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**MOTIVATING THE EMOTIONALLY HANDICAPPED CHILD  
IN MATHEMATICS IN THE SIXTH GRADE**

**AN ABSTRACT  
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**ABSTRACT**

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The study which is the basis for this thesis has to do with a group of children who have been placed in a children's residential center in New York City and the experiences of these children in learning mathematics.

Because the whole child must be considered, the author studied the home environment of the children and listed some of the reasons for the placement of the children in the center. The living accommodations in the center and the reaction of the children to placement in the institution were also told.

The techniques which the author used in the classroom and the sources of these techniques were described. The author also listed techniques of her own creation. At the beginning of the study the children were given the Metropolitan Achievement Tests series. At the end of the study the same test was administered to the subjects of the study.

The author tried to discover what techniques were effective in a normal classroom situation but with exceptional children, here the climate of the classroom and the teacher-pupil reaction must be unusual.

The author believes that if these disturbed and/or disadvantaged children can be made to realize their worth as people and individuals, the learning process will take place more rapidly and more effectively.

In this paper, the author describes some of the techniques which she feels have been effective in motivating the children described in her study. Most of these techniques were directed toward helping the children identify themselves as persons who deserve love and respect.

Many of the techniques used by the author are reflections of her personality. The author does not advocate the adoption of these techniques by others but rather hopes to encourage other teachers to feel free to use either these techniques or others with which they feel more comfortable. The important thing is for the teacher not to be afraid to deviate from the conventional approaches to the learning situation in helping children build self-confidence.

The author created a classroom atmosphere which helped the children to realize that they could achieve and which helped them to set goals for themselves that were realistic but not confining. Rewards for achievement were freely offered.

The results attained on achievement tests in mathematics tend to support the effectiveness of the author's approach.

There is some evidence that positive changes in attitudes and skills took place and that these constructive changes may carry over to other areas both academic and personal. The author hopes that initial success will be followed by continued growth.