

School Counselling

Dr. Suresh Kumar Murugesan PhD



About the Presenter

- Dr.Suresh Kumar Murugesan is a passionate professor, researcher and mental health practitioner from Madurai, Tamil Nadu, India
- He is heading the department of Psychology, The American College, Madurai
- He is very keen in learning new research studies in behavioural sciences and always open to learn.
- His ultimate aim is to make impression in the field of Knowledge and Education
- His area of specializations are Psychometry, Psychotherapy, Positive Psychology, Education Psychology, etc





Prologue

1. Concept of School Counselling
2. Steps in School Counselling
3. Role of school counsellor
 - a. Middle School
 - b. High School
 - c. Higher Secondary School
4. Appropriate and inappropriate activities of school Counsellors
5. Personal Qualities of an effective counsellor
6. Skills Required for an effective counsellor
7. Qualification of school and educational counsellors





School

the place where children go to be educated.



Counseling

It is a process of enabling the individual to make a right decision



School Counselling

It refers to the professional service provided to the students (teachers and parents) in the school setting on

- Personal development,
- Social Development.
- Academic Enhancement and
- Career Development

Steps involved in School Counselling

1. Registration - Collection of Information and documenting the personal information
2. Risk Assessment identification - Psychometric Assessment and Mental Status Examination
3. Preparation of Profile / Report
4. Identification and Selection of appropriate intervention strategies
5. Application of intervention
6. Termination and Follow-up
7. Initiating referral (For Severe problems or Need a professional service)



Role of School Counsellors (Counselling, Consultation, Parental help activities)

At Elementary School's, the school counsellors

1. Implement effective classroom guidance
2. Provide indl. & small group counselling.
3. Assist students in identifying their skills and abilities
4. Work with special population
5. Develop students career awareness
6. Co-ordinate school, community and business resources
7. Consult with teachers and other professionals
8. Communicate and exchange information with parents/guardians
9. Participate in school improvement and interdisciplinary teams.

Middle school Counsellor's role

1. Counsellor emphasis holistic development of the students
2. help the students to make decisions
3. working with students individually and group
4. working with teachers and administrators
5. Working in community with education agencies & social services
6. Partnering with parents to address unique needs of specific children.
7. Provide peer support systems, student assessment
8. to evaluate the guidance services
9. Document their functions and activities
10. provide parent support and incl., counselling for academically gifted
11. Follow up with all special education students on a regular basis
12. Orient new students to the school and its policies.

High School Counsellor's Role

1. Providing direct counselling services individually, in groups and to the school as a whole
2. Providing ednl. And support services to parents
3. Offering consultation and in-service programs to & staff
4. Delivering classroom guidance
5. Facilitating refers to outside agencies
6. Networking to post secondary schools and business
7. Advising Academically
8. Developing a guidance service handbook
9. Making presentation at faculty meeting
10. Maintain a web page that includes counsellor's schedule and notes about activities going on in school.
11. Initiate and maintain e-mail communication with parents and others in the school community.
12. Track attendance problems & work with parents and students as needed
13. Observe behaviour of the students in public places & gathering areas in schools.

Higher Secondary School Counsellor's Role

1. Providing career counselling
2. Co-ordinating skill enhancement programmes
3. Awareness program on sexual health, mental health & hygiene
4. Including life skills
5. Supporting student success in competitive exams
6. Developing soft skills
7. Skill gap analysis to map the skills of students
8. Positive mental health practices



Appropriate and Inappropriate role and functions of School Counsellors

Appropriate activities:

- Designing individual student academic programs
- Interpreting cognitive, aptitude and achievement tests
- Counselling students with excessive tardiness or absenteeism
- Counselling student with disciplinary problems
- Counselling students about appropriate school dress
- Collaborating with teachers to present guidance curriculum lessons.
- Analyzing grade point average in relationship to achievement
- Interpreting students records
- Providing teachers with suggestions for better classroom management.
- Ensuring student records are maintained according to the rules & regulation
- Assisting the school principal with identifying and resolving student issues, needs and problems.
- Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons.

Inappropriate (Non-counselling) activities:

- Registering and scheduling all new students
- administering cognitive, aptitude and achievement tests
- signing excuses for students who are rarely or absent
- performing disciplinary actions
- Sending home students who are not appropriately dressed
- Teaching classes when teachers are absent
- Computing grade point averages
- Maintaining student records
- Supervising study area/Class rooms
- Clerical record keeping.
- Assisting with duties in the principal's office.
- Working with one student at a time in a therapeutic, clinical mode.

Qualities of a Counsellor

(According to Foster (1996) Guy (1987))

1. Curiously and inquisitiveness – a natural interest in people
2. Ability to listen – The ability to find listening stimulating
3. Empathy and understanding – The ability to put oneself in another's place.
4. Emotional insightfulness – Comfort dealing with a wide range of feelings, from anger to joy.
5. Introspection – The ability to see or feel from within
6. Capacity for self denial – The ability to set aside personal needs to listen & take care of others needs first.
7. Tolerance of intimacy – The ability sustain emotional closeness
8. Comfort with power – The acceptance of power with a certain degree of detachment.
9. Ability to laugh – The capacity of seeing the bittersweet quality of life events and the humor in them.

PERSONAL QUALITIES OF EFFECTIVE COUNSELLOR

According to Cormier & Cormier (1998)

- Intellectual Competency – The desire and ability to learn as well as think fast and creatively.
- Energy – The ability to be active in sessions and sustain that activity even when one sees a number of clients in a row.
- Flexibility – The ability to adapt what one does not meet client's needs.
- Support – The capacity to encourage clients in making their own decisions while helping engender hope.
- Goodwill – The desire to work on behalf of clients in a constructive way that ethically promotes independence.
- Self-awareness – A knowledge of self, including attitudes, values, and feelings and the ability to recognize how and what factor affect oneself.

Skills Required for an effective Counsellor

1. Active Listening
2. Empathy
3. Co conditional positive regard
4. Paraphrasing
5. Blocking
6. Analysis & Evaluation
7. Summarising
8. Leadership
9. Mentoring
10. Synthesis
11. Report Building (Relationship)
12. Recording / Case filing
13. Scientific observation
14. Communication
15. Problem solving
16. Creative Thinking
17. Non-Judgmental
18. Self awareness
19. Confrontation
20. Confidentiality
21. Eye contact
22. Nonverbal communication/Gesture
23. Reflection
24. Motivation
25. Termination
26. Flexible/Adjustable/Adaptable
27. Open minded
28. Positive attitude
29. Critical Thinking
30. Team building

Qualifications of School / Other academic Counsellors

Parsons (1909) Insisted the following Qualifications:

- A practical working knowledge of the fundamental principles and methods of modern psychology
- An experience involving sufficient human contact to give them an intimate acquaintance with human nature in considerable no.of its different phases; they must understand the dominant motives, interests and ambitions that control people's lives; and be able to recognize the symptoms that indicate the presence or absence of important elements of character.
- An ability to deal with young people in a sympathetic, earnest, searching, candid, helpful & attractive way.
- A knowledge of requirements and conditions of success, compensation, prospects, advantages & disadvantages, etc., in different lines of industry.
- Information relating to courses of study and means of preparing for various callings and developing efficacy there in.
- Knowledge of scientific method analysis and principles of investigation by which laws and causes are ascertained, fads are classified and correct conclusion drawn.

Needs of Children (in Counselling)

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1. Affection
 2. Acceptance
 3. Approval
 4. Discipline
 5. Demands
 6. Basic security
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What is not Counselling?

1. Ordering, commanding & Pressuring
2. Warning & threatening
3. Giving advice or providing solution (when this is not necessary)
4. Moralizing & labelling
5. Disagreeing, judging & criticism
6. Argons
7. Instruction & evaluation
8. Openly showing disbelief
9. Lack of interest or not responding
10. Educating (When not appropriate)



What is Counselling?

1. Planned intervention
2. Assist the client
3. Alter, improve or resolve – difficulty, discomfort & present behaviors
4. Strengthens the ability of the child to solve problem
5. Enabling counselling to make decision
6. It is a process of mutual responsibility
7. It should reduce the problem or disturbing conditions
8. Talking case

Basic Principles of Counselling

1. Trust
2. Confidentiality
3. Self determination
4. Positive approach
5. Focus on feelings
6. Giving empathy
7. The counsellor must be genuine
8. Unconditional positive regard
9. Warmth and openness
10. Conversation skills
11. Focus
12. Client's perspective
13. Documentation

Functions & Roles of Counsellor (counsellor should)

1. Respect the norms, values, attitudes of indl. Group or a community
2. Continuously built rapport
3. Establish interest, trust, & confidentiality
4. Assist the individual & parents to find support from the society or their environment
5. Evaluate the process (eg. documentation)
6. Arrange follow-ups
7. Be a good role model to counselee

Counselling Process in brief

1. Identification of problem
2. Beginning the counselling process – report building, introduction, explanation of counselling, asking for expectation
3. Assessment – explore & understand the problem (situation), search for positive assets, create mutual awareness & agreement to continue
4. Counselling goals – Formulate, outcomes – goals, identify future opportunities, explore, specify & priorities goals
5. Implementation of counselling goals – Stimulate solution/strategy for change, explore advantages & disadvantages, work with coping strategies, make plan of action.
6. Termination – discuss reason for termination, summarizing the entire counselling process, provide feedback & focus on positive demand, discuss transited phase.
7. Follow-up

TRANSFORMATION OF THE ROLE OF THE PROFESSIONAL SCHOOL COUNSELLOR

PRESENT FORMS

1. Mental health providers
2. Individual student's concerns/issues
3. Clinical model focused on student defeat's
4. Providing service, one-to-one and small groups
5. Primary focus on personal / social supporting student success
6. Ancillary support personal
7. Loosely defined role and responsibility
8. Record keeping
9. Sorters, selectors in course placement process
10. Work in isolation or with other counsellors
11. Guarding the status Quo's
12. Involvement primarily with students
13. Little or no accountability
14. Dependence on the system's resources for helping
15. Post-secondary planning with interested students.

Source: Martin P.J., & Robinson, S.G (2011). Transforming the school counselling profession (3rd ed pp 1-18) basten



The Role of Professional School Counsellors

NEW VISION

1. Academic student achievement focus
2. Whole school and system concern/ issues
3. Academic focus, building on strength
4. Leader, planner, programme developer
5. Focus on academic counselling, learning & achievement
6. Integral members of educational team
7. Focusing on mission and role identification
8. Use of data to effect change
9. Advocating inclusion in rigorous preparation for all especially that from low economic & minority families.
10. Teaming and collaboration with all educators in school in resolving issues, involving the whole school & community
11. Acting as a change agent, especially for educational equity for all students.
12. Involvement with students, parents, educational, professionals, community & community agencies
13. Full accountability for student success use of data, planning & preparation for access to wide range of post secondary options.
14. Brokers of services for parents & student from students & families, communication school reason
15. Creating pathways for all students to achieve high aspiration.

School counselling profession in B.T erford (Ed) Transforming the person

Appropriate Activities of School Counsellor's:

- Individual student academic program planning
- Interpreting cognitive, aptitude and achievement test
- Counselling students who are tardy or absent
- Counselling students who have disciplinary problems
- Counselling students about appropriate school dress
- Collaborating with teachers to present guidance curriculum lesson
- Analysis grade point average in relationship to achievement
- Interpreting student records
- Providing teachers with suggestions for better study hall management
- Ensuring student records are maintained as per state and federal regulations
- Assisting the school principal with identifying and resolving student need, issues and problems
- Working with students to provide small and large group counselling services
- Advocating for students at IEP meeting, student study teams and attendance review boards
- Disaggregated data analysis

Source: American school counsellor Association (2005) The Arlington VA: Author P.56



Inappropriate Activities of School Counsellors:

- Registering and scheduling all new students
- Co-coordinating or administering cognitive, aptitude, achievement test
- Singing excuses for students who are tardy or absent
- Performing disciplinary actions
- Sending home students who are not appropriately dressed
- Teaching, Classes when teachers are absent
- Computing grade point averages
- Maintaining student record
- Supervising study halls
- Clerical record keeping
- Assisting with duties in the principal's office
- Working with one student at a time in a therapeutic clinical mode
- Privation of indl. Education plans, student study teams, and school attendance review boards
- Data entry.

Role of Counsellor's (psychology) in Schools:

1. Counselling to needy (Teachers & Students)
2. Psychological Assessment to diagnose strength & weakness
3. Counselling for Higher Education (Career Counselling)
4. Helping them to avoid peer conflict
5. To identify the ability of the students for training
6. Enable the students to solve their problems
7. Create self-awareness
8. Improving the study skills
9. Help the students to overcome their examination anxiety text
10. Provide environment to nature their behaviour
11. Improving decision making skills
12. Motivating the students when they are frustrated
13. Help the teachers to overcome stress, Depression, work life behaviour
14. Providing special training to students – creativity, memories
15. To improve the teacher's efficiency in the classroom
16. To nourish better mental health
17. To create environment for better relationship

Nature of school counsellors

The following are the important characteristics/ Nature of school counsellors

1. Good Listener
2. Able to assess
3. Excellent communicator
4. Appreciate diversity
5. Be friendly
6. Authoritative
7. Good in coordination
8. Good in evaluation skills
9. People skill
10. Observation skill
11. Sound knowledge in theories
12. Understanding the functions of schools
13. Confidentiality
14. Empathy
15. Personal integrity

Traits / Characteristics / Qualities of School Counselling

1. A Good listener
2. Be able to assess
3. Good communicator
4. Appreciate diversity
5. Friendly
6. Authoritative (whenever needed)
7. Able to coordinate
8. Have good evaluation skills
9. Have a sense of humor
10. Counsellor should have sound knowledge about theories & therapeutic techniques
11. Organized
12. Resourceful
13. Lifelong learner
14. Child / Student centric / Oriented
15. Socially intelligent
16. Humble in nature
17. Confident
18. Healthy
19. Good in decision making
20. Good problem solver
21. Non-judgmental
22. Compassionate
23. Research oriented
24. Encouraging
25. Self-aware
26. Authenticity
27. Multi-cultural competency
28. Follow ethical practices
29. People skill / IPR
30. Good observation skill
31. Thinking skill
32. Warm
33. Attending behaviour
34. Interviewing/ Asking questions
35. Reflect feelings
36. Praise appropriate practices
37. Use of local language
38. Be consistent in giving advice
39. Summarizing & Paraphrasing
40. Personal integrity



Thank
you

