and behavioural aspects. We also believe that we all have a choice of behavioural change, and that all students, including students that exhibit habitually disruptive behaviours in the classroom, can learn new and more positive ways of behaving. In the psycho-educational classroom, educating children about the motivation behind their behaviour plays a vital role. One children understood that they choose their behaviour, they also understood that they can change their behaviour.

Psychoeducation for the Success of Learning

The reasons that determine the success or the failure of a school child can be many: Psychological and psychological factors, pedagogical conditions and mainly the sociocultural environment in which the learner lives. The psychoeducational praxis is understood as the knowledge of the learning processes in its cognitive, emotional, physical and social aspects that comes to contribute with the success of the apprentice and that operates in the normal process of the learning as well as in the perception of difficulties, in the planning of the institutions and in the work of re-education.

In the school setting, psycho-education, applied to the classroom, is a method of teaching teachers and students about children's behaviour and emotional difficulties. It aims at training teachers in helping emotionally troubled and behaviourally disorderd students gain emotional and behavioural self-control. Psycho-education recognizes that a

relationship with a caring, understanding and well-trained adult improves the student's social behaviour; helping the child develop socio-emotional skills to cope with stressful events, make better behaviour choices and solve problems in socially acceptable ways.

Teaching Learning Strategies

In a broader sense, psycho-education refers to the education given to people living with emotional problems. Through socio-emotional skill training, the individual's own strengths and coping skills are reinforced, so that the person becomes the main contributor in his or her own emotional improvement. The theory behind this is that, with stronger knowledge and skills, the better able the person becomes to cope with emotional problems. In the 1970's, when psychological theories were first applied to education in a more systematic way, psychoeducation arrived to the classroom. A teacher with psychoeducational skills able to help students identify, debate and replace irrational and self-defeating beliefs thoughts that maintain troubling feelings and negative behaviours.

Psychoeducational teaching is premediated, strategically planned and sequentially ordered to maximize student learning and emotional growth. The instructor uses learning theory and other data based approaches allowing the cognitive and affective domains of learning to interact and complement each other. The psychoeducator invites learners to participate in the learning at their optional comfort level with no pressure to participate personally and emotionally. The teacher is interactive, personal and strategic in presenting the content and regulating the learning process.

Psychoeducational Approaches

Psychoeducational approaches emphasize both cognitive and affective processes and represent a synthesis of various theories about learning (Kolb, 1984), Student development (Knefelkamp & Slepitz, 1976; Perry, 1970; Touchton, et al., 1977).

A comprehensive psychoeducation approach includes coping skills, self-management of behaviour, basic thinking skills, anger and impulse control, social problem solving, choice making and relationship. Psychoeducation approach has more to offer to both the teacher and the student than any other form of intervention can offer. It acknowledges the fact that, to be effective and behaviour management intervention attempted must respond to the exceedingly complex and multifaceted dimension of the habitual behavioural students. The psychoeducational teachers shows concern for both the students' feelings and observable behaviour, recognizing the powerful role of emotions in students' ability to learn and their behaviours.

Principles and Beliefs of Psychoeducation

The following are the principles and beliefs of psychoeducation:

- Behavioural change in primarily a teaching learning process
- Attitudes, feelings and emotions play a vital role in learning
- Teachers understand their students behaviour problem and they can devise strategies to improve those behaviours.
- Teachers interactions with students are a potent behaviour management tool.
- Teachers can teach self-control and self-management of behaviours.
- Approaching classroom situation differently can change student's behaviour and the classroom atmosphere.
- Teachers should provide opportunity to help children develop more productive and effective ways of thinking, feelings and behaviours.

Models of Psychoeducation

In their historical analysis of psychoeducational theories and schools of thought, Wood, Brendtro, Fecser and Nichols (1999) listed the following models:

1. Psychodynamic model : It plays the biggest emphasis on emotions in resolving inner conflicts.
2. Behavioural model : It uses principles of reinforcement to modify observable behaviours.
3. Sociological model : It sees the peer group as the primary agent to change behaviour, thinking and values.
4. Ecological model : It combines complex social systems like mental health and human services and personal factors in interaction.

5. Developmental model : This model believes that our experiences with other people, influence the way we behave, feel, and think also our motivation, attitudes and values.

6. Cognitive Affective model : It helps the children make sense of their experiences focusing on teaching, thinking and emotional self-regulation skills.

Evaluation of Psychoeducation

A psychoeducational evaluation consists of a set of systematic observation, which are obtained under standardized conditions. Educational and psychologists are relied upon to prepare psychoeducational evaluation reports for school age children and must occasionally also testify as expert witnesses in educational due process proceedings. The key ingredients of a psychoeducational evaluation includes :

- Reason for referral
- Child history and background information
- Child behaviour during testing
- Test results & analysis
- Summary of test results and recommendation for intervention

The psychoeducational evaluation is critically important to the determination of eligibility for special education services and is a key component of the comprehensive evaluation report.

Conclusion

Psychoeducation is an approach to changing the behaviour patterns and interpretation of events of children who are not adjusting well to the school environment. In schools, psychoeducation is a skill building training that helps students understand how their troubling feelings and emotions relate to their school difficulties and behaviour problems. The student's own strengths and current coping resources are analysed, refined and reinforced, so that the children becomes the main contributor on their own improvement. And also psychoeducation is used in school settings like inclusive classes, self-contained classes for behaviourally disordered students, special schools for the emotionally disturbed, residential settings and juvenile justice systems. Teachers consistently and systematically follow psychoeducation principles; they can influence the direction of any exchange with a student to move the child away from confrontation and disruptive behaviours and towards restoring a conducive climate of learning in the classroom.

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