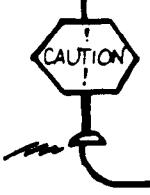
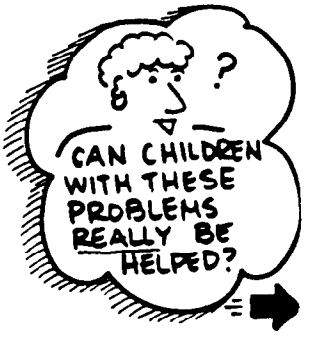
The impact of the previous experiences might be that some children will show a variety of symptoms of distress, problems.



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 — CAUTION: Child might just be shy, may have language or cultural barrier...
- No eye contact — CAUTION: 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