

**Compassion Fatigue and Coping Skills of Teachers Handling Children with
Disruptive Behaviours in Inclusive Classroom**

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Abstract

This thematic paper focuses on compassion fatigue and coping skills of teachers handling children with disruptive behaviour in inclusive classroom. Behavior plays a vital role in determining the child's character. Usually children play with others, make friends, learn from others, and try to adjust with the environment. But for some children life seems to be a difficult one. They often exhibit number of behavior problems. They are constantly conflict with others, being so serious and not adjusting with others, disturbing the situations in the most of the times, threatening others etc. The term disruptive behavior disorder describes socially disruptive behavior that is generally more disturbing to others than to the persons initiating the behavior. Disruptive behavior disorder involves consistent patterns of behaviours that break the rules. It is a problem which affects the behaviour of human mind or body and it is the state of being untidy, uncooperative, strong oppositional etc. Inclusive education may make special aid, care or knowledge for persons with disabilities/difficulties if enough reasonable accommodation is given. At this juncture, the teachers working in inclusive education are over loaded to handle children with special needs. Because of their over load and need for adaptation in their teaching learning process they are under pressure

and experience stress in inclusive educational settings. They are also more concern and compassion towards children with special needs they experience compassion fatigue. This compassion fatigue is the natural emotional and behavioural reactions that occur from the knowledge of someone close experiencing a traumatic event, combined with the trauma caused by the desire to help the traumatized individual. In the present study, the investigator aims to study the compassion fatigue of teachers while handling children with disruptive behaviours in inclusive classroom.

Key Words: Compassion Fatigue, Coping Skills, Disruptive behavior, Inclusive Classroom

Introduction

Inclusive education is a thought in the field of education to include all children irrespective of their abilities and disabilities. It means that people with inabilities or people who need unique consideration can learn in schools together with individuals who don't have special needs. Inclusive education is a philosophy and academic practices that allow every student to feel admired, confident and safe so the individual can learn and create to their full potential. It depends on a system of values and beliefs centered on the needs & interests of the student, which promotes social cohesion, belongingness and dynamic cooperation in learning, a complete school experience, and positive associations with peers and others in the school network.

Teachers are entrusted with the responsibility to educate the future leaders of tomorrow and are essential to student achievement (Murphy, Delli, & Edwards, 2004). Moreover, they are challenged with the task of successfully performing many different roles and responsibilities in their every day work, including: being a motivator, manager, observer,

counsellor (Cohen, Manion, & Morrison, 1996), school leader, resource provider, mentor for fellow teachers, and an active agent of change of themselves and their students (Harrison & Killion, 2007), among others.

Inclusive Education and Teachers' Role

The role of teachers in the current scenario is very different as they need to be more flexible with periodically changing policies, practices, and demands. Teachers must promote knowledge and should act as mentors of children. Technological advances in recent years, have reached its peak hence teachers must possess the ability to use recover technology in the classroom and evaluate its impact on students, on the other hand engaging students and motivating them to learn. Teachers must not only teach the normal students but are also responsible for creating, managing, and evaluate individual educational programs (IEPs) for students with special needs. Teachers and educational professionals are entrusted to broadcast present societal knowledge to future generations. They endeavor to help mould, craft, and shape children into the competent developers of the future. The stress of this task is illustrated by the high attrition rates (Alliance for Excellent Education, 2004); stress levels similar to those of police, and social service workers (Johnson et al., 2005); and the experiences of burnout (Maslach, Jackson, & Leiter, 1996) and compassion fatigue (Borntrager et al., 2012).

Compassion Fatigue

Compassion fatigue, also known as secondary traumatic stress (STS), is a condition characterized by a gradual lessening of compassion over time. Compassion fatigue takes note of that the condition is common among workers who work directly with victims of disaster, trauma, or illness, particularly in the health care industry.

Professionals in different occupations are also at risk for encountering compassion attorney's child care workers and veterinarians. Different occupations include: therapists, child care workers, nurses, teachers, psychologists, police officers, paramedics, emergency medical technicians (EMTs), firefighters, animal welfare workers, special educators and health care coordinators. Non-workers, such as family members, relatives, and other informal caregivers of people who are suffering from a chronic illness may also experience compassion fatigue.

Person who experience compassion fatigue can exhibit a few symptoms including hopelessness, a decrease in experiences of pleasure, constant stress and anxiety, sleeplessness or nightmares, and a pervasive negative attitude. This can have detrimental affect people, both professionally and personally, incorporating a decrease in productivity, the inability to focus, and the development of new feelings of incompetency and self-doubt.

The term disruptive behavior disorder describes social disruptive behavior that is generally more disturbing to others than to the persons initiating the behavior. Disruptive behavior disorder is a progressing example of uncooperative, disobedient and hostile behaviour towards specialists and seriously interferes with the child's or youth's everyday functioning. Disruptive behavior disorder involves consistent patterns of behaviors that break the rules. It is a problem which affects the behavior of human mind or body and it is the state of being untidy, negative, hostile, defiant, excessive arguing with adults, not complying with adult requests and rules, intense rigidity, touchy, easily annoyed, lack of regret, aggressive and cruel with people and animals, destructive, seeks revenge when things go badly, lying, stealing, cunning, anti- social, reckless, sociopathic behaviours causing serious harm to others, physical abuse, giving threats to others. The compassion for children with disruptive behaviours by the teachers promotes fatigue which leads to stress among teachers and create

problem in accepting and delivering inclusive classroom responsibilities. The coping skills for the compassion fatigue can lift the teacher's mood, increase their energy and make them to feel fresh in their work situation. Coping skills such as mindfulness, fun team-building outing, writing exercises, small group counselling, meal planning, drinking water, prioritizing sleep practicing meditation and loving environment reduce the compassion fatigue among teachers and help them to be more effective while handling children with disruptive behaviours.

Conclusion

The present paper throw lights on the nature of compassion fatigue for providing coping skills to reduce the fatigue and try to improve the working condition in inclusive classroom. It is very essential to explore the compassion fatigue and occupational stress of teachers and necessary coping skills to enhance the academic achievement of the children with disruptive behaviour in inclusive set up. This paper highlighted the need for preparing curricular inputs in teacher education training programme to provide how to plan and prepare the teaching learning experiences to meet the diverse needs of students with disruptive behaviour. The present paper pinpoint the need for educational policy makers and other educationalist to develop better insight on compassion fatigue and the need for coping skills to improve their psychological well being to handle the children with disruptive behaviour in inclusive classrooms.

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