

The impact of the previous experiences might be that some children will show a variety of symptoms of distress, problems.

 The teacher must first know a child's baseline ("usual") behavior AND cultural/ethnic responses before a teacher can identify "unusual" or problem behavior in a child!

- EXAMPLES -

CHARACTERISTICS OF A CHILD WITH A PROBLEM:

- Any unusual complaints of illness 
- Isolated from the rest of the group 
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy".
- Changed behavior/appearance

- Resistant to opening up 
- No eye contact  Child might just be shy, may have language or cultural barrier...

Note*   In some cultures, making eye contact with adults is "defiant behavior"

- Difficulty concentrating, can't focus 
- "Feisty" or hyperactive/silly, "giddy"
- Any emotional display; crying, "regressed" behavior (less than age-appropriate)
- Lack of emotional expression.
- Poor performance 
- Can't tolerate change; can't move to next task
- Lethargic, apathetic
- Easily startled, jumpy

 CAN CHILDREN WITH THESE PROBLEMS REALLY BE HELPED?