



NETAJI SUBHAS OPEN UNIVERSITY

STUDY MATERIAL

**M. Ed. Special Education
(Hearing Impairment /
Intellectual Disability) - ODL**

C 14

GUIDANCE AND COUNSELLING

**M. Ed. Spl. Ed. (H.I./I.D.)
ODL Programme**

AREA - A

C 14 : GUIDANCE AND COUNSELLING



**A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA**



AREA - A
DISABILITY SPECIALIZATION
COURSE CODE - C 14
GUIDANCE AND COUNSELLING

Chairman	Prof. Subha Sankar Sarkar , Vice Chancellor, Netaji Subhas Open University, Kolkata-700 064
Convenor	Prof. Atindranath Dey , Director, School of Education, Netaji Subhas Open University, Kolkata-700 064

RCI Expert Committee

Dr. Jayanthi Narayan	Former Deputy Director, NIMH, Secunderabad.
Dr. Varsha Gathoo	Head and Reader, Department of Education, AYJNISHD (D), Mumbai.
Dr. Sanjay Kumar	Assistant Professor, DSMNRU, Lucknow.
Shri Ashok Chakraborty	Ex- Chairperson, ZCC, RCI & Secretary, SHELTER.
Dr. Hemant Singh Keshwal	Assistant Prof. of Special Education and Centre In- Charge, NIEPID- RC, Kolkata.
Shri Suman Kumar	Assistant Professor of Speech & Hearing, AYJNISHD- RC, Kolkata.
Professor A. N. Dey	Director, School of Education, NSOU.
Smt. Antara Choudhury	Assistant Professor of Special Education, School of Education, NSOU.

NSOU Expert Committee [Board of Studies (BoS)]

Professor A. N. Dey	Director, School of Education, NSOU.
Professor Dulal Mukhopadhyay	Professor of Education (Retd), NSOU.
Shri Ashok Chakraborty	Ex- Chairperson, ZCC, RCI & Secretary, SHELTER.
Professor Debasri Banerjee	Professor of Education, Department of Education, University of Calcutta
Dr. Hemant Singh Keshwal	Assistant Prof. of Spl. Education and Centre In- Charge, NIEPID-RC, Kolkata.
Shri Suman Kumar	Assistant Professor of Speech & Hearing, AYJNISHD- RC, Kolkata.
Professor Swapan Kr. Sarkar	Head, SoE, NSOU
Prof. Sanat Kumar Ghosh	Professor of Education, SoE, NSOU.
Professor Sumanta Chattaraj	Professor of Education, SoE, NSOU.
Smt. Swapna Deb	Consultant, SoE, NSOU.
Smt. Antara Choudhury	Assistant Professor of Special Education, School of Education, NSOU.
Dr. Abhedananda Panigrahi	Coordinator, B. Ed., SoE, NSOU.
Shri Prabir Naskar	Assistant Professor of Special Education, SoE, NSOU.

Title : Guidance and Counselling

Unit	Name of the Unit Writer	Name of the Editor
Unit-1, 2, 3, 4 & 5	Dr. Abhedananda Panigrahi, Coordinator, B.Ed., SOE, NSOU	Professor B. P. Nanda, Professor of Education, HoD, Dept. of Education, Jadavpur University.
<i>General and Format Editing</i>		Smt. Swapna Deb, Consultant, SoE, NSOU. and Smt. Baby Dutta Choudhury, Academic Consultant, SoE, NSOU.
<i>Programme Coordinator</i>		Smt. Antara Choudhury, Asst. Professor of Special Education, School of Education, NSOU.

The Self Instructional Material (SIM) is prepared keeping conformity with the M.Ed.Spl. Edn.(HI/ID) Programme as prepared and circulated by the Rehabilitation Council of India, New Delhi and adopted by NSOU on and from the 2020-2022 academic session.

All rights reserved. No part of this work can be reproduced in any form without the written permission from the NSOU authorities.

Mohan Kumar Chattopadhyay
Registrar

Prologue

I am delighted to write this foreword for the Self Learning Materials (SLM) of M Ed in Special Education (ODL). The M Ed in Special Education in ODL mode is a new academic program to be introduced at this University as per NOC issued by the Rehabilitation Council of India, New Delhi and subject to approval of the program by the DEB-UGC.

I must admire the emulation taken by the colleagues from School of Education (SoE) of NSOU for developing the Course Structure, Unit wise details of contents, identifying the Content Writers, distribution of job of content writing, editing of the contents by the senior subject experts, making DTP work and also developing E-SLMs of all the 16 Papers of the M.Ed Spl.Ed (H.I/I.D)–ODL program. I also extend my sincere thanks to each of the Content Writers and Editors for making it possible to prepare all the SLMs as necessary for the program. All of them helped the University enormously. My colleagues in SoE fulfilled a tremendous task of doing all the activities related to preparation of M.Ed in Spl Edn SLMs in war footing within the given time line.

The conceptual gamut of Education and Special Education has been extended to a broad spectrum. Helen Keller has rightly discerned that *"Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding line, and no way of knowing how near the harbour was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour."* So education is the only tool to empower people to encounter his/her challenges and come over being champion. Thus the professional Teacher Education program in Special Education can only groom the personnel as required to run such academic institutions which cater to the needs of the discipline.

I am hopeful that the SLMs as developed by the eminent subject experts, from the national as well as local pools, will be of much help to the learners. Hope that the learners of the M.Ed Spl Edn program will take advantage of using the SLMs and make most out of it to fulfil their academic goal. However, any suggestion for further improvement of the SLMs is most welcome.



Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

First Edition : December, 2019

Printed in accordance with the regulations of the Distance Education Bureau,
University Grants Commission, Government of India

AREA - A

C 14 : GUIDANCE AND COUNSELLING

Unit 1: Education and Career Guidance

- 1.1 Concept, principles, Objectives and need for guidance at various educational levels
- 1.2 Types of Guidance: Individual and group, Personal, Educational and Vocational
- 1.3 Career Development needs of students. Changing scenarios in a global world
- 1.4 Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record)
- 1.5 Essential services in a school guidance program

Unit 2: Vocational Guidance

- 2.1 Factors influencing choice of career
- 2.2 Theories: Vocational Choice, Vocational development and Career development theories
- 2.3 Assessment of Vocational maturity
- 2.4 Occupational information in Guidance
- 2.5 Guidance for students with disabilities.

Unit 3: Fundamentals of Counselling

- 3.1 Concept and nature of counselling
- 3.2 Scope and objectives of counselling
- 3.3 Stages of the counselling process
- 3.4 Counselling techniques
- 3.5 Ethical principles and issues

Unit 4: Group approaches in Vocational Counselling and Guidance

- 4.1 Types, areas and approaches of Counselling
- 4.2 Steps and skills in the counselling process
- 4.3 Advantages and Disadvantages of Group Guidance techniques
- 4.4 Essential services in school and community based guidance programs
- 4.5 Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction

Unit 5: Assessment in Educational and Vocational Guidance and Counselling

- 5.1 Assessment of underachievement and challenges
- 5.2 Assessment of giftedness and special strengths
- 5.3 Career test construction, administration, scoring and interpretation
- 5.4 Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse
- 5.5 Role of counsellor in the contemporary context



**Netaji Subhas Open
University**

**AREA-C
C 14: GUIDANCE AND
COUNSELLING**

C 14 □ GUIDANCE AND COUNSELLING

UNIT □ 1	EDUCATION AND CAREER GUIDANCE	09 - 38
UNIT □ 2	VOCATIONAL GUIDANCE	39 - 64
UNIT □ 3	FUNDAMENTALS OF COUNSELLING	65 - 81
UNIT □ 4	GROUP APPROACHES IN VOCATIONAL COUNSELLING AND GUIDANCE	82 - 137
UNIT □ 5	ASSESSMENT IN EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING	138 - 188

Unit-1 □ Education and Career Guidance

Structure

- 1.1 Introduction**
- 1.2 Objective**
- 1.3 Concept, Principles, objectives and needs for guidance at various educational levels**
 - 1.3.1 Concept**
 - 1.3.2 Principles of Guidance**
 - 1.3.3 Objective and Needs for Guidance**
- 1.4 Types of guidance**
 - 1.4.1 Individual and Group**
 - 1.4.2 personal**
 - 1.4.3 Educational and Vocational**
- 1.5. Career Development needs of students.**
 - 1.5.1 Personal**
 - 1.5.2 Educational Guidance**
 - 1.5.3 Vocational Guidance**
 - 1.5.4 Avocational Guidance**
 - 1.5.5 Social Guidance**
 - 1.5.6 Moral Guidance**
 - 1.5.7 Health Guidance**
 - 1.5.8 Leisure-time Guidance**
- 1.6. Tests and Techniques for Guidance**
 - 1.6.1 Testing techniques**
 - 1.6.2 Non- Testing Techniques**
- 1.7. Essential services in a school guidance program**

1.8 Let us Sum Up

1.9 Unit end exercises

10. References

1.1 Introduction

Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).

The aim of education is to achieve the fullest possible realization of possibilities inherent in the individual. Education fosters all aspects of an individual's personality. Guidance is an integral part of education and helps in achieving the goals of education. Guidance is quite essential for the development of individual which is the main objective of education. The Education Commission (EC-1964-66) observes "Guidance should be regarded as an integral part of education and not as a special, psychological or social service which is peripheral to educational purposes. It is meant for all students not just for those who deviate from the norm in one direction or the other". Jone, A.J., pointing out the relationship between guidance and education observes, all guidance is education but some aspects of education are not guidance. Their objectives are the same as the development of the individual but methods used in education are by no means the same as those used in guidance.

Guidance is an assistance given to individuals through various procedures so that he is able to understand the social requirements and opportunities and to know the ways and means to adjust himself to these. Guidance is an organized set of specialized services established as an integral part of the education system designed to promote the development of students and assist them toward realization of sound, whole-some adjustment and maximum accomplishments commensurate with their potentialities. Guidance is also a point of view that includes a positive attitude toward students and a realization that it is to supplement, strengthen and make more meaningful all other phases of an individual's education.

Effective education is a learning experience. Education brings about an inherent and permanent change in a person's thinking and capacity to do things.

Many people have a superficial concept of education; equating it with doing a particular course or obtaining a particular qualification.

Education brings a natural and lasting change in an individual's reasoning and ability to achieve the targeted goal. It facilitates us to investigate our own considerations and thoughts and makes it ready to express it in various shapes.

Education is the main thing that encourages us to distinguish between right and wrong because in the absence of education, we can't do what we need or we can't achieve our goal.

Straightforwardly, we can say, "**education is the passage to progress**". It is additionally the way to our fate as achievements can only be accomplished when individuals have information, aptitudes, and frame of mind.

In this way, education resembles a medium through which we can associate with various individuals and offer our thoughts.

To tackle issues and do inventiveness we first need to gain proficiency with some essential abilities. We require learning and abilities to wind up increasingly imaginative. So education is fundamentally learning of abilities and ideas that can make us increasingly innovative and issue solver. Education is to pick up the capacity to develop and take care of issues in order to achieve their lawful motives.

Education also means helping people to learn how to do things and encouraging them to think about what they learn.

It is also important for educators to teach ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from generation to generation.

In democracies, through education, children and adults are supposed to learn how to be active and effective citizens.

More specific, education helps and guide individuals to transform from one class to another. Empowered individuals, societies, countries by education are taking an edge over individuals stand on the bottom pyramid of growth.

Types of Education

Education goes beyond what takes places within the four walls of the classroom. A child gets the education from his experiences outside the school as well as from those within on the basis of these factors. There are **three main types of education**, namely, Formal, Informal and Non-formal. Each of these types is discussed below.

Formal Education

Formal education or formal learning usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills. Small children often attend a nursery or kindergarten but often formal education begins in elementary school and continues with secondary school.

Post-secondary education (or higher education) is usually at a college or university which may grant an academic degree. It is associated with a specific or stage and is provided under a certain set of rules and regulations.

The formal education is given by specially qualified teachers they are supposed to be efficient in the art of instruction. It also observes strict discipline. The student and the teacher both are aware of the facts and engage themselves in the process of education.

Informal Education

Informal education may be a parent teaching a child how to prepare a meal or ride a bicycle.

People can also get an informal education by reading many books from a library or educational websites.

Informal education is when you are not studying in a school and do not use any particular learning method. In this type of education, conscious efforts are not involved. It is neither pre-planned nor deliberate. It may be learned at some marketplace, hotel or at home.

Unlike formal education, informal education is not imparted by an institution such as school or college. Informal education is not given according to any fixed timetable. There is no set curriculum required. Informal education consists of experiences and actually living in the family or community.

Non-formal Education

Non-formal education includes adult basic education, adult literacy education or school equivalency preparation.

In nonformal education, someone (who is not in school) can learn literacy, other basic skills or job skills.

Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities.

Non-formal education is imparted consciously and deliberately and systematically implemented. It should be organized for a homogeneous group. Non-formal, education should be programmed to serve the needs of the identified group. This will necessitate flexibility in the design of the curriculum and the scheme of evaluation.

The word “guidance” originated back in the 1530s, and is defined as the process of directing conduct. Career guidance can be defined as a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. In simple words, it is a journey on which people develop to make mature and informed decisions. It is the act of guiding or showing the way; it is the act of seeking advice.

Career guidance is the guidance given to individuals to help them acquire the knowledge, information, skills, and experience necessary to identify career options, and narrow them down to make one career decision. This career decision then results in their social, financial and emotional well-being throughout.

In an age where career queries are not uncommon, it’s important to answer queries related to career guidance or career, in general.

Literally guidance means to direct‘, to point out‘, to show the path‘. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc. In all types of culture and civilization, attempts have been made to discover human potentialities, to assess human personalities and to predict human behavior. Guidance efforts are not based on personal experiences, superstitions and personal whims of the parents and teachers. We are social beings and, so in some way or other we need help and guidance of others. Mother, father, grand parents, teachers and other elders, home, school and society guide youngsters for successful living. Due to explosion of knowledge, industrialization and changes in socio-economic set up the need of professional guidance is felt in the present day society. In this unit you will be familiarized with concept, principles, need of guidance and implications of areas of guidance on global context.

1.2 Objectives

At the end of successful completion of the unit learners will be able to understand the following:

- Concept, Principles, objectives and needs for guidance at various educational levels

- Types of guidance
- Career Development needs of students.
- Tests and Techniques for Guidance
- Essential services in a school guidance program

1.3 Concept, Principles, objectives and needs for guidance at various educational levels

1.3.1 Concept

Guidance can be explained as assistance made available by competent counsellors to an individual of any group to help him/her direct the life course, develop a point of view, make decisions and be better adjusted. Guidance does not mean giving directions, nor is it an imposition of one's point of view on another person. The person, who is guiding another does not take the onus (responsibility) of making decisions on behalf of the client. We can see that guidance is more about assisting people to find their way rather than giving instructions or ready made solutions.

1.3.2 Principles of Guidance:

Guidance is based upon the following principles.

- (i) Holistic development of individual : Guidance needs to be provided in the context of total development of personality.
- (ii) Recognition of individual differences and dignity: Each individual is different from every other individual. Each individual is the combination of characteristics which provides uniqueness to each person. Similarly human beings have an immense potential. The dignity of the individual is supreme.
- (iii) Acceptance of individual needs: Guidance is based upon individual needs i.e. freedom, respect, dignity.
- (iv) The individual needs a continuous guidance process from early childhood throughout adulthood.
- (v) Guidance involves using skills to communicate love, regard, respect for others.

1.3.4 Objective and Needs of Guidance

1. Guidance is based on planning.
2. Guidance services occupy an integral part in the educational or school organisation.

3. Guidance is a slow process.
4. Guidance is based on individual differences.
5. Guidance is meant for all.
6. Guidance develops the insights of an individual.
7. Guidance is a specialized service.
8. Problems of human life are interrelated which is the major concern of guidance.
9. Guidance is based on educational objectives.
10. Guidance considers most individuals as average or normal persons.
11. Guidance and instructional activities are complementary.
12. Problems for which guidance is required arise out of situations.

Guidance is needed wherever there are problems. The need and importance of guidance are as follows.

- Self understanding and self direction: Guidance helps in understanding one's strength, limitations and other resources. Guidance helps individual to develop ability to solve problems and take decisions.
- Optimum development of individual
- Solving different problem of the individual
- Academic growth and development
- Vocational maturity, vocational choices and vocational adjustments
- Social personal adjustment
- Better family life
- Good citizenship
- For conservation and proper utilization of human resources
- For national development

1.4 Types of guidance :

1.4.1 Individual and Group:

Individual Guidance :

Individual guidance is the advice or a strategy designed for a particular individual

to solve his problems. Moreover, it is the interaction with a person to explore his or her ideas, behaviors and feelings.

Individual guidance is tailored to an individual. It is advice, strategy or planning designed for a singular person or thing and their unique situation. This is in contrast to general guidance which is frequently based on demographic information such as age or income or meant for the general population. The most common reference to individual guidance is in reference to children or students. This is ideally the role of guidance, educational or career <http://www.ehow.com/careers/counsellors>. Individual guidance can be used to refer to any advice, usually professional advice, given to a person based on their unique circumstances. This could include legal services, career counselling, financial planning, medical or psychological advice or a number of other areas where a trained professional is looked to for direction in a given area.

There are various strategies for individual guidance:

- **Spheres of influence**
- **Immediacy**
- **Proxemics**
- **Congruence**
- **Hierarchy of needs**

Spheres of influence- This strategy figures out the strengths and weaknesses of a person. In order to excel in a particular field, a person needs to know himself. Guidance counsellors use this technique to motivate and advise a particular person. Moreover, the individual guidance needs proper handling of the emotions of a person and works according to it.

Immediacy- Informing a person about the current situation makes him work better towards the task. Moreover, it builds a level of trust within him which will work positively towards his goal.

Proxemics- It is the strategy of studying the body language of a particular person. As a result, the guidance counsellor will get to know about the emotional and mental condition of the client. Furthermore, it will also help him to plan his reactions so that the guidance could run smoothly.

Congruence- This deals with the feedback of the counsellor. The feedback of the counsellor should be genuine. As a result, it will help in the progression of the

client. Furthermore, it will make him understand the current and find possible ways to make it better.

Hierarchy of needs- To know a client's needs is essential. Furthermore, the client's needs include emotional, psychological needs and safety needs. Furthermore, self-esteem and self-actualization needs are also important. This will help in the progress of the client. Further, it can help in changing the counselling if it needs any improvement.

Group Guidance:

The group guidance is a service by guidance personnel to solve common problems of a group. Group refers to collection of people, interaction between individuals, development of shared perceptions, the development of affective ties and the development of interdependence of roles. For example, many students and teacher/teachers at one school may gather together to form a group.

Group guidance encompasses those activities of guidance which are carried on in a group situation to assist its members to have experiences desirable or even necessary for making - appropriate decisions in the prevailing contexts. In a more specific term, it is guiding the individual in a group situation. Group could be of any type, but for guidance purposes a group should have a common goal. Just collection of individual may not be called a group for organizing guidance activities. Selection of group 14 members will have to depend on sharing a common problem, volunteering to be members and willingness to group activities.

Jones, A.J(1951)define group guidance as any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustment'.

Group guidance is used to address the developmental needs of a functional group consisting of a number of students to implement programme that would benefit them at all time.Students in group with common problems and concerns are helped in groups i.e. small or large. In other words, if guidance is to be available to all, it should be planned in groups.

Some of the objectives of group guidance are:

1. To help people in identifying common problems, analyse them and find relevant solutions
2. To place a wide range of information before people with common problems which could be useful for them for finding solutions?

3. To provide a platform where people with common problems could interact with each other and could be benefited by each other 's perspectives, ideas and experiences

4. To help in creating an atmosphere where people could get an opportunity to express themselves and in the process analyse themselves.

Techniques of Group Guidance:

A number of techniques are used in organizing group guidance.

Group Discussion: For example, at senior secondary stage students should have knowledge about different career. A group discussion may be organized in the school. For organization of the group discussion proper room/hall, group and relevant topic and expert/resource person should be selected. The group discussion will be useful only if the members participate effectively without the fear and all the members have the opportunity to participate. But the effectiveness of the group discussion depends upon the facilitator and the group selected. **Problem-solving:** For solving individual as well as common problems, problem solving can be applied as a technique. It comprises of the following steps;

- Existence of common problem
- Focused description of the problem
- Initiation of action for solving problem based on relevant facts
- Analysis of problem in the light of data collected
- Listing of possible solutions and Evaluation of them
- Acceptance of degree of acceptance of solution in the group

Role play: In small group role playing can be adopted as a technique of guidance. Role playing is a method where real life situations are simulated by group members/ participants. This provide new insight, intuitions, skills and understanding of opposing viewpoints. The role playing may comprise of the following steps;

- Existence of common problem
- Orientation of group to role playing and the problem 16
- Assigning of roles
- Preparation of other members/audience to observe intelligently
- Assessing the role play
- Concluding session and feedback

Other methods like case study and sociometrist technique can be used as group guidance technique.

Advantages of Group guidance: We have discussed about different activities and approaches of group guidance. Some of the advantages of group guidance are as follows:

- Inspires learning and understanding: Interaction in group setting inspires learning and understanding of students. The student learns from other member of group.
- Saves time and effort: Group guidance technique can save time and effort of both the counsellor and students. The time saved can be used for the more difficult and complex problems of students.
- Improvement of student's attitude and behaviour
- Development of wholesome and helpful awareness of unrecognized needs and problems of students

Limitations of Group Guidance: Group guidance though serves a useful purpose, but they cannot be taken as a substitute for individual counselling. Group activities serve many of the objectives of the school guidance programme, but not all of these. Further students may feel hesitant to come out with their personal problems in the group. So, in these cases group guidance cannot be of help.

Group guidance activities serve useful purposes specially saving in time and effort. While organizing these activities, some problems that a counsellor may face are mentioned below:

A rigid type of administration is often a major cause of trouble. Generally, when the counsellor asks for time in the time table for conducting these guidance activities, he/she may get a discouraging reply, the time table is already full. No periods are free. So the counsellor is left with no other choice than to take the substitute management period.

Lack of cooperation on part of the administration as well as the staff members may also create problems in organizing such activities. Teacher may feel this as an addition burden. Lack of adequate funds is another problem.

The Strategies for group guidance are:

- Lectures or Talks
- Demonstrations and role-plays

- **Orientation classes**

Lectures or Talks- The lectures or talks play a vital role in guiding a person. When a group needs some guidance then lecture is the primary way to solve a common group problem. Moreover, in order to understand their problems, a question hour should take place. This will further help in delivering the favorable and best solution to the group. Hence lecture is a coherent way for the guidance of a group.

Demonstrations and role-plays- ‘Actions speak louder than words’. Therefore demonstrations and role-plays are one of the best ways to counsel a person. Furthermore, it takes less time and is more captivating. This technique makes the guidance of a group more engaging and energy-efficient. As it requires more than one person, therefore the work gets divided among people.

Orientation classes- Orientation class is necessary to guide a group in a new environment. Consequently, each of the individuals in a group needs instructions to perform a specific task. This can be done by organizing orientation classes for the group. So that they may get all the proper guidelines and clear all their doubts before the initiation of the task

1.4.2 Personal Guidance:

It refers to that type of guidance where a person or individual overcome their problem on their own. Also, it is the assistance that is provided to an individual to solve their social, mental, morals, health, and ethical problems. Besides, it helps in solving those problems, which we cannot solve with just vocational and educational guidance.

Personal assistance is of two types written and oral. They help to make an adjustment in our life. Moreover, it is the guidance they let us know what we are now and what we can become later in life. Besides, it helps children and student to help them and look at them from the right point of view.

In the case of personal guidance, we observe that it is not an easy task. And the total development of an individual’s personality depends on the development of personal habits and attitudes. That’s why most of the individual face this problem in life

1.4.3 Educational Guidance and Vocational Guidance:

- **Educational :**

It refers to that guidance that a child or students need during his school life. Also, it helps them to solve the problem that they face in school. In addition, it gives all the required details that children need related to the school they find most suitable.

Most noteworthy, education is the process that guides and directs children for her/his proper development.

Every aspect of school education is strongly related to educational guidance. Moreover, it includes the aim, objectives, discipline, syllabus, the role of teachers, methods of teaching, and co-curricular activity.

In addition, these guidelines help in the adjustment of the course of study according to the ability and skill of the student. This process helps a student to make wise choices in relation to his education life ahead. Most noteworthy, this process assists a person to plan her/his education plan and carry it forward without any problem.

Education guidance concerns every related aspect of student education. Also, it provides assistance to students to choose the school, course, study habit, and several others. Besides, it helps in the growth and development of children.

- **Vocational :**

It refers to that type of guidance in which ordinary information is provided regarding choosing the occupation. Also, it prepares them for the occupation and helps in entering and progressing. Besides, it is also known as vocational development. Most noteworthy, in modern education it's perspective is much wider.

This type of guidance helps a person to know her/his strength and weaknesses. Moreover, it helps them to choose a vocation for better adjustment with every situation. In other words, vocational guidance helps a person choose his career and other aspects related to it.

It is an assistance that helps students and children to know the world of vocation by getting in the school. Most noteworthy, it is an early exposure to students about the variety of job choices they would have later in life. It is a motivation for hard work in school or college studies.

Vocational Guidance help children to know what they are capable of and what they can become in life. And this ultimately depends on what they are capable to do in their school life. In addition, they need to be on the right track to prepare them for life.

In short, we can say that it is a universally accepted process that assists an individual to know her/himself better.

1.5. Career Development needs of students:

The students life is getting complex day by day. Students in the twenty-first century have facing many perplex and difficult situations i.e. to make wise curricular and other curricular choices, to acquire basic study skills for optimum achievement, adjustment with peers etc. In its beginning guidance was concentrated on problems relating to vocations. It was largely concerned with getting jobs for young people. Now guidance has gone for beyond this. It is now concerned with the entire individual in all aspects. The areas of guidance are very vast. The following are some of the important areas of guidance.

1.5.1 Personal

Students face many personal problems related to themselves, their parents and family, friends and teachers, etc. They often have memories related to home or family which creates feeling of disappointment in them. If their parents are expecting too much of them it leaves them with a feeling of incompetence and insecurity leading poor self-concept and self esteem. The objectives of personal guidance are to help the individual in his/her physical, emotional, social, rural and spiritual development.

The aims and objectives of personal guidance are :

- To assist the individual in understanding himself/herself.
- To assist the individual involving the personal problems.
- To assist the individual in taking independent decisions and judgement.
- To assist the individual to view the world and the social environment in right perspective.
- To assist the individual in making sound adjustments to different problems confronted in life.

Personal guidance is necessary at all stages of life. At the elementary school stage opportunities should be given to students for their self expression. Personal guidance at this stage deals with the problems related to feeling of insecurity, social acceptance, discipline etc. At the secondary stage, the students have more intricate personal problems. During the secondary stage adolescent students due to peculiar physical, emotional and social developments undergo noticeable changes in their attitude and behaviour. Personal guidance at this stage should therefore focus on personal

and social adjustment. Personal guidance at the tertiary stage aims at helping them view life in relation to reality. The scope of personal guidance at this stage is very wider.

1.5.2 Educational Guidance

If one closely examines the problems of young pupils in schools and colleges, one would exactly realize the need of educational guidance. Educational problems head the needs of students' problems. So education is an important guidance area. Educational guidance is related to every aspect of education school / colleges, the curriculum, the methods of instruction, other curricular activities, disciplines etc. Educational guidance is the assistance given to the individual (i) to understand his/her potentialities (ii) have a clear cut idea of the different educational opportunities and their requirements (iii) to make wise choices as regards to school, colleges, the course : curricular and extra curricular.

Some of the aims and objectives of educational guidance are:

- To assist the pupil to understand him/herself i.e. to understand his/her potentialities, strength and limitations.
- To help the child make educational plans consist with his/her abilities, interests and goals.
- To enable the student to know detail about the subject and courses offered.
- To assist the student in making satisfactory progress in various school/ college subjects.
- To help the child to adjust with the schools, its rules, regulations, social life connected with it.
- To help the child in developing good study habits.
- To help the child to participate in out of class educational activities in which he can develop leadership and other social qualities.

At the elementary stage guidance programme must help the children to make good beginning, to plan intelligently, to get the best out of their education and prepare them for secondary schools. Educational guidance needs to be used in diagnosing difficulties, in identifying the special needs of children.

At the secondary stage educational guidance should help the pupils to understand themselves better, to understand different aspects of the school, to select appropriate

courses to get information about different educational opportunities, to develop good study habits. The students should be helped to be acquainted with the vocational implications of various school subjects. Educational guidance at the tertiary stages must orient students about purpose and scope of higher studies and helps them to stimulate their studies. Each college/ university must have a guidance unit with due provision of guidance services.

1.5.3 Vocational Guidance

You know that bread and butter aims is one of the main aims of education. Due to advancement in science and technology and consequent changes in industry and occupations have been emerged. There are thousands of specialized jobs/ occupations. In this context, there is a great need for vocational guidance.

Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career. The purpose behind assisting the youth to choose, prepare, enter and progress in a vocation is the optimum growth of the individual.

Some of the aims and objectives of vocational guidance are:

- Assisting pupil to discover his/her own abilities and skills to fit them into general requirements of the occupation under consideration.
- Helping the individual to develop an attitude towards work that will dignify whatever type of occupation s/he may wish to enter.
- Assisting the individual to think critically about various types of occupations and to learn a technique for analyzing information about vocations.
- Assisting pupils to secure relevant information about the facilities offered by various educational institutions engaging in vocational training.
- At the elementary stage, although no formal guidance programmes are needed, the orientation to vocation can be initiated at this stage. At this stage some qualities and skills which have greater vocational significance viz. love and respect for manual work (ii) training in use of hands (iii) spirit of cooperative work (iii) sharing (vi) appreciation for all works (vii) good interpersonal relationship are to be developed.

At the secondary stage vocational guidance should help the students to know themselves, to know the world of work, to develop employment readiness to develop

decision making rules. At the higher education stages it should be more formal one. The objectives of guidance at this stage are to help the students to get information about different career, training facilities, apprenticeship etc.

1.5.4 Avocational Guidance:

The individual student spends only a small portion of his time i.e. 4 to 6 hours per day in school. The rest of the time needs to be effectively managed and utilized by the child for his/her progress and development. Avocational guidance helps the child to judiciously utilize the leisure time. The other co-curricular activities play an important role in all-round development of the child. But many parents, teachers and children put secondary importance to these activities. The students need to be properly guided for effective participation in varied types of avocational pursuits so that they are able to shape their interpersonal behavior in desirable direction and widen their outlook.

1.5.5 Social Guidance: We are social animals. But social relationships constitute a problem area for most of the students. School/educational institution is a miniature society and pupil from different socioeconomic status, linguistic and socio-cultural background read there. Students some time may face problems in adjustment and social relationship. It is very important that the students to be helped in acquiring in feeling of security and being accepted by the group in developing social relationship and in becoming tolerant towards others. This is the task of social guidance. Formally social guidance can be given by educational institutions whereas informal guidance may be provided by Family, religious institutions, Media etc.

1.5.6 Moral Guidance: Moral values occupy an important place in our life. Sometimes due to influence of diverse factors students tell lies and indulge in undesirable practices. Moral guidance helps in bringing these students in to proper track and help in their all-round development.

1.5.7 Health Guidance: Health is regarded as the wealth. Total health i.e. preventive and curative is the goal of health guidance. The health guidance may be a cooperative effort of Principal, Doctors, Counsellor/psychologist, Teachers, Students and parents. For promoting preventive care, the conditions of school hostel, canteen needs to be checked. Similarly, health education through formal classes and information is essential in school education stages. In the present day the concern of health guidance also pertains to guidance in HIV/AIDs.

1.5.8 Leisure – time guidance: Guidance for leisure is basically a part of personal guidance. the individual should know how to utilize his/her leisure time fruitfully. leisure generally refers to free time a person at his disposal. leisure in modern time is available to those who are technically trained and efficient. But, unfortunately most of us do not know how to utilize the leisure time. That is why guidance for leisure is necessary.

Leisure can be fruitfully utilized for two purposes. First of all, Leisure provides us time for personal development. One can increase his efficiency by utilizing his leisure time.

The second use of leisure is that it helps the individual to be more productive by getting the necessary rest and recreation. Jones divides leisure time activities into four groups.

1. Escape activities
2. General culture or appreciation activities.
3. Creative activities and
4. Service activities

It has also been suggested that individuals should spend their leisure time in social welfare activities. For professional growth are must take active interest in the professional society of his profession.

Thus it is quite evident that guidance for leisure is extremely important in modern society because it helps the individual to attain efficiency and become a useful member of the society. Therefore, it has been suggested that in the school curriculum there should be provision for teaching about various leisure time activities so that children will able to know about them.

1.6. Tests and Techniques for Guidance:

1.6.1 Testing Techniques:

Testing techniques for guidance are the means for a person to demonstrate his or her abilities. Furthermore, it also reveals the hidden aptitude and interests. As the person did not get enough opportunities in his life to show it. Moreover, testing techniques have various uses.

For instance, testing techniques can be for the classification of pupils into sections. It can also determine which student has a special ability in a certain field. Furthermore, it can also help evaluate teaching methods and the progress of people with similar abilities. There are various testing techniques for guidance:

Aptitude Test

Aptitude is a trait or an individual's ability to perform a certain task on a certain level. Furthermore, the Aptitude test determines the aptitude or the efficiency of a person to conduct a specific job. Furthermore, the counselors conduct an aptitude test in order to reveal a person's special ability. Moreover, it encourages the special abilities or potentials of an individual. Most Noteworthy it may also assist a person in making career and life decisions.

Aptitude may be defined as a trait that characterizes an individual's ability to perform in a specific area or to acquire the learning necessary for performance in a given area. It presumes an inherent or natural ability that can be developed to its maximum through learning or other experiences. However, it cannot be expanded beyond a certain point, even by learning. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity.

Aptitude tests may potentially be used by counsellors and others because (1) they may identify potential abilities of which the individual is not aware; (2) they may encourage the development of special or potential abilities of a given individual; (3) they may provide information to assist an individual in making educational and career decisions or other choices between competing alternatives; (4) they may serve as an aid in predicting the level of academic or vocational success an individual might anticipate; and (5) they may be useful in grouping individuals with similar aptitudes for developmental and other educational purposes.

There are three types of Aptitude tests:

- Special aptitude tests
- Vocational aptitude tests
- Scholastic aptitude tests

Special Aptitude Tests – You might have seen or heard about clerical aptitude test, numerical ability test, etc. Special aptitude tests usually refer to those that seek to measure an individual's potential ability to perform or to acquire proficiency in a specific occupation or other type of activity. Tests that measure special aptitude

are sometimes referred to as single aptitude tests because they only secure a measure for one specific aptitude. Counsellors, most frequently use standardized tests to measure a single aptitude in areas of mechanical, clerical, or artistic abilities. Single aptitude tests have also been developed for use in various graduate and professional schools. Aptitude tests are also available for particular school subjects. These tests are for the measurement for the individual's mental abilities. Furthermore, it determines whether a person has a unique ability to perform a task.

Vocational Aptitude Test – Multiple aptitude tests typically consists of a series of subtests that relate in varying combinations to a series of occupations or occupationally related activities. Commonly used multiple aptitude batteries are the General Aptitude Test Battery (GATB); the Differential Aptitude Battery (DAT); the Flanagan Aptitude Classification Test (FACT); and the Academic Promise Test (APT). Vocational aptitude tests measure a wide variety of abilities of a person. For instance, the Differential Aptitude test which is one of the most used vocational tests. This measures mechanical, abstract, verbal, numerical reasoning. Furthermore, it also measures language usage, clerical speed, accuracy, and spatial relations.

Scholastic Aptitude Test – Scholastic or academic aptitude tests measure one's potential for performing in academic situations. Such tests are those that comprise the SAT and PSAT batteries have much merit in so far as predicting academic performance at higher educational levels. However, a more appropriate label would be academic achievement, because they tend to predict future academic achievement on the basis of past learning, rather than on the basis of natural ability. Scholastic aptitude test measures the ability of a person to perform in academics.

Achievement Tests

You have been using these tests to assess student's performance in school subjects. All unit, semester and terminal examination tests are nothing but achievement tests. These tests focus on skills or abilities that are traditionally taught in the schools. Therefore, achievement tests may be defined as tools designed to measure the degree of student learning in specific curriculum areas common to most schools, such as Mathematics, English usages, etc.

Achievement tests are used as learning measures of (1) the amount of learning, (2) the rate of learning, (3) comparisons with others or with achievement of self in other areas, (4) level of learning in sub-areas, and (5) strengths and weakness in

a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

Interest Inventory

You might have observed in your class that some students show more inclination in math, while others in computers, some in literary activities, in paintings, etc. Interest is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes, or our attractions and aversions. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities, etc., and consequently derives satisfaction, success and happiness out of the activities selected.

Interests are related to general ability, special aptitudes and values in various ways. Linguistic and scientific interests are positively correlated with intelligence, technical interests are related to mechanical aptitude and business interests are related to the tendency to stress material as opposed to theoretical, social or aesthetic values and so on.

Interest testing is done to achieve some purpose i.e.

- i) To provide teachers and counsellors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
- ii) To help the students to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests.
- iii) To enable teachers, counsellors and parents to know the kinds and intensity of the student's interests and assist him to prepare his educational and vocational plans consistent with his interests.
- iv) To help channelize the energies of the youth in appropriate directions.
- v) To help in the selection of the right person for the right work, and thus save frustration, unhappiness and disappointment in the lives of the individuals and increase productive capacity of individuals.

Methods of Measuring Interests

We can measure the interests of individuals by the following methods:

- 1) **Observation:** We may observe manifest interests. What an individual actually does is a good indication of what his interests are.

- 2) **Claims of the Counselee:** We can know the interests by knowing the expressed interests of the individual, in a subject, activity, object or vocation. Verbal claim can be an indicator of his/her interests.
- 3) **Use of Instruments:** We may assess interests using an instrument like Michigan Vocabulary Test on the grounds that if the individual is really interested in something, s/he will know the vocabulary involved in that area.
- 4) **Use of Inventories:** We may determine the pattern of an individual's interest from his/her responses to lists of occupations and activities. Interest inventories provide information about the student's preferences which are more stable than the verbally claimed interests. The latter are too often influenced by his/her limited and faulty knowledge of occupations. This technique is by far the most common means of assessing interests and is commonly used.

The four interest enhancing interventions are:

- Attention-getting settings
- Contexts evoking prior individual interest
- Problem-based learning
- Enhancing utility value

Advantages of Interest Inventories

Interest inventories are useful in many ways:

- 1) They are well-adapted to vocational counselling – The student expects his/ her interests to be considered. The interpretation, when given, carries considerable force because the student can see that s/he is looking at himself in a mirror, that s/he is only receiving an analysis of what s/he himself / herself has said.
- 2) They are useful for the counsellor too as they are less fraught with emotional significance. The subject can discuss the interest scores with the counselor freely.
- 3) They are helpful devices for the counselee too – Students do not mind revealing their interests and are eager to have a report of their scores. A promise to interpret scores is an excellent, non-threatening gambit to entice the student into the counsellor's office.
- 4) They are economic – They can be given to a group; interpretation of profiles can be carried out in group discussion.

- 5) They provide excellent preliminary information either to further group study of careers or to individual counselling.
- 6) They assist counsellor in dealing with many other student problems.

Limitations of Interest Inventories

There are certain limitations to be found in interest inventories.

- i) Many students fail to show through their responses to interest inventories strong likes and dislikes or clearly defined preferences.
- ii) The inventories can have validity only with persons whose likes have been long and varied enough to have provided them with experiences of the kind which will enable them to choose between alternatives presented by each item in the inventories. These inventories are, thus, more useful with mature than immature students.
- iii) Vocational choice or success cannot be predicted on the basis of even clearly defined patterns shown by the inventories alone. Ability, training and opportunity for training – all need to be considered. Interest test results cannot be over-emphasised.

Personality Tests

Personality is inclusive of everything about one's physique, socio-emotional and personal characteristics. Therefore, personality is the sum total of an individual behaviour in social situations.

Purpose of Personality Testing – Personality testing is necessary to achieve the following purposes:

- i) It helps the students in proper educational and vocational choice. Personality plays an important role in individual, personal, educational and vocational adjustment and success. It is, therefore, important to diagnose the individual's personality pattern to see whether he possesses the traits which are likely to contribute significantly to his adjustment to the course or career he is choosing.
- ii) It helps the individual in resolving emotional conflicts. Personality diagnosis becomes essential when the difficulty the individual encounters in making proper adjustment with the educational and occupational choices, lies in emotional conflict about which the client has no knowledge. When the cause of the individual's mental conflict is diagnosed, it may be possible for him to solve his problem in his own way.

- iii) It helps the teacher and the counsellor. Personality testing through various techniques will help the teacher and counsellor to get this information and help the individual on the basis of this information.
- iv) It helps the employer in proper selection of the personnel.
- v) It helps the clinical psychologist. A clinical psychologist can use personality assessments to help choose the best therapy for his clients.

Personality plays a vital role in a person's way of performing or conducting a duty. The personality of the person defines his or her background. Moreover, it tells us about the person's educational learning and communication techniques. There are various personality test techniques that can analyze the overall personality of a person.

- Subjective methods
- Objective methods
- Projective methods
- Psycho-analytical methods
- Physical Test methods or Physiological methods

Subjective methods- This method discloses the personal traits of a person. For example, his aims, experiences, attitude, need and interest. This will help the counsellor to get a better picture of the person and assign a task suitable to him

Objective methods- The objective method is more related to a person's behavior in real-life situations. Furthermore, the person's personality trait comes in action and is analysed by the examiner. For instance, psychological measures, rating skills, and miniature life situations are some of the objective methods.

Projective methods- In this method the person does not have to tell his personality traits. But in this, the person has to behave in an imaginative way such as making up a story. As a result, this will reveal the hidden moods, feelings of a persona and could also determine his fantasies.

Psycho-analytical methods- This method was by the father of psychoanalysis, Sigmund Freud. There are two types of tests in this:

2. Free Association Test
3. Dream Analysis Method

Physical Test methods or Physiological methods- To test a personality in this method the following instruments are used:

1. Anemograph
2. Plethysmograph
3. Shymograph
4. Electrocardiograph
5. Electroencephalograph
6. Graphology
7. Electromyogram

1.6.2 Non-Testing Techniques:

Meaning of Non-Testing Techniques in Guidance:

Non-testing techniques in guidance refer to those techniques which do not involve a test. Therefore many tests like aptitude test, achievement test, interest inventory, and personality tests are not part of it. Non-testing techniques are also called as non-standardized techniques. Furthermore, these techniques have common usage for individual analysis by counsellors. Also, the employment of these setting is in various settings.

Non-testing techniques in guidance provide a broader and much more subjective approach to data gathering and interpretation. Moreover, the various types of non-testing techniques are the questionnaire, observation, autobiography, anecdotal record, case study, cumulative record, interviews, and checklist. However, the most important among them are the case study, interview, and checklist.

Interview

An interview refers of a conversation with a purpose. The purposes for which interviews take place are fact-finding, introductory, evaluative, and informative in nature. Here an interviewer asks a set of questions to an interviewee to find out the responses. The interview is certainly a very important technique among non-testing techniques. Following are the major types of interviews:

Employment interview- The purpose behind such interviews is to check the suitability of a person for a job. The interviewer talks more than the interviewee.

Fact-finding interviewee- Here the purpose is the collection and verification of facts.

Diagnostic interview- Here the purpose is remediation. Furthermore, here an effort is made by the interviewer to diagnose the problem of the interviewee. Also, interviewer identifies the symptoms and tries to solve the problem.

Counselling interview- The purpose of this interview is to provide a suggestion, insight, or advice to the interviewee. Most noteworthy, the interview begins with the work of information collection, then proceeds to guidance, and ends with a psychological treatment of the problem.

Case Study

A case study refers to a collection of all available information. Furthermore, this information could be social, physiological, biographical, vocational, and environmental. Moreover, this collection of information is with the aim of explaining a single individual. Most noteworthy, the case study is a comprehensive collection of information. Also, this collection of information takes place through the use of different techniques and tools of data collection. It is certainly the best technique of studying the whole individual. Below are the variables whose collection must be made in the case study:

The physical, socio-economic and cultural environment- First of all, the physical environment includes the neighbourhood and surroundings in which an individual lives. The socio-economic environment consists of the society in which the person grows up and the economic condition. Finally, the cultural environment refers to the ideas, views, and behaviour of those among whom one lives.

Family- Collection of detailed and diverse information regarding one's family must take place. This certainly helps in understanding the characteristics of the individual under study. There must be a collection of information regarding the educational and occupational status of family members. Others questions regarding the love, harmony, understanding, conflict among family members find their place in the case study.

Personal history- There must be a collection of information regarding the personal history of the individual under study. This information is history of an individual's physical health, abilities, social development, and attitude.

Checklist

The checklist technique is also a non-testing technique in guidance. The checklist technique involves a series of statements. Furthermore, these statements are positive

and negative, that the evaluator answers yes or no. This technique checks if the evaluator shows that behaviour or leaves it unchecked. The checklist system includes statements about the habits in the workplace and the skills of individuals. Workplace habits for individuals may include:

- Reports for work on time on most days.
- Exhibits a pleasant behaviour towards the colleagues.
- Stays at work until important tasks are completed.
- Tends to take criticisms quite personally.

Hence, the first three statements are positive attributes. However, the fourth statement is a negative attribute.

1.7 Essential services in a school guidance program:

School guidance is designed to facilitate student achievement, improve student behaviour and attendance, and help students develop socially.

SCHOOL COUNSELORS DO

School counsellors, also known as guidance counsellors, were first primarily responsible for facilitating career development. Today, the role of the school counsellor is multifaceted and may vary greatly, depending on the requirements of both the state and each individual school.

The duties of school counsellors may include:

- **Providing instruction on psychological and social issues.** School counsellors might teach sex education classes, provide information to students about bullying, or offer seminars on study skills.
- **Vocational guidance.** Many school counsellors help students prepare for college or select careers.
- **Counselling.** School counsellors often help students mediate conflicts with their peers, teachers, or parents. Many school counsellors also provide therapy and counselling services to students during school hours.
- **Early intervention.** School counsellors receive training about learning difficulties and psychological concerns that commonly manifest in children and adolescents. They may also provide referrals, recommendations, and education to parents about mental health concerns.

- **Special needs services.** Counsellors often help special needs students integrate into classrooms and may oversee programs that address requirements for students with special needs or learning difficulties.

Further, counsellors often help guidance for students:

- Maintain academic standards and set goals for academic success.
- Develop skills to improve organization, study habits, and time management.
- Work through personal problems that may affect academics or relationships.
- Improve social skills.
- Cope with school or community-related violence, accidents, and trauma.
- Identify interests, strengths, and aptitudes through assessment.

School counsellors offer individual counselling to help students resolve personal or interpersonal problems. They may also offer small group counselling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. For students who are otherwise unable to access mental health services, school counsellors provide support at no cost. School counsellors also provide support to school staff by assisting with classroom management techniques and the development of programs to improve mental health or school safety. When necessary, counsellors may also intervene in a disrupted learning environment.

1.8 Let us sum up

Concept, Principles, objectives and needs for guidance at various educational levels

We are social beings and, so in some way or other we need help and guidance of others. Mother, father, grand parents, teachers and other elders, home, school and society guide youngsters for successful living. Due to explosion of knowledge, industrialization and changes in socio-economic set up the need of professional guidance is felt in the present day society. In this unit you will be familiarized with concept, principles, need of guidance and implications of areas of guidance on global context

Types of guidance

Guidance mainly divides into 3 types. And these 3 types of guidance are the main

tools that guide a teacher or student in its working. Besides, in this topic, we are going to discuss the type of guidance that is most important.

Career Development needs of students.

The career development of students and disability knowledge from three postsecondary institutions in the Midwest was examined through semi structured interviews. Students with disabilities who were eligible for services while in high school generally did not engage in transition planning as required by federal law. Their career development activities were limited despite having unique career needs. The majority of students had difficulty describing their disability and its impact on their career exploration and planning. For students with learning disabilities and others at the postsecondary level, career development services should be provided, including training in self advocacy and career exploration in the first two years. Instruction in career self management skills should be ongoing.

Tests and Techniques for Guidance

Guidance is the scientific procedure for assisting an individual. Various types of tools and techniques are used for measuring the potentialities of the individual the guidance purpose.

Essential services in a school guidance program

It should aim at total development of the child. • Combined involvement of students, parents, teachers and school administrators to meet needs of individual and institution. • It should have inputs related to all guidance services. • Collaborative effort of teachers, guidance workers, medical practioner, psychologist etc.

1.9 Unit end exercises

1. Explain the term group guidance.
2. Discuss any two group guidance activities which are carried out in school. 3. Discuss various techniques of group guidance with suitable examples.
3. Discuss about test and techniques for Guidance
4. Discuss about essential service in a school guidance programme

1.10 References

- American School Counselor Association. (n.d.). Student-to-School-Counselor Ratio 2010–2011. Retrieved from <http://www.schoolcounselor.org/asca/media/asca/home/Ratios10-11.pdf>

- Careers/Roles (n.d.). American School Counselor Association. Retrieved from <http://www.schoolcounselor.org/content.asp?contentid=133>
- Colman, A. M. (2006). Oxford dictionary of psychology. New York, NY: Oxford University Press.
- National Alliance on Mental Illness. (n.d.). Child and Adolescent Action Center: Facts on Children's Mental Health in America. Retrieved from http://www.nami.org/Template.cfm?Section=federal_and_state_policy_legislation&template=/ContentManagement/ContentDisplay.cfm&ContentID=43804.
- Ross-Kidder, Kathleen, PhD. (n.d.). Who Can Diagnose LD and/or ADHD? *CalPoly Disability Resource Center*. Retrieved from <http://drc.calpoly.edu/content/eligibility/whoCanDiagnose>
- Wright, Robert J. (2011). School Counseling, an Evolving Profession. *Introduction to School Counseling*. Thousand Oaks, California: SAGE Publications, Inc.

Unit : 2 □ Vocational Guidance

Structure:

2.1 Introduction

2.2 Objective

2.3 Factors influencing choice of career

2.4 Theories: Vocational Choice, Vocational Development and Career Development theories

2.4.1 Vocational Choice

2.4.2 Vocational Development

2.4.3 Career Development

2.5 Assessment of Vocational Maturity

2.6 Occupational Information in Guidance

2.7 Guidance for Students with Disabilities

1.8 Let us sum up

1.9 Unit end exercises

1.10 References

2.1 Introduction

Vocational Guidance means an assistance given to an individual in solving problems related to career planning and educational and vocational studies also keeping in mind the interest, aptitude, capability, financial background of the family and latest manpower market situation along with shortage and extra categories of occupations. These services are provided to the students at the school, college and university level and to parents and guardians also. Information is provided through post also. For detailed counselling ,individual guidance and group guidance activities are organized in the employment exchanges. The services can be summed up by saying that collection compilation and dissemination of information is the motto of educational and vocational programme.

2.2 Objectives

At the end of successful completion of the unit learners will be able to understand the following:

- Theories: Vocational Choice, Vocational Development and Career Development theories
- Vocational Choice
- Vocational Development
- Career Development
- Assessment of Vocational Maturity
- Occupationaal Information in Guidance
- Guidance for Students with Disabilities

2.3 Factors influencing choice of career

Life fulfilment comes with perfect career planning, while the cultural heritage can conflict with a person's personal interest. This systematic review examined existing literature on factors that influence youths' career choices in both collectivist and individualistic cultural settings from around the globe with the aim of identifying knowledge gaps and providing direction for future research. A systematic review strategy using the Joana Briggs Institute's format was conducted. The ERIC, Psych Info, Scopus, and Inform it Platform databases were searched for articles published between January 1997 and May 2018. A total of 30 articles were included in the review, findings revealed that youth from collectivist cultures were mainly influenced by family expectations, whereby higher career congruence with parents increased career confidence and self-efficacy. Personal interest was highlighted as the major factor that influenced career choice in individualistic settings, and the youth were more independent in their career decision making. Bicultural youth who were more acculturated to their host countries were more intrinsically motivated in their career decision making. Further research is imperative to guide the understanding of parental influence and diversity, particularly for bicultural youths' career prospects and their ability to use the resources available in their new environments to attain meaningful future career goals.

Find the best career for you

What is most important is to have a good and clear career choice at an early stage so that it allows one to excel and achieve better in the chosen profession.

7 most common factors that influence the career choice among students

- **Parents' Desire/Parental Pressure:**

A career option that is chosen by a student just to fulfil their parents satisfaction, ends up in regretting later. Most of the students from business families are by default expected to choose commerce and hence B. Com or BBA as their suited career course. Some who resist submit to the parental pressure leading to an unsuccessful career graph. Such influences under the garb of adhering to their guardians' wish are considered unfruitful for the students in long run.

- **Peer Persuasion:**

The easiest way to facing away from taking self-decision is peer persuasion. Most of the students want to follow the crowd to get to their destination. 'Follow your friends' is the most trending exercise visible during the selection of a university/college. Majority choice is considered the best choice. This mind set has increased the count in the mediocre group where students fail to succeed in their career and just keep on it with an average performance.

- **Past Performance:**

This is in fact the most overrated and distorted basis of criticizing one's performance and interest area. In India, we are not only churned in an old education system of rote learning but we believe in the numbers to prove our calibre. This practice of determining one's interest field based on one-time exam performance has often led to a wrong career decision.

- **Potential:**

Potential of a student can be lawful criteria for choosing a career. Very few are able to identify their potential and choose their subject of knowledge based on it. A career selected on the basis of one's potential has greater prospect of assuring success.

- **Placements:**

A profession is generally chosen by us that can fulfil our hunger and providing us bread. Placement opportunities in a particular university are thus considered most important factor for the students when they harp about their career choice.

Good placement options are an important motivation driver for students in their Career Planning.

- **Personality Driven:**

Most of the people choose their interest field on the basis of their personality and character. It can be the other way around also, when a career chooses them based on their personality. Here personality includes not only the outward presentation of a student but the perception he/she holds about society. A good communicator, who has good command on his/her language skills, is more inclined towards a mass communication stream. Similarly, a good leader who has the capacity to influence masses chooses a management field. Personality traits always help in deciding a good career, for it is easy to hone the skills we already acquire.

- **Affordability:**

This is the basic and the most essential criterion for most of them who set out to make their career. Affordability in lay man's language determines the purchasing power of individuals who dares to dream. In India, when Right to Education aims to ensure education for all, it fails to distribute the standard quality of education. One, who can afford it, can only receive the quality training, knowledge and plum opportunities. Most of the students neglect their interest and choose a career that fits their pocket well.

Brig. Setia says" Career choice should not be based on any particular model or concept. One should choose his/her career on the basis of his interest in a particular area. The above mention model of 7 P's can only be an influential factor in the career selection process, it should not be the criterion for Career Planning".

2.4 Theories: Vocational Choice, Vocational Development and Career Development theories

2.4.1 Vocational Choice

The choice of a job A realistic process of this type frequently starts during the teenage years, with an analysis of strengths, personal interests, and hindrances in association with a chosen vocational framework. A mature vocational choice necessitates adequate self-understanding to suit personal interests and resources to the needs of and circumstances of a particular job or career.

2.4.2 Vocational Development

Vocational development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future.

In **educational development**, career development provides a person, often a student, focus for selecting a career or subject(s) to undertake in the future. Often educational institutions provide career counsellors to assist students with their educational development.

In organization development (or OD), the study of career development looks at:

- how individuals manage their careers within and between organizations and,
- how organizations structure the career progress of their members, it can also be tied into succession planning within most of the organizations.

In today's world, more employers are looking for ways to facilitate career development and encourage their employees to drive their own careers.

In personal development, career development is:

- “... the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual”.
- The evolution or development of a career – informed by (1) Experience within a specific field of interest (with career, job, or task specific skills as by-product) (2) Success at each stage of development, (3) educational attainment commensurate with each incremental stage, (4) Communications (the capacity to analytically reflect your suitability for a given job via cover letter, resume, and/or the interview process), and (5) understanding of career development as a navigable process. (Angelo J. Rivera)
- “... the lifelong psychological and behavioral processes as well as contextual influences shaping one's career over the life span. As such, career development involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self-concepts”.

2.4.3 Career Development

Definition: Career Development

Career development is the series of activities or the on-going/lifelong process of developing one's career. Career development usually refers to managing one's

career in an intra-organizational or inter-organizational scenario. It involves training on new skills, moving to higher job responsibilities, making a career change within the same organization, moving to a different organization or starting one's own business.

- **Career Mobility**

Career development is directly linked to the goals and objectives set by an individual. It starts with self-actualization and self-assessment of one's interests and capabilities. The interests are then matched with the available options.

The individual needs to train himself to acquire the skills needed for the option or career path chosen by him. Finally, after acquiring the desired competency, he has to perform to achieve the goals and targets set by him.



Career development is directly linked to an individual's growth and satisfaction and hence should be managed by the individual and not left to the employer. Career development helps an individual grow not only professionally but also personally. Learning new skills like leadership, time management, good governance, communication management, team management etc also help an employee develop and shape their career.

Importance of Career Development

Every employee working in an organization is looking for a career development which moves in the right direction. Career path taken by an employee determines the growth. Career should be planned in a way that it moves forward.

Career development provides the framework with skills, goals, awareness, assessment and performance which helps an individual to move in the right direction and achieve the goals one has in one's career. Careful career planning is always useful for individuals to succeed professionally and also helps to boost employee motivation in the organization.

Career Development Strategies

The development of an individual's career is driven by several factors. Strategies to improve someone's career can be driven either by the company through organization development or by the individual himself or herself. Some strategies of career development are as following.

1. By Companies

Training and development by companies can help in employees learn new skills. Companies help in providing leadership development, management development etc. This is all done through employee training sessions or development Employee development in the long run helps in career development.

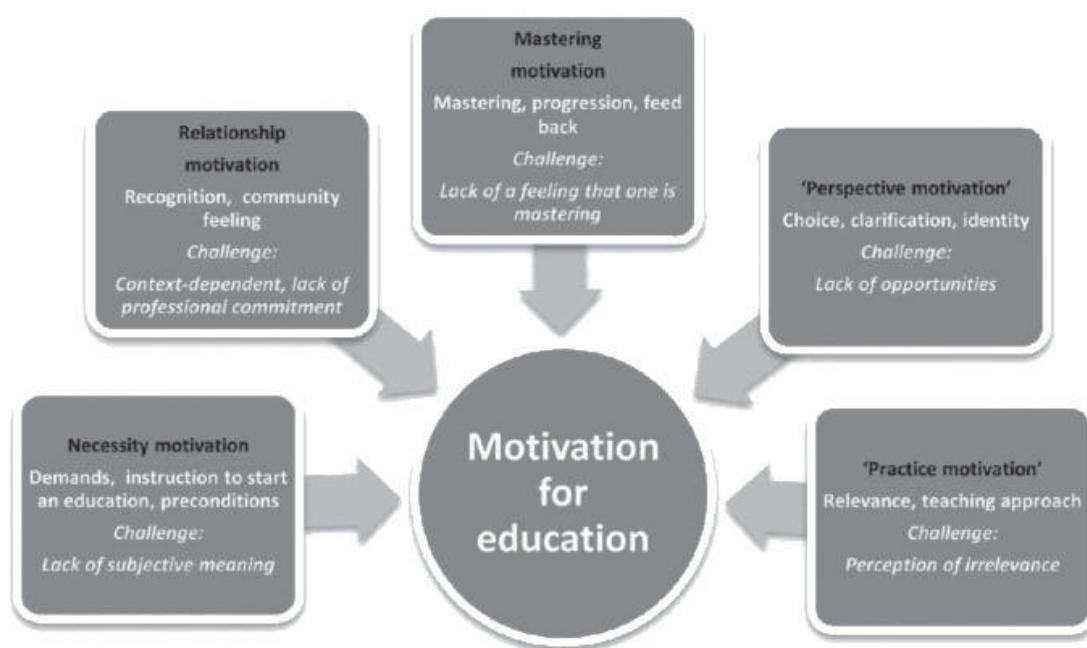
2. By Employees

Individuals can themselves boost their own career. This is done through constant evaluation of their skills using techniques like continuing professional development. Continuous and repetitive efforts can help in the career development for an employee. Hence, this concludes the definition of Career Development along with its overview.

2.5 Assessment of Vocational Maturity

The following explanations reflect the joint understanding of the experts, who have co-created the tool for self-assessment of Vocational Maturity. The explanations refer to research and other authorised sources, but do not claim to be exclusive definitions. As a joint approach, the concept of action-oriented competences (CEDEFOP, 2006) specifies the 6 dimensions with indicators, created to match the local contexts in each of the 3 country versions. The concept of action-oriented competences is necessary to cope with the transition to VET and "the world of work".

Motivation



In addition, it can enrich the dialogue with the NEETs to relate to other approaches beyond the above mentioned concept, see bottom.

All in all, the reader and user of the tool is free to interpret and further develop his/her own understanding.

In the context of counselling, teaching or other pedagogical initiatives framing young peoples' pathways towards a youth education or a job, motivation is typically recognised as presence or absence of a young person's concrete actions.

Nevertheless, motivation is often described from the individual's point of view, typically identified as inner (intrinsic) or as external (extrinsic) motivation. Inner motivation is stated when a person undertakes an activity for its own sake, without any sort of external reward. External motivation arises from outside of the individual (money, fame, grades, praise etc.). But the toolboxes of counselors, teachers and pedagogues are limited, regarding methods or resources to meet these concepts of motivation.

However, their toolboxes can advantageously contain approaches and methods for *scaffolding* (Vygotsky, 1978) young people on their pathways. The method "5

Motivational Orientations” (Katznelson, 2017) is directed towards disadvantaged young peoples’ way towards and through an education. This is one of those methods, where professionals can actively shape a learning environment and practically promote concrete personal efforts and responsibilities, depending on the young persons’ individual needs and preferences.

This approach to motivation works with sense-making learning activities for the young people, encouraging them to exploit scopes of action and making them feel socially embedded (Ryan/Deci, 2000).

Setting goals

Goals are core elements for personal pathways towards “a more satisfying life”. But goal-setting can be experienced as very difficult and provocative from young people with complex problems (NEETs). The reasons for that are multifold, and various techniques can be used to promote goal-setting. In any cases, it is crucial that goals are identified by the NEETs themselves and that NEETs learn to set both meaningful and realistic goals. Their counselor’s role is to support this learning process of each individual NEET via a coaching approach.

Goal-setting depends on an individual’s situation, his/her abilities and aspirations. These prerequisites are often not yet conscious for the young persons themselves and should be clarified together with the professionals. Naturally, NEETs must be fully informed of their possibilities and rights during the entire process.

Setting goals can be the result of a long process during which goals may have changed several times. This should be seen as a normal part of the process.

Reaching goals is the result of many small intermediate actions that are continually assessed with regard to how they actually help the individual to reach the ultimate goal.

Concepts such as the ’! SMART criteria can be supportive and effective for this purpose. But also pragmatic approaches may lead to success in the work with NEETs. Thus, as a starting point, non-realistic goals can be valuable experiences for motivational reasons. And, setting an unrealistic goal can lead to the experience of ‘a small victory’, as a step stone to more self-confidence and finally to realistic goal-setting. Goals can also clarify, what one does not want.

All in all, goal-setting can be supported by principles and methods from career learning, such as working with the SeSiFU taxonomy: “Sensing – Sifting – Focusing – Understanding” (Law, 2010).

Flexibility

Flexibility can be understood as a capacity that describes the extent to which a person can cope with changes in their surroundings and circumstances, and thinks about problems and tasks in novel, creative ways (?! Balance careers). Flexibility shows up, when stressors or unexpected events occur, requiring a person to change their stance, outlook or commitment (Thurston et al, 1999).

Flexibility on the job includes the willingness and ability to readily respond to changing circumstances and expectations. Employers appreciate flexible employees (Doyle), but employees also need to identify and set their limits to flexibility for the sake of their own work-life balance (Sennett).

Flexibility before education and even in education includes mental and geographical mobility regarding the choice of educational program. It can be necessary to redirect goals, if reality sets barriers or opens new possibilities in other directions than the intended one.

Resilience

Resilience can be considered as ‘the immune system of the mind’. This encompasses the ability to tolerate pressure and to meet changes by seeing them as an opportunity for growth.

There are different theoretical approaches to understanding the term resilience. In the work with NEETs, we refer to a sociological approach (German Resilience Centre DRZ), where resilience is considered as a result of personal development and social influence plays in an important role. Hence, anyone can learn and develop resilience.

The development of resilience depends on the personality and personal circumstances. However, resilience can be promoted actively in different ways, among those the feeling of support from significant others. Thus, the ability to reach out for relevant help from others is crucial. In this context, resistance and stress are considered as catalysts for developing resilience.

Other aspects of resilience include ‘self-efficacy’, practical intelligence in daily life and an inner sovereignty.

Social setting

The social environment, social context, sociocultural context or milieu refer to the immediate physical and social setting, in which people live or in which something

happens or develops. It includes the culture that the individual was educated or lives in, and the people and institutions with whom they interact (Barnett et al, 2001). The interaction may be in person or through communication media, even anonymous or one-way, and may not imply equality of social status. Therefore, the social environment is a broader concept than that of social class or social circle. When NEETs stemming from disadvantaged social background, they can tend to delimit their potentials to the scope of the social settings of the origin and to overlook promising perspectives (Gottfredson, 1981).

Social settings with all their spoken and unspoken rules appear in all contexts – private, professional, in public places and also learning environments at schools. Young people cannot avoid to relate to others, whose norms and behaviour differ from their own. In general, these meetings and new relationships have the potential of enriching the personal and professional development.

But social settings, such as at a new workplace, may also clash with a young person's expectations or conviction, especially as the young person typically will be 'lowest' in the company's hierarchy. Modern workplaces work consciously with this well-known phenomenon, and VET institutions can prepare young people for this step. NEETs need to reflect the social settings they are in and relate them to their own prerequisites and goals.

Professional skills

The term 'professional skills' refers to all the knowledge, skills and competences, that are needed to perform the relevant work tasks in a given job or trade. Professional skills can also comprise the knowledge, skills and competences that the young people already have gained in various prior contexts and learning processes. Many of these competences can be useful in the "world of work" and in VET.

When self-assessing the professional skills, it should be taken into account, at which stage the young person is at the given moment: in an orientation phase, on the pathway to an educational program, or in an educational program, or relating to a specific job profile.

In a vocational program, the required professional skills can be outlined as in-company learning outcomes (CEDEFOP, 2012). These in-company learning outcomes are part of the entire targeted set of competences for the educational program. Often these learning outcomes need a "translation" by a professional (such as VET teacher, instructor, trainer), such as the young person is able to relate to them practically and personally.

Accordingly, job profiles will typically present an optimal set of knowledge, skills, attitudes and competences. Typically, it is hardly expected that a 100 % match is conditioned.

A self-assessment can clarify, whether, how and to which degree a young person's professional skills already match the professional expectations of a workplace or a training company in VET. This clarification can lead to an identification of, how the young person can finally develop the professional skills.

Other aspects

Furthermore, it can enrich the dialogue with the NEEs to relate to the following approach beyond the above mentioned parameters that address action-oriented competences. OECD states in their so called position paper:” The future of education and skills” in Education 2030:

Reconciling tensions and dilemmas in a world characterised by inequities, the imperative to reconcile diverse perspectives and interests, in local settings with sometimes global implications, will require young people to become adept at handling tensions, dilemmas and trade-offs, for example, balancing equity and freedom, autonomy and community, innovation and continuity, and efficiency and the democratic process.

Striking a balance between competing demands will rarely lead to an either/or choice or even a single solution. Individuals will need to think in a more integrated way that avoids premature conclusions and recognises interconnections.

In a world of interdependency and conflict, people will successfully secure their own well-being and that of their families and their communities only by developing the capacity to understand the needs and desires of others. To be prepared for the future, individuals have to learn to think and act in a more integrated way, taking into account the interconnections and inter-relations between contradictory or incompatible ideas, logics and positions, from both short- and long-term perspectives. In other words, they have to learn to be systems thinkers.

Vocational assessment is designed to provide individuals with disabilities with information that can assist them in making career decisions. For the purposes of this article, the terms *career assessment*, *vocational assessment*, *vocational evaluation*, and *work evaluation* are considered synonymous, although distinctions have been made among them in the

professional literature. Although the purpose of all of these processes is to generate information that can be used to assist individuals in making decisions regarding occupational function-

ing, differences have largely to do with the professional group involved in the process, the setting in which the process occurs, or the instrumentation or methodology used to complete the process.

LEVELS, TECHNIQUES, AND DOMAINS OF ASSESSMENT

As Lowman (1993a) suggested recently in the *Journal of Counselling ..Development*, much of what passes for vocational assessment is inadequate. It is clearly poor practice to conduct a “vocational assessment,”

which assesses only one domain (such as vocational interests) or uses only one assessment technique (such as a written test) (Lowman, 1993a). Additionally, there are many professionals who are entrusted

with the responsibility of conducting vocational assessments who are clearly inadequately trained to do so (Lowman, 1993b). Although some may argue that instances of such practice are rare (Spokane, 1993), my experience suggests that, in the past, such practice was more common in the schools than many would admit. Contemporary school-based vocational assessment models were developed to improve on the vocational assessment services provided to students with disabilities.

Levinson

Psychological Functioning

- **Intelligence/Cognitive Abilities**
- **Needs**
- **Values**
- **Temperment**
- **Behavioral Tendencies**

Educational/Academic Functioning

- **Language Skills**
- **Reading Skills**
- **Computational Skills**
- **General Knowledge**

Social Functioning

- **Social/Interpersonal Skills**
- **Independent Living Skills**
- **Adaptive Behavior**

Vocational Functioning

- Interests
- Aptitude
- Career Maturity
- Strengths
- Work Habits

Physical Functioning

- Vision
- Hearing

- Endurance
- Dexterity
- Health

Phase 1 Vocational Assessment (All Students) Special Education Triennial Reevaluation

Assesses:

- Intelligence
- Achievement
- Social & Emotional Functioning
- Adaptive Behavior
- Career Maturity
- Interests, Aptitude, Work Habits

Utilizing.

- Interview
- Observations
- Paper/Pencil Tests

Phase 2 Vocational Assessment (Upon Referral) Special Education Triennial Reevaluation

Assesses:

- Same Areas as Phase 1

Utilizing;

- Same Technique as Phase 1 and
- Work Sample
- Situational Assessment

- **Job Try-Outs**

Current Vocational Assessment Models for Students With Disabilities

Intake Screening

Medical & Physical Assessment

WEEK 1

Reading Assessment

Staffing/Planning

High Verbal Assessment

WEEK 2

Low Verbal Assessment

Domains Assessed:

- **Aptitude**
- **Dexterity/Motor Skills**
- **Academic Achievement**
- **Tool Knowledge**
- **Vocational Interests**
- **Work Productivity**
- **Vocational Maturity**

Specialized Vocational Testing

Vocational Counseling

Staffing

2.6 Occupational Information in Guidance

It is natural that information about anything energizes an individual if he is interested in that matter. For different categories of individuals, different types of information are important. But for the student community, information on different educational careers and occupations is noteworthy and worth mentioning. Because to make a wise choice or proper decision on any matter, the pupils

must be well informed about the pros and cons of that matter. Hence for providing detail information relating any matter, a service may be meant for this. Similarly, for giving detail information to pupils on different occupations a service is meant for it which is called “occupational information service.” This information service provides a variety of information to the pupils on various occupations as and when needed. For accelerating this process now in our educational institutions or schools information in educational and vocational opportunities are being provided. For this an “occupational information service” is working in our schools from which the pupils have to decide on matters relating to their educational and vocational choices. The occupational information service is very useful for students of secondary and higher secondary classes. It is a service designed to assist pupils to explore the world of work by propagating accurate, valid and useful information about educational and vocational opportunities, their characteristics, demands and requirements. More specifically, the occupational information service provides information about various vocational courses.

The need of occupational information service is felt for the pupils in the following grounds:

1. Pupils of secondary and higher secondary schools have to make choices relating to their future occupation, choice always involves knowledge and idea. It means one can't choose what one doesn't know. A pupil may join in an occupation by virtue of mere love. But the wise choice of an occupation requires accurate information about an occupation. Thus selecting an occupation without accurate information results in square pegs in round holes and round pegs in square holes.
2. The guidance worker or counselor may be a highly qualified and trained person, but without adequate information about various occupations his services will be like an out worldly showing good thing having no value in reality. Vocational guidance without adequate occupational information in fact has no value.
3. Occupational information makes the guidance service informative, motivational, adjective and evaluative and is accepted as helpful for the pupils.
4. Now there are more than 400 occupations in the world of work. Each occupation is different from the other in terms of characteristics and requirements. Every pupil should be helped to choose an occupation, prepare for it, enter into the occupation and make satisfactory progress in it in accordance with his ambition,

interests, abilities and limitations. Collection, classification and dissemination of occupational information are therefore important to assist students in their vocational choices, vocational planning and vocational placement.

There are some important types of information that the pupils need are as follows:

1. Educational Information:

This type of information refers information relating to curriculum, syllabus, books, policies and programmes of schools, its rules and regulations, traditions of schools and colleges, co-curricular activities, special measures and programmes adopted by schools, information about higher education, colleges and universities, information about loans, scholarships and stipends, information about the scholar exchange programmes etc.

2. Occupational Information:

Information relating to different occupations, their nature, requirements, scope and prospects, information about part time employment and employment agencies etc.

3. Industrial Information:

Information relating to industries in the neighbour-hood, small scale and large scale industries etc.

4. Training Information:

Information about all types of training opportunities offered by vocational institutions and training schools on the job training, apprenticeship, facilities for the correspondence education, evening classes, coaching classes, preparatory training programmes etc.

5. Health Information:

Information relating to health, psychological and psychiatric services, information about medical centres of great repute.

6. Recreational Information:

Information relating to different types of recreations, leisure time pursuits and hobbies.

7. Socio-economic and Cultural Information:

Information relating to population trends and population education, environmental pollution, child labour laws, religious influences, technological trends, economic

trends, influences of urbanization, social service organisations, philanthropic organisations etc.

The following types of information are to be collected from the pupils for the sake of occupational information service:

1. Name of the occupation.
2. Name of organisation which provide the specific occupation whether government/ private or self-employment.
3. Hours of work..... (Morning/Day/Night)
4. Salary Offered.....
5. Other allowances offered
6. Rewards offered
7. Promotion and future of the occupation
8. Methods of recruitment.
9. Requirements of the occupation.
10. Age, Sex.....
11. Qualification (Desirable/essential)
12. Training and experience, physical fitness.
13. Names of organisation which offers training for the occupation.
14. Stipends/Scholarships available during training...
15. Duration of the training.....
16. Post retirement benefits.....
17. Pre-conditions for leaving the job.
18. Special features of the occupation.....

Such information should be collected from the various sources which are called sources of collection of occupational information.

Collection of occupational information can be done from the following sources:

- (i) Employers and Employees
- (ii) Training institutions and training centres.

- (iii) Information from district employment exchange.
- (iv) Directories, books, postures, monographs, bibliographies, magazines, occupational index, pamphlets and other printed materials.
- (v) Central and state bureau of educational and vocational guidance.
- (vi) University employment bureaus.
- (vii) State service selection boards.
- (viii) Union Public Service Commission (UPSC) and State Public Service Commission (SPSC)
- (ix) Staff selection boards.
- (x) Official notice boards of organisations.
- (xi) Professional and industrial organisations.
- (xii) Ministry of education-information section.
- (xiii) Employment news and employment bulletins.

After collecting various types of information about different types of occupations they should be classified in some systematic manner on some basis. After that there will be dissemination of information about it through different agencies or forms or means.

2.7 Guidance for Students with Disabilities

Students with disabilities face many obstacles as they transition from school to work. The process of deciding future career options can be challenging and involves careful considerations. Although there are many careers to choose from, individuals with disabilities have traditionally been limited in their career options, especially if they are unprepared for the requirements of the workplace, underestimate their capabilities, or are unaware of the range of workplace accommodations that can broaden their career options. Career guidance provides access to the skills and resources students need to overcome these obstacles and prepares them to make choices relevant to their personal strengths and interests.

School counselors recognize their strengths and limitations in working with students with disabilities. School counselors also are aware of current research and seek to implement best practices in working with students presenting with any disability

category and who, by reason thereof, need special education and related services. IDEA defined disabilities include:

- autism
- deaf-blind
- developmental delay
- emotional disturbance
- hearing impairments (including deafness)
- intellectual disability (formerly mental retardation)
- multiple disabilities
- orthopedic impairments
- other health impairments
- specific learning disabilities
- speech or language impairments
- traumatic brain injury
- visual impairments (including blindness)

The School Counselor's Role School counselors provide direct and indirect services to students in the least restrictive environment (as determined by each student's individualized education plan [IEP]) and in inclusive settings when possible (Tarver-Behring, Spagna & Sullivan, 1998). School counselor responsibilities may include, but are not limited to:

- providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the school counseling program
- providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP or 504 plan
- encouraging family involvement in the educational process
- consulting and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student
- advocating for students with special needs in the school and in the community

- contributing to the school’s multidisciplinary team within the scope and practice of the school counseling program to identify students who may need to be assessed to determine special education or 504 plan eligibility
- collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services
- providing assistance with developing academic, transition and postsecondary plans for students with IEP’s and 504 plans as appropriate Inappropriate administrative or supervisory responsibilities for the school counselor include but are not limited to:
 - making singular decisions regarding placement or retention
 - serving in any supervisory capacity related to the implementation of the IDEA
 - serving as the school district representative for the team writing the IEP
 - coordinating, writing or supervising a specific plan under Section 504 of Public Law 93-112
 - coordinating, writing or supervising the implementation of the IEP
 - providing long-term therapy

2.8 Let us sum up

Factor influencing choice of career

When we think about career choice, several things immediately come to mind – job description, training and education required, career outlook, and salary – but there are a number of other factors that may influence your decisions. Let’s explore some of these factors as addressed by multiple career development theories. Theories can help us frame why and how things happen. In this case, career development theories help us explain why and how we choose to pursue specific career fields.

Vocational Choice

The term vocational choice is frequently used in the discussion on vocational development. However, it does not refer to a single event taking place at a particular time in the life of an individual. It is a process, in the sense that an individual is required to make a series of choices in his educational and pre-vocational environment before the final act of choosing a particular occupation takes place. In the initial

stage, the choices that are made are more general and gradually they become more and more specific. The final act of choosing a specific occupation does not mark the end point in the process. It still continues within the occupation chosen. The term vocational development is preferred by many, to the term vocational choice, as it takes into account all the developmental processes. The use of such a term will lead us to explore the various factors which determine vocational choices at various stages.

Vocational Development

The concept of vocational development is very comprehensive as it considers the continuity of the development of interests, preferences and 30 vocational choices. Vocational development is actually one of the aspects of the individual's personal development. It starts from the early years of childhood especially from the point at which the child begins to be aware of various work related experiences. During this time, the child sees in his environment, number of persons doing different types of jobs. His ideas about jobs are, in the initial stages, very crude and fantastic. At a later stage these ideas give rise to both general and specific interests which in turn are realized in subsequent educational and vocational activities. Besides this, number of factors in the child's environment exercise their influence in his vocational development. Vocational development is essentially a development in relation to vocational choice. It can be thought of as a continuum which can be broken down into sub-stages of development.

Career Development

Career development usually refers to managing one's **career** in an intra-organizational or inter-organizational scenario. It involves training on new skills, moving to higher job responsibilities, making a **career** change within the same organization, moving to a different organization or starting one's own business.

Assessment of Vocational Maturity

The saying provides an appropriate metaphor for describing the development of the construct of career maturity and its assessment since its introduction over 50 years ago (Super, 1955).

Occupational Information in Guidance

Occupational information is one of the major components needed to make effective career decisions. Occupational information refers to the collection of details about occupational and educational opportunities. Gathering and using occupational

information is essential if an individual is to select options that fit his or her interests, values, aptitudes, and skills. Occupational information can include details about the employment outlook, salary, related occupations, education and training, and job duties.

Guidance for Students with Disabilities

All the children with special needs must be enrolled in primary schools. After the assessment of their disabilities by a team of a doctor, a psychologist, and a special educator, in schools, the child will be placed in appropriate educational settings. Children with mild and moderate disabilities of any kind may be integrated in normal schools, severe in special schools/ remedial schools, drop outs who have problems in availing benefits of normal schools can join open schools. All the children with learning disabilities alone are first managed in the normal schools. Open and special schools also offer vocational courses also for children with disabilities. They need guidance.

2.9 Unit end exercises

1. Discuss the factor influencing choice of career
2. Write a short note on Vocational Choice
3. Write a short note on Vocational Development
4. What is Career Development
5. Write a short note on Assessment of Vocational Maturity
6. Give a brief idea on Occupational Information in Guidance
7. Guidance for Students with Disabilities- discuss

2.10 References

- **Anderson, W. T., Hohenshil, T. H., Buckland-Heer, K., & Levinson, E. M.** (1990). Best practices in vocational assessment of students with disabilities. **In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-II* (pp. 787-797).** Washington, DC: National Association of School Psychologists.
- **Bell, C., & Bergdorf, L. (1983).** *Accommodating the spectrum of individual*

- abilities*. Washington, DC: U. S. Commission on Civil Rights Clearinghouse
- Publications.
 - **Bowe, F. (1980).** *Rehabilitating America toward independence for disabled and elderly people*. New York: Harper & Row.
 - **Dahl, P. (1980).** **Mainstreaming guidebook for vocational educators teaching the** handicapped. In *Occupational curriculum Laboratory, An implementation manual for vocational assessment of students with special needs*. Denton, TX: East Texas State University.
 - **D'Amico, R., &Marder, C. (1991).** *The early work experiences of youth with disabilities: Trends in employment rates and job characteristics*. Menlo Park, CA: SRI International.
 - **Edgar, E. (1987).** **Secondary programs in special education: Are they justifiable?** *Exceptional Children*, 53(6),555-561.
 - **Fardig, D. B., Algozzine, R. F., Schwartz, S. E., Hensel, J. E., &Westling, D. L. (1985).** **Postsecondary vocational adjustment of rural, mildly handicapped students.** *Exceptional Children*, 52, 115-121.
 - **Haszadi, S. B., Gordon, L. R., & Roe, C. A. (1985).** **Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983.** *Exceptional Children*, 51(6), 455-469.
 - **Kapes, J. T., &Mastie, M. M. (1988).** *A counselor's guide to career assessment instruments (2nd ed.)*. Alexandria, VA: National Career Development Association.
 - **Levinson, E. M. (1993).** *Transdisciplinary vocational assessment: Issues in school-based programs*. Brandon, VT: Clinical Psychology Publishing Co.

- **Levinson, E. M., & Capps, C. F. (1985). Vocational assessment and special education triennial reevaluations at the secondary school level.** *Psychology in the Schools*, 22, 283-292.
- Lowman, R. L. (1993a). The inter-domain model of career assessment **and counseling.** *Journal of Counseling & Development*, 71, 549-554.
- **Lowman, R. L. (1993b).** Malpractice of what and by whom? Will the real straw
- **theory please stand up?** *Journal of Counseling & Development*, 71, 558-559.
- Marder, C., & D'Amico, R. (1992). *How well are youth with disabilities really*
- *doing? A comparison of youth with disabilities and youth in general.* **Menlo Park, CA: SRI International.**
- **McCray, P. (1982).** *Vocational evaluation and assessment in school settings.* Menomonie, WI: Research and Training Center, Stout Vocational RehabilitationInstitute, University of Wisconsin-Stout.
- **Mithaug, D. E., Horiuchi, C. N., & Fanning, P. N. (1985).** A report on **the**
- **Colorado statewide follow-up survey of special education students.** *Exceptional Children*, 51, 397-404.
- **Rusch, F. R., & Phelps, L. A. (1987).** **Secondary special education and transition**
- **from school to work: A national priority.** *Exceptional Children*, 53, 487-492.
- **Schalock, R. L., & Lilley, M. A. (1986).** **Placement from community-based mental retardation programs: How well do clients do after 8 to 10 years?** *American Journal of Mental Deficiency*, 90(6), 669-676.
- **Spokane, A. R. (1993).** **Are career counselors really guilty of malpractice? A critique of the inter-domain theory.** *Journal of Counseling & Development*,
- 71, 555-557.
- Texas Education Agency. (1985). *Serving special needs students in vocational education.* **Austin, TX: Texas Education Agency.**

- **Thomas, S. W., & Coleman, N. (1988).** *Vocational assessment training manual.* Raleigh, NC: Division of Vocational Education, North Carolina Department
- **of Public Instruction.**
- **Vocational Evaluation and** Work Adjustment Association. (1975). Vocational evaluation project final report [Special edition]. *Vocational Evaluation and*
- *Work Adjustment Bulletin, 8.*

Unit : 3 □ Fundamentals of Counselling

Structure

- 3.1 Introduction**
- 3.2 Objectives**
- 3.3 Concept and Nature of Counselling**
 - 3.3.1 Concept of Counselling**
 - 3.3.2 Nature of Counselling**
- 3.4 Scope and Objectives of Counselling**
 - 3.4.1 Scope of Counselling**
 - 3.4.2 Objective of Counselling**
- 3.5 Stages of the Counselling Process**
- 3.6 Counselling Techniques**
- 3.7 Ethical Principal and Issues**
- 3.8 Let us sum up**
- 3.9 Unit end exercises**
- 3.10 References**

3.1 Introduction

counselling is the central aspect of the whole guidance programme. All the activities and Services of the guidance programme leads and help in the counselling process. counselling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development. counselling has Remedial, Preventive and Developmental value

Many people will, at some point in their lives, find themselves in the role of a counsellor without having a true understanding of the concept of counselling or what the role of the professional counsellor entails.

There is a big difference between a professional counsellor and a person who uses some counselling skills as part of their role, for example as a friend or colleague.

A professional counsellor is a highly-trained individual who is able to use a different range of counselling approaches with their clients.

counselling psychology is a psychological specialty that encompasses research and applied work in several broad domains: counselling process and outcome; supervision and training; career development and counselling; and prevention and health. Some unifying themes among counselling psychologists include a focus on assets and strengths, person–environment interactions, educational and career development, brief interactions, and a focus on intact personalities.

In recent decades, counselling psychology as a profession has expanded and is now represented in numerous countries around the world. Books describing the present international state of the field include the Handbook of counselling and Psychotherapy in an International Context; the International Handbook of Cross-Cultural counselling; and counselling Around the World: An International Handbook. Taken together these volumes trace the global history of the field, explore divergent philosophical assumptions, counselling theories, processes, and trends in different countries, and review a variety of global counsellor education programs. Moreover, traditional and indigenous treatment and healing methods that may predate modern counselling methods by hundreds of years remain of significance in many non-Western and Western countries.

3.2 Objectives

At the end of successful completion of the unit learners will be able to understand the following:

- Concept and Nature of Counselling
- Scope and Objectives of Counselling
- Stages of the Counselling Process
- Counselling Techniques
- Ethical Principal and Issues

3.3 Concept and Nature of Counselling

3.3.1 Concept of Counselling

According to the British English it is spelled counselling has actually been around for ages, and it reflects the need for one person to seek help or advice from another

person. Counselling as a profession, therefore, places emphasis on social settings and does not derive from the clinic. It focuses on helping persons resolve their problems or role issues related to work, school, or in the family. In this setting, the counsellor is a “problem solver,” who through direct advice or nondirective guidance, helps his/her “client” (the person seeking help) make rational decisions. counselling psychology is a sub discipline of psychology that facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Traditionally, counselling psychology has focused more on normal developmental issues and everyday stress rather than psychopathology, but this distinction has softened over time.

Psychology as a profession was practiced for a long time before the science of psychology was developed. Even before the term “psychologist” was used, people were seeking as well as providing help for psychological issues. Commonly, practitioners counseled people about their anxieties, marriages, careers, raising children, as well as advised people how to run their companies, how to boost the morale of their workers, etc. In addition, spiritual gurus sought to make people aware about the meaning of life, goals of an actualized person, and showed the path and practice to achieve spiritual goals.

Jones calls counselling as the intimate and vital part of entire guidance. Webster’s Dictionary defines counselling as “consultation, mutual interchange of opinions, deliberating together.”. Wren says, “counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger or less mature, or more troubled of the two is aided to a self-determined resolution of his problem.”

According to Arbuckle- “counselling is helping a person to come to see who he really is, what he has and does not have, what he can do easily, what he can do with difficulty and what he cannot do at all. It is a close sharing of a human relationship with one who has for him a high regard; one who can offer him unconditional acceptance, but one who has no guarantees, no answers.”

Analysis of the various definitions

counselling is a:

Process that occurs between two individuals counsellor and counselee (client).

Takes place within a professional setting.

Is initiated and maintained as a means of facilitating changes in the behaviour of the client.

It is a professional task for professionally trained people.

Meaning of counselling

Though the term guidance and counselling is used interchangeably, both the terms have different meaning. We have studied about guidance, now we will know about counselling. In everyday life, we find counselling goes on at many levels. In a family, parents counsel their children, doctors counsel patients, lawyers to clients and teachers to students. There is no limitation to the problems or counsellors in providing counselling, so, let us know what counselling is.

“counselling is an interaction process which facilitates meaningful understanding of self and environment and result in the establishment and or clarification of goals and values for future behaviour”- Shertzer and Stone-“counselling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills and to develop the courage and self-confidence to implement desired new behaviour” Merle M. Ohlsen “counselling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counsellor) who provides information and reactions which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment.” Edwin Lewis If all the definitions are analysed we can come to the following conclusions.

- counselling is a two way process.
- It involves two individuals.
- There are mutual relationships between the two individuals.
- It helps an individual to gain self-understanding self acceptance and self-realization
- It helps an individual to become happier, more creative and better adjusted.

Let us now discuss what counselling is not.

counselling is a process which includes a number of activity like giving information, advice & counselling etc. But it is not an individual activity like giving information/ advice/ suggestion / recommendation only.

From this it is clear that what counselling is. counselling constitutes the three activities like-

- A- Information
- B- Advising and
- C- counselling

Informing: Here the role of the counsellor is to give appropriate and correct information to the clients. For example, you are a student and you need counselling to select your course for the future. Here the role of the counsellor is to give you information about the availability of different courses & it's futureprospects.

Advising: In this stage the counsellor suggests appropriate courses of action. Here the counsellor will offer you several options and recommends one according to your aim or interest. For example, if your aim is to be an engineer, the counsellor will suggest you a course related to applied mathematics.

Counselling: In this stage the counsellor helps the students to clarify his needs, felling or motivations so that he can make the appropriate decision forhimself.

For example, if you will tell you have no aim or you cannot decide what you will do in the future. So the counsellor will ask you if you are not sure about what to do in future but you must want to do something interesting so describe about your idea. Like this the counsellor can motivate you to find out your idea & can recommend you the course according to yourinterest.

So counselling is student dependent rather than knowledge dependent. As a counsellor or a person needs skill rather than knowledge it needs high level of interpersonal skills. So counselling is a process which constitutes information, advising and counselling. You can think of these three activities as a continuous spectrum of areas which merge into each other.

3.3.2 Nature of Counselling

The counsellor functions in a broad spectrum verging upon psychotherapy at one boundary and upon advice giving at the other and may also enrich the skills of others in the caring professions. In all cases, receptivity to the individual's thoughts and feelings is required. This capacity is enlarged by the counsellor's ability to extend his or her own self understanding and by willingness to learn from the client.

Counselling is the application of mental health, psychological, or human development principles, through cognitive, affective, behavioral or systemic intervention strategies, that address wellness, personal growth, or career development, as well as pathology.

Depending on the needs of the client and the availability of services, counselling may range from a few brief interactions in a short period of time, to numerous interactions over an extended period of time. Brief interventions, such as classroom discussions, workshop presentations, or assistance in using assessment, information, or instructional resources, may be sufficient to meet individual needs. Or, these brief interventions may lead to longer-term counselling interventions for individuals with more substantial needs. Counselling may be delivered by a single counsellor, two counsellors working collaboratively, or a single counsellor with brief assistance from another counsellor who has specialized expertise that is needed by the client.

We all encounter problems such as relationship difficulties, financial obligations, unemployment divorce or a variety of other pressures, Inability to respond positively to life's ever changing situations can tax the resources of the individual and reduce the overhead wellbeing and quality of one's life, resulting quite often in stress, anxiety, depression or complete immobilization. We have a constitutional belief or behaviour that we can tough this situation out and land on we feet, However, some conditions that life presents are all just too overwhelming and feeling of despair, just too difficult to end well.

The nature of counselling is to assist individuals through a helping relationship to alleviate current negative responses to challenging a situation. Therefore, well need to explore this decisive moment together and secure a way through, confidentiality & creating a safe environment is paramount within the counselling.

3.4 Scope and Objectives of Counselling

3.4.1 Scope of Counselling

Counselling is a part of guidance, so it has also the same dimensions of scope as guidance. Beside these, counselling as a specialized programme has some special needs also. Problems and needs in society are not new. But today they seem to be proliferating at an unprecedented rate. Counselling is required to solve a variety of social problems. Counselling is necessary in different areas like Juvenile delinquency, Marriage, Weaker sections, Disadvantaged groups, Drug addiction etc. Scope of counselling is very vast. It is concerned with various problems and progress of an individual for example the planning relating to financial and health problems, problems related to family, society and emotional adjustments.

The scope of counselling that we deal with include:

Abuse (Emotional, Mental, Physical, Sexual)

No matter what type of abuse is experienced or witnessed, it can be very distressing for a person to go through. People often only think of physical or sexual abuse, however emotional and mental abuse can also leave very deep scars. Counselling can help people to work through the trauma of the experience that they have gone through and help them to re build their self-belief and confidence. It can assist people in their understanding that things were not their fault and give them a space where they can be heard.

Addictions (Alcohol, Drugs, Exercise, Gambling, Shopping, Smoking, Sex, Work)

People often become addicted to something as a way of trying to get some kind of control in their lives. The irony is that the addiction leaves them feeling more out of control in the end. Whether it is exercise, drugs, gambling, shopping or sex, people turn to focusing on one area as a diversion from what they are experiencing. This could for example be a relationship break down, bereavement or loss of a job. Either way counselling can help people to look at what they are really feeling and experiencing, and assist them as they work through this and as they give up their addiction. Counselling supports people in the process of letting the addiction go.

Anger management

People often come for counselling to help them to deal with anger and the way that they are expressing it. Anger management counselling is about teaching people that anger can be expressed in a healthy way and that it is possible to be angry without being destructive. Counselling helps people to get more in touch with their feelings and to express them, rather than bottling them up and exploding in an aggressive and negative manner. Counselling helps to address the issues that are underneath the explosions. It is supportive and caring, but it also helps people to make practical changes.

Bereavement and loss

Whether a bereavement is sudden or expected, it is highly distressing and traumatic. People feel under great stress and strain when someone they love dies, and no matter what the circumstances, grief can include a wide range of emotions from sadness to anger. Loss can also be the loss of a relationship after a marriage breaks down for example, or the loss of an animal, a home, a job etc. It is not only

bereavement that can leave people feeling empty and alone. Counselling can really help people as they go through the stages of grief and ensure that they have the support that they need as they work through all the different emotions involved.

Depression

Living with depression can be a very painful and distressing place to be. Depression can take over and leave people feeling both physically and emotionally drained. People often feel very alone and isolated, and as though no one fully understands what they are going through. Counselling helps to provide people with a space where they are heard and supported through a very dark and painful time. It also helps people to gradually re build and gradually put their lives back together.

Eating Disorders (Anorexia, Binge Eating Disorder, Bulimia and Compulsive Overeating)

Eating disorders can really take over people's lives and identities, and often they find themselves consumed with issues around food, body size, shape and obsessive thoughts begin around these areas. Eating disorders range from binge eating to restricting, and they can often include abuse of laxatives, vomiting and exercise. Eating disorders are not just about food and exercise though, and they have a lot to do with relationships, experiences, history and confidence. Counselling can help people to practically change the way that they eat and exercise, and help to challenge destructive patterns. But it can also help people to develop and improve all other areas of their lives.

Low self-esteem and confidence

People often come for counselling because they have very low self-worth. This means that they lack confidence and that their self-esteem is very fragile. This can often be the result of their what they have experienced, either growing up, or in a relationship. It may be the result of bullying or abuse for example. Counselling can really help people to start to believe in themselves again and to recognize what they have to offer, and the positive aspects of themselves. It can assist people in developing and moving forward.

Relationships (Couple's counselling, divorce counselling, issues around sex/intimacy, infidelity)

Relationships can often be extremely difficult and challenging. Couple's come for counselling because they are struggling to communicate, or because they are having issues with intimacy or their sex life is being affected. Sometimes one partner has

been unfaithful and people want to be able to work through that with a neutral person. A counsellor can really help couples to start hearing one another again, to listen and support each other and to improve their way of relating. On the other hand, counselling can also be beneficial if individuals or couples are going through a divorce and they want someone to support them through this.

Stress (Money, health, relationships, work)

Stress plays a massive role in a lot of people's lives. Sometimes work, relationships, money and/or health concerns can cause people to feel under a lot of pressure. Signs of being stressed are feeling overwhelmed, run down, irritability, inability to sleep and sometimes eating can be effected (either over or under eating). Stress can often lead to physical health problems and emotional outbursts. Stress is really hard to live with, and counselling can offer an outlet for this, and a place where you can discuss and work through the factors that are causing you to feel so stressed out.

Trauma (Experiencing/witnessing accidents, attacks, abuse, violence, wars, natural disasters etc)

As a result of either experiencing or witnessing a traumatic event an individual can be left questioning their beliefs and with their trust destroyed. They can feel overwhelmed and the emotions may be confusing and hard to understand. They may experience flashbacks, upsetting memories, nightmares and insomnia. People can often feel emotionally detached from what has happened and find themselves re-experiencing the event over and over again. The result of this can either be depression, low self-esteem, anger, stress, anxiety or even panic attacks. Some people may also develop addictive patterns as a way of coping. Counselling can help people to cope with traumatic experiences and help them to understand what they have gone through. It can also assist them in dealing with the symptoms that they may have developed

Post-traumatic Stress Disorder (PTSD)

PTSD is most commonly used to describe symptoms arising from emotionally traumatic experience(s). However, not everyone who experiences a traumatic event will develop PTSD. Those that do, will find themselves going over and over an event in their head, with very little space for anything else. There may be an intense feeling of fear and a sense of being overwhelmed. Others may avoid talking or thinking about the event as a form of self-preservation. This can lead to isolation, a sense of numbness and prolonged shock. In turn relationships will be

impacted on and an individual could experience being easily startled, feeling on edge and likely to jump at any noise or sound. Insomnia and mood swings are also likely. In the case of PTSD Cognitive Behavioural therapy techniques work best, as these can encourage an individual to replace unwanted thoughts and feelings with positive ones. It is recommended that therapy commences at least four weeks after the event has taken place.

Rehabilitation counselling is focused on helping people who have disabilities achieve their personal, career, and independent living goals through a counselling process.

Rehabilitation counsellors can be found in private practice, in rehabilitation facilities, hospitals, universities, schools, government agencies, insurance companies and other organizations where people are being treated for congenital or acquired disabilities. Over time, with the changes in social work being more psychotherapy-oriented, rehabilitation counsellors take on more and more community engagement work, especially as it relates to special populations. Some rehabilitation counsellors focus solely on community engagement through vocational services, others in various states qualify as both a certified rehabilitation counsellor (CRC) and a licensed professional counsellor (LPC), enabling them to focus on psychotherapy.

3.4.2 Objective of Counselling

Counselling ensues at helping the clients to understand and accept themselves “as they are”, and Counselling is to help the student to help himself. The main objective of counselling is to bring about a spontaneous change in the client. For this purpose, the counsellor provides facilities to collect the desired changes or make the suitable choice.

According to Dunsmoor and Miller, the purpose of student counselling is: -

1. To give the student clue on matters important to success.
2. To get information about student which will be helpful in solving his problems.
3. To establish a rapport between student and teacher.
4. To help the student to execute a plan for solving his difficulties.
5. To help the student know himself better his curiosity, performances, inclinations and favorable circumstances.
6. To stimulate and cultivate distinctive abilities and appropriate attitudes.
7. To elicit favorable effort toward achievement.

8. To help student in outlining for educational and vocational choices.

3.5 Stages of the Counselling Process

counselling is a process. It means that counselling involves a sequence of identifiable events spread over a period time. The time taken, the sequence of events, and dynamics, involved, the nature and extent of exploration, differ from individual to individual. However, there are certain basic stages, which form the essentials of counselling processes. The process of counselling comprises of certain concepts; they are asfollows:

Readiness:

The counselee is of two types i.e. one who seeks assistance voluntarily and the other who are referred. The counselling presupposes a desire on the part of the counselee that makes him come for the assistance. This desire is referred to as readiness.

Counter Will:

People experience difficulty in asking for help and accepting it, because they are reluctant to face the consequences of change or an admission of inadequacy of failure. The negative feeling that holds back one from seeking help is referred to, as counter will.

Case History:

Case History is a systematic collection of facts about the counselee's past and present life. However, focus of attention varies from case to case.

Rapport:

It is a warm friendly and understanding atmosphere created by the counsellor, which is catalytically in the formation of an effective counselling relationship. Warmth of relationship and feeling of trust, which grows out of unconditional acceptance are important in contributing to the establishment of rapport.

Transference:

It refers to the counsellor transferring emotions originally felt toward someone early in life. The counselee is encouraged to express his/her feelings and emotions freely. The counsellor acknowledges these feelings and handles in a therapeutic way.

Counter Transference:

This occurs when counsellor project their unresolved conflicts upon the counselee. When counsellor feels uncomfortable and experience felling of anger, resentment or become overemotional. This is unhealthy.

Resistance:

It refers to counselee's move to oppose the counsellor's to work towards set goals. This influences counselling outcome positively. Resistance ranges from open hostility to passively resistant behavior like being late for an appointment.

3.6 Counselling Techniques

As a student, is about developing and expanding upon the counselling skills that will best help your clients. These are some of the most important counselling techniques you are likely to use in your counselling sessions.

Listening/Observing: Listening is one of the most valuable counselling skills in the therapeutic relationship. It can be used in three ways:

- *Attending:* Attending is the ability to be physically present for the client. It means giving them your undivided attention and making appropriate eye contact, mirroring body language, and nodding. These attending behaviors show your client that you care.
- *Active listening:* Active listening occurs when you are listening with all of your senses. According to the perinatal Mental Health Project External link, active listening involves listening with your body, heart, ears, eyes, and mouth.
- *Verbal listening:* This is a form of showing you are listening through the words that you use. These verbal cues are used to show attention and to encourage more exploration from the client. This can be as simple as 'yes', or 'go on'. It can also be in the form of paraphrasing or repeating a word of emotion that the client has just said.

Asking Questions: Questions are helpful in the therapeutic environment because they allow you to learn more about your client. The type of questions that you ask will set the tone of the session and the entire counselling process. Questions occur in two forms.

- *Closed*: A closed question is the practice of asking a question that can be answered as a 'yes' or 'no'. Closed questions should generally be avoided in the counselling relationship, as they do not encourage deeper exploration.
- *Open*: An open question is necessary to gather information. An open question is one that cannot be answered with a simple 'yes' or 'no' and it requires reflection or exploration on the client's end. Every open question should be intentional and therapeutic.
- *Feelings reflections*: Reflections allow clients to hear the feelings they have just expressed. Sometimes you have to look for the descriptive feeling in a client's statement. It can also be helpful to look at a client's nonverbal feeling cues.
- *Restating/Rephrasing*: Restating and rephrasing can build a stronger client therapist relationship. Rephrasing a client's statement allows you to better understand what a client has just said and to gain further clarity, if you have gotten it wrong.
- *Affirmation*: Affirmation is a form of encouragement that is used to affirm behaviors or life choices. A few common affirmations include affirming progress that a client has made toward a goal or encouraging a client to do what is important to them.

Empathy: Empathy is the ability to put yourself in someone else's shoes. It is much more than sympathy in that you are able to show your understanding of your clients feeling surrounding an experience.

Genuineness: Begin genuine is creating congruence between yourself and your words. Every therapist is different and will provide a different therapeutic process. It is important to remain genuine in all counselling techniques and verbal and nonverbal cues.

Unconditional Positive Regard: Demonstrating unconditional positive regard is the idea of accepting your client for who they are. It is a means of expressing warmth and respect.

counsellor Self-Disclosure: This is a tricky counselling skill to maneuver. A general rule to follow is to only share personal information that is beneficial to the therapeutic process. It might also be used to help the counsellor relate better with their client.

Active listening happens when you "listen for meaning". The listener says very little but conveys much interest. The listener only speaks to find out if a statement (or two or twenty) has been correctly heard and understood.

Body language takes into account our facial expressions, angle of our body, proximity of ourself to another, placement of arms and legs, and so much more. Notice how much can be expressed by raising and lowering your eyebrows!

Monitor the tone of your voice - in the same way that you monitor your body language. Remember, the person may not remember what was said, but they will remember how counsellor made them feel!

Notetaking is the practice of writing down pieces of information, often in an shorthand and messy manner. The listener needs to be discreet and not disturb the flow of thought, speech or body language of the speaker.

3.7 Ethical Principal and Issues

Every profession has in some form or other a Code of Ethics Profession of psychologists – a more recent one

US – American Psychological association has Ethical Standards of Psychologists
Purpose of this chapter – to fomulate guiding principles of the Profession of Psychologists

Meaning of ProfessionalEthics

A systematized body of moral principles that guide or determine the counsellor's behavior in his relationships to the counselee, to the counselee 's relatives, to his referring agency, and to society ingeneral.

Professional Ethics – Values that determine the counsellor's behavior

Values

Standards of behavior determined by the society Eg. Good manners, traditions such as wedding reception, etc. Differ according to races, castes etc. Change under influence of modern ideas

Social Values

Based on dictates of right reason-one's conscience Innate knowledge of what is right & wrong Apply to all men Are objective & unchangeable Eg. Love parents, not to steal/tell lies Based on enduring nature of human being

Moral Values

Based on particular faith & vary according to the tenets of that faith

Eg. Hindus value Vedas, Jains avoid killing of animals, Parsis value their fire temple, etc.

Religious Values

The counselling profession

Aims at helping individuals with their personal problems

These problems often involve ethical issues (eg. Real life case)

Values influence both the goals of counselling & the methods & techniques used to reach those goals

“The psychologist’s ethical standards & his professional techniques are inseparable”- American Psychological association’s code of ethics

counsellor’s relationships

counsellor’s relationship to the Counselee counsellor must respect the values of the counselee

Can suggest to change her social values (not the moral or religious values)

counsellor must keep secret the counselee &apos: confidential material.

May not reveal info to anyone without securing her permission.

Exceptions: Suicide or crime or for the good of the counselee (unsound mind), welfare of others

Test results must be interpreted to the counselee in a manner likely to be constructive in her efforts to solve herproblem.

counsellor’s relationship to the profession.

counsellor must maintain high standards of work, not just aim at expedience or temporary success.

Unethical to offer service outside his area of training & experience or beyond the boundary of his competence (must refer to a competentperson).

Should not work only for money.

Should try to rectify the malpractices of other counsellors Should not criticize counsellors who use othermethods

counsellor should not accept for counselling a person who already receiving it form someoneelse

counsellor’s relations to referring bodies

It is courtesy to inform the referring person or agency that the counselee kept the appointment and is continuing counselling or has been referred to another agency

No confidential info should be imparted to them counsellor's relationship to himself

Right to private life and to relaxation

May not accept phone calls after certain hour

Must leave the problems of the counselee in the office Should not encourage dependency Should realize that he is not expected to help each and every counselee counsellor's influence on the counselee

counsellor is not to teach a system of values or philosophy of life (task of parents/priests)

Can impress his of values – influence more by what he does than by what he says Should not condone the unethical course of behavior of the counselee – express implication of such actions but should respect her freedom of choice counsellor should have his own system of values or philosophy of life. He should Act according to the above with the counselee He must not impose his views & he should Respect her freedom of choice.

3.8 Unit end exercises

1. What is counselling? Explain the process of counselling.
2. Define counselling
3. Explain the objective of counselling.
4. Discuss about counselling techniques
5. Discuss about ethical principal and issues

3.9 Let Us Sum Up

In this unit we have discussed the meaning & types of counselling.

Meaning: counselling is a process that occur & between two individuals – counsellor and counselee (client). It takes place within a professional setting. It is initiated and maintained as a means of facilitating changes in the behaviour of the client, it is a professional task for professionally trained people. counselling takes place in the context of a helping relationship in which the counsellor and the client work together to resolve a problem, change behavior or foster personal growth

and awareness. Although clients may have a number of helping relationships with friends or family, the counselling relationship is different in a number of ways. The counselling relationship is not reciprocal. The counsellor's job is to focus on the clients' concerns and offer their support and encouragement. This is the clients' time to focus on themselves.

counselling takes place in the context of a helping relationship in which the counsellor and the client work together to resolve a problem, change behavior or foster personal growth and awareness. Although clients may have a number of helping relationships with friends or family, the counselling relationship is different in a number of ways. The counselling relationship is not reciprocal. The counsellor's job is to focus on the clients' concerns and offer their support and encouragement. This is the clients' time to focus on themselves.

3.10 References:

- Agarwal J. C. (1991) Educational & Vocational guidance & Counselling
- Bengalee M. D. (1985) Guidance & Counselling
- Bengalee mehro D. (1990) "Guidance & counselling" sheth Publication Mumbai
- Kochhar S. K. (1990) 'Educational and vocational Guidance in secondary school', sterling, New Delhi.
- Sharma R. A. (2001) "Fundamentals of Guidance & Counselling" R. Lall Book Depot, Meerut , U.P.

Unit : 4 □ Group approaches in Vocational Counselling and Guidance

Structure

4.1 Introduction

4.2 Objective

4.3 Types, areas and approaches of Counselling

4.3.1 Types of Counselling

4.3.2 Areas of Counselling

4.3.3 Approaches of Counselling

4.4 Steps and skills in the counselling process

4.5. Advantages and Disadvantages of Group Guidance Techniques.

4.5.1 Advantages of Group Guidance

4.5.2 Disadvantages of Group Guidance

4.6. Essential Services in School and Community based Guidance Programmes

4.7. Essential services in a school guidance program

4.8. Placement, Research, Evaluation Service and Job Study i) Job Description ii) Job Specification iii) Job Analysis iv) Job Satisfaction

4.8 Let Us Sum Up

4.9 Unit end exercises

4.10 References

4.1 Introduction

The central aspect of the whole guidance programme is counselling. All the activities and services of the guidance programme leads to and help in the Counselling process. Counselling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development. Counselling has Remedial, Preventive and Developmental value.

As education and employment policies seek to widen choices and to create systems that can respond to varying needs across the lifespan, career guidance becomes increasingly important for public policy. And public policy is important for career guidance: it sets the frameworks for it, and provides most of its funds. However, there is a gap between the two. Few career guidance practitioners show a great engagement in policy questions. And few policy-makers have a detailed grasp of how career guidance is organized and delivered. This publication draws upon the experiences of 14 OECD countries to explore ways in which this gap can be bridged.

4.2 Objectives

At the end of successful completion of the unit learner will be able to understand the following

- Types, areas and approaches of Counselling
- Steps and skills in the counselling process
- Advantages and Disadvantages of Group Guidance Techniques.
- Essential Service in School and Community based Guidance Programmes
- Essential services in a school guidance program

4.3 Types, areas and approaches of Counselling

4.3.1 Types of Counselling

Based on the nature of the Counselling process and the role of the Counsellor, the following are the three types of Counselling

Directive Counselling	Non-Directive Counselling	Eclectic Counselling
- WILLAMSON	-CARL ROGERS	-BORDIN

DirectiveCounselling:

- B. G. williamson is the chiefexponent.
- The counsellor assumes the major responsibility, of solving the problem.
- Counsellor identifies, defines, diagnoses and provides a solution to theproblem.
- Counsellor directs thinking by informing, explaining, interpreting andadvising.
- Counsellor–oriented.

- Emphasis is on the problem.

Steps: Role of the Counsellor

- Analysis – collecting data from various sources to understand the client's problem.
- Synthesis – interpreting and organizing data to reveal students' assets, liabilities, adjustments etc.
- Diagnosis – identifying the nature and cause of the problem.
- Prognosis – predicting the future development of the problem.
- Counselling – taking steps to bring about adjustment
- Follow-up – helping with recurrence or new patterns.

Merits

- time saving and economical
- gives happiness to the counselee as he gets a solution to his problem.
- emphasis is on the intellectual rather than the emotional aspect.

Demerits

- kills the initiative
- makes him helpless
- does not guide counselee to be efficient and confident
- undemocratic
- made dependent

Non-Directive Counselling (client-oriented client centered counselling):

- Chief exponent – Carl Rogers
- Counselee is allowed free expression
- Counsellor only directs and guides
- Counsellor asks a few questions, so as to think about the solution of the problem
- Counselee takes active part, gains insight into the problem with the help of the Counsellor and arrives at the decision and action to be taken

- Counsellor's role is passive
- Goal is independent and integration of the client rather than the solution
- role of the Counsellor is to create an atmosphere in which the counselee can work out his own understanding
- Emotional aspect rather than the intellectual aspect is stressed
- Counselling relationship is the establishment of the warm, permissive and accepting climate which helps the client to express his self-structure

Merits

- freedom of the individual
- relieves tensions due to catharsis
- moves toward acceptance of himself
- confronts weaknesses without feeling threatened

Demerits

- time consuming
- wisdom and judgement of the client cannot be relied upon
- all the problems cannot be sorted out through talking

Eclectic Counselling:

- Chief exponent – Bordin (Thorne)
- Counselling may be evaluated along a continuum from directive to non directive to directive
- Eclectic is a continuation and synthesis of directive and non- directive Counselling
- both Counsellor and counselee are active and cooperative
- both do the talking in turn
- the problem is solved jointly

The Counsellor studies the needs and personality of the client and then selects the technique (appropriate). Begins with directive but switches over to non-directive or vice versa as demanded by the situation.

- initial interview

- develops rapport and does structuring so that client understands what to expect from the Counselling
- tentative diagnosis and plan of Counselling is formulated
- gathers information about the client and the client needs to be helps to assimilate this information
- client achieves emotional release and gains insights, modifies perceptions/ attitudes about himself and situations

4.3.2 Areas of Counselling

Counselling is just like a saving boat in a sea storm. Counselling provides a guidance or we can say that an assistance to tackle all sorts of problems. A counsellor listens to your issues and show a way to deal with it.

Now, you are thinking that “Everyone’s problem is different in life. Then, how a single counsellor can guide in the multiple issues?” The answer of this question is quite simple. Counselling covers a vast area of our daily life issues. Counsellors are specialized in a particular field and only deals with the issues related to that field. Some major areas of the counselling are: -

1. Mental Health counselling: -

In this counselling, mental disorders are initially detected and then, suitable technique is applied to reduce the disorder. The Mental issues such as depression, addiction of anything, stress, anxiety and much more with their degree are determined by the health counsellor. Effective measures are taken to improve the mental health of a patient.

2. Career counselling: -

Career counsellor provides a career direction to the students for their bright future. A career counselling program is held to interact with students. During this counselling, a counsellor gathers the basic information of students and focus on the issues such as career exploration, career change, interested field and other career issues.

3. Marriage counselling: -

It is a process of counselling in which the dispute of a couple or relation is figuring out and clarified. Initially, counsellor acts as an active listener who listen both parties. Then, he enables each party to disclose their problems with each other. The main

objective of marriage counselling is to improve the relationship quality between both parties.

4. Grief counselling: -

People are very sensitive and soft-hearted. They get in the situation of grief because of losing their loved ones or due to a hard experience. Grief counsellors solve this issue using appropriate tools and therapy. For different grief emotions, various tools are used. The grief treatment must be chosen wisely as it can increase the degree of grief in patients.

5. Genetic counselling: -

In this, counsellor deals with the genetic disorders that are transmitted from biological parents. A disease or disorder from which either father, mother or both are suffering can be transmitted to the child. The risk of that disorder and its related issues are studied in genetic counselling.

The platform of counselling doesn't stop here. Today, counselling makes its new way on the internet. Online counselling, e mail counselling and much more are also available to make life simpler and better.

4.3.3 Approaches of Counselling

There are a number of different approaches used by professional counsellors. Perhaps the three main approaches are psychodynamic, humanistic and behavioural. Each of these has a different theory and ideas underpinning it, and the therapists and counsellors using each will approach problems and issues in different ways.

These three main approaches each support a number of individual therapies. Some therapies may also use ideas from more than one approach. Some professional counsellors use only one approach, but others are more flexible and might use techniques from more than one method.

Psychodynamic Approach in Counselling

Psychodynamic counselling evolved from the work of Sigmund Freud (1856-1939). During his career as a medical doctor, Freud came across many patients who suffered from medical conditions which appeared to have no 'physical cause'.

This led him to believe that the origin of such illnesses lay in the unconscious mind of the patient.

Freud therefore started to investigate the unconscious mind, so that he could understand his patients and help them recover. Over time, many of Freud's original ideas have been adapted, developed, disregarded or even discredited. They have therefore been used in a number of different schools of thought and practice. Psychodynamic counselling is based on Freud's idea that true knowledge of people and their problems is possible through an understanding of three particular areas of the human mind.

These areas are:

- **The Conscious** – things that we are aware of, including feelings or emotions, such as anger, sadness, grief, delight, surprise, and happiness.
- **The Subconscious** – these are things that are below our conscious awareness but fairly easily accessible. They may include, for example, events that we have forgotten, but will easily remember when asked an appropriate question.
- **The Unconscious** – this is the area of the mind where memories have been suppressed and is usually very difficult to access. Such memories may include extremely traumatic events that have been blocked off and require a highly skilled practitioner to help recover.

Freud's main interest and aim was to bring things from the unconscious into the conscious. **This practice is known as psychoanalysis.** Psychoanalysis is used to encourage the client to examine childhood or early memory trauma to gain a deeper understanding of events. This in turn may help the client to release negativities associated with these earlier events. Psychoanalysis is based upon the assumption that we can only progress psychologically by becoming aware of earlier dilemmas that have been repressed into our unconscious because of painful associations.

Freud maintained that the personality consists of three related elements:

- **The Id** is the part of our personality concerned with satisfying instinctual basic needs of food, comfort and pleasure. It is therefore present from (or possibly before) birth.
- **The Ego** is defined as “the realistic awareness of self”. It is the logical and common sense side to our personality. Freud believed that the Ego develops as the infant becomes aware that it is a separate being from its parents.
- **The Superego** develops later in a child's life, from about the age of three. The Superego curbs and controls the basic instincts of the Id, which may be socially unacceptable. It therefore acts as our conscience.

Freud believed that everybody experiences tension and conflict between the three elements of their personalities. For example, desire for pleasure (from the Id) is restrained by the moral sense of right and wrong (from the Superego). The Ego balances the tension between the Id wanting to be satisfied and the Superego being over strict.

The main goal of psychodynamic counselling, therefore, is to help people to balance the three elements of their personality so that neither the Id nor the Superego is dominant.

It is rooted in exploring and understanding past experience to identify repressed issues that are affecting current behaviour. Psychodynamic counselling is therefore a long and ongoing process, and is mainly used when people are experiencing severe problems that are not resolved using other methods.

Humanistic Approach to Counselling

Humanistic counselling recognises the uniqueness of every individual.

It assumes that everyone has an innate capacity to grow emotionally and psychologically towards the goals of self-actualisation and personal fulfilment.

Humanistic counsellors work with the belief that problems are not caused by life events themselves, but how we experience them. Our experience, in turn, will affect and be affected by how we feel about ourselves, influencing self-esteem and confidence. The humanistic approach to counselling therefore encourages the client to learn to understand how negative responses to life events can lead to psychological discomfort. The approach aims for self-acceptance of both negative and positive aspects of our characters and personalities.

Humanistic counsellors therefore aim to help clients to explore their own thoughts and feelings and to work out their own solutions to their problems.

This is very similar to the approach used in coaching, except that coaches are more focused on the present, and less on the past. In essence, coaching aims to address the issue of 'how', and counselling looks at 'why'.

The American psychologist, Carl Rogers (1902-1987) developed one of the most commonly used humanistic therapies, client-centred counselling. This encourages the client to concentrate on how they feel at the present moment, this is also the essence of mindfulness.

Client-Centred Counselling

The central theme of client-centred counselling is the belief that we all have inherent resources that enable us to deal with whatever life brings.

Client-centred therapy focuses on the belief that the client—and not the counsellor—is the expert on their own thoughts, feelings, experiences and problems. The client is therefore the person most capable of finding appropriate solutions. The counsellor does not suggest any course of action, make recommendations, ask probing questions or try to interpret anything the client says. The responsibility for working out problems rests wholly with the client. When the counsellor does respond, their aim is to reflect and clarify what the client has been saying.

A trained client-centred counsellor aims to show empathy, warmth and genuineness, which they believe will enable the client's self-understanding and psychological growth.

- **Empathy** involves being able to understand the client's issues from their *own frame of reference*. The counsellor should be able to accurately reflect this understanding back to the client.
- **Warmth** is to show the client that they are valued, regardless of anything that happens during the counselling session. The counsellor must be **non-judgmental**, accepting whatever the client says or does, without imposing evaluations.
- **Genuineness** (sometimes termed **congruence**) refers to the counsellor's ability to be open and honest and not to act in a superior manner or hide behind a 'professional' facade. You may be interested in our page on truthfulness.

Behavioural Approach to Counselling

The behavioural approach to counselling focuses on the assumption that the environment determines an individual's behaviour.

How an individual respond to a given situation is the result of past learning, and usually behaviour that has been reinforced in the past. For example, suppose that a child picked up a spider and took it to their mother. If she was frightened of spiders, she might scream. The child would then learn that spiders are frightening. Next time, instead of picking up the spider, the child will probably scream and run to their mother, who may say 'ooh, I hate spiders, they're so creepy', reinforcing the child's behaviour. As a result, the child may develop a fear of spiders and run away screaming (response) at the sight of a spider (stimulus).

Behavioural therapies evolved from psychological research and theories of learning concerned with observable behaviour, i.e. behaviour that can be objectively viewed and measured.

Behaviourists believe that that behaviour is ‘learned’ and can therefore be unlearned.

Behaviour therapy focuses on individual behaviour and aims to help people to modify unwanted behaviours. Unwanted behaviour is defined as an undesired response to something or someone in the environment. Using this approach, a counsellor would identify the unwanted behaviour with a client and together they would work to change or adapt the behaviour.

Problems which respond well to this type of therapy include phobias, anxiety attacks and eating disorders.

Clients might be taught skills to help them manage their lives more effectively. For example, they may be taught how to relax in situations that produce an anxiety response. Another method involves learning desirable behaviour by watching and copying others. In general, the behavioural approach is concerned with the outcome rather than the process of change.

4.4 Steps and skills in the counselling process

Listening- it is the process of hearing the other person.

- During listening it is important to show that the Counsellor is listening through the ‘minimal prompts’ such as head nods, yes, mm, etc. They indicate that ‘I am with you’. Overuse of these should be avoided.
- Behavioral aspects of listening – (SOLER) S - Sits squarely

O – Openness L – Leaning

E – Eye contact R – Relax.

Aspects of listening:

- Linguistic aspect – words, phrases, figures of speech
- Paralinguistic aspect – timing, volume, tone pitch, ‘ums’ and ‘errs’, fluency
- Non-verbal aspects: Facial expression, gestures, touch, body position, and proximity to the Counsellor, body movement and eye contact.

Attending and showing receptiveness:

It is the act of truly focusing on the other person. It involves consciously making ourselves aware of what the other person is saying and the what they are trying to communicate to us.

Observing Body Messages:

Non-verbal aspects of communication refer to body language. The way the client expresses through the use of their body. They offer clues about the client's internal status beyond the words. Morris calls it 'Man Watching. Body language depends on context in which it occurs, the nature of the relationship, individual's personal style, personality of the person. Therefore avoid assuming what person is saying with their bodylanguages.

Listening Blocks:

- Attraction: Attention is focused on what you are feeling rather than what client is saying.
- Physical condition: Sick/tired, without realising it you tune out certain things clients are saying.
- Concerns: Preoccupied with your own concerns.
- Over – Eagerness: Listen to only a part and respond.
- Similarity of problems: Same as your own problem. Your mind wanders.
- Differences: Different experiences of yours and client. Distracting.

Effective Listening:

- Attention focuses outward
- Suspension of judgment
- Attention to the behavioural aspects (SOLER)
- Avoidance of interpretation
- Development of free-floating attention.

Communicating:

It is the exchange of ideas and opinions between two or more people through speech, writing or signs. The communication includes physical setting as well as psychological predispositions of the receiver.

Communication = thoughts and feelings

Factors Involved in the communication:

- Purpose : Specific
- Distribution
- Environment
- Timing
- Feedback
- Follow-up

Causes of Communication Breakdown:

- Lack of consideration of the other person's feeling and personality
- Use of technical language
- Not thinking about other, how they get affected (networking missing)
- lose human factor (envy, jealousy)

Clarification: To get definite information through this to help clarify the client's thinking without pressurising.

Concreteness: Using clear language to describe the client's life situation. It promotes clear insight in client's life and provides Counsellor with a fuller sense of the uniqueness of the client's experiences.

Restatement: Enables the Counsellor to let the counsellee realise that he is being fully understood and accepted. Counsellor exactly repeats as said by the client. Client thus gets a rest and a chance to collect his thoughts before going forward.

Paraphrasing: The Counsellor summarizes. He chooses/selects those ideas and feelings which seem most important and relevant and feeds them back of the client in a more organized form.

Ways to Impede Communication:

- Counsellor's predispositions
- Premature advice giving
- Lecturing
- Excessive questioning

- Storytelling

Questioning What it is?

Questions are used to draw out information from others. How to use it?

There are several types of questions: Choose the most appropriate:

Open-ended questions

Open questions promote discovery and stimulate thinking. They are useful to help the other person to start talking about a topic, outline a situation, give a broad description of what happened and how he or she reacted.

There are three broad types of open question: Clarifying questions

“What specifically does that mean to you?”

“Can I make sure I understand that...?”

“If I hear correctly, what you are saying is ...”

Creative questions

“How have you seen others handle similar situations?”

“What do you think about...?”

“Would you like to talk more about it?”

“I’d be interested in hearing more”

“What would be your approach if there were no constraints?”

Process questions

“What would you like to get from this session?”

“What do I need to communicate to ensure everyone understands your role?”

“what authority do you think you need to complete this task?”

Follow-up or probing questions

The purpose of follow-up questions is to get information, broaden decision and understand reasons and motivations. Do not over use ‘why’. It causes people to become defensive.

- “In what way would this help achieve greater customer satisfaction?”
- “What other aspects of this should be considered?”

- “How would you involve others in accomplishing this plan?”

Follow-up questions are useful for probing- getting to the heart of a topic, checking information and filling in detail.

A particular type of follow-up question is the reflective questions, useful for gaining a clearer understanding, revealing more information or uncovering feelings.

- “You say you were pleased.”
- “Incompetent....”
- “You say he reacted to this. How did he react....?”

Closed questions

Closed questions are those that lead to either ‘yes’ or ‘no’. they are useful in checking facts quickly but can lead to a one – sided conversation. Examples are:

- ‘Have you been shopping recently?’
- ‘Is there enough money in the bank?’
- ‘Have you done this sort of work before?’

A closed question can be a useful lead into open questions once an area to explore has been identified.

Less useful questions

Certain types of questions are less useful. Try not to use them – these include.

- Leading questions (“I assume you....”)
- Hypothetical questions (“if you were in my place...”)
- Multiple questions.

Responding

One may respond to a particular question either verbally or by saying some answers or non verbally by nodding his head or making body movement.

Genuineness

Characteristic of transparency, realness or authenticity.

Counsellors ways are congruent with his self-concept. Counsellor does not control.

Transparency allows the client to see into Counsellor’s thoughts and feelings, reduces the client’s concerns that there are hidden agendas.

- Don't communicated dishonestly.
- Don'ts present misleading information
- Don't present deceiving image
- Don's impulsively disclose every though.

Self-disclosure

The client discloses personal information to the Counsellor, who tries to understand the client's world in context.

Self-disclosure helps the Counsellor to help the client effectively to discover new ways of coping.

Some clients can do it easily and some with difficulty.

- Counsellor must have flexible repertoire of skills for facilitation of self-disclosure.

4.5. Advantages and Disadvantages of Group Guidance Techniques.

4.5.1 Advantages of Group Guidance

Group counselling consists of 4-8 students and will be held once in a week. It will lead by the respective trainers. Here group members will talk about exploring relationships, developing skills, improving self-esteem.

It will be especially effective for the people those who are more concerned about the issues. The screening is allowed by the group leader according to the number of members in the team.

Advantages of Group Counselling:

The members of the group must be dedicated to **psychology** then the Counselling can be run more smoothly. It allows problem-solving that makes the employees more compatible for the goal's primary focus.

It elaborates the members who are interested in concerning about a greater life. It has different responsibilities that are enhanced by the team lead.

The following mentioned are few group therapy advantages.

- **People interact freely with their team members:**

This interaction is forwarded then people will have safe confinement to come across many troublesome techniques. It is on the difficulty of the group that their interaction and agreeing to certain things are more aggregative.

Many people satisfy themselves by encouraging themselves while listening to others in the group. This helps them to grow freely and to establish new ideas that are more confined.

- **Understanding the concern:**

While this discussion is carried out then people will be more interactive as to understand what bothers them a lot. It is very important to understand the unexpressed difficulties. People express the self-disclosures that help them come up with concerns that are modified within the group.

It eliminates the commitment and changes towards the given area. Revealing the feelings are most important than analysing the decisions. It ultimately defines the change in the area and also the commitment towards group analysis.

- **Participation of people in the group:**

People in the group are very likely to participate that they become more involved in expressing things easily. It delivers when people share to tell something and are more competent in feeling the responsibility of others.

It might develop the growing and affirming ideas that help one practically. Here the people listening and thinking will vary according to the different sayings that can be applied to other people.

- **Pre-group planning:**

As the counselling begins, people can opt for pre-grouping strategies that will involve everybody in the same path. It is more widely used in the homogenous methods that are widely compared with that of other basic techniques.

It can be the first step of the process. As it helps the other designers that there is some important considerations that are matched with the roles associated with membership and other opportunities.

- **Time and place:**

The counselling groups will help in defining the consistent and specific data that has a different time to meet and place in 12 to 16 sessions that are modified within the emerging directions. Since it is held on behalf of the other meetings it can be managed within the actions that might affect. Thus the group will always be arranged in such a way that it will create a sense of equality for the people to communicate.

- **Magnified interaction:**

During the counselling interaction within the team will become magnified as it will support the fact that includes the roles and responsibilities of each person. This helps the individuals to create awareness which involves the group dynamics.

It moderates the way that the groups will influence individuals on demanding jobs. It has equality in the presence of all the other groups.

- **Something bigger:**

When people are portioned into a group they will feel that they are something bigger in the entire group that will make them motivated and encouraged.

It encourages them and boosts their confidence level and other values. This discussion will also help in handling all the defined resources.

It exhibits the value of other confidential and meaningful relationships. It emerges the specialty of all values that are involved in group discussions.

- **New perspectives:**

While sharing feelings individuals can find many perspectives to tackle their problems. It matters when the defined goals are on the ultimate side and are insight into their own perspectives.

It can be managed while the new insights are discussed. It should be managed when the desired perspectives are announced and are left without care.

It gives the resource to share and define the insights that are involved in managing things. It evaluates how people manage it during tough situations.

- **Learning:**

When a person faces a tough situation and when he/she shares others can collect the experience and learn from that person to handle such situations. It manages people to overcome the same situation which may likely to happen in the future

to someone else. Whether the person will experience it or not people have to understand the tough situation and the methods to overcome them. It can be managed within the desired results in the future.

- **New contacts:**

While gathering for the discussion people can collect many contacts that may help them in designing the future. It also helps in obtaining many long-lasting friends who involve in desired trends in the social rules of society. It manages the defined issues that are faced with strong bonds that are identified within the given sequence. It is identified with the help of many long-lasting identities.

- **Diversity in opinions:**

Here people in the entire team will have different concerns for others that are modulated within the treatment of understandable feedbacks. It is modulated in such a way that it initiates the common myths in different regions.

When they are brought for social interactions then people will depend on the serialized way and express their viewpoints. The relationship will become insular. The thoughts and expressions can be imagined as to face the challenges.

- **Exploit the feelings of loneliness:**

When the truth is given then people have to define the unique circumstance that will be more applicable as to modulate the struggles in loneliness.

It has many incompetent roles that are alienated from a person. This can also be defined or regularized from person to person.

People who discuss about the loneliness will always feel that they are isolated. So group counselling will help in bringing them out of their isolated world.

- **Sharing ideas:**

Even though the group member is actually engaged with something then there may be some misconception that are more defined as therapy while others will observe and support the connection as feedback.

It is conducted for the people who are isolated and lonely and it can be overcome by managing and listening to people and the support that is provided. At the end of the session, people will be encouraged and suggested by others.

- **Finding voice:**

Expressing feelings and needs will encourage an individual by making them much stronger as to modulate the session to talk about the anticipation. It arranges the notices and the development within them. It also defines the self-connected challenges that are defined within the group.

- **Relate to others:**

The members of the team are strongly noticed that means it helps them throughout the feelings that they undergo and also it encourages the people around. This matters when the defined challenges of different people are interconnected. It can be handled that all the things are focused on relationships.

- **Safety net:**

The safety net will be built among the team members if the hardships are shared. It has different authentication and selective friend safety nets within the group.

It manages the group counselling strategies and skills and practices that are inbuilt as the team develops.

- **Ever growing support:**

Usually, the groups will be divided into subgroups that are identified within the people to comfort and to provide insight to them.

It serializes the ever-growing support of the group members and also making the people more insightful within the team. It builds positive energy and praises people for their behaviour.

- **Encouragement:**

When the ideas are shared people will encourage the person as they will overcome that obstacle. It supports the group and the members in it. It has regularized happenings in and out of the group. It is polished within the dynamics of every individual. It eliminates social phobias due to anonymity and also encourages different viewpoints.

4.5.2 Disadvantages of Group Guidance

Disadvantages of Group Counselling:

There are certain disadvantages that affect the overall discussion of the group. Some of them are discussed below:

- **Personality clashes:**

Personality clashes can happen due to the different nature of people. There will be some disagreements with the team when a problem is discussed. A dominating

personality will try to rule the entire group that others cannot explain their opinion. This issue has to be fixed by the trainer before becoming huge clash and must ensure that the issue is fixed.

- **Comments:**

While sharing the opinion some of the group members will pass comments that will again leave the person in frustration. It can be rectified in a hostile manner and also in an emotional way. The fear of receiving information and the comments given by the other participants will cause depression in the minds of a person.

- **Trust:**

Sometimes people will feel uncomfortable to reveal their problems and to break their trusts as to share and forward personal ideas. This will cause some trouble to people as they are obligated to their feelings. Sometimes the person will be rejected. Group counselling also paves way for fear of rejection.

- **Intense personal discussions:**

This group counselling activity will sometimes make people curious at certain things. In this case, people will feel uncomfortable to play a certain role when they will be extremely abused. It also coincides with the extreme graphic details about the past. It can emerge in a certain way to explore extreme information about an individual.

- **Inherent risks:**

Few members in the group will exhibit their aggressive behaviour that may cause clashes. Fragile people will not be able to understand what will be going on in the group.

It has to be analysed that the group becomes more confidentially damaged as to endure the practices. They cannot manage the inherent risks that members will confidentially breakthrough at a certain level. It will be bounded by certain private sessions.

- **Social phobias:**

Some people will be nervous while speaking before a crew. But this counselling requires the individual to come in front to address about themselves. It has to be addressed in front of the entire group. This sometimes causes detailed research about the phobias that are spoken in front of others.

- **Expensive:**

Sometimes attending the discussion may become expensive as it accounts for intense scrutiny and intimacy of individuals. This adds to the expense that will make the therapist as to define the non-partial observers. While some individuals seek professional help the counselling will become more reversed. It sometimes becomes worse in case of different viewpoints and experiences.

Hence people in spite of their culture, ages and sexes can have the discretion to a certain extent. These participants are assigned on their own identification that makes more compatible. Certain people who suffer from social anxiety can be perceived by attractive people all around. It can be reconciled within the team and can be modulated during many crises. It accounts to true multiplicity in the forms and also specializes in different groups.

4.6. Essential Services in Community based Guidance Programmes

Many of the major institutions, or settings, in which adolescents are growing up are unable to provide the guidance and support young people need for positive development. Policies that might change high-risk settings into ones that promote adolescent development have been neglected, and existing policies often diminish the viability of families and neighbourhoods. The urgent need for increased support of the major settings of adolescent life as well as very basic changes within these institutions has been argued throughout the report. The primary institutions that serve youth—health, schools, employment, training—are crucial and we must begin with helping them respond more effectively to contemporary adolescent needs. Effective responses will involve pushing the boundaries of these systems, encouraging collaboration between them and reducing the number of adolescents whose specialized problems cannot be met through primary institutions.

Even if categorical systems become more effective, however, some adolescents will continue to experience problems that transcend the response capacities of primary institutions. For these adolescents and their families, specialized service programs may fill the gaps or compensate for failures in major life settings (Schorr et al., 1991). This chapter reviews the experience of service programs that attempt to meet the needs of adolescents experiencing complex, often health-or life-compromising problems. Information for the chapter was developed through a

special symposium held in New York City and attended by the directors of adolescent programs that are thought to be particularly successful in turning around the lives of young people who are caught in a web of failure. The panel also heard from a number of adolescents served by the programs. This chapter summarizes what was learned at the symposium as well as through our review of the growing literature on this subject.

There are numerous examples of locally designed and operated programs through which communities are beginning to address the risks that face many of America's adolescents. Many local efforts aim at supporting families and strengthening communities. The commonality among such efforts is that they seek to enable and empower parents and community residents to increase their capabilities to nurture young people. Communities have also implemented a range of innovative initiatives in response to the risks that often arise from service systems themselves. The innovative strategies, and the experiences of the local practitioners that created them, may provide models for national programs and policies in the years ahead. They certainly offer a rich lode of examples that should be drawn upon by primary systems as they evolve in response to current needs. All of the examples of "good practice" exhibit a number of common characteristics. First and foremost, their services for adolescents are comprehensive: the programs transcend categorical labels, organizations, and funding sources to bring together a coherent package of service to young people. Whether programs are offered in a single site or through interagency collaboration, the goal is to provide services that ensure that the emotional, recreational, academic, and vocational needs of adolescents are explicitly addressed. Comprehensiveness also means that these programs provide adolescents from high-risk settings with the developmental opportunities that are too often missing in their lives.

This chapter describes innovative programs in three broad categories:

- (1) strengthening families and communities;
- (2) improving institutional services; and
- (3) comprehensive service for adolescent development. We use the label "good practice" to identify those programs and interventions that have strong research and theoretical justification. Such judgments should also be supported by evaluation research, but few of the programs have been rigorously evaluated. In other cases, new evaluation methodologies must be developed that adequately assess the quality and outcomes of multipurpose programs or comprehensive service systems.

STRENGTHENING FAMILIES AND NEIGHBORHOODS

Assisting adolescents requires attention to the settings—families and neighbourhoods—that they experience on a daily basis. In good practice initiatives, community residents—both adults and, increasingly, adolescents—are viewed as integral resources who can contribute substantially to the change process. That is, good practice programs focus on the conditions for change—engagement and empowerment—rather than the problems per se of families, neighbourhoods, and young people. They provide participants with legitimate opportunities to contribute in ways that are directly relevant to their concerns and interests.

Mobilizing Neighbourhoods

Other local initiatives aim not to strengthen specific families, but instead, to rebuild and strengthen neighbourhoods. This approach is based on historical evidence indicating that sustained change occurs most readily when local residents invest themselves and their resources in the effort (Cochran, 1990; McKnight and Kretzman, 1992; Davies, 1991).

KEY ELEMENTS OF COMPREHENSIVE SERVICE

Researchers and practitioners agree that adolescents (as well as families) in high-risk settings require comprehensive services, but there is less agreement regarding the most useful conceptualization of comprehensive services. In general, however, “comprehensive” highlights the emerging consensus that rather than offering a single type of service or adopting a single categorical program goal (e.g., substance abuse prevention, school retention, family counselling), programs should offer a range of services and have multiple goals. (Indeed, almost all of the programs cited in this chapter are comprehensive.) This perspective reflects the well-documented finding that adolescents who engage in one type of problem behaviour often concurrently engage in others. It suggests that, to the extent possible, all needed services should be offered in a single site or at least under a single administrative structure. Not all comprehensive programs, however, are implemented within single sites by single agencies. More recently, some programs are comprehensive by virtue of integrating program components provided by different service entities. Regardless of the structure, the goal of comprehensive service delivery systems is to transcend categorical labels, organizations, and funding sources to bring together an appropriate package of service that is easily accessible to young people and their families.

Developing Emotional Strengths and Life Skills

Young people from high-risk settings often need special services to confront the emotional pain and feelings of hopelessness that can interfere with positive development. Some community programs are implementing interventions that facilitate collaborative peer group relations so that young people can learn from, and support, each other. Other programs are providing structured opportunities for young people to practice and develop the social, decision-making, and life skills necessary to succeed in high-risk settings.

An emerging body of research indicates that various forms of peer counselling and instruction, when conducted with adult guidance, can serve as supports for coping with the influences of high-risk settings. For example, the Teen Outreach program combines volunteer community service with after-school group counselling sessions to help young people confront the stress in their lives. A 3-year evaluation indicated that Teen Outreach participants had fewer pregnancies and were less likely to drop out of school or get suspended than a comparable group of students. Benefits were greatest for those at greatest risk and were related to the number of volunteer hours worked and attendance at the counselling meetings (Philliber et al., 1988). In the Teen Choice program, social workers staff three components: small groups, individual counselling and referral, and classroom dialogues. This approach has also had success in increasing contraceptive use among young people (Stern, 1988).

“Good practice” programs to help adolescents in high-risk settings—interventions that have strong research and theoretical justifications. However, such initiatives are not and should not be seen as substitutes for improving the basic institutions of adolescent life. The key to providing for adolescent needs is an approach based on the ideal of comprehensive services. In most instances this will mean pushing primary institutions to expand their horizons and build bridges, e.g., between schools and health care systems. Good practice programs have demonstrated the advantages of changing the institutional service settings that adolescents experience on a daily basis and redesigning programs to have multiple goals and a range of interventions. In pursuing these objectives, service providers must overcome formidable obstacles in the form of narrowly defined categorical program funding streams that place rigid and arbitrary restrictions on grantee programs.

4.7. Essential services in a school guidance program

The top ten guidance services provided to students in school. The services are: 1. Orientation Service 2. Individual Inventory Service 3. Information Service 4. Counselling Service 5. Placement Service 6. Referral Service 7. Remedial Service 8. Follow-Up Service 9. Research Service 10. Evaluation Service.

Guidance Service 1. Orientation Service:

The orientation service is provided to the students those who are new comers and those who go to new class or new course in the school set up. It is a well-known fact that the students those who join first time. In the school or get promotion for higher classes are heterogeneous in nature as they are from different family backgrounds, from different socio-economic status, from different areas, and from different abilities, interests, aptitudes and skills.

So that the orientation service is normally meant for students to enable them to know school courses, rules, regulations, different facilities given to the students by school and to know the clear image of the school. On the same line school also keeps record of the students about their bio-data including identification, socio-economic background, capacities and abilities, interest for courses etc.

Really the orientation service gives scope to make the students familiar with the unfamiliar situation of the school. The orientation service is also meant to develop student's abilities and scholarships, a sense of responsibility and integrity, abilities for citizenship, social and vocational skills etc. The orientation service is such a service which develops relationship between school and students and vice versa and it is organised systematically in the beginning of the newsessions.

The orientation service is highly needed due to following reasons:

- (i) It assists new students to know the information's about school, its history and traditions, its rules and regulations, its strength and weaknesses, facilities available for them etc.
- (ii) It helps students to adjust with school situations and enables students to develop academic standard, personal qualities, high moral values as well as ethical standards from rich experiences of the school.
- (iii) It assists students to achieve success in academic life by learning to study carefully, developing interest in study, taking examinations and notes sincerely and utilizing time properly.

- (iv) It helps students to know the almost all useful information's regarding physical plant, library, hostels, class-rooms, laboratories, workshops, gardens, play grounds, different teaching aids and other facilities.
- (v) It assists students to provide remedial reading, language programme, projects and clubs and different financial help by schools.
- (vi) It assists students to develop social adjustment abilities, citizenship education, well adjustment in different school activities and facilities, with different members of school and finally it assists to develop an idea and feeling among students that is a self directed, intellectually oriented experience.

The orientation courses may be offered systematically to students through certain activities such as issuing printed material and hand book of information, conducting orientation day, welcoming desk and entrance, arranging community tea and games, celebrating social evening through plays, exhibitions, showing films, talks by guest speaker and so on. However, the orientation service should be offered systematically and organised well as a result of which new comers would be able to have good start in school sphere.

Guidance Service 2. Individual Inventory Service:

Individual inventory service is an important type of guidance service which may be recognized often as “pupil’s” inventory service. It is very much essential for student as it assists to know the student “himself” at the time of taking any decisions so far his educational courses and careers are concerned. Really the student proceeds in his educational set-up as he has made proper choice regarding concerned subject or courses according to his own abilities, interests, aptitudes, attitudes and skills. The adequate and accurate data are collected for the same purpose.

Generally student’s information is highly required for the following reasons:

- (i) The individual or student’s information is needed to assist the student to know the clear picture of his abilities, interests, aptitudes, skills, personality characteristics, achievement standard, level of aspiration and his physical health status as well as his mental capacities.
- (ii) It assists student to know himself from various point of view such as socio-economic-status, family background, educational status of family, will of parents and students etc.

- (iii) It helps student to provide a record of the academic standard and status and his progress in this regard.
- (iv) It enables guidance worker, and teacher to know about student adequately as a result of which they would be able to suggest for further progress of the students.

Steps of Individual Inventory Service:

The following steps should be followed at the time of organisation of individual inventory service in the school:

1. Data Collection:

Data collection is the first and foremost step to be followed for good individual inventory service. Here necessary and adequate data regarding student's ability, interests, aptitudes, skills, habit patterns, family background, socio- economic-status, health, habits and conditions, vocational interest, educational standard, interest for different curricular and co-curricular activities, parental aspirations etc. should be collected by guidance personnel with utmost care.

For the purpose of data collection about the students, the guidance worker should take the help of different tools and techniques such as interviews, observations, case study, incidental records, cumulative record cards, questionnaires, rating scales, standardized test, and inventories meant for measuring intelligence, creativity, adjustment abilities and other psychological traits.

The individual inventory service needs following data about each student which are to be collected carefully and intellectually by the guidance personnel:

(i) General data:

Pupil's name, his father's name, age, date of birth, place of birth, permanent address, present address, name of the class in which he reads,

(ii) Family data:

Home and school environment, number of the family members, number of the brothers and sisters, relation with family members, parental educational status, parental occupational status, socio-economic-status of the family, home situation (Rural/Urban) and health status of family members.

(iii) Physical data:

Pupil's height, weight, body structure, complexion, eye sight, hearing condition, heart and lung condition, chronic disease, health status of the student etc.

(iv) Academic data:

Present achievement records, past achievement records, progress of studies in different subjects, marks or grades obtained the position of student in the class-room so far his academic achievement is concerned.

(v) Social data:

Manners of the student, his customs, values, social skills, participation in various social institutions, co-operation, fellow feeling, dealings with other members of society etc.

(vi) Data about co-curricular activities:

Interest in games, sports, interest in participating different competitions such as drama competition, music competition, debate competition, essay competition, school exhibition, group discussion and spiritual discussion etc.

(vii) Psychological data:

Mental ability, emotional maturity, power of reasoning and thinking, aptitudes, interests, attitudes, vocational interest, self-concepts and other personality traits etc.

(viii) Data regarding entertainment:

Leisure time activities, sources and means of refreshment, other liking hobbies and other engagements.

2. Maintenance of data:

The useful data about students should be organised and recorded properly in a cumulative record after collection of data. The cumulative record should be based on up-to-date, adequate and appropriate data about the student which must be carefully examined and looked by the teachers, counsellors and psychologists previously. Because cumulative record gives a clear picture of the student's achievement and progress which presents all data about student at a glance. The cumulative record is sent with the student to new school secretly when the student leaves the school.

3. Use of data:

In the school proper guidance is given to the student after analysing and interpreting the data collected previously by the guidance personnel. Due to this step taken by guidance worker, student becomes able to find out a better choice in regards to education, vocation and career planning.

4. Self-Inventory Service:

The purpose of know thyself can be fulfilled by self-inventory service which helps students to develop awareness and self-confidence within them. At the same time students become more conscious of their strength and limitations as a result of which they become able to carry on academic work and vocational work perfectly.

The data of self-inventory is collected by self-analysis, questionnaire, self-ranking chart, self-evaluation chart for the purpose of self-appraisal and the same data becomes helpful in supplementing other sources of information about the student.

Guidance Service 3. Information Service:

Information actually plays a vital role in each and every guidance programme. Because it assists students to take suitable decisions in case of educational planning and career and vocational career. At the same time, it is helpful to students to adjust well in different social situations including school situation and occupational situation.

The essential information for planning the educational and vocational career is collected from various sources such as:

- (1) Teachers
- (2) Parents
- (3) School guidance personnel or Counsellor
- (4) Intimate friends and mates
- (5) Newspapers and different useful journals and
- (6) Other mass media such as Radio and T.V.

The information which students get from different sources should be authentic and free from all business and errors as a result of which student would be able to take right decision in regards to his educational and vocational careers.

Need of Information Service:

In the present world, information service is highly needed by the students to have a better planning for future in the context of educational and vocational career and to adjust well in different social situations.

The needs of the information service may be as follows:

- (i) Information service helps students to take right decisions when they face multifarious problems in the context of educational life and vocational life.

- (ii) The well designed and up-to-date information service motivates and stimulates the students to appraise their idea and ideologies, critically for the purpose of deriving maximum satisfaction and achieving self-realization.
- (iii) Information service assists students to be self-dependent, self-cautious and self-regulatory with full confidence and satisfaction in this competitive and complex world in taking matured decisions in different spheres of life.
- (iv) Information service enables students to correlate and compare his decisions with his abilities, interests, aptitudes, strength and limitations as a result of which the correctness of the decisions can be smoothly known by the students.
- (v) Information service assists students to explore new possible areas to place themselves well by which they would be free from all tensions and frustrations.

In this context, Norris and Others have pointed out the following needs and objectives of information service:

- (i) To identify the choice available among the multifarious vocations opened to them.
- (ii) To evaluate their self-perception of activities and interests against actual occupational needs.
- (iii) To develop self-awareness and self-confidence in individual about various occupations.

Types of Information:

There are three categories of information's which are very much essential for good guidance service such as:

- (i) Educational information
- (ii) Occupational information
- (iii) Personal-Social information.

(i) Educational Information Service:

Educational information service plays a significant role in the process of educational guidance. It is highly needed by students in taking right decision in case of planning educational career and to provide information regarding educational opportunities which are to be available by the students.

According to Norris and others “Educational information is valid and usable data about all types of probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance and condition and problem of student life. Educational information service is not only useful for students but also it is essential for teachers, parents and counsellors to guide the students in this regard properly.

Educational information service provides following data such as:

- (i) Rules and regulations of school, college and university in regards to admission procedure, duration of the course, terms and conditions for option and selection of a particular subject or course.
- (ii) Content of subjects and courses of studies for a particular course or class.
- (iii) Study habits, skills and other capacities.
- (iv) Scholarships, stipends, loans meant for students and its procedure to get it.
- (v) Information’s regarding different educational and learning oriented programmes.
- (vi) Examination methods, procedures and other rules regarding it.
- (vii) Student’s social life and cultural opportunities meant for the progress and pleasure of the students.

Various useful educational information’s are obtained from following different sources such as:

- (i) Prospectuses of different schools, colleges, universities and special technical and professional institutions.
- (ii) Directories of different educational institutions.
- (iii) Books, pamphlets, leaflets, brochures which are designed to develop study skills, to prepare for examinations, to prepare notes published by different guidance bureaux and other organisations.
- (iv) Prospectuses and brochures written for the purpose of scholarships, loans, stipends offered by ministry of education, Government of India, Department of Education of State and other social agencies.
- (v) Various illustrative material such as film strips, posters and charts based on different educational opportunities and arrangement.

One thing should be kept in the mind that the educational information should be collected and compiled by the adequate trained teacher and guidance oriented personnel as a result of which the goal of educational information service would be achieved.

- (i) To demonstrate their competence in skills basic to the chosen occupations.
- (ii) To develop an appreciation for all occupations and importance they have in the society.
- (iii) To develop in the individuals the recognition of the relationship between personal values and the influence of others on the choice of their occupations.
- (iv) To learn to reduce the discrepancy between where they are and where they want to be.
- (v) To learn to apply decision-making process in their personal and vocational lives.
- (vi) To develop means for helping them to study intensively a few selected occupations or educational or training facilities.
- (vii) To become fully aware of and acquainted with all kinds of occupational and vocational opportunities.
- (viii) To develop tentative educational and occupational plan based on through self-study.
- (ix) To present specific techniques to meet the immediate needs and employment facilities.

Uses of Educational Information Service:

Bear and Rocher have given the following uses of information service on the basis of a study:

(i) Assurance use:

Information can be used to assure the students of the appropriateness of his decisions.

(ii) Evaluative use:

Information can be used to check accuracy and adequacy of student's knowledge and understanding.

(iii) Exploratory use:

Information can be used to help students to explore and study all alternatives of possible choices.

(iv) Re-adjective use:

Information can be used for helping them to re-orient themselves to different levels of goals.

(v) Synthesis use:

Data can be used to relate the with personal needs and conditions which they can promote a synthesis of a behaviour patterns.

(vi) Awareness use:

Data can be used to add to student's knowledge of occupation choices, changing needs and so on.

(vii) Verification use:

Information can be used students to verify and clarify choices, opportunities and decisions.

(ii) Occupational Information Service:

One of the important aims of education as well as life of man is to earn bread and butter to survive in the world. To satisfy the same aim one has to find out a suitable place in the world of work. So that to have a better choice in occupational world one needs several information's regarding job, nature of job, emoluments and other financial benefits, working condition, promotion facilities, qualifications and other aspects etc.

After getting all the available related information's about job, a student thinks to choose better one for his own sake. Otherwise the entire efforts will go in vain if a student does not get relevant and up-to-date information's regarding various occupations.

Due to reliable and relevant up-to-date information about different jobs at least a student gets privilege to select a suitable occupation, according to his own abilities, interests, skills, aptitudes, attitudes including present family conditions and social situations.

According to Norris and her colleagues "**Occupational information is valid and usable data about positions of jobs and occupations including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing**

and predicted supply of and demand for workers and sources for further information.”

Really the importance of occupational information service is highly felt in the present complex and competitive world for the youngsters of the nation.

Occupational information is highly needed by the students due to the following reasons:

(i) Occupational information service makes vocational guidance more informative:

For successful vocational guidance, occupational information service is highly needed. Because occupational information service provides various useful information's regarding name or title of job, nature of work and information about training, financial benefits and future prospectus and so on. It is not possible to find out a better choice in the context of job without the knowledge of various adequate information's of different occupations of the world.

(ii) Occupational information service enables students to know clear picture of occupational world in the context of dynamic society:

In course of time occupational pattern is changing rapidly in both private and public sector. In past, agriculture was only major occupation of the majority of the people. Then occupational pattern became industrially dominated and it is giving much emphasis on white collared job. The same occupational pattern may not exist in future.

So that occupational information service provides information's regarding previous pattern and status of occupations and present status and pattern of the occupations which are helpful in predicting future occupational pattern of the country or world. According to the situations, the occupational choice can be made properly by the students which are generally possible due to the occupational information service.

(iii) Occupational information service helps students in educational and vocational planning:

The guidance worker or teacher gets much scope to suggest students properly about his educational career and as well as his occupational career. The students are provided maximum opportunity to plan well for their educational and vocational career. In this way occupational information service helps students and guidance worker for the betterment of the student in concerning fields.

(iv) Occupational information service helps students in changing the old courses and in accepting new one:

To challenge with rapidly changing world of work one has to decide subjects, courses in relation to future occupation. Otherwise he will not adjust properly in the present occupational world. Keeping this in the mind a student should change the old courses and accept new one if situation compels to change so far his occupational choice is concerned.

(v) Occupational information service provides maximum benefits to the student in case of occupational career:

A student easily comes to know about different aspects of job and its prospects through occupational information service within a short span of time. Here student avails opportunity to choose a suitable occupation for life spending less time as information's regarding vocations are previously collected. At the time a better choice of student for his job gives utmost satisfaction to him and it also becomes more beneficial for student.

Occupational information service provides information on the basis of following facts which should be collected before-hand sincerely with proper care:

- (i) Name of various vocational courses and higher vocational trainings.
- (ii) Name of the various available institutions of higher training.
- (iii) Scholarships, any financial assistance or stipends available for undergoing trainings.
- (iv) Various job title and available job opportunities.
- (v) Descriptions of the job and its requirements such as age, sex, qualifications, training, experience, fitness, nature of work, hours of work, other equipment and materials used etc.
- (vi) Emoluments and other financial benefits of job.
- (vii) Working conditions, incentives and hazards involved in job.
- (viii) Promotion prospects and transfer possibilities, appointment places.
- (ix) Methods of recruitments, qualification either general or professional and cues for interviews and number of posts and so on.
- (x) Any special information about the job.

Sources of Occupational Information:

Useful and up-to-date occupational information is to be collected by the teachers, the counsellors the administrators, and the libertarian from the following sources such as:

- (i) Different occupational abstracts, briefs, guides, monographs, paper cutting and pamphlets published by CIRTES, Department of Educational Psychology and Foundations of Education, State Guidance Bureaux;
- (ii) Occupational files and dictionaries & career information manuals.
- (iii) Employment news, employment exchange, magazines, government notifications and bulletins etc.
- (iv) Various illustrative materials like films, filmstrips, posters and charts pertaining to various jobs and occupational processes.

To make more effective occupational information service certain, activities like career talk, career conferences, career corner, industrial visit, simulated interview and vocational counselling should be organised systematically by teachers and counsellors.

Career corner is a display centre which helps students to go through different career books, pamphlets, posters and notices concerning career information's. In career talk, an expert in any vocation or career is invited to school to offer a talk on the specific job to the students so far his mastery is concerned.

In career conference, several experts of their concerned fields are invited and they discuss about different jobs and its other aspects before students. In industrial visit, students get privileges, to visit industry to know different required information's 'about their job career and so' on.

In simulated interview, students are provided an artificial interview situation to prepare them for real interview for a particular job. In vocational counselling, students are provided training by vocational counsellors to solve problems regarding selection of vocation, preparing for an occupation and progress in vocation as a result of which student can be able to adjust better in the world of work.

(iii) Personal-Social Information:

Personal-social information service is highly needed by the students as it is meant to improve personal and social relations of an individual in the society. According to Norris and her other colleagues "personal-social information is valid and

usable data about the opportunities and influences of the human and physical environment which bear on personal and inter-personal relations.”

Personal-social information service enables students to understand himself better and his place in the home, school and community so far social and personal relations are concerned. It also helps students or individuals to improve his relation with other members of the society.

Personal social information service includes several personal-social information's of individual or student such as dealings with other social members, manners and customs, relationship with siblings, peers and other boy and girl friends, personal appearance, social skills, participation in different social organisations, adjustment capacities in different social situations, family relations, leisure time activities, financial planning and arrangement and successful and sound living.

The teachers and guidance workers should provide booklets, mental health material, personal hygiene material and different illustrative materials such as films, film strips, poster charts regarding personal-social adjustment to the students to make them a successful member of family as well as society for leading a happy life.

Guidance Service # 4. Counselling Service:

As an integral part of guidance programme, counselling service is not a recent idea and service having wide applications in different social set up such as family, school, medical, other counselling centres etc. counselling service may be provided by parents to children in the family, by teachers to students in school, by doctors to patients in medical and so on to overcome the problems what generally occur in their lives. In day to day life thousands of problems create hindrances in the development and prosperity of I lie individual as these are educational, occupational and personal-social in nature.

In the ever changing society, as an professional activity, the need of counselling service is highly felt to find out the solutions towards innumerable problems such as change of disliking subjects, problem of study habits, preparing for examination, inadequate participation in school curricular and co-curricular activities, free studentship, and scholarship and stipend, planning for future vocation, making and keeping relation with friends, co-operating with teachers and mates, adjusting with family members and parents, dealing love affairs, developing inferiority complex, behavioural problems, health problems, economic problems, problem of dealings, manners and morals, problems in the context of utilization of leisure hours, problems

relating to under achievement, absence and dropping out of school college and other related educational or training centre, material problems etc.

To attain this goal counselling service is initiated by counsellor for the purpose solving the problems of counselee. Thus counselling service is basically meant for the betterment and welfare of the students so called counselee and the service is offered by the counsellor which cites a picture of their better relationship between them. In other words, counselling service is considered as the relationship between two individuals in which one helps the other to help himself. To make the concept clear about the meaning of counselling several definitions are cited here.

Guidance Service 5. Placement Service:

Like other guidance services, placement service is a kind of guidance service which is especially carried on by teachers on guidance workers to assist students to find out his own place in the educational setting on occupational world considering his abilities, interests, skills, aptitudes and attitudes.

It is obvious that the individual goes to the temple of education with certain occupational and vocational goals. Thus educational and vocational guidance enable student to have a right choice in case of educational courses, vocational courses and trainings. Both type of guidance assist student in the placement of good job and meant to provide maximum satisfaction out of his placement.

Planning the Follow-Up Service:

It is quite well known that no purposeful activity and goal oriented service can be successful and fruitful without proper planning and organisation. That is why the purpose and aims of follow-up service should be kept in the mind before planning the follow-up service.

The teacher and guidance worker should proceed to plan for the follow-up service keeping following major points in the mind:

- (i) The school guidance personnel should collect useful and desirable information's from former students to know about educational and vocational opportunities available to them.
- (ii) The school guidance personnel should carry systematic evaluation to study the effectiveness of the offered follow-up service meant for students.
- (iii) The school guidance personnel should utilize the information collected by follow-up service for developmental purpose of the student of school.

4.8. Placement, Research, Evaluation Service and Job Study

i) Job Description ii) Job Specification iii) Job Analysis iv) Job Satisfaction

Job analysis is the process of gathering, examining and interpreting data about a job's tasks and responsibilities. It generally includes tracking an employee's duties and the duration of each task, observing the employee performing his or her job, interviewing the employee, managers and others who interact with the employee, and comparing the job to other jobs in the same department and job grade or job family. An important concept in job analysis is that it is an evaluation of the job, not the person doing the job. The final product from a job analysis includes a thorough understanding of the essential functions of the job, a list of all duties and responsibilities, a percentage of time spent for each group of tasks, the job's relative importance in comparison with other jobs, the knowledge, skills and abilities (KSAs) needed to perform the job, and the conditions under which the work is completed.

There are many ways to perform a job analysis, but all require the cooperation of the employee in the position, his or her manager(s) and others the employee works closely with while performing his or her job duties.

The following steps will help provide the best analysis of a particular job:

- Have employees complete a job analysis questionnaire.
- Interview employees, asking them specific questions about their job duties and responsibilities.
- Obtain log sheets from employees with information about each of their tasks and the time spent on each task for at least one full work week.
- Complete desk audits where you observe employees doing their jobs at different times of the day and days of the week and track what they do and for how long.
- Interview supervisors and managers, and other employees, clients and customers the employee may interact with while performing the job.
- Compare the job to other jobs in the department as well as the job grade or job family to show where it falls on the pay scale.

If there is more than one person doing the same job, make sure to observe and obtain feedback and information from more than one person. You will want to review your findings with the employees who do the job as well as their supervisors and managers to tweak your findings until you have an accurate reflection of the job duties and responsibilities.

Once an accurate overview of a position is developed, employers should update the job description to match the results of the job analysis.

Job descriptions can be used as a tool for recruiting, determining salary ranges and levels or grades, establishing job titles, creating employee's job goals and objectives, and conducting performance reviews. They can also be used for career planning, creating reasonable accommodations and meeting legal requirements for compliance purposes. Because of this, it is important to have written job descriptions that accurately reflect the employees' current job duties and responsibilities.

4.9 Let us sum up

In this unit, we know about the Education and Career Guidance which involves certain concepts like –

Types, areas and approaches of Counselling

On the basis of the nature of Counselling process & the role of the Counsellor, there are three types of Counselling.

Directive Counselling: B. G. Williamson is the chief, exponent of the directive Counselling. It is Counsellor oriented counselee is passive.

Non-directive Counselling: Carl Rogers is the chief exponent of non-directive Counselling. Counsellor is role is passive. Counselee is active.

Steps and skills in the counselling process

Advantages and Disadvantages of Group Guidance Techniques.

Group Guidance is a form of Counselling that involves a therapist working with several people at once. Multiple therapists may be involved in the session as well. This allows people at different stages of coping or recovery to come together to understand that there are similar challenges being faced. This creates a support network that can be utilized because each person realizes that they are not alone in what they are going through.

Essential Service in School and Community based Guidance Programmes

Guidance: The giving of information, presentation of instruction, giving suggestions and facilitating planning processes are major components of a school Counsellors function.

- Consulting is a relationship whereby two people identify a purpose, formalize a goal, plan strategies to meet the goal, and assign duties or responsibilities to achieve the goal.

Placement, Research, Evaluation Service and Job Study i) Job Description ii) Job Specification iii) Job Analysis iv) Jo Satisfaction.

The career services coordinator develops and implements career services activities within the university. Assists with overall planning and operational activities of the program. Coordinates job placement with employers, conducts in-progress assessment of student success in the work environment, and evaluates the total work experience, primarily through the use of surveys and follow-up interviews. Advises students on various aspects of entering the world of work, including resume writing and interviewing skills.

4.9 Unit end Exercises

- Discuss the types of Counselling
- Differentiate between Directive and Non-Directive counselling.
- Why is Eclectic Counselling preferred to Directive and Non- Directive counselling?
- Discuss about Advantages and Disadvantages of Group Guidance Techniques.
- Discuss about Essential Service in School and Community based Guidance Programmes

4.10 References

- Agnew, J. 1982 Better education through application. *Synergist* 10(3):44-48.
- Ascher, C. 1991 *School Programs for African American Male Students*. Trend and Issues paper no. 15. New York: Teachers College, Columbia University.
- Bailis, L.N. 1991 Process Evaluation of the Career Beginnings Program: Final Report. Paper prepared for the Center for Corporate and Education Initiatives, Brandeis University, Waltham, Mass.

- Batts, V. 1988 *Modern Racism: New Melodies for the Same Old Tunes*. Cambridge, Mass.: VISIONS, Inc.
- Bazemore, G. 1988 Promoting accountability in juvenile justice: the role of youth development agencies. *Youth Policy* 19(2):40-42.
- Becker, H.J. 1987 *Addressing the Needs of Different Groups of Early Adolescents: Effects of Varying School and Classroom Organizational Practices on Students from Different Social Backgrounds and Abilities*. Report No. 16. Center for Research on Elementary and Middle Schools. Baltimore, Md.: Johns Hopkins University.
- Bidwell, C. 1970 Students and schools: some observations on client trust in client-serving institutions. In W.R. Rosengren and M. Lefton, eds. *Organizations and Clients*. Columbus, Ohio: Merrill.
- Bishop, J.H. 1989 Incentives for learning: why American high school students compare so poorly to their counterparts overseas. *Investing in People: A Strategy to Address America's Workforce Crisis*. Background papers, Vol. 1, Commission of Workforce Quality and Labor Market Efficiency. Washington, D.C.: U.S. Department of Labor.
- Boutte, G.S. 1992 Frustrations of an African-American parent: a personal and professional account. *Phi Delta Kappan* 73(10):786-788.
- Braddock, J.H., and J. McPartland 1992 Education of At-Risk Youth: Recent Trends, Current Status, and Future Needs. Commissioned paper for the Panel on High-Risk Youth, Commission on Behavioral and Social Sciences and Education, National Research Council, Washington, D.C.
- Brandt, R., ed. 1992 *Readings from Educational Leadership*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Brindis, C., R. Barth, and A. Loomis 1987 Continuous Counselling: case management with teenage parents. *Social Casework: The Journal of Contemporary Social Work* March: 164-172.
- Bronfenbrenner, U. 1978 Who needs parent education? *Teachers College Record* 79(4):767-787.

- 1979 *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, Mass.: Harvard University Press.
- Bryk, A., and M.W. Driscoll 1988 *The High School as Community: Contextual Influences and Consequences for Students and Teachers*. National Center on Effective Secondary Schools, University of Wisconsin, Madison.
- Bryk, A., V.E. Lee, and J.L. Smith 1990 High school organization and its effects on teachers and students: an interpretive summary of the research. Pp. 135-226 in W.H. Cline and J.F. Witte, eds., *Choice and Control in American Education*, Vol. 1. New York: Falmer Press.
- Bucknam, R.B., and S.G. Brand 1983 EBCE really works: a meta-analysis on experience based career education. *Educational Leadership* 40(6):66-71
- CSR, Inc. 1981 *Report on Impacts Study of New Youth Initiatives in Apprenticeship*. Washington, D.C.: CSR, Inc.
- Calabrese, R.L., and H. Shumer 1986 The effects of service activities on adolescent alienation. *Adolescence* 21:675-687.
- Camino, L. 1992 *Racial, Ethnic, and Cultural Differences in Youth Development Programs*. Commissioned paper prepared for the Task Force on Youth Development and Community Programs, Carnegie Council on Adolescent Development, Washington, D.C.
- Carnevale, A.P. 1991 *America and the New Economy*. Alexandria, Va.: The American Society for Training and Development. Washington, D.C.: U.S. Department of Labor.
- Cave, G., and F. Doolittle 1991 *Assessing Jobstart: Interim Impacts of a Program for School Dropouts*. New York: Manpower Demonstration Research Corporation.
- Cave, G., and J. Quint 1990 *Career Beginnings Impact Evaluation: Findings from a Program for Disadvantaged High School Students*. New York: Manpower Demonstration Research Corporation.
- Charner, I. 1988 Employability credentials: a key to successful youth transition to work. *Journal of Career Development* 15:30-40.

- Children's Defense Fund 1988 *What About the Boys? Teenage Pregnancy Prevention Strategies*. Washington, D.C.: Adolescent Pregnancy Prevention Clearinghouse.
- Civic Achievement Award Program (The) n.d. Close Up Foundation. Unpublished manuscript, Arlington, Va.
- Cochran, M. 1990 Personal networks in the ecology of human development. Pp. 3-34 in M. Cochran, M. Larner, D. Riley, L. Gunnarsson, and C.R. Henderson, Jr., eds., *Extending Families: The Social Networks of Parents and Their Children*. New York: Cambridge University Press.
- Cohen, E.G. 1986 *Designing Groupwork: Strategies for the Heterogeneous Classroom*. New York: Teachers College Press.
- Cohen, P.A., J.A. Kulik, and C.L. Kulik 1982 Educational outcomes of tutoring: a meta-analysis of findings. *American Educational Research Journal* 19:237-248.
- Comer, J.P. 1988 Educating poor minority children. *Scientific American* 259(5):42-48.
- 1989 Racism and the education of young children. *Teachers College Record* 90(3):352-361.
- Commission on Chapter 1 1992 *Making Schools Work for Children in Poverty*. Washington, D.C.: American Association for Higher Education.
- Conrad, D., and D. Hedin, eds. 1982a The impact of experiential education on adolescent development. *Youth Participation and Experiential Education*. New York: Haworth Press.
- 1982b The impact of experiential education on adolescent development. *Child and Youth Services* 4:57-76.
- Costantino, G., R. Malgady, and L. Rogler 1988 Folk hero modeling therapy for Puerto Rican adolescents. *Journal of Adolescence* (special issue D) 11:155-175.
- Davidson, W., and R. Redner 1988 The prevention of juvenile delinquency: diversion from the juvenile justice system. In R. Price, E. Cowen, R. Lorion,

and J. Ramos-McKay, eds., *14 Ounces of Prevention*. Washington, D.C.: American Psychological Association.

- Davies, D. 1991 Schools reaching out: family, school, and community partnerships for student success. *Phi Delta Kappan* 72(5):376-382.
- Dayton, C., M. Raby, D. Stern, and A. Weisberg 1992 The California partnership academies: remembering the “forgotten half.” *Phi Delta Kappan* 73(7):539-545.
- Dryfoos, J. 1988 School-based health clinics: three years of experience. *Family Planning Perspectives* 20(4):193-200
- 1990 *Adolescents at Risk: Prevalence and Prevention*. New York: Oxford University Press.
- 1991 School-based social and health services for at-risk students. *Urban Education* 26(1):118-137.
- Earle, J. 1989 Adolescent Pregnancy and Dropout Prevention Project of NASBE. Unpublished report, National Association of State Boards of Education, Washington, D.C.
- Eastman, G. 1988 *Family Involvement in Education*. Madison, Wis.: Department of Public Instruction.
- Edelman, P., and B. Radin 1991 *Serving Children and Families Effectively: How the Past Can Help Chart the Future*. Washington, D.C.: Education and Human Services Consortium.
- Education Development Center 1989 Preventing Interpersonal Violence Among Teens: Field Test and Evaluation. Final report of Grant No. 87-IJ-CX-0009, National Institute of Justice, Washington, D.C.
- Eisenhower Foundation (Milton S.) 1990 *Youth Investment and Community Restructuring: Street Lessons on Drugs and Crime for the Nineties*. Washington, D.C.: Milton S. Eisenhower Foundation.
- Elias, M.J., M. Gara, M. Ubriaco, et al. 1986 Impact of a preventive social problem solving intervention on children’s coping with middle-school stressors. *American Journal of Community Psychology* 14:259-275.

- Epstein, J.L. 1991a Paths to partnership: what we can learn from federal, state, district, and school initiatives. *Phi Delta Kappan* 72(5):344-349.
- 1991b School and family partnerships. Pp. 1139-1151 in M. Alkin, ed., *Encyclopedia of Educational Research*, 6th ed. New York: Macmillan.
- Epstein, J.L., and K.C. Salinas 1991 *Promising Practices in Major Academic Subjects in the Middle Grades*. Reston, Va.: National Association of Secondary School Principals.
- Fagan, J. 1987 Neighborhood education, mobilization and organization for juvenile crime prevention. *Annals of the American Academy of Political and Social Science* 493:54-70.
- Falco, M. 1988 Preventing Abuse of Drugs, Alcohol and Tobacco by Adolescents. Working paper, Carnegie Council on Adolescent Development, New York.
- Farrow, F. 1987 Preventing Out of Home Placement: Programs That Work. Testimony at hearing of Select Committee on Children, Youth and Families. U.S. House of Representatives, June 9, Washington, D.C.
- Felner, R.D., and T.Y. Felner 1989 Primary prevention programs in the educational context: a transactional-ecological framework and analysis. In L.S. Bond and B.E. Compas, eds., *Primary Prevention and Promotion in the Schools*. Newbury Park, Calif.: Sage Publications.
- Garbarino, J. 1980 Some thoughts on school size and its effects on adolescent development. *Journal of Youth & Adolescence* 9(1):12-31.
- 1985 *Adolescent Development: An Ecological Perspective*. Columbus, Ohio: Charles E. Merrill.
- Garmezy, N. 1987 Stress, competence, and development: continuities in the study of schizophrenic adults, children vulnerable to psychopathology, and the search for stress-resistant children. *American Journal of Orthopsychiatry* 57:154-174.
- Gibbs, J.T., and L.N. Huang 1989 *Children of Color: Psychological Interventions with Minority Youth*. San Francisco: Jossey-Bass.
- Glatthorn, A.A. 1975 *Alternatives in Education: Schools and Programs*. New York: Dodd, Mead and Co.

- Gold, M., and D. Mann 1984 *Expelled to a Friendlier Place: A Study of Effective Alternative Schools*. Ann Arbor: University of Michigan Press.
- Goodlad, J.I. 1984 *A Place Called School*, New York: McGraw-Hill.
- Goodlad, J.I., and R.H. Anderson 1987 *The Nongraded Elementary School*, revised ed. New York: Harcourt, Brace, and World.
- Gottfriedson, G.D., and D. Daiger 1979 *Disruption in Six Hundred Schools*. Baltimore, Md.: Center for Social Organization of Schools, The Johns Hopkins University.
- Grant Foundation (The William T.) 1988 *The Forgotten Half: Pathways to Success for America's Youth and Young Families*. Washington, D.C.: The William T. Grant Foundation, Commission on Work, Family and Citizenship.
- Grubb, W.N. 1992 Giving high schools an occupational focus. *Educational Leadership* 49(6):36-41.
- Grubb, W.N., G. Davis, J. Lum, et al. 1991 *The Cunning Hand, the Cultured Mind: Models for Integrating Vocational and Academic Instruction*. Berkeley, Calif.: The National Center for Research in Vocational Education.
- Hahn, A. 1991 *Inside Youth Programs: A Paper on the Limitations of Research*. Columbia University Teachers College, New York.
- Hamilton, S. 1980 Experiential learning programs for youth. *American Journal of Education* 88:179-215.
- 1990 *Apprenticeship for Adulthood: Preparing Youth for the Future*. New York: The Free Press.
- Hamilton, S.F., and L.M. Fenzel 1988 The impact of volunteer experience on adolescent social development: evidence of program effects. *Journal of Adolescent Research* 3:65-80.
- Hamilton, S.F., and M.A. Hamilton 1992a A progress report on apprenticeships. *Educational Leadership* 49(6):44-47.
- 1992b Mentoring programs: promise and paradox. *Phi Delta Kappan* 73(7):546-550.

- Hamilton, S., and R.S. Zeldin 1987 Learning civics in the community. *Curriculum Inquiry* 17(4):407-420.
- Hamilton, S., M.A. Hamilton, and B.J. Wood 1991 Creating Apprenticeship Opportunities for Youth. A Progress Report from the Youth Apprenticeship Demonstration Project in Broome County, New York.
- Hansen, W.B., C.A. Johnson, B.R. Flay, D. Phil, J.W. Graham, and J. Sobel 1988 Affective and social influences approaches to the prevention of multiple substance abuse among seventh graders: results from Project Smart . *Preventive Medicine* 17(2):135-154.
- Hayes, C.D., ed. 1987 *Risking the Future: Adolescent Sexuality, Pregnancy, and Childbearing*, Vol. 1. Committee on Child Development Research and Public Policy, National Research Council. Washington, D.C.: National Academy Press.
- Hayward, B.J., N. Adelman, and R.N. Apling 1988 *Exemplary Secondary Vocational Education: An Exploratory Study of Seven Programs*. Washington, D.C.: Policy Studies Associates.
- Heath, S.B., and M.W. McLaughlin 1991 Community organizations as family. *Phi Delta Kappan* 72(8):623-627.
- Hedin, D. 1987 Students as teachers: a tool for improving school climate and productivity. *Social Policy* 17:42-47.
- Hoyt, K.B. 1990 A proposal for making transition from schooling to employment an important component of educational reform. *Future Choices* 2(2):73-83. Washington, D.C.: Youth Policy Institute.
- 1991 Education reform and relationships between the private sector and education: a call for integration. *Phi Delta Kappan* 72(6):450-453.
- Independent Sector 1992 Highlights and Summary Data from Nonprofit Almanac, 1983-1993, Dimensions of the Independent Sector. Independent Sector, Washington, D.C. Jobs for America's Graduates 1989 1989 Annual Report. Jobs for America's Graduates, Inc., Alexandria, Va.
- Johnson, D., and R. Johnson 1987 *Learning Together and Alone*, 2nd ed. New York: Prentice-Hall.

- Joseph, S.C. 1992 AIDS and adolescence: a challenge to both treatment and prevention. Pp. 96-103 in D.E. Rogers and E. Ginzberg, eds., *Adolescents at Risk: Medical and Social Perspectives*. San Francisco: Westview Press.
- Kagan, S.L., D.R. Powell, B. Weissbourn, and E.F. Zigler 1987 *America's Family Support Programs: Perspectives and Prospects*. New Haven, Conn.: Yale University Press.
- Kelly, F.J., D.J. Veldman, and C. McGuire 1964 Multiple discriminant prediction of delinquency and school dropouts. *Educational and Psychological Measurement* 24:535-544.
- Kirby, D., and C. Waszak 1989 *An Assessment of Six School-Based Clinics: Services, Impact and Potential*. Washington, D.C.: Center for Population Options.
- Krasnow, J. 1991 *Building Parent-Teacher Partnerships: Prospects from the Perspective of the Schools Reaching Out Project*. Boston: Institute for Responsive Education.
- Lareau, A. 1989 Family-school relationships: a view from the classroom. *Educational Policy* 3(3)245-259.
- Leavitt, J., and S. Saegert 1990 *From Abandonment to Hope: Community-Households in Harlem*. New York: Columbia University Press.
- Lefley, H.P. 1989 Empirical support for credibility and giving in cross-cultural psychotherapy. *American Psychologist* 44:1163.
- Leinberger, C.B. 1992 Where good jobs go: business flees to the urban fringe. *The Nation* 255(1):10-14.
- Lerman, R.I., and H. Pouncy 1990 The compelling case for youth apprenticeships. *The Public Interest* 101:66.
- LeTendre, M.J. 1991 Improving Chapter 1 programs: we can do better. *Phi Delta Kappan* 72(8):576-580.
- Levin, H.M. 1987 Accelerated schools for disadvantaged students. *Educational Leadership* 44:19-21.
- Levy, J.E., and W. Shephardson 1992 Look at current school-linked service efforts. *The Future of Children* 2(1):44-55.

- Lightfoot, S.L. 1975 Families and schools: creative conflict or negative dissonance. *Journal of Research and Development in Education* 9:34-43.
- Littell, J., and J. Wynn 1989 *The Availability and Use of Community Resources for Young Adolescents in an Inner-City and a Suburban Community*. Chicago: Chapin Hall Center for Children, University of Chicago.
- Lloyd, D. 1978 Prediction of school failure from third-grade data. *Educational and Psychological Measurement* 38:1193-1200.
- Lorian, R.P., W.C. Work, and A.D. Hightower 1984 A school based multi-level preventive intervention: issues in program development and evaluation. *The Personnel and Guidance Journal* 62(4):479-484.
- MacIver, D.J., and J.L. Epstein 1991 Responsive practices in the middle grades: teacher teams, advisory groups, remedial instruction, and school transition programs. *American Journal of Education* 99(4):587-622.
- Madden, N.A., R.E. Slavin, N.L. Karweit, L. Dolan, and B.A. Wasik 1991 Success for all. *Phi Delta Kappan* 72(8):593-599.
- Mangum, G.L. 1987 *Youth Transition from Adolescence to the World of Work*. Washington, D.C.: The William T. Grant Foundation, Commission on Work, Family and Citizenship.
- Massachusetts Advocacy Center and Center for Early Adolescence 1988 *Before It's Too Late: Dropout Prevention in the Middle Grades*. Massachusetts Advocacy Center, Boston, Mass., and the Center for Early Adolescence, Carrboro, N.C.
- McKensey, A.A., and R.T. White 1982 Fieldwork in geography and long-term memory structures. *American Educational Research Journal* 19:623-632.
- McKnight, J.L., and J.P. Kretzman 1992 *Mapping Community Capacity*. Evanston, Ill.: Center for Urban Affairs, Northwestern University.
- McLaughlin, M.W., and P.M. Shields 1987 Involving low-income parents in the schools: a role for policy? *Phi Delta Kappan* 69(2):156-160.
- McPartland, J.M. 1990 Staffing decisions in the middle grades: balancing quality instruction and teacher/student relations. *Phi Delta Kappan* 71:465-469.

- 1991 How Departmentalized Staffing and Interdisciplinary Teaming Combine for Effects on Middle School Students. Paper presented at annual meeting of the American Education Research Association, Chicago.
- Mentoring International 1989 *Journal of the International Camp for Mentoring* 3(3).
- Merry, S. 1987 *Caring for Adolescents in Care: An Action Plan for Illinois*. Chicago: Chapin Hall Center for Children, University of Chicago.
- Millstein, S.G. 1988 The Potential of School-Linked Centers to Promote Adolescent Health and Development. Working paper, Carnegie Council on Adolescent Development, New York.
- Mincy, R.B., and S.J. Weiner 1990 A Mentor, Peer Group, Incentive Model for Helping Underclass Youth. Working paper, The Urban Institute, Washington, D.C.
- Nathan, J., and J. Kielsmeir 1991 The sleeping giant of school reform. *Phi Delta Kappan* 72(10):738-742.
- National Commission on Excellence in Education 1983 *A Nation at Risk: The Imperative for Educational Reform*. Washington, D.C.: U.S. Government Printing Office.
- National Task Force on Citizenship Education 1977 *Education for Responsible Citizenship*. New York: McGraw-Hill.
- Newmann, F.M. 1975 *Education for Citizen Action: Challenge for Secondary Curriculum*. Berkeley, Calif.: McCutchan.
- 1981 Reducing student alienation in high schools: implications of theory. *Harvard Educational Review* 51(4):546-561.
- Newmann, F.M., and J.A. Thompson 1987 Effects of Cooperative Learning on Achievement in Secondary Schools: A Summary of Research. National Center on Effective Secondary Schools, Madison, Wis.
- Nothdurft, W. 1989 *Schoolworks: Reinventing Public Schools to Create the Workforce of the Future*. Washington, D.C.: The Brookings Institution.

- 1990 Youth Apprenticeship, American Style: A Strategy for Expanding School and Career Opportunities. Report of a conference, Washington, D.C.
- Oakes, J., and M. Lipton 1992 Detracking schools: early lessons from the field. *Phi Delta Kappan* 73(6):448-454.
- Orr, M.T. 1987 *Keeping Students in School*. San Francisco: Jossey-Bass.
- Packard Foundation (The David and Lucile) 1992 *The Future of Children: School Linked Services*, Vol. 2. Los Angeles: Center for the Future of Children.
- Pederson, P. 1988 *The Anthropological Lens: Harsh Light, Soft Focus*. Cambridge: Cambridge University Press.
- Philliber, S., J. Allen, N. Hoggson, and W. McNeil 1988 Teen Outreach: A Three Year Evaluation of a Program to Prevent Teen Pregnancy and School Dropout . Unpublished report, Association of Junior Leagues, Washington, D.C.
- Pine, G., and A.G. Hilliard, III 1990 Rx for racism: imperatives for America's schools. *Phi Delta Kappan* 71(8):601-609.
- Pittman, K., and M. Cahill 1992 *Youth and Caring: The Role of Youth Programs in the Development of Caring*. Academy for Educational Development. Indianapolis, Ind.: The Lilly Endowment.
- Pittman, K., and M. Wright 1991 *A Rationale for Enhancing the Role of the Non-School Voluntary Sector in Youth Development*. Academy for Educational Development. New York: Carnegie Council on Adolescent Development.
- Polakow-Suransky, S., and N. Ulaby 1990 Students take action to combat racism. *Phi Delta Kappan* 71(8):601-609.
- Polit, D., J. Kahn, and D. Stevens 1985 *Final Impacts from Project Redirection: A Program for Pregnant and Parenting Teens*. New York: Manpower Demonstration Research Corporation.
- Powell, A.G., E. Farrar, and D.K. Cohen 1985 *The Shopping Mall High Schools: Winners and Losers in the Educational Marketplace*. Boston: Houghton Mifflin.
- Public/Private Ventures 1987a Summer Training and Education Program (STEP): Report on the 1986 Experience. Public/Private Ventures, Philadelphia, Pa.

- 1987b Youth Conservation and Service Corps: Findings from a National Assessment. Public/Private Ventures, Philadelphia, Pa.
- 1987c *Youth and the Workplace*. Philadelphia: Public/Private Ventures.
- Quinn, J. 1992 Draft Report of the Carnegie Council on Adolescent Development Task Force on Youth Development and Community Programs. Unpublished paper, Carnegie Corporation, New York.
- Quint, J.C., B.L. Fink, and S.L. Rowser 1991 *New Chance: Implementing a Comprehensive Program for Disadvantaged Young Mothers and Their Children*. New York: Manpower Demonstration Research Corporation.
- Rivlin, R. 1991 *Reviving the American Dream*. Washington, D.C.: The Brookings Institution.
- Roche, G.B. 1979 Much ado about mentors. *Harvard Business Review* 57:17-28.
- Rosenstock, L. 1991 The walls come down: the overdue reunification of vocational and academic education. *Phi Delta Kappan* 72(6):434-436.
- Rosenthal, D.A. 1987 Ethnic identity development in adolescents. Pp. 156-179 in J.S. Phinney and M.J. Rotheram, eds., *Children's Ethnic Socialization: Pluralism and Development*. Newbury Park, Calif.: Sage Publications.
- Rossi, P.H. (with assistance of Elizabeth Denny) 1991 Evaluating Family Preservation Programs. A report to the Edna McConnell Clark Foundation, Social and Demographic Research Institute, University of Massachusetts, Amherst.
- Rutter, M. 1987 Psychosocial resilience and protective mechanisms. *American Journal of Orthopsychiatry* 57:316-331.
- Rutter, R.A., and F.M. Newmann 1989 The potential of community service to enhance civic responsibility. *Social Education* 53(6):371-374.
- Sauber, S.R. 1983 *The Human Service Delivery System*. New York: Columbia University Press.
- Schorr, L.B., D. Both, and C. Copple, eds. 1991 *Effective Services for Young Children: Report of a Workshop*. National Forum on the Future of Children

and Families, National Research Council and Institute of Medicine. Washington, D.C.: National Academy Press.

- Siedenberg, J.M. 1989 Isolating co-op as a predictor of monetary rewards: an economist's view. *Journal of Cooperative Education* 25(3):8-15.
- Slaughter, D.T., and B. Schneider 1986 *Newcomers: Blacks in Private Schools*. Washington, D.C.: National Institute of Education.
- Slavin, R.E. 1990 *Cooperative Learning: Theory, Research, and Practice*. Englewood Cliffs, N.J.: Prentice-Hall.
- 1991 Synthesis of research on cooperative learning. *Educational Leadership* 48(5):71-82.
- Small, S.A. 1990 *Preventive Programs that Support Families with Adolescents*. New York: Carnegie Corporation.
- Spergel, I. 1976 Interactions between community structure, delinquency, and social policy in the inner city. In M. Klein, ed., *The Juvenile Justice System*. Beverly Hills, Calif.: Sage Publications.
- Spergel, I.A., and M.A. Hartnett 1990 *Evaluation of the Illinois Department of Children and Family Services (DCFS) Comprehensive Community Based Youth Services System (CCBYS)*. Chicago: Chapin Hall Center for Children, University of Chicago.
- Spivak, H., A. Hausman, and D. Prothrow-Stith 1989 Public health and the primary prevention of adolescent violence. *Violence and Victims* 4:203-212.
- Stemmer, P., B. Brown, and C. Smith 1992 The employability skills portfolio. *Educational Leadership* 49(6):32-35.
- Stern, M. 1988 Evaluation of school-based pregnancy prevention programs. *TEC Newsletter* 19:5-8.
- Stringham, P., and M. Weitzman 1988 Violence Counselling in the routine health care of adolescents. *Journal of Adolescent Health Care* 9:389-393.
- Sullivan, M., and F. DeGiovanni 1991 Community-Based Nonprofit Housing Management as a Strategy for Community-Building in Poor Neighborhoods. Paper presented at a meeting of the Association for Public Policy and Management.

- Suttles, G.D. 1972 *The Social Construction of Communities*. Chicago: University of Chicago Press.
- Swap, S.M. 1990 Comparing three philosophies of home-school collaboration. *Equity and Choice* 6(3):9-19.
- Tobler, N.S. 1986 Meta-analysis of 143 adolescent drug prevention programs: quantitative outcome results of program participants compared to a control or comparison group. *Journal of Drug Issues* 15:10-14.
- Treisman, P.U. 1985 A Study of Mathematics Performance of Black Students at the University of California, Berkeley. Unpublished doctoral dissertation, University of California, Berkeley.
- Union Institute (The) 1991 *Disadvantaged Young Men in Urban Areas: A Summary of the First Year of the Forum on Public/Private Social Concern*. Washington, D.C.: The Union Institute Center for Public Policy.
- U.S. Department of Labor 1992 *Learning a Living: A Blueprint for High Performance*. A SCANS report
- for America 2000. The Secretary's Commission on Achieving Necessary Skills. Washington, D.C.: U.S. Government Printing Office.
- U.S. General Accounting Office 1991 *Transition from School to Work: Linking Education and Worksite Training*. GAO/HRD-91-105. Washington, D.C.: U.S. General Accounting Office.
- U.S. Office of Technology Assessment 1991 *Adolescent Health—Volume III: Cross-Cutting Issues in the Delivery of Health and Related Services*. OTA-H-467. Washington, D.C.: U.S. Government Printing Office.
- Viadero, D. 1990 Battle over multicultural education rises in intensity. *Education Week* 10(13):1, 11, 13.
- Washington School Anti-Racism/Anti-Oppression Training Group 1991 *Evaluations of Training for Montgomery County Youth Workers*. Washington, D.C.: Institute for Policy Studies, Washington School.
- Wehlage, G.G., R.A. Rutter, G.A. Smith, N. Lesko, and R.R. Fernandez 1989 *Reducing the Risk: Schools as Communities of Support*. New York: Falmer Press.

- Weiss, H.B. 1987 Family support and educational programs: working through ecological theories of human development. Pp. 3-36 in H.B. Weiss and F.N. Jacobs, eds., *Evaluating Family Programs*. Hawthorne, N.Y.: Aldine/de Gruyter.
- Weissberg, R.P., M.S. Caplan, and L. Bennetto 1988 *The Yale-New Haven Social Problem-Solving Program for Young Adolescents*. New Haven, Conn.: Yale University.
- Werner, E.E., and R.S. Smith 1982 *Vulnerable but Invincible: A Longitudinal Study of Resilient Children and Youth*. New York: McGraw Hill.
- Wigginton, E. 1991 Culture begins at home. *Educational Leadership* 49(4):60-64.
- Wirt, J.G. 1991 A new federal law on vocational education: will reform follow? *Phi Delta Kappan* 72(6):425-433.
- Wynn, J., H. Richman, R.A. Rubenstein, and J. Littell 1987 *Communities and Adolescents: An Exploration of Reciprocal Supports*. Washington, D.C.: William T. Grant Foundation, Commission on Work, Family and Citizenship.
- Wynne, E.A. 1980 *Looking at Schools: Good, Bad, and Indifferent*. Lexington, Mass.: Heath.
- Zeldin, S. 1990 The implementation of home-school-community partnerships: policy from the perspective of principals and teachers. *Equity and Choice* 6(3):56-63.
- Zigler, E., and K. Black 1989 America's family support movement: strengths and limitations. *American Journal of Orthopsychiatry* 59(1):6-19.

Unit : 5 □ Assessment in Educational and Vocational Guidance and Counselling

Structure

5.1 Introduction

5.2 Objective

5.3 Assessment of Underachievement and Challenges

5.4 Assessment of Giftedness and Special Strengths

5.5. Career Test Construction, Administration, Scoring and Interpretation

5.6. Crisis Intervention; Grief, Relationships, Depression, Stress, Violence, Abuse

5.6.1 Crisis Intervention of Grief

5.6.2 Crisis Intervention of Relationships

5.6.3 Crisis Intervention of Depression

5.6.4 Crisis Intervention of Stress

5.6.5 Crisis Intervention of Violence

5.6.6 Crisis Intervention of Abuse

5.7. Role of Counsellor in the Contemporary Context

5.8 Let us sum up

5.9 Unit end exercises

5.10 References

5.1 Introduction

Changing is the nature of classroom assesment. Teachers today are being urged to rely less on traditional tests, such as those containing multiple-choice, true-false, and essay items. Instead, teachers are being encouraged to embrace innovative measurement methods, including performance tests and portfolio assessments. School counselors, if

they are proactive, can help make sure that the newer assessment approaches teachers are beginning to adopt will be used in a manner that benefits students.

Many classroom teachers have never completed a formal measurement course during either their preservice or in-service classwork (Schafer & Lissitz, 1987). Not surprisingly, therefore, many teachers test their students using the same assessment procedures that they encountered during their own student days. That assessment approach is essentially a “test ‘em as I was tested” strategy. It works pretty well as long as teachers are employing fairly traditional assessment methods because most teachers have been on the receiving end of more than a few of those traditional tests. But what happens when teachers try to use assessment procedures with which they have had no experience?

That is the area in which school counselors can make a meaningful contribution to the assessment acumen of the teachers with whom they work. In this digest a strategy will be described whereby student service personnel can play a leadership role in familiarizing classroom teachers and school administrators with both the payoffs and the perils of emerging classroom assessment methods.

As a rule, school counselors are far more conversant with educational measurement concepts than are classroom teachers. Counselors have usually completed courses in testing (Schafer & Lissitz, 1987), and thus are not intimidated when someone talks about a validity or reliability coefficient. And all counselors know that a standard deviation is really not some sort of routine psychosis. Their familiarity with measurement procedures places counselors in a special position of perceived competence. That is, many teachers regard school counselors as experts when it comes to measurement—and that expertise is thought to include the new forms of measurement that teachers are now being urged to use. Consequently, many classroom teachers will be turning to counselors for guidance regarding the nontraditional assessment approaches they are often being told to employ. If school counselors want to make a contribution to dealing with this assessment issue, they will need to get up to speed immediately with respect to the most common of the new assessment methods, namely, performance tests and portfolios.

There are a number of books that have recently been published dealing with the innards of performance testing and portfolio assessment (e.g., Airasian, 1994; Marzano et al., 1993; Popham, 1995; Stiggins, 1994). By consulting one or more of these texts, and by focusing on their performance tests and portfolios sections, it will be by teachers and provided to students well in advance of the portfolio’s preparation.

5.2 Objectives

At the end of successful completion of the unit learners will be able to understand the following:

- Assessment of Underachievement and Challenges
- Assessment of Giftedness and Special Strengths
- Career Test Constructive. Administration, Scoring and Interpretation
- Crisis Intervention; Grief, Relationships, Depression, Academic, Stress, Violence, Abuse.
- Role of Counsellor in the contemporary context

5.3 Assessment of Underachievement and Challenges

By education/academic ability, the paper refers to a student's potential and accomplishment in formal learning (Oosterhof, 1994). The assessment is conducted to determine the level of potential and or attainment that a student has upon exposure to a particular learning environment (Oosterhof, 1994). In assessing a child, the experts involved try to evaluate the extent of basic academic skills that such a child can or has accumulated at a given stage. In most cases, what is evaluated range from cognitive skills, reading and writing abilities, comprehension, recall, arithmetic skills, communication abilities etc (Oosterhof, 1994).

Education ability assessment shall exclusively refer to the potential of a child to attain academic skills and not the already achieved skills. Assessment is also conceived as providing a range of tests that help evaluate the potential of such a child to learn and retain knowledge in an academic setting (Oosterhof, 1994). There are those children who display exemplary academic skills in such assessments, usually classified in a group of superior learning ability, while others may have a lower than average potential, usually classified in a group of learning disability (Oosterhof, 1994). Available literature suggests that in the past, education ability assessment has meant a measurement of a child's intellectual ability. Such assessments have simply constituted of sets and separate subtests of differing academic skills (Wiggins, 1993).

There are times that such assessment becomes vital (Elliott, 2000). For instance, the school can recognize a child who is performing beyond average and even better than those far ahead his or her level (Elliott, 2000). These 'genius' students can sometimes

have the ability of students 10 years older and thus necessitate special attention and promotion to their level of ability (Wiggins, 1993). At other times, a student can indicate below-par performance and the school be willing to conduct a test to determine whether the child has a disability in learning (Wiggins, 1993). Severally, students are also put through such assessments when joining a new school, a new grade or qualifying for a particular entry that requires a particular level of education ability (Taylor, Personal author, compiler, or editor name(s); click on any author to run a new search on that name.1997). In all these instances, the assessment is conducted by a panel of multi-disciplinary professionals, all of whom have individual areas of expertise which combine in providing the assessment results of such a child (Wiggins, 1993).

5.4 Assessment of Giftedness and Special Strengths

Assessing gifted children is similar to and different from assessing other types of children. Though areas to be assessed are similar for all, for gifted children, the assessment techniques and tests require special characteristics. While most professionals are trained to assess many kinds of children, few are specifically trained to assess in this particular area. The general perception is that these youngsters, with abilities and strengths in many areas, have no special needs, educational or otherwise, that merit serious clinical attention. For this reason, it is important that parents who suspect that their child may be gifted search for a professional with experience in working with this population. Knowledge about these practices can help parents with this search.

Psychologist have done both and will continue to do both for very different reasons. Testing, or the individual administration of a standardized test, means presenting test items according to very specific pre-set directions and following an exact verbal script. The results are usually reported as numbers. This is a limited activity and the information that it provides is similarly limited. Assessment, on the other hand, includes standardized test administration but goes well beyond it. Good test administration should be the same from person to person; that is, it should be independent of personal experience and personal viewpoints. Assessment, especially clinical assessment, is highly dependent upon training, theoretical orientation, personal experience, research knowledge and clinical experience. In good test administration, the person administering the test should not have a major impact on the test results; in assessment, the person doing the assessment does have a major impact on the final result. For these reasons, assessing children is part science and part art. The science part is straightforward and largely concerns testing. The art part is difficult to describe, difficult to teach and essential.

All tests and assessments vary with the age of the child, as we expect that children will do different things at different ages. In general, we chose to use an instrument that has been standardized with children of a specific age without regard to their ability levels. Yet, gifted children will accomplish a variety of things earlier than other children or will accomplish them at a higher level than their age peers will. Assessment must adapt to this reality. There are two basic strategies for making this adaptation; the easiest is to use a test standardized for older children (this is the out of level testing that is used in the talent searches). For example, most children do not read before entering school, and therefore most assessments of preschool children do not routinely include reading. Some gifted preschool children do read early, and an adequate assessment of them should include measures of reading. One way to accomplish this is to give an above age or grade level of the Gates MacGinitie Reading Test. A second strategy is to informally look for behaviors and skills that usually appear in older children. For example, an informal strategy for reading assessment is to take an inventory of the books that the child has read in the 6 months prior to the assessment. The most important step is not to make assumptions about the child's level of accomplishment based upon age or upon grade, but rather select test materials that will permit a young child to demonstrate high level skills in a variety of areas.

Each child, gifted or not, has his or her own history. When a child is tested, for example, in the admission process for private schools or selective programs, parent information is often not collected. In assessment, however, the first step is to interview the parents to obtain the child's history in the areas of general development, education, health, social interactions and family interactions. As a parent, you should be wary of any professional who plans to evaluate a child without taking a developmental history.

The careful collection of information from parents, via report forms, checklists and most importantly direct interviewing, becomes the foundation upon which the individual nature of the assessment is built. Parents, speaking to a professional for the first time, should feel free to say that they think that their child may be gifted. They should then hear a question like-"Why do you think that your child may be gifted? What does your child do that suggests this?" thus opening the door for a frank and complete history of the child's development and behavior. As with any interview technique, the value of the information obtained depends upon the skill of the interviewer and upon the biases of the interviewer. Several remarkable studies have had a particular impact on my thinking about the developmental pathways of gifted children.

In the academic world, there are debates about the meaning and the value of intelligence tests in general; at parent and school meetings. Many questions about intelligence tests and the meanings of different score patterns. Among the most commonly used tests for assessing the gifted are the Weschler Intelligence Scale for Children-Third Edition (WISC-III), the Stanford-Binet: Fourth Edition (SB:IV) and, yes, the Stanford-Binet: Form L-M (SB:LM). I use all three at different times. For gifted children, it is frequently observed that a score on one intelligence test cannot be converted to a score on another intelligence by means of any formula. These tests provide information that is not interchangeable and the scores that they generate are not interchangeable.

If that a gifted child may have a learning disability, use the WISC-III based upon my clinical experience and because there is a body of useful research on this application . If interested in a school age child's high-level math reasoning or visual-spatial reasoning, However, both the WISC-III and the SB: IV have a serious general limitation due to their low ceiling. The tests were designed to be most useful for children who are close to average and are less useful for children who are far from average (e.g. retarded or gifted). In fact, the original creator of the Weschler tests, David Weschler stated that "My scales are meant for people who score between 70 and 130. They are clinical tests

One of the clear ways in which gifted children differ from other children is in the ease and speed with which they master academic skills. The more extreme the child is in intellectual ability, the more likely it is that the child will not fit in well with a standard curriculum. For that reason, it is critical to evaluate the child's abilities to decode words, comprehend printed passages, understand math processes, complete math calculations, produce legible print or script and to write varied types of material. Gifted children, in the early school years, vary widely in the degree to which these skills are developed. Of the children it is seen, highly and exceptionally gifted children, often, but not always, have some school skills that are much more advanced than the skills of more moderately gifted children. These children, in turn, have some skills that are much more advanced than the skills of average children.

To convincingly document extreme skill development in any of these areas, it is essential to use an individual educational assessment that has a very high ceiling as schools often do not possess or obtain this information. This occurs for several reasons: first, many schools do not routinely test all their elementary children until they reach a pre-established grade, which can be as late as 3rd or 4th grade, and, second, the types of standardized, normed, group-administered tests that are given in schools to classrooms of children often have such low ceilings that they cannot distinguish well among the children in the top 3 to 5 percentiles.

Individual assessment can be adapted to document the differencing academic levels of children in the top 3 percentiles on standardized tests. The talent searches, which are available for 5th, 6th, 7th and 8th graders are very important tools in documenting highly developed math and verbal aptitude. For elementary children in 1st, 2nd, 3rd, and 4th grades, a good assessment practice is the use of individual tests that go up to a 12th grade level of difficulty. By using such tests, there is no pre-conceived ceiling that is imposed on a child by the nature of the test construction. There are several individually administered academic tests with high ceilings, for example, the Woodcock-Johnson and the Peabody Individual Achievement Test. I prefer the Kaufman Test of Educational Achievement for early elementary gifted students, as it includes what, I feel, is a more realistic assessment of reading. In the KTEA, the child is required to read and demonstrate comprehension of printed paragraphs. In many other tests, the child's reading comprehension skill is measured by merely filling in a missing word in a sentence. In my experience this less demanding task, the cloze procedure, can lead to inflated and inaccurate scores of reading comprehension.

Gifted children often possess abilities in areas that are well outside the realm of standardized tests; they may possess talents in music, art, creative writing, scientific thinking and group leadership, to name only a few. Using these abilities, the children may complete activities or undertake projects that no one their age may have imagined or attempted. In order to understand these qualities and to begin to appreciate the importance of these activities in the lives of these children, it had to be creative in my assessment strategies. Certainly, portfolios of art and writing are useful, as are videotapes of performances and activities. Constructions of all types have made an appearance in my office; some of them can be captured with a Polaroid camera. Children's efforts in these areas often represent hours of committed labor and may indicate unusual and emerging life interests. As these activities are often undertaken outside of school, parent information about these projects is vital. It is often equally important to brainstorm with parents about the ways they can encourage and support their children in these activities. There is no simple, standardized, normed method for accomplishing this; consequently, this is not a testing activity but it is an essential assessment activity.

To a substantial extent it is based upon reading the non-verbal communication from the child. This aspect of the communication includes many factors: the child's body position, body movements, use of gestures, eye glances, tone of voice, intonation and various approach and avoidance behaviors. Reading the non-verbal communication is a complex process and one that provides vital information about the child.

Children chose to bring in photographs, trophies, books, stuffed toys, construction projects, art or other projects; responding enthusiastically is easy and welcome. Other

children, sometimes the ones who bring in nothing, make it plain that they would rather be anywhere else in the world. The most useful preparatory technique is to tell the parents to help the child select something important or well-loved to bring to the session. Allowing them to choose gives them an initial sense that their needs and opinions will be valued and it provides an immediate and engaging topic for conversation. Also importantly, this activity gives the child some small area of control over a process that will be largely outside of his or her control. Finally, it communicates the message that, at least part of, the assessment will be about what they like and value.

All assessment processes involve providing information to parents and often to teachers. In the case of gifted children, it is find that their parents ask more questions, expect more fully developed answers and appreciate references to relatively complex reading material. Teachers and parents alike often have to cope with feelings of uncertainty about how best to respond to the child's needs, and questions of best educational practices are constantly raised. Teachers and parents are often appreciative of straightforward information on practices like subject matter acceleration, grade skipping, radical acceleration and home schooling. Frequently, there is an urgently felt need to solve educational problems of fit and there is a great need for information on a variety of successful techniques. Obtaining and sharing this information is an important part of the assessment process. In many fascinating ways, the growth of the Internet has given parents quick access to each other and to information of varying quality. The resourcefulness and persistence of parents constantly impresses me as they seek appropriate adaptations for their children in the schools. My role, at that stage, is to provide links between the parent, the school and the body of knowledge about promising educational practices. In this regard, materials supplied by the ERIC system (10) and the work of the National Research Center on the Gifted and the Talented (11) has been invaluable. It is my opinion that no assessment is complete until some meaningful changes have taken place in the daily life of the child, however, it is often the parents who must see to it that those changes take place.

5.5. Career Test Construction, Administration, Scoring and Interpretation

Test Construction

Development of good psychological test requires thoughtful and sound application of established principles of test construction. Before the real work of test construction, the test constructor takes some broad decisions about the major objectives of the test in

general terms and population for whom the test is intended and also indicates the possible conditions under which the test can be used and its important uses. These preliminary decisions have far reaching consequences. For example, a test constructor may decide to construct an intelligence test meant for students of tenth grade broadly aiming at diagnosing the manipulative and organizational ability of the pupils. Having decided the above preliminary things, the test constructor go ahead with the following steps:

- Planning
- Writing items for the test.
- Preliminary administration of the test.
- Reliability of the final test.
- Validity of the final test.
- Preparation of norms for the final test.
- Preparation of manual and reproduction of the test.

The first step in the test construction is the careful planning. At this stage, the test constructor addresses the following issues;

- **Planning**
- **Definition of The Construct:**
Definition of the construct to be measured by the proposed test.
- **Objective of the Test:**

The author has to spell out the broad and specific objectives of the test in clear terms. That is the prospective users (For example Vocational counselors, Clinical psychologists, Educationalists) and the purpose or purposes for which they will use the test.

- **Population:**

What will be the appropriate age range, educational level and cultural background of the examinees, who would find it desirable to take the test?

- **Content of The Test:**
What will be the content of the test? Is this content coverage different from that of the existing tests developed for the same or similar purposes? Is this cultural specific?

- **Test Format:**

The author has to decide what would be the nature of items, that is to decide if the test will be multiple choice, true false, inventive response or n some other form.

- **Type of Instructions:**
What would be the type of instructions i-e written or to be delivered orally?
- **Test Administration:**
Whether the test would be administered individually or in groups? Will the test be designed or modified for computer administration. A detailed agreement for preliminary and final administration should be considered.
- **User Qualification And Professional Competence:**
What special training or qualifications will be necessary for administering or interpreting the test?
- **Probable Length, Time Statistical Methods:**
The test constructor must have to decide about the probable length and time for completion of test.
- **Method of Sampling:**
What would be the method of sampling i-e random or selective.
- **Ethical and Social Consideration:**
Is there any potential harm for the examinees resulting from the administration of this test? Are there any safeguards built into the recommended testing procedure to prevent any sort of harm to anyone involved in the use of this test.
- **Interpretation of Scores:**
How will the scores be interpreted? Will the scores of an examinee be compare to others in the criteria group or will they be use to assess mastery of a specific content area? To answer this question, the author has to decide whether the proposed test will be criterion referenced or norm referenced.
- **Manual And Reproduction of Test:**
Planning also include the total number of reproductions and a preparation of manual.
- **Writing Down Items:**

Item:

A single question or task that is not often broken down into any smaller units.
(Bean, 1953:15)

EXAMPLE: An arithmetical mean may be an item, a manipulative task may be an item, a mechanical puzzle may be an item and likewise sleeplessness may also be an item of a test.

Items in a test are just like atoms in a matter that is they are indivisible.

The second step in item writing is the preparation of the items of test. Item writing starts with the planning done earlier. If the test constructor decides to prepare an essay test, then the essay items are written down. However, if he decide to construct an objective test, he writes down the objective items such as the alternative response item, matching item, multiple choice item, completion item, short answer item, pictorial form of item, etc. Depending upon the purpose, he decides to write any of these objective type of items.

Prerequisites for Item Writing:

Item writing is essentially a creative art. There are no set rules to guide and guarantee writing of good items. A lot depends upon the item writer's intuition, imagination, experience, practice and ingenuity. However there are some essential prerequisites which must be met if the item writer wants to write good and appropriate items. These requirements are briefly discussed as follows;

- **Command on Subject Matter:**

The item writer must have a thorough knowledge and complete mastery of the subject matter. In other words, he must be fully acquainted with all facts, principles, misconceptions, Fallacies in a particular field so that he may be able to write good and appropriate items.

- **Fully Aware of The Population:**

The item writer must be fully aware of those persons for whom the test is meant. He must also be aware of the intelligence level of those persons so that he may manipulate the difficulty level of the items for proper adjustment with their ability level. He must also be able to avoid irrelevant clues to correct responses.

- **Familiarity with Different Types of Items:**

The item writer must be familiar with different types of items along with their advantages and disadvantages. He must also be aware of the characteristics of good items and the common probable errors in writing items.

- **Command on Language:**

The item writer must have a large vocabulary. He must know the different meanings of

a word so that confusion in writing the items may be avoided. He must be able to convey the meaning of the items in the simplest possible language.

- **Expert Opinion:**

After writing down the items, they must be submitted to a group of subject experts for their criticism or suggestions, which must then be duly modified.

- **Cultivate A Rich Source of Ideas:**

The item writer must also cultivate a rich source of ideas for items. This is because ideas are not produced in mind automatically but rather require certain factors or stimuli. The common source of such factors are textbooks, Journals, discussions, questions for interview, coarse outlines and other instructional materials.

Characteristics of A Good Item:

An item must have the following characteristics;

- **Clarity:**

An item should be phrased in such a manner that there is no ambiguity regarding its meaning for both the item writer as well as the examinees who take the test.

- **Moderately Difficult:**

Psychology Study Methods, Research, Validity

The item should not be too easy or too difficult.

- **Discriminating Power:**

It must have discriminating power, that is, it must clearly distinguish between those who possess the trait and those who do not.

- **To The Point:**

It should not be concerned with the trivial aspects of the subject matter, that is, it must only measure the significant aspects of knowledge or understanding.

- **Not Encourage Guesswork:**

As far as possible, it should not encourage guesswork by the subjects.

- **Clear in Reading:**

It should not present any difficulty in reading.

- **Independent for its Meaning:**

It should not be such that its meaning is dependent upon another item and/or it can be answered by referring to another item.

General Guidelines for Item Writing:

Writing item is a matter of precision. It is perhaps more like computer programming than writing a prose. The task of the item writer is to focus the attention of a large group of examinees, varying in background experience, environmental exposure and ability level on a single idea. Such a situation requires extreme care in choice of words. The item writer must keep in view some general guidelines which are essential for writing good items. These are listed as under;

Clarity of the Item:

Clarity in writing test item is one of the main requirement for an item to be considered good. Items must not be written as “verbal puzzles”. They must be able to discriminate between those who are competent and those who are not. This is possible only when the items have been written in a simple and clear language. The items must not be test of examinee’s ability to understand the language. The item writer should be very cautious particularly in writing the objective items because each such item provides more or less an isolated bit of knowledge and there the problem of clarity is more serious. If the objective item is a vague one, it will create difficulty in understanding and the validity of item will be adversely affected. Vagueness in writing items may be because of several reasons such as poor thinking and incompetence of the item writer.

Non-functional Words should be Avoided:

Non-functional words must not be included in the items as they tend to lower the validity of the item. Non-functional words refer to those words which make no contribution towards the appropriate and correct choice of a response by the examinees. Such words are often included by the item writer in an attempt to make the correct answer less obvious or to provide a good distractor.

Avoid Irrelevant Accuracies:

The item writer must make sure that irrelevant accuracies unintentionally incorporated in the items, are avoided. Such irrelevant accuracies reflect th poor critical ability to think on the part of the item writer. They may also lead the examinees to think that the statement is true.

Difficulty Level should be Adaptable:

The item must not be too easy or too difficult for the examinees. The level of difficulty of the item should be adoptable to the level of understanding of the examinees. Although

it is a fact that exact decision regarding the difficulty value of an item can be taken only after some statistical techniques have been employed, yet an experienced item writer is capable of controlling the difficulty value beforehand and making it adoptable to the examinees. In certain forms of objective type items such as multiple choice-items and matching items, it is very easy to increase or decrease the difficulty value of the item. In general, when the response alternatives are made homogenous, the difficulty value of the item is increased but when the response alternatives are made heterogeneous, except the correct alternative, the examinee is likely to choose the correct answer soon and thus, the level of difficulty is decreased. The item writer must keep in view the characteristics of both the ideal examinees as well as the typical examinees. If he keeps the typical examinees (who are fewer in number) in view and ignore the ideal examinees, the test items are likely to be unreasonably difficult ones.

Stereotyped Words should be Avoided:

Use of stereotyped words either in the stem or in the alternative responses must be avoided because these facilitate rote learners in guessing the correct answer. Moreover, such stereotyped words failed to discriminate between those who really know and understand the subject and those who do not. Thus, stereotyped words do not provide an adequate and discriminatory measure of index. The most obvious way of getting rid of such word is to paraphrase the words in a different manner so that those who really know the answer can pick up the meaning.

Irrelevant Clues must be Avoided:

Irrelevant clues must be avoided. These are sometimes provided in several forms such as clang association, verbal association, length of the answer, keeping a different foil among homogenous foils, giving the same order of the correct answer, etc. In general, such clues tend to decrease the difficulty level of the item because they provide an easy route to the correct answer. The common observation is that the examinees who do not know the correct answer, choose any of these irrelevant clues and answer on that basis. The item writer must therefore, take special care to avoid such irrelevant clues. Specific determiners like never, always, all, none must also be avoided because they are also irrelevant clues to the correct answer, especially in the two-alternative items.

Interlocking Items must be Avoided:

Interlocking items must be avoided. Interlocking items, also known as interdependent items, are items that can be answered only by referring to other items. In other words, when responding correctly to an item is dependent upon the correct response of any

other item, the item constitutes an example of an interlocking or independent item. For example:

- Sociometry is a technique use to study the affect structure of groups. True/false
- It is a kind of projective technique. True/false
- It was developed by morene et al. true/false

The above examples illustrate the interlocking items. Answer to items 2 and 3 only be given when the examinee knows the correct answer of item 1. Such items should be Avoided Because They Do Not Provide And Equal Chance Examinees To Answer The Item.

Number of Items:

The item writer is also frequently faced with the problem of determining the exact number of items. As a matter of fact, there is no hard and fast rule regarding this. Previous studies have shown that the number of items I usually linked with the desired level of reliability coefficient of the test. Studies have revealed that usually 25-30 dichotomous items are needed to have the reliability coefficient as high as 0.80 whereas 15-20 items needed to reach the same level of reliability when multipoint items are used.

These are the minimum number of items which should be retained after item analysis. An item writer should always write almost TWICE the number of items to be retained finally. Thus, if he wants 30 items in the final test, he should write 60 items.

In the speed test, the number of items to be written is entirely dependent upon the intuitive judgement of the test constructor. On the basis of his previous experiences, he decides that a certain number of items can be answered with the given time limit.

Arrangement of items:

After the items have been written down, they are reviewed by some experts are by the item writer himself and then arranged in the order in which they are to appear in the final test. Generally, items are arranged in an increasing order of difficult those having the same form (say alternative form, matching, multiple-choice, etc.) and dealing with same contents are placed together.

- **Pre-liminary Administration:**

Before proceeding toward administration of the test review by at least three experts. When the test has been written down and modified in the light of the suggestions and criticisms given by the experts, the test is said to be ready for experimental try-out.

The Experiential Tryout/ Pre-try-out:

The first administration of the test is called EXPERIMENTAL TRY-OUT or PRE-TRY-OUT. The sample size for experimental try out should be 100.

The purpose of the experimental try out is manifold. According to Conrad (1951), the main purpose of the experimental try-out of any psychological and educational test is as follows:

- **Determines Vagueness and Weaknesses:**

Finding out the major weaknesses, omissions, ambiguities and inadequacies of the Items.

- **Determining Difficulty Level of Each Item:**

Experimental try-out helps in determining the difficulty level of each item, which in turn helps in their proper distribution in the final form.

- **Determines Time Limit**

Helps in determining a reasonable time limit for the test.

- **Determines Appropriate Length of a Test.**

Determining the appropriate length of the tests. In other words, it helps in determining the number of items to be included in the final form.

- **Identifying Weaknesses in Directions.**

Identifying any weaknesses and vagueness in directions or instructions of the test.

Proper Tryout:

The second preliminary administration is called PROPER TRYOUT. At this stage test is delivered to the sample of 400 and must be similar to those for whom the test is intended.

The proper try out is carried out for the item analysis. ITEM ANALYSIS is the technique of selecting discriminating items for the final composition of the test. It aims at obtaining three kind of information regarding the items. That is;

- **Item Difficulty:**

Item difficulty is the proportion or percentage of the examinees or individuals who answer the item correctly.

- **Discriminatory Power of the Items:**

The discriminatory power of the items refers to the extent to which any given item discriminates successfully between those who possess the trait in larger amounts and

those who possess the same trait in the least amount.

- **Effectiveness of Distractors:**

Determines the non-functional distractors.

- **Final Tryout:**

The third preliminary administration is called Final try-out. The sample for final administration should be at least 100. At this stage the items are selected after item analysis and constitute the test in the final form. It is carried out to determine the minor defects that may not have been detected by the first two preliminary administrations. The final administration indicates how effective the test will be when it would be administered on the sample for which it is really intended. Thus, the preliminary administration would be a kind of “DRESS REHERSAL” providing a sort of final check on the procedure of administration of the test and its time limit.

Essay: Ethics in Psychological Experiments

After final try-out, expert opinion should be considered again.

- **Reliability OF The Final Test**

The basis of the experimental or empirical try-out the test is finally composed of the selected items, the final test is again administered on a fresh. For this purpose, we check the reliability of the test and it indicates the consistency of scores.

In simple words it is defined as the degree to which a measurement is consistent. If finding from research are replicated consistently then they are reliable.

Reliability also refers to self-correlation of a test. A correlation coefficient can be used to assess the degree of reliability; if a test is reliable it should show a high positive correlation.

Types of Reliability

- Internal reliability
- External reliability

Internal Reliability;

Internal reliability assesses the consistency of results across items within a test.

External Reliability;

External reliability refers to the extent to which a measure varies from one use to another.

Errors in Reliability:

At a time, scores are not consistent because some other factors also affect reliability e.g.

- Noise
- Health
- Time

There is always a chance of 5% error in reliability which is acceptable.

Types of errors

- Random error
- Systematic error

Random error

Random error exists in every measurement and is often major source of uncertainty. These errors have no particular assignable cause. These errors can never be totally eliminated or corrected. These are caused by many uncontrollable variables that are inevitable part of every analysis made by human being. These variables are impossible to identified, even if we identify some they cannot be measured because most of them are so small.

Systematic error

Systematic error is caused due to instruments, machines, and measuring tools. It is not due to individuals. Systematic error is acceptable we can fix and handled it.

Ways of finding reliability:

Following are the methods to check reliability

- Test-retest
- Alternate form
- Split –half method

Test-retest Method:

It is the oldest and commonly used method of testing reliability. The test retest method assesses the external consistency of a test. Examples of appropriate tests include questionnaires and psycho metric tests. It measures the stability of a test over time.

A typical assessment would involve giving participants the same test on two separate occasions. Each and every thing from start to end will be same in both tests. Results of first test need to be correlated with the result of second test. If the same or similar results are obtained, then external reliability is established.

The timing of the test is important if the duration is too brief then participants may recall information from the first test which could bias the results. Alternatively, if the duration is too long it is feasible that the participants could have changed in some important way which could also bias the results.

Utility and worth of a psychological test decreases with time so the test should be revised and updated. When tests are not revised systematic error may arise.

Alternate form:

In alternate form two equivalent forms of the test are administered to the same group of examinees. An individual has given one form of the test and after a period of time the person is given a different version of the same test. The two form of the rest are then correlated to yield a coefficient of equivalence.

- **Positive point**

In alternate form no deal to wait for time.

- **Negative point**

It is very hectic and risky task to make two test of equivalent level.

Split-half method:

The split half method assesses the internal consistency of a test. It measures the extent to which all parts of the test contribute equally to what is being measured. The test is technically spitted into odd and even form. The reason behind this is when we making test we always have the items in order of increasing difficulty if we put (1,2, ---10) in one half and (11,12, ---20) in another half then all easy question/items will go to one group and all difficult questions/items will go to the second group.

When we split the test we should split it with same format/theme e.g. Multiple questions – multiple questions or blanks – blanks.

- **Validity of the test:**

It refers to the extent to which test claim to measure what it claims to measure.

If a test is reliable then it is not necessary, that it is valid but if a test is valid then it must be reliable.

Types of Validity:

- External validity
- Internal validity

External Validity:

It is the extent to which the results of a research study can be generalized to different situations, different groups of people, different settings, different conditions etc.

Internal Validity:

It is basically the extent to which a study is free from flaws and that any differences in a measurement are due to an independent variable.

Types of validity

- Face validity
- Construct validity
- Criterion related validity
- **Face validity**

Face validity is determined by a review of the items and not through the use of statistical analysis. Face validity is not investigated through formal procedures. Instead anyone who looks over the test, including examinees, may develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. While it is clearly of some value to have the test appear to be valid, face validity alone is insufficient for establishing that the test is measuring what it claims to measure.

- **Construct validity:**

It implies using the construct correctly (concepts, ideas, notions). Construct validity seeks agreement between a theoretical concept and a specific measuring device or procedure.

For example, a test of intelligence now a day's must include measures of multiple intelligences, rather than just logical-mathematical and linguistic ability measures.

Criterion related validity:

It states that the criteria should be clearly defined by the teacher in advance. It has to take into account other teachers criteria to be standardized and it also needs to demonstrate the accuracy of a measure or procedure compared to another measure or procedure which has already been demonstrated to be valid.

- **Norms:**

When psychologists design a test to be used in a variety of settings, they usually set up a scale for comparison by establishing norms.

Norm is defined as the average performance or scores of a large sample representative of a specified population. Norms are prepared to meaningfully interpret the scores obtained on the test for as we know, the obtained scores on the test themselves convey no meaning regarding the ability or trait being measured. But when these are compared with the norms, a meaningful inference can immediately be drawn.

Types of norms:

- Age norms
- Grade norms
- Percentile norms
- Standard scores norms

All these types of norms are not suited to all type of tests. Keeping in view the purpose and type of test, the test constructor develops a suitable norm for the test.

- **Age norm**

Age norms indicate the average performance of different samples of test takers who were at various ages at the time the test was administered.

If the measurement under consideration is height in inches for example, we know that scores (heights) for children will gradually increase at various rates as a function of age up to the middle to late teens.

The child of any chronological age whose performance on a valid test of intellectual ability indicated that he or she had intellectual ability similar to that of the average child of some other age was said to have the mental age of the norm group in which his or her test score fell.

The reasoning here was that irrespective of chronological age, children with the same mental age could be expected to read the same level of material, solve the same kinds of math problems, and reason with a similar level of judgment. But some have complained that the concept of mental age is too broad and that although a 6-year-old might, for example perform intellectually like a 12-year-old, the 6-year-old might not be very similar at all to the average 12-year-old socially, psychologically and otherwise.

- **Grade Norms:**

Grade norm was designed to indicate the average test performance of test takers in a given school grade, grade norms are developed by administering the test to representative samples of children over a range of consecutive grade levels.

Like age norms, grade norms have wide spread application with children of elementary school age, the thought here is that children learn and develop at varying rates but in ways that are in some aspects predictable.

One drawback in grade norms is that they are useful only with respect to years and months of schooling completed. They have little or no applicability to children who are not yet in school or who are out of school.

- **Percentile Norms:**

Percentile system is ranking of test scores that indicate the ratio of score lower from higher than a given score. A percentile is an expression of the percentage of people whose score on a test or measure falls below a particular raw score. A more familiar description of test performance, the concept of percentage correct, must be distinguished from the concept of a percentile.

A percentile is a converted score that refers to a percentage of test takers.

Percentage correct refers to the distribution of raw scores-more specifically, to the number of items that were answered correctly multiplied by hundred and divided by the total number of items.

Because percentiles are easily calculated they are a popular way of organizing test data and are very adoptable to a wide range of tests.

- **Standard Score Norms:**

When a raw score is converted into a formula it becomes standard scores.

For example, marks obtained in paper may be in 100% are applicable only in specific area but when they are converted in GPA they become standard score.

- **Preparation of manual and re-production of the test:**

The last step in test construction is the preparation of a manual of the test. In the manual the test constructor reports the psychometric properties of the test, norms and references. This gives a clear indication regarding the procedures of the test administration, the scoring methods and time limits, if any of the test. It also includes instructions as well as the details of arrangement of materials that is whether items have been arranged in random order or in any other order. The test constructor finally orders for printing of the test and the manual.

5.6. Crisis Intervention Grief, Relationships, Depression, Academic, Stress, Violence, Abuse

5.6.1 Crisis Intervention of Grief

A variety of reactions can be assumed when a person supported becomes informed of a death. It is certainly possible that the person supported may experience a combination of reactions. Possible reactions include:

Guilt – This is a common reaction because individuals often feel guilty about last interactions, not being nicer to their loved one, etc. Persons supported may also have “wished the deceased would go away” and thus, they somehow believe they are responsible for the death. If the individual was in no way responsible for the death, it is referred to as “magical thinking”. Persons supported must understand that they did not cause the death(s) to happen. **Anger** – Those experiencing bereavement may react more intensely and more quickly than usual. It can be difficult for some to control these emotions. Anger can be expressed through verbally and physically aggressive behavior and various other means.

Sadness – This emotion can also take a variety of forms such as withdrawal, crying, avoidance, increase in sleeping, etc. With sadness, it is important to remember that the emotion can often mean crying, but it does not guarantee crying.

Grief Triggers

Many things, such as a special date, etc. can trigger a death or loss. This may include years later. New losses may remind persons supported of old losses, developmental changes, such as moving into an apartment, or a first job without mom or dad to witness the event, seasonal changes (especially spring & fall) can all spark grief reactions. Consequently, it is not uncommon for death or loss to resurface and behaviors to change.

5.6.2 Crisis Intervention of Relationships

You or your partner may have done something that has had a devastating effect on the trust and commitment in your relationship. Maybe one of you had an affair... maybe one of you held something back... Maybe one of you abused the trust that was given to you... No matter what, your relationship does not feel like a safe place anymore...

You both may not know how to deal with this and what it means for your relationship. Do you still remain together? Do you break up? What once gave you a feeling of certainty is now gone... What is left is sense of helplessness which is almost unbearable...

What to do in a relationship crisis?

Stay or leave? What assurances do I have that all will be well if you stay? Will you damage your relationship beyond repair if you leave?

A relationship crisis leads to all kinds of pressing questions. It is recommend to make emotionally difficult decisions that will have a profound impact on your future during a relationship crisis. No matter how difficult the situation is, keep the communication with each other open. Be aware that if you get through this situation together, Both relationship will be stronger, much stronger, than before this relationship crisis.

The relationship crisis intervention is especially for couples who feel that their relationship needs immediate attention, because otherwise it will end up in a breakup. These couples would like to be guided in a conversation as soon as possible so they can talk about their current situation.

A relationship crisis intervention is a one-time session. If afterward the session you might like further guidance, it is recommend going into couple's therapy.

Relationship Inventories. Some therapists urge conflicted couples to take an inventory of the things they have liked about each other in the past and in the present. Prompting remembrances of times when things were not so tense can help reawaken in each partner the feelings that first brought them together.

Partner Pleasing Exercises. Therapists also sometimes will ask conflicted couples to commit to doing something, one thing, which will please their partner, and to commit to doing this thing for their partner as a gift, without expectation of receiving something back. Whatever form the pleasing activity takes, it should be something that the partner genuinely likes or wants. Such a gift doesn't have to be expensive; it is better that the gift express caring and concern rather than it be worth money. A good gift might be something quite free like a massage, or fixing something around the house (depending on what the partner would like to receive). What matters is that the gift is given in a sincere manner because the giver finds it within him or herself to want to give that gift. The recipient of the gift will have a hard time not reacting positively to the sincerity of such a gift (contrived though it may be), and the gift giver can feel good that he or she has done something pleasing for his or her partner. Asking the couple to practice positive interactions in this manner is a step in the right direction, and can sometimes rekindle a positive feeling that has faded.

Forgiveness. Taking a cue from religious practice, some therapists ask conflicted partners to find it within themselves to forgive their partners for their transgressions. Forgiveness

is a difficult movement for many people to make. It involves becoming willing to “lose a battle in order to win the war”; to swallow pride, disavow revenge, and to allow something that hurt you to go unanswered. While many people can force themselves to act as though they have forgiven someone who has hurt them, few are authentically able to forgive completely and without reservation. This is okay. The movement towards forgiveness is a good one in of itself as it helps us to recognize the human capacity for making mistakes which is not only present in one’s spouse, but also in one’s self. Forgiveness makes sense when there is genuine contrition on the part of the partner who has offended (e.g. by having an affair, by lying, or something to that effect), when the harm done is not part of a larger, repeating pattern, and when there is reason to believe that the mistake will not reoccur. Forgiveness is not recommended in cases where a partner continues to be abusive or when there is no reason to believe that a partner’s apology is meaningful.

Sex. Reasonably frequent sexual relations between committed partners are often an important part of what keeps a relationship healthy. Sexual relations offer partners opportunities to share physical pleasure, comfort, and release of tension and to come to associate these relaxing and exciting positive feelings with each other. These qualities contribute to couples’ bonding and forgiveness of conflicts. Many marriages suffer when sexual relations cease or occur with significantly less frequency than normal. For these reasons, some therapists will encourage conflicted committed partners to make time for playful sexual relations, or to agree to have sexual relations again if one or more partners is boycotting sexual relations in protest.

Intervention Sequence

Though there are many ways a therapist can provide intervention to a conflicted couple, only some of these techniques will prove useful for any given couple. It is part of the therapist’s job to select a short list of interventions that will be maximally helpful to their clients. Therapists’ selection of what techniques to use and what skills to teach are influenced by their intake assessment, by the continuing interaction they have with their clients, and by thoughtful common sense. A couple that cannot talk to each other without fighting won’t have the discipline to use active listening and repeating. Instead, it makes more sense to teach such a couple how to use time-outs to combat their emotional overwhelm. Active listening can be taught later as a way to maximize communication when communication is again possible. Repetition of basic skills and techniques like time-out so that they become second-nature and therefore easy to do even during times of great distress and upset, is good practice.

5.6.3 Crisis Intervention of Depression

Depression is classified as a mood disorder. It may be described as feelings of sadness, loss, or anger that interfere with a person's everyday activities.

People experience depression in different ways. It may interfere with your daily work, resulting in lost time and lower productivity. It can also influence relationships and some chronic health conditions.

Conditions that can get worse due to depression include:

- Arthritis
- Asthma
- Cardiovascular disease
- Cancer
- Diabetes
- Obesity
- Mental Trauma

It's important to realize that feeling down at times is a normal part of life. Sad and upsetting events happen to everyone. But, if you're feeling down or hopeless on a regular basis, you could be dealing with depression.

Depression is considered a serious medical condition that can get worse without proper treatment. Those who seek treatment often see improvements in symptoms in just a few weeks.

Depression symptoms

Depression can be more than a constant state of sadness or feeling "blue."

Major depression can cause a variety of symptoms. Some affect your mood, and others affect your body. Symptoms may also be ongoing, or come and go.

The symptoms of depression can be experienced differently among men, women, and children differently.

Men may experience symptoms related to their:

- **mood, such as** anger, aggressiveness, irritability, anxiousness, restlessness
- **emotional well-being, such as** feeling empty, sad, hopeless
- **behavior, such as** loss of interest, no longer finding pleasure in favorite activities, feeling tired easily, thoughts of suicide, drinking excessively, using drugs, engaging in high-risk activities

- **sexual interest, such as** reduced sexual desire, lack of sexual performance
- **cognitive abilities, such as** inability to concentrate, difficulty completing tasks, delayed responses during conversations
- **sleep patterns, such as** insomnia, restless sleep, excessive sleepiness, not sleeping through the night
- **physical well-being, such as** fatigue, pains, headache, digestive problems Women may experience symptoms related to their:
- **mood, such as** irritability
- **emotional well-being, such as** feeling sad or empty, anxious or hopeless
- **behavior, such as** loss of interest in activities, withdrawing from social engagements, thoughts of suicide
- **cognitive abilities, such as** thinking or talking more slowly
- **sleep patterns, such as** difficulty sleeping through the night, waking early, sleeping too much
- **physical well-being, such as** decreased energy, greater fatigue, changes in appetite, weight changes, aches, pain, headaches, increased cramps

Children may experience symptoms related to their:

- **mood, such as** irritability, anger, mood swings, crying
- **emotional well-being, such as** feelings of incompetence (e.g. “I can’t do anything right”) or despair, crying, intense sadness
- **behavior, such as** getting into trouble at school or refusing to go to school, avoiding friends or siblings, thoughts of death or suicide
- **cognitive abilities, such as** difficulty concentrating, decline in school performance, changes in grades
- **sleep patterns, such as** difficulty sleeping or sleeping too much
- **physical well-being, such as** loss of energy, digestive problems, changes in appetite, weight loss or gain

The symptoms can extend beyond your mind.

Depression causes

There are several possible causes of depression. They can range from biological to circumstantial.

Common causes include:

- **Family history.** You're at a higher risk for developing depression if you have a family history of depression or another mood disorder.
- **Early childhood trauma.** Some events affect the way your body reacts to fear and stressful situations.
- **Brain structure.** There's a greater risk for depression if the frontal lobe of the brain is less active. However, scientists don't know if this happens before or after the onset of depressive symptoms.
- **Medical conditions.** Certain conditions may put you at higher risk, such as chronic illness, insomnia, chronic pain, or ADHD.
- **Drug use.** A history of drug or alcohol misuse can affect your risk.

About 21 percent of people who have a substance use problem also experience depression. In addition to these causes, other risk factors for depression include:

- low self-esteem or being self-critical
- personal history of mental illness
- certain medications
- stressful events, such as loss of a loved one, economic problems, or a divorce

Many factors can influence feelings of depression, as well as who develops the condition and who doesn't.

However, in many cases, healthcare providers are unable to determine what's causing depression.

Depression test

There isn't a single test to diagnose depression. But your healthcare provider can make a diagnosis based on your symptoms and a psychological evaluation.

In most cases, they'll ask a series of questions about your:

- moods
- appetite
- sleep pattern
- activity level
- thoughts

Because depression can be linked to other health problems, your healthcare provider may also conduct a physical examination and order blood work. Sometimes thyroid problem or a vitamin D deficiency can trigger symptoms of depression.

Don't ignore symptoms of depression. If your mood doesn't improve or gets worse, seek medical help. Depression is a serious mental health illness with the potential for complications.

If left untreated, complications can include:

- weight gain or loss
- physical pain
- substance use problems
- panic attacks
- relationship problems
- social isolation
- thoughts of suicide
- self – harm

Types of depression

Depression can be broken into categories depending on the severity of symptoms. Some people experience mild and temporary episodes, while others experience severe and ongoing depressive episodes.

There are two main types: major depressive disorder and persistent depressive disorder.

Major depressive disorder

Major Depressive Disorder is the more severe form of depression. It's characterized by persistent feelings of sadness, hopelessness, and worthlessness that don't go away on their own.

In order to be diagnosed with clinical depression, you must experience 5 or more of the following symptoms over a 2-week period:

- feeling depressed most of the day
- loss of interest in most regular activities
- significant weight loss or gain
- sleeping a lot or not being able to sleep

- slowed thinking or movement
- fatigue or low energy most days
- feelings of worthlessness or guilt
- loss of concentration or indecisiveness
- recurring thoughts of death or suicide

There are different subtypes of major depressive disorder, which the American Psychiatric Association refers to as “specifiers.”

These include:

- atypical features
- anxious distress
- mixed features
- per partum onset, during pregnancy or right after giving birth
- seasonal patterns
- melancholic features
- psychotic features
- catatonia

Persistent depressive disorder

Persistent depressive disorder (PDD) used to be called dysthymia. It’s a milder, but chronic, form of depression.

In order for the diagnosis to be made, symptoms must last for at least 2 years. PDD can affect your life more than major depression because it lasts for a longer period.

It’s common for people with PDD to:

- lose interest in normal daily activities
- feel hopeless
- lack productivity
- have low self-esteem

Depression can be treated successfully, but it’s important to stick to your treatment plan.

Management for depression

Living with depression can be difficult, but treatment can help improve your quality of life. Talk to your healthcare provider about possible options.

You may successfully manage symptoms with one form of treatment, or you may find that a combination of treatments works best.

It's common to combine medical treatments and lifestyle therapies, including the following:

Medications

Your healthcare provider may prescribe:

- antidepressants
- antianxiety
- antipsychotic medications

Psychotherapy

Speaking with a therapist can help you learn skills to cope with negative feelings. You may also benefit from family or group therapy sessions.

Light therapy

Exposure to doses of white light can help regulate your mood and improve symptoms of depression. Light therapy is commonly used in seasonal affective disorder, which is now called major depressive disorder with seasonal pattern.

Alternative therapies

Ask your healthcare provider about acupuncture, Hypnotherapy or meditation. Some herbal supplements are also used to treat depression, like St. John's Wort, SAMe, and fish oil.

Talk with your healthcare provider before taking a supplement or combining a supplement with prescription medication because some supplements can react with certain medications. Some supplements may also worsen depression or reduce the effectiveness of medication.

Exercise

Aim for 30 minutes of physical activity 3 to 5 days a week. Exercise can increase your body's production of endorphins, which are hormones that improve your mood.

Avoid alcohol and drugs

Drinking or misusing drug may make you feel better for a little bit. But in the long run, these substances can make depression and anxiety symptoms worse.

Learn how to say no

Feeling overwhelmed can worsen anxiety and depression symptoms. Setting boundaries in your professional and personal life can help you feel better.

Take care of yourself

You can also improve symptoms of depression by taking care of yourself. This includes getting plenty of sleep, eating a healthy diet, avoiding negative people, and participating in enjoyable activities.

Sometimes depression doesn't respond to medication. Your healthcare provider may recommend other treatment options if your symptoms don't improve.

Natural treatment for depression

Traditional depression treatment uses a combination of prescription medication and counseling. But there are also alternative or complementary treatments you can try.

It's important to remember that many of these natural treatments have few studies showing their effects on depression, good or bad.

Likewise, the U.S. Food and Drug Administration (FDA) doesn't approve many of the dietary supplements on the market in the United States, so you want to make sure you're buying products from a trustworthy brand.

Talk to your healthcare provider before adding supplements to your treatment plan.

Supplements

Several types of supplements are thought to have some positive effect on depression symptoms.

St. John's wort

Studies are mixed, but this natural treatment is used in Europe as an antidepressant medication. In the United States, it hasn't received the same approval.

S-adenosyl-L-methionine (SAMe)

This compound has shown in limited studies to possibly ease symptoms of depression. The effects were best seen in people taking selective serotonin reuptake inhibitors (SSRIs) a type of traditional antidepressant.

5-hydroxytryptophan (5-HTP)

5-HTP may raise serotonin levels in the brain, which could ease symptoms. Your body makes this chemical when you consume tryptophan, a protein building block.

Omega-3 fatty acids

These essential fats are important to neurological development and brain health. Adding omega-3 supplements to your diet may help reduce depression symptoms.

Essential oils

Essential oils are a popular natural remedy for many conditions, but research into their effects on depression is limited.

People with depression may find symptom relief with the following essential oils:

- **Wild ginger:** Inhaling this strong scent may activate serotonin receptors in your brain. This may slow the release of stress-inducing hormones.
- **Bergamot:** This citrusy essential oil has been shown to reduce anxiety in patients awaiting surgery. The same benefit may help individuals who experience anxiety as a result of depression, but there's no research to support that claim.

Other oils, such as chamomile or rose oil, may have a calming effect when they're inhaled. Those oils may be beneficial during short-term use.

Vitamins

Vitamins are important to many bodily functions. Research suggests two vitamins are especially useful for easing symptoms of depression:

- **Vitamin B:** B-12 and B-6 are vital to brain health. When your vitamin B levels are low, your risk for developing depression may be higher.
- **Vitamin D:** Sometimes called the sunshine vitamin because exposure to the sun supplies it to your body, Vitamin D is important for brain, heart, and bone health. People who are depressed are more likely to have low levels of this vitamin.

Many herbs, supplements, and vitamins claim to help ease symptoms of depression, but most haven't shown themselves to be effective in clinical research.

5.6.4 Crisis Intervention of Stress

Stress is your body's way of responding to any kind of demand or threat. When you sense danger—whether it's real or imagined—the body's defences kick into high gear in a rapid, automatic process known as the “fight-or-flight” reaction or the “stress response.”

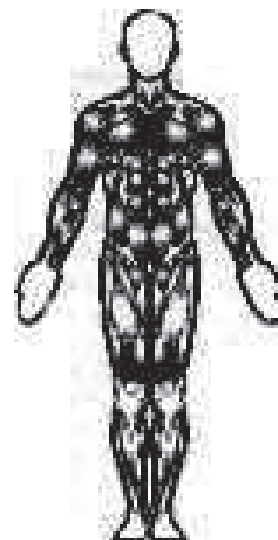
The stress response is the body's way of protecting you. When working properly, it helps you stay focused, energetic, and alert. In emergency situations, stress can save your life—giving you extra strength to defend yourself, for example, or spurring you to slam on the brakes to avoid a car accident.

Stress can also help you rise to meet challenges. It's what keeps you on your toes during a presentation at work, sharpens your concentration when you're attempting the game-winning free throw, or drives you to study for an exam when you'd rather be watching TV. But beyond a certain point, stress stops being helpful and starts causing major damage to your health, mood, productivity, relationships, and your quality of life.

If you frequently find yourself feeling frazzled and overwhelmed, it's time to take action to bring your nervous system back into balance. You can protect yourself—and improve how you think and feel—by learning how to recognize the signs and symptoms of chronic stress and taking steps to reduce its harmful effects.

Fight-or-flight response: what happens in the body

When you feel threatened, your nervous system responds by releasing a flood of stress hormones, including adrenaline and cortisol, which rouse the body for emergency action. Your heart pounds faster, muscles tighten, blood pressure rises, breath quickens, and your senses become sharper. These physical changes increase your strength and stamina, speed up your reaction time, and enhance your focus—preparing you to either fight or flee from the danger at hand.



The effects of chronic stress

Your nervous system isn't very good at distinguishing between emotional and physical threats. If you're super stressed over an argument with a friend, a work deadline, or a mountain of bills, your body can react just as strongly as if you're facing a true life-or-death situation. And the more your emergency stress system is activated, the easier it becomes to trigger, making it harder to shut off.

If you tend to get stressed out frequently, like many of us in today's demanding world, your body may exist in a heightened state of stress most of the time. And that can lead to serious health problems. Chronic stress disrupts nearly every system in your body. It can suppress your immune system, upset your digestive and reproductive systems,

increase the risk of heart attack and stroke, and speed up the aging process. It can even rewire the brain, leaving you more vulnerable to anxiety, depression, and other mental health problems.

Health problems caused or exacerbated by stress include:

- Depression and anxiety
- Pain of any kind
- Sleep problems
- Autoimmune diseases
- Digestive problems
- Skin conditions, such as eczema
- Heart disease
- Weight problems
- Reproductive issues
- Thinking and memory problems

Signs and symptoms of stress overload

The most dangerous thing about stress is how easily it can creep up on you. You get used to it. It starts to feel familiar, even normal. You don't notice how much it's affecting you, even as it takes a heavy toll. That's why it's important to be aware of the common warning signs and symptoms of stress overload.

Cognitive symptoms:

- Memory problems
- Inability to concentrate
- Poor judgment
- Seeing only the negative
- Anxious or racing thoughts
- Constant worrying

Emotional symptoms:

- Depression or general unhappiness
- Anxiety and agitation
- Moodiness, irritability, or anger
- Feeling overwhelmed
- Loneliness and isolation
- Other mental or emotional health problems

Physical symptoms:

- Aches and pains
- Diarrhea or constipation
- Nausea, dizziness
- Chest pain, rapid heart rate
- Loss of sex drive
- Frequent colds or flu

Behavioural symptoms:

- Eating more or less
- Sleeping too much or too little
- Withdrawing from others
- Procrastinating or neglecting responsibilities
- Using alcohol, cigarettes, or drugs to relax
- Nervous habits (e.g. nail biting, pacing)

Causes of stress

The situations and pressures that because stress are known as stressors. We usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that puts high demands on you can be stressful. This includes positive events such as getting married, buying a house, going to college, or receiving a promotion.

Of course, not all stress is caused by external factors. Stress can also be internal or self-generated, when you worry excessively about something that may or may not happen, or have irrational, pessimistic thoughts about life.

Finally, what causes stress depends, at least in part, on your perception of it. Something that's stressful to you may not faze someone else; they may even enjoy it. While some of us are terrified of getting up in front of people to perform or speak, for example, others live for the spotlight. Where one person thrives under pressure and performs best in the face of a tight deadline, another will shut down when work demands escalate. And while you may enjoy helping to care for your elderly parents, your siblings may find the demands of caretaking overwhelming and stressful.

Common **external** causes of stress include:

- Major life changes
- Work or school
- Relationship difficulties
- Financial problems
- Being too busy
- Children and family

Common **internal** causes of stress include:

- Pessimism
- Inability to accept uncertainty
- Rigid thinking, lack of flexibility
- Negative self-talk
- Unrealistic expectations / perfectionism
- All-or-nothing attitude

According to the widely validated Holmes and Rahe Stress Scale, these are the top ten stressful life events for adults that can contribute to illness:

- Death of a spouse
- Divorce
- Marriage separation

- Imprisonment
- Death of a close family member
- Injury or illness
- Marriage
- Job loss
- Marriage reconciliation
- Retirement

Whatever event or situation is stressing you out, there are ways of coping with the problem and regaining your balance. Some of life's most common sources of stress include:

Stress at work

While some workplace stress is normal, excessive stress can interfere with your productivity and performance, impact your physical and emotional health, and affect your relationships and home life. It can even determine the difference between success and failure on the job. Whatever your ambitions or work demands, there are steps you can take to protect yourself from the damaging effects of stress, improve your job satisfaction, and bolster your well-being in and out of the workplace.

Job loss and unemployment stress

Losing a job is one of life's most stressful experiences. It's normal to feel angry, hurt, or depressed, grieve for all that you've lost, or feel anxious about what the future holds. Job loss and unemployment involves a lot of change all at once, which can rock your sense of purpose and self-esteem. While the stress can seem overwhelming, there are many steps you can take to come out of this difficult period stronger, more resilient, and with a renewed sense of purpose.

Caregiver stress

The demands of caregiving can be overwhelming, especially if you feel that you're in over your head or have little control over the situation. If the stress of caregiving is left unchecked, it can take a toll on your health, relationships, and state of mind — eventually leading to burnout. However, there are plenty of things you can do to rein in the stress of caregiving and regain a sense of balance, joy, and hope in your life.

Grief and loss

Coping with the loss of someone or something you love is one of life's biggest stressors. Often, the pain and stress of loss can feel overwhelming. You may experience all kinds of difficult and unexpected emotions, from shock or anger to disbelief, guilt, and profound sadness. While there is no right or wrong way to grieve, there are healthy ways to cope with the pain that, in time, can ease your sadness and help you come to terms with your loss, find new meaning, and move on with your life.

How much stress is too much?

Because of the widespread damage stress can cause, it's important to know your own limit. But just how much stress is "too much" differs from person to person. Some people seem to be able to roll with life's punches, while others tend to crumble in the face of small obstacles or frustrations. Some people even thrive on the excitement of a high-stress lifestyle.

Factors that influence your stress tolerance level include:

Your support network. A strong network of supportive friends and family members is an enormous buffer against stress. When you have people you can count on, life's pressures don't seem as overwhelming. On the flip side, the lonelier and more isolated you are, the greater your risk of succumbing to stress.

Your sense of control. If you have confidence in yourself and your ability to influence events and persevere through challenges, it's easier to take stress in stride. On the other hand, if you believe that you have little control over your life—that you're at the mercy of your environment and circumstances—stress is more likely to knock you off course.

Your attitude and outlook. The way you look at life and its inevitable challenges makes a huge difference in your ability to handle stress. If you're generally hopeful and optimistic, you'll be less vulnerable. Stress-hardy people tend to embrace challenges, have a stronger sense of humor, believe in a higher purpose, and accept change as an inevitable part of life.

Your ability to deal with your emotions. If you don't know how to calm and soothe yourself when you're feeling sad, angry, or troubled, you're more likely to become stressed and agitated. Having the ability to identify and deal appropriately with your emotions can increase your tolerance to stress and help you bounce back from adversity.

Your knowledge and preparation. The more you know about a stressful situation, including how long it will last and what to expect, the easier it is to cope. For example,

if you go into surgery with a realistic picture of what to expect post-op, a painful recovery will be less stressful than if you were expecting to bounce back immediately.

Improving your ability to handle stress

Get moving. Upping your activity level is one tactic you can employ right now to help relieve stress and start to feel better. Regular exercise can lift your mood and serve as a distraction from worries, allowing you to break out of the cycle of negative thoughts that feed stress. Rhythmic exercises such as walking, running, swimming, and dancing are particularly effective, especially if you exercise mindfully (focusing your attention on the physical sensations you experience as you move).

Connect to others. The simple act of talking face-to-face with another human can trigger hormones that relieve stress when you're feeling agitated or insecure. Even just a brief exchange of kind words or a friendly look from another human being can help calm and soothe your nervous system. So, spend time with people who improve your mood and don't let your responsibilities keep you from having a social life. If you don't have any close relationships, or your relationships are the source of your stress, make it a priority to build stronger and more satisfying connection.

Engage your senses. Another fast way to relieve stress is by engaging one or more of your senses—sight, sound, taste, smell, touch, or movement. The key is to find the sensory input that works for you. Does listening to an uplifting song make you feel calm? Or smelling ground coffee? Or maybe petting an animal works quickly to make you feel centered? Everyone responds to sensory input a little differently, so experiment to find what works best for you.

Learn to relax. You can't completely eliminate stress from your life, but you can control how much it affects you. Relaxation techniques such as yoga, meditation, and deep breathing activate the body's relaxation response, a state of restfulness that is the polar opposite of the stress response. When practiced regularly, these activities can reduce your everyday stress levels and boost feelings of joy and serenity. They also increase your ability to stay calm and collected under pressure.

Eat a healthy diet. The food you eat can improve or worsen your mood and affect your ability to cope with life's stressors. Eating a diet full of processed and convenience food, refined carbohydrates, and sugary snacks can worsen symptoms of stress, while a diet rich in fresh fruit and vegetables, high-quality protein, and omega-3 fatty acids, can help you better cope with life's ups and downs.

Get your rest. Feeling tired can increase stress by causing you to think irrationally. At the same time, chronic stress can disrupt your sleep. Whether you're having trouble

falling asleep or staying asleep at night, there are plenty of ways to improve your sleep so you feel less stressed and more productive and emotionally balanced.

Management of Stress

- Keep a positive attitude.
- Accept that there are events that you cannot control.
- Be assertive instead of aggressive. Assert your feelings, opinions, or beliefs instead of becoming angry, defensive, or passive.
- Learn and practice relaxation techniques; try meditation ,Yoga, or tai-chi for stress management.
- Exercise regularly. Your body can fight stress better when it is fit.
- Eat healthy, well-balanced meals.
- Learn to manage your time more effectively.
- Set limits appropriately and learn to say no to requests that would create excessive stress in your life.
- Make time for hobbies, interests, and relaxation.
- Get enough rest and sleep. Your body needs time to recover from stressful events.
- Don't rely on alcohol, drugs, or compulsive behaviors to reduce stress.
- Seek out social support. Spend enough time with those you enjoy.
- Seek treatment with a psychologist or other mental health professional trained in stress management or biofeedback techniques to learn healthy ways of dealing with the stress in your life.

5.6.5 Crisis Intervention of Violence

Workplace Violence (WPV) of medical personnel has diverse forms, accounting for one of the potential risk factors in society. Among different jobs, medical personnel are the most vulnerable groups to WPV; some studies have shown that the probability of WPV for medical personnel is higher than that for police officers and prison guards. Today, accurate statistics of WPV are not available for some reasons such as unavailability of a unique definition and effective deterrent rules.

Violence against other individuals is a common indication for emergency psychiatric evaluation. Medical and psychiatric training provides physicians with skills to assess

and treat violence in the context of specific psychiatric disorders but does not generally present a comprehensive, practical approach to assessing and managing violence itself. The medical literature presents no consensus on defining types of violence.

Medical and psychiatric physicians provide care for patients in hospitals, prisons, emergency rooms, group homes, schools, and other facilities where violence occurs. This article will describe common patterns of violence across psychiatric diagnoses and consider management implications.

TYPES OF VIOLENCE

Defensive Violence

Description.

Defensive violence occurs when a person perceives a real or imagined threat and acts to defend self or others, perhaps preemptively.⁴ The person often describes a sense of inability to escape or of being outnumbered. Defensive violence involves gross motor movements in a state of elevated sympathetic tone, and accompanying verbalizations tend to be more accusatory than derisive. Attempts to ward off the threat may involve not only punching and kicking but also defensive behaviours not commonly associated with other types of violence such as scratching, biting, and screaming. The subject's goal is survival, so the risk of assault remits as the perceived threat subsides.⁴ Defensive violence has 4 key features: (1) stimulates sympathetic activation, (2) lacks cortical involvement, (3) can be displaced to other targets, and (4) is designed to reduce environmental threat.⁵ Defensive behaviour is associated specifically with the medial hypothalamus or the dorsolateral periaqueductal gray.

Psychosis may trigger or worsen a defensively violent situation by impairing patients' ability to accurately judge the level of threat to themselves or the motivations of people around them. Such situations often occur in response to staff members' attempts to induce these patients to conform to rules of the facility or to take unwanted prescribed medications. Delusions of persecution, a history of having taken concrete steps of preparing to defend oneself on the basis of a delusion, command hallucinations, previous history of violence, and high ward turmoil are particularly indicative of the risk for violence in psychotic inpatients.

The acute defensive behaviour described here does not refer to a psychotic patient engaged in well-planned and precisely targeted pre-emptive violence, such as that of a delusional patient plotting to murder the object of his/her paranoia. A planned pre-emptive assault may be better described by the information presented here in the section on calculated violence, although this type of assault is based on delusional beliefs.

Management.

The clinical management of acute defensive violence consists of reducing the perceived level of threat. Removal of an actual threat (eg, separating 2 contentious patients physically) may be necessary. Giving the patient the sense that he or she has an ally is another crucial intervention, often best accomplished by establishing some shared goal with the patient, emphasizing that the staff will work toward it, and planning for a follow-up meeting with the patient as to whether it could be accomplished.

Pharmacologic management of acute defensive violence often includes antipsychotic medications. The use of benzodiazepines, selective serotonin reuptake inhibitors, and tricyclic antidepressants for defensive aggression shows mixed results. Long-term violence risk in psychotically violent patients is associated with medication non-adherence, substance abuse, and residual symptoms. Long-acting depot antipsychotics and clozapine may be considered in these patients.

Dominance-Defining Violence

Description.

Dominance-defining violence occurs most often within members of a self-identified group (eg, prison inmates or sports teams) but can occur whenever aggressive individuals are in competition for status within a hierarchy.

As described in male prison inmates, confrontations precipitated by dominance-defining violence often follow a distinctive pattern:

- Derisive comments and threats
- Closing the distance between individuals
- Light contact (finger or light push)
- Right cross punch
- Wrestling.

The goal is to dominate or control the challenger in order to establish or maintain a power relationship, thus the participants do not attempt to leave or escape until one loses the encounter.

Gang membership is a risk factor for dominance violence. Members may attack patients or prisoners of rival gangs or if members of their own gang are present may attack otherwise unaffiliated individuals to garnish their reputation. It is useful for physicians to observe for tattoos, clothing, or other local gang signifiers.

Management.

While it is difficult for the participants to abort, a person familiar with the dominance-defining pattern can choose to act in a fashion incongruous to it and effectively avoid the onset of violence. For example, if a patient begins the pattern by verbal derision and then starts to close the distance between individuals, the clinician must avoid progressing to light touch and assume a comfortable distance from the patient while standing at an angle to derail the close contact stage.

Dominance behaviours may be managed by minimizing the audience and by responding to challenges to staff authority calmly, with good eye contact and simple concrete redirection. Confident body language is needed to convey that the staff's authority is not in any doubt. The vasopressin system has been implicated in dominance behaviour, and it may be responsive to fluoxetine.

Impulsive Violence

Description.

Impulsive violence consists of rapid strikes with a minimal period of preceding agitation in the context of frustration or physical discomfort that the patient may not be able to describe verbally. These episodes usually involve punching and are more likely associated with destruction of property than other types of violence. Unlike dominance-defining violence, after these episodes the aggressor does not evince a sense that the relationship with the victim has significantly changed. Impulsive violence is associated with mania, personality disorders, and psychosis.

Impulsive violence is associated with the convergence of 2 deficits: amygdala hyper reactivity and a loss of prefrontal inhibition in conjunction with serotonin deficiency.

Management.

Nonverbal patients may engage in violent or self-injurious behaviour to communicate distress due to general medical conditions such as gastroesophageal reflux or dental problems. A thorough search for correctible discomfort is warranted.

Behavioural plans with an emphasis on positive reinforcement of adaptive behaviour and extinguishing self-defeating or dangerous behaviour may be useful, especially for patients with mental retardation and autism. Direct care staff may also use principles of the collaborative problem-solving approach to prevent impulsive violence, in both children and adults, regardless of psychiatric diagnosis.

There are a number of pharmacologic strategies to address impulsive violence. Impulsivity arising primarily from amygdala hyper reactivity may respond to mood stabilizers that modulate the γ -aminobutyric acid/glutamate system, particularly in

patients with borderline personality disorder. Frontal lobe inhibition deficits may respond to selective serotonin reuptake inhibitors, stimulants, or atomoxetine. Second-generation antipsychotic trials for treatment of impulsive violence have yielded mixed results.

Calculated Violence

Description.

Calculated violence consists of premeditated aggressive acts designed to obtain a resource.¹⁸ The specific behaviors rely largely on cortical mechanisms and as such are varied and goal-directed. For example, a prisoner intimidating another to obtain cigarettes uses force for a rational goal. This type of violence may be associated with antisocial personality disorder. Although sometimes termed *instrumental violence*, the term *calculated* may be preferred because it excludes acute defensive violence more clearly and emphasizes its cortical origin.

People may engage in calculated violence to maintain a social position,³⁵ but its reasoned application distinguishes it from dominance-defining violence. Individuals engaged in calculated violence, in contrast to other forms of violence, become more proficient over time and may use weapons fabricated or obtained in advance. Further distinguishing it from impulsive violence, calculated violence is associated with decreased amygdala activity,³⁶ and pharmacologic agents are less effective.³⁷ Some individuals may engage in calculated violence to obtain the pleasure of the violence itself rather than any concrete resources.

Management.

To decrease the risk of calculated violence, it is necessary to make the resource too costly or difficult to acquire. Imposing a penalty (eg, invoking a plan to call the police if a behavior recurs) or increasing the effort required (eg, increasing the supervision of a perpetrator or the distance to the victim) may decrease these behaviors. While physical punishment tends to increase calculated violent behavior, making a socially appropriate substitute by acquiring available resources may decrease it

5.6.6 Crisis Intervention of Abuse

Identifying abuse or neglect can be difficult. It requires careful evaluation of the situation, including checking for physical and behavioral signs. Agencies, such as appropriate county or state authorities, also may be involved in investigating cases of suspected abuse.

Factors that may be considered in determining child abuse include:

- Physical exam, including evaluating injuries or signs and symptoms of suspected abuse or neglect
- Lab tests, X-rays or other tests
- Information about the child's medical and developmental history
- Description or observation of the child's behaviour
- Observing interactions between parents or caregivers and the child
- Discussions with parents or caregivers
- Talking, when possible, with the child

Early identification of child abuse can keep children safe by stopping abuse and preventing future abuse from occurring.

Treatment

Treatment can help both children and parents in abuse situations. The first priority is ensuring the safety and protection for children who have been abused. Ongoing treatment focuses on preventing future abuse and reducing the long-term psychological and physical consequences of abuse.

Medical care

If necessary, help the child seek appropriate medical care. Seek immediate medical attention if a child has signs of an injury or a change in consciousness. Follow-up care with a doctor or other health care provider may be required.

Psychotherapy

Talking with a mental health professional can:

- Help a child who has been abused learn to trust again
- Teach a child about normal behaviour and relationships
- Teach a child conflict management and boost self-esteem

Several different types of therapy may be effective, such as:

- **Trauma-focused cognitive behavioural therapy.** This type of therapy helps a child who has been abused to better manage distressing feelings and to deal with trauma-related memories. Eventually, the supportive parent who has not abused the child and the child are seen together so the child can tell the parent exactly what happened.

- **Child-parent psychotherapy.** This treatment focuses on improving the parent-child relationship and on building a stronger attachment between the two.

Psychotherapy also can help parents:

- Discover the roots of abuse
- Learn effective ways to cope with life's inevitable frustrations
- Learn healthy parenting strategies

If the child is still in the home, social services may schedule home visits and make sure essential needs, such as food, are available. Children who are placed in foster care because their home situation is too dangerous will often need mental health services and therapies.

5.7. Role of Counsellor in the Contemporary Context

Federal, state and local governments throughout Australia support a large range of counselling services in the belief that they provide an effective means of improving the lives of individuals, couples and families. It will be seen that broadly speaking, this belief is justified. But what gives counselling its potency? Impressive effect sizes demonstrated by research need to be reconciled with the fact that since its development in Western countries at least 400 intervention models and at least 145 manualised treatments have been developed, while more than 10,000 “how to” books on the “talking cure”¹ have been published (Beutler et al., 2005, cited in Miller, 2013). Not surprisingly, this plethora of options has been accompanied by much ongoing debate about the true nature of counselling and psychotherapy.

Mainstream developments of counselling and psychotherapy during the first half of the 20th century are provided. After demonstrating that differences between counselling and psychotherapy are largely in the eye of the beholder, the paper provides a comprehensive definition of counselling, the word used as the default descriptor in the remainder of the paper.

“talking cure”

The seeds of contemporary approaches to counselling were probably sown in the wake of the Industrial Revolution. Giddens (1991) has described how within the larger more urbanised societies emerging at that time, traditional rules of living were increasingly challenged, whilst norms governing personal relationships became less constrained. As power, responsibilities and protections supported by local knowledge and recognised

reference points began to diminish, the capacity of traditional healers to influence individual and group behaviour also waned.

According to Albee (1977), the gradual shift from life in villages and small towns to life within larger more anonymous societies prompted increased attempts to seek direction from within. The focus on inner direction, accompanied by the weakening of old certainties hitherto buttressed by religion and a sense of social and geographical belonging, created a need for more personalised help, guidance and support.

Clients with personal problems: the counsellor as expert

In the culture that followed the science-led Industrial Revolution, it is perhaps not surprising that science-informed alternatives to traditional morally and religiously based responses to “problems of living” began to gain acceptance. Scull (1975) for example, has demonstrated how the medical model, resting on taxonomies of physical illnesses and diagnostic criteria, was recruited into also creating categories of *psychological* disturbance (see also Foucault, 1967).

Experiments with hypnosis in the late 19th century, famously elaborated upon and eventually reinterpreted by Freud, represented an early departure from physically focused treatments. Though still firmly located within the medical profession, Freud’s development of psychoanalysis contained two foundational insights that continue to inform much (though not all) contemporary counselling and psychotherapy. They are firstly, the importance of the relationship between therapists and their patients; and secondly, the idea that the origins of some psychological difficulties are not fully accessible to conscious rational thought.

At about this time, behaviourism, an overtly rational approach to counselling, grew out of Pavlov’s experiments with classical conditioning. In the United States, Watson (1919) applied Pavlov’s stimulus-response work with dogs to learning in human beings, while Skinner (1938) extended Watson’s work by introducing the broader concept of operant conditioning.

Though behaviourists continue to argue that psychological interventions must be based on observable and measurable learning principles, most have accepted the limitations of attempting to explain complex behaviours (such as language) via linear chains of stimuli and responses (see for example Lashley, 1951). Most contemporary behaviourists acknowledge that the processing of emotions and/or cognitions must also be part of the learning equation. Hybrid models such as rational emotive therapy (Ellis, 1962) and cognitive behavioural therapy (e.g., Westbrook, Kennerley, & Kirk, 2011) have largely replaced earlier “purer” expressions of behaviourism.

The self-healing client: the counsellor as facilitator

Both psychoanalytic and behaviourist approaches to alleviating psychological distress have tended to support top-down, expert-driven interventions. Limitations of this presumed expertise began to reveal themselves towards the middle of the 20th century, especially in the context of attempts to make sense of the Holocaust and other ravages of war.

In the United States, the need to offer practical and emotional assistance to so many returned service men and women coincided with the development of new forms of counselling that were focused on paying close and empathic attention to the client. In developing a “person centred” approach, Rogers (1957) did not rely on diagnostic categories or expert-based interpretations of possible reasons behind clients’ behaviour or distress. Rather, the self-actualising underpinnings of Rogers’ philosophy of human development led him to suggest that being deeply heard and accepted by the counsellor would provide space for clients to discover their own understandings about their distress and their own solutions to their problems. Later research (described below) suggests that while “deep listening” may not be enough, Rogers was quite prescient in his analysis of *how* counselling and psychotherapy work.

5.8 Let us sum up

Assessment of Underachievement and Challenges

Students underachieve for a variety of reasons, the least of which is because they are lazy, difficult, unteachable, or learning disabled. The challenge for each and every teacher is to find the individual key that unlocks a child’s motivation to succeed and build on that foundation. One thing is certain: teachers cannot expect to use a one-size-fits-all technique to motivate all students. They must have assessment needed.

Assessment of Giftedness and Special Strengths

Gifted students with spatial strengths are often overlooked and underserved in American schools. These students have remarkable areas of talent but often have verbal learning difficulties that prevent them from being identified for gifted services. This article focuses on definitions of spatial ability, characteristics of these learners, possible identification procedures, effective teaching strategies, and possible social development concerns of these students. The dwindling numbers of American students pursuing higher level degrees in mathematics and science, natural strength areas for students with spatial strengths, emphasizes the reasons educators need to identify and encourage these students at an early age.

Career Test Constructive. Administration, Scoring and Interpretation

Every classroom has children with a wide range of abilities. As the teacher, As the teacher, you are responsible for acknowledging and fulfilling the special needs of each child, but recognizing individual needs is not always an easy task—some children show their talents outwardly, but others are often quiet observers. It can be even more difficult to identify gifted children: standardized testing can aid teachers in determining those who have a high intellectual potential, but these tests do not always provide information concerning the creative and affective domains that frequently affect a child's success in developing talented behaviors. As a teacher of gifted and talented children for more than eleven years, I now know that each gifted child is different in his or her own way; all gifted children have unique abilities that must be understood and addressed. These students bring their own interests, observations, knowledge, and talents to the classroom. Our challenge as educators is to recognize and encourage these qualities so that our students learn something new every day. Test is needed for them .

Crisis Intervention; Grief, Relationships, Depression, Academic, Stress, Violence , Abuse

According to the American Counselling Association, crisis counselling assists individuals with coping and support after a major crisis. Crisis counselling is brief and time-limited with specific goals for achieving stability, increasing an internal sense of empowerment and safety, and locating appropriate resources. Typically, this type of counselling can range from 15 minutes to 2 hours and is provided throughout 1-3 sessions. While it is not a substitute for long-term therapy or psychiatric care, crisis counselling can provide a safe outlet for immediate relief.

Crisis counsellors often utilize psychological first aid external link, which focuses on reducing acute distress, restoring physical and mental stabilization, and integrates prosocial coping skills. Professionals trained in mental health first and external link assist with identifying and responding to signs of mental illness or substance use (i.e. someone experiencing a panic attack or experiencing suicidal ideation). Through Counselling all are included like Grief, Relationships, Depression , Academic , Stress , Violence , Abuse and others .

Role of Counsellor in the Contemporary Context

Of course, all people are different whether they may be children, adolescents or adults. Some young people find no difficulties in connection with puberty and adolescence, while many others find that this is the most difficult time. During adolescence, boys and girls often have hot flushes, peculiar sensations as if they are not real. To the

adolescents, no one seems to take much notice of these symptoms and no one seems to understand them and not unnaturally they become worried. Following are the reasons for which counselling is required. Counsellor can do counselling according to present contemporary system .

5.9 Unit end exercises

- Discuss the Assessment of Underachievement and Challenges
- Brief a short note on Assessment of Giftedness and Special Strengths
- Write an essay on Career Test Constructive. Administration, Scoring and Interpretation
- Write a short note of Management on stress:
Relationships, Depression, Academic, Violence, Abuse

5.10 Referencess

- Airasian, P.W. (1994). Classroom assessment. New York: McGraw-Hill.
- Koretz, D., Stecher B., Klein, S., & McCaffrey, D. (1994). The Vermont portfolio assessment program: Finding and implications. Educational Measurement: Issues and Practice, 13(3), 5-16.
- Marzano, R., Pickering, D., &McTighe, J. (1993). Assess student outcomes: Performance assessment using the dimensions of learning model. Alexandria, VA: Association for Supervision and Curriculum Development.
- Popham, W.J. (1995). Classroom assessment: What teachers need to know. Needham Heights, MA: Allyn & Bacon.
- Schafer, W. D. &Lissitz, R. W. (1987). Measurement training for school personnel: Recommendations and reality. Journal of Teacher Education, 38(3), 57-63. Stiggins, R.J. (1994). Student-centered classroom assessment. New York: MacMillan.

মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

— রবীন্দ্রনাথ ঠাকুর

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উদ্ভরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নির্ভুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিসাৎ করতে পারি।

— সুভাষচন্দ্র বসু

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

— Subhas Chandra Bose