

Module 8

Guidance in Action



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
FOUNDATIONS OF EDUCATION

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

“If I was to be their real teacher and guardian, I must touch their hearts. I must share their joys and sorrows, I must help them solve the problems that face them, and I must take along the right channel, the surging aspirations of their youth.”

– MAHATMA GANDHI



Guidance in Action

Module 8



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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-81-7450-959-8

First Edition

May 2009 *Jyashtha* 1931

Reprinted

January 2017 *Pausha* 1938

January 2021 *Pausha* 1942

PD 1T RPS

© **National Council of Educational
Research and Training, 2009**

₹ 135.00

Printed on 80 GSM paper

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Saraswati Art Printers, E-25, Sector-4, Bawana Industrial Area, Delhi 110 039.

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Cover and Layout

Blue Fish

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About the Module

This module deals with application of concepts, principles and methodology of guidance already discussed in Module-1. As you already know there is an emphasis on the role a guidance worker/counsellor can play in creating a wholesome school atmosphere. Unit 1 of this module further explains the factors that can facilitate a positive and healthy environment in school and a teacher's/counsellor's role in preventing and dealing with behavioural and other discipline problems in schools. As the counsellor has no role in enforcing discipline on students, Unit 1 presents strategies towards inculcating self-discipline in tune with attaining the overall educational goals.

A well trained counsellor plans and organises a systematically planned programme of guidance based on the developmental and situational needs of students to maximise their educational, career and personal-social development. Unit 2 explains the steps, procedures and sample activities to facilitate development of students with respect to each of these areas.

A comprehensive guidance programme however has to be geared to meet the unique needs of every child in school including that of normal, disadvantaged, physically, learning and intellectually disabled. Unit 3, in three sections, discusses guidance needs and the strategies to guide and counsel each of the three groups.

Unit 4 presents the importance of evaluating guidance activities to establish their identity as an integral part of school education. Feedback provided by the consumers of guidance, i.e. students, teachers, administrators and parents can help to continuously improve the programme and establish its effectiveness in the school system.

The module also has self-check exercises and activities with every unit as was given in earlier modules. A summary has also been given at the end to give an overview of the unit. References and additional readings provide the readers with additional sources of information.



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Acknowledgements

National Council of Educational Research and Training (NCERT) gratefully acknowledges the partnership and support of Commonwealth of Learning (COL), Vancouver, Canada for development of course material. This has been a gigantic task which has been possible with the help and cooperation of a large number of persons whose contribution we wish to acknowledge.

We gratefully acknowledge the continued support and encouragement provided by Professor Krishna Kumar, Director, NCERT all through the different stages. Special thanks are due to Professor Sushma Gulati, Head, DEPF, NCERT for her constant guidance and leadership in steering the work through its various stages and to Professor D. K. Bhattacharjee, the former Head of the Department for his help in initiating this work.

Besides the contributors thanks are also due to Dr. Nalini Deka, Reader, I. P. College, Delhi, Professor B. Phalachandra, RIE, Mysore, Ms. Hemlata Chari, Practising Counsellor and Senior Executive, Kohinoor Consultants, Mumbai for offering suggestions for improvement while reviewing the module.

We are also thankful to Dr. P. K. Mishra, Senior Lecturer, DEPF for his painstaking efforts in content/language editing and coordinating the printing work.

Thanks are also due to Junior Project Fellows Ms. Gauri Pruthi, Ms. Surbhi Batra and Ms. Poornima M. who have assisted in collection of material, preparing exercises and activities, and proof reading and making corrections in the manuscripts. We thank Mukesh Kumar, Computer Assistant and Tanveer Ahmed, DTP Operator for typing, formatting and preparing graphics for this module.

Our grateful thanks are also due to Mrs. Usha Nair for language editing. The help provided by the Publication Department for preparing illustrations, layout and designing, and getting the material printed is also gratefully acknowledged.



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1

Guidance for Promoting Self-discipline



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Guidance for Promoting Self-discipline 1

1.0 INTRODUCTION

In Module-1, you learnt about the guidance techniques used in the classroom in the group situations. It is important for you to build rapport with your students to do your guidance and teaching activities effectively with students. In your interactions with students, however, you may have come across situations such as irregularity, inattention, and behavioural problems inside or outside your classroom that disturb the teaching and learning process. You may have used strategies to solve these problems which were not always totally effective. Teachers often wished that they knew how to minimise occurrence of such indiscipline problems and deal with them more effectively. Cases of indiscipline are also often referred to a counsellor or a teacher counsellor for correction of student misbehaviour.

This unit is aimed at providing you with an understanding of the meaning, importance and causes of indiscipline. The unit will also help you to learn how, as a teacher or a counsellor, you could prevent indiscipline. It is a well-known fact that it is better to prevent indiscipline than to manage the indiscipline problems. It is important to understand the difference between self-discipline and imposed discipline in learning. Self-discipline can be inculcated in the students by using some self-monitoring and self-regularising teacher managed or student managed strategies.

1.1 OBJECTIVES

After going through this unit, you will be able to:

- *explain* the meaning and importance of discipline.
- *identify* the discipline related problems, its causes, in and outside the classroom.
- *differentiate* between externally imposed discipline and self-discipline.
- *discuss* the importance of self-discipline.
- *use* the techniques/strategies for prevention of indiscipline and inculcation and maintenance of self discipline.

1.2 WHAT IS DISCIPLINE?

Discipline generally means abiding by rules, regulations and conforming to the set norms without questioning or challenging them. In the school situation also it means following the school rules and yielding to the authority, obeying the teachers' orders and maintaining order in the class and school. Those who break the rules and regulations are generally punished in schools and homes causing pain, fear, injury, etc. Since ancient times, law breakers or offenders were given physical punishment to weaken their will and motivation to commit offence. Such measures however build fear or resentment in the rule breaker. Issues related to disciplining children so that they wilfully follow rules and norms set by the society have often plagued teachers and parents. Discipline in its truest sense is exercising self-restraint and self-control in a natural manner which supports and promotes growth in a system be it an educational system or any other system.

1.3 WHY DISCIPLINE?

As teachers you are aware that learning proceeds in a structured environment that takes for granted that the students are somewhat disciplined and interested to work seriously and independently without continuous rewards or punishment from external sources to be at work. As agents of socialisation, teachers and parents want students to be disciplined and behave in mature and responsible ways but at times they face a great challenge in behaviour management of students. Questions such as how much freedom may be allowed? In what manner should limits or restrictions be imposed? How to instill a sense of right and wrong in children often come to the mind of adults.

Given below are examples of some common problems that teachers generally face and some punitive strategies used by them to deal with these situations.

Read the following situations:

- Nitish doesn't concentrate on the task assigned. If he does, he does it in a sloppy manner. He fights with other students around and disturbs the whole class during teaching by his pranks. He is often beaten by the teacher for doing this and many times made to stand outside the class.
- Dinesh, since last 3 months, comes late to class, does not bring homework and keeps bullying other students of the class. Reports of his misbehaviour have often been sent to his parents.
- The students of the 8th class have finished their maths class. They need to go to the science laboratory for practicals for the next class. They take lot of time to go and during this time make lot of noise and indulge in teasing, pushing each other, fighting, bullying, etc. All such children are made to do sit ups or made to sit holding their ears with hands pressed under legs.

As seen in above situations, teachers often resort to physical punishment. Giving physical punishment is a common practice in schools as reported by children, parents, teachers and media in many South Asian countries such as India, Bangladesh, Bhutan,



Nepal, Maldives, etc. It not only hampers the physical and psychological growth of children but also contributes significantly to children dropping out of school (UNICEF, 2001) (see box, below).

Corporal Punishment in Schools

Every day, in South Asia as elsewhere in the world, children are beaten in their schools as a means of discipline. Corporal punishment means to inflict punishment on the body. Such violence may be a deliberate act of punishment or simply the impulsive reaction of an irritated teacher, parent, adult or even an older child. No matter what form the violence, it is always a violation of children's fundamental human rights (Hammarberg, T. & Newell, P., 2001). Though most of the countries have rules and regulations concerning corporal punishment in schools, law enforcement is often weak. Some of the common ways of punishing children in schools are: making children stand on the bench, making them raise hands, caning and pinching, making them stand for the whole day in the sun, scolding, abusing and humiliating or suspending them for a couple of days, calling names or labeling, detention during the break or lunch, locking them in a dark or store room, making them sit on the floor, clean the premises, not allowing them to participate in games, extra-curricular activities, etc. In extreme cases, it can take the form of torturing the child, child sexual abuse, giving electric shock and all other acts leading to insult, humiliation, physical and mental injury, and even death. Beyond violating this fundamental right, beating a child causes pain, injury, humiliation, anxiety, anger and vindictiveness that will have a long term psychological effect. Various studies have also shown that child abuse and physical violence in the early years contribute to children turning violent (Karr, & Wiley, 1997). Physical abuse reduces a child's sense of worth and increases his/her vulnerability to depression (Sue, D., Sue, D. W. & Sue, S., 2000). Children subjected to repeated violence exhibit dysfunctional behaviour such as poor communication, aggressive behaviour towards themselves and others. Furthermore, it produces feelings of guilt, violation, loss of control and low self-esteem (SCF-Sweden & EPOCH, 1993). To address the issue of corporal punishment, the root causes of violence must be addressed, and child-friendly, child-centred teaching-learning must be promoted. —UNICEF, 2001. Corporal Punishment in Schools in South Asia.



In order to plan and organise suitable preventive and remedial measures for students misbehaviour and other discipline related problems, it is necessary to understand the true meaning and goal of discipline, and causes of such problems.

Let us first differentiate between the two kinds of discipline: external and internal.

1.3.1 External and Internal Discipline

What is external and internal discipline? External discipline is imposed by the external authority or teacher by using punishment/reward to elicit the desired behaviour. In case of internal discipline the restraint is exercised by the person himself/herself for regulating behaviour.

Some of you must be using externally imposed practices such as making the child stand outside the class or shouting. But many of us have tried to find out ways to inculcate internal discipline by finding out why the child was behaving in that way, and tried to address the cause to motivate the child to behave in a socially desirable manner.

Normally in the process of socialisation children acquire understanding of right or wrong. Psychologists have found that this understanding undergoes change as the child matures. In early years, the ability to restrain is largely dependent upon the limits set by parents/teachers/older siblings and guidance and understanding provided by them. Some theorists believe that the child generally responds to reward and punishment orientation and acquires the behaviour that is rewarded or approved and avoids whatever is punished. However according to another point of view, the child uses insight and reasoning as he/she matures to respond to situations from the acquired ability to understand the codes of discipline, sometimes on the basis of self-generated reasons (internal discipline) or by understanding the need to follow rules and regulations set by others for maintaining discipline. Therefore significant persons need to provide opportunities to the children to express their opinions and take decisions on issues which are of concern to them and others around them.

Which practice is a better practice?

Punishment is used in many cases even today. Students who do not obey school rules are given physical punishment to weaken energy and motivation to indulge in violence or misbehave which crushes the healthy development of personality. This approach does not help in disciplining the faculties of mind, instead may set the foundations of fear and anger in children. Therefore disciplining in such a way is likely to have temporary effects. For example outside the class, a particular child may revert to original undesirable behaviour. The students may appear to be disciplined and well mannered outwardly but so far as their attitude and behaviour are concerned it may remain unchanged.

The other approach would require understanding the person and the cause of his/her wrong behaviour helping him/her to rectify the wrong behaviour, and then empowering him/her to control their behaviour so that indiscipline does not occur. This is the discipline of mind, heart and actions which could lead to internal discipline or self-discipline.

1.3.2 Importance of Self-discipline

Self-discipline is a gradual process of acquiring notions of right and wrong. You may have observed that a very young child responds well to external discipline. A child



understands and accepts that whenever he/she wilfully breaks rules, consequences follow. Gradually he/she begins to internalise the approved ways of behaviour and sets own limits. Given the opportunity to exercise reason or logic for maintaining discipline, children also learn to put restraints or control on themselves. **Self-discipline thus is ability to exercise control or act in a socially accepted and desirable way.**

A child could be self-disciplined when he/she utilises the following techniques:

- Comprehends the need for self-restraint.
- Is able to give reasons for behaving in a particular manner.
- Is also a party to the creation of the rule.
- Is able to postpone or delay satisfaction or reward.

Now that you have learnt what discipline is, why it is important and the difference between external and internal or self-discipline, we shall discuss how this approach can be used while handling disciplinary problems. In order to handle disciplinary problems, the first step is to understand the causes that lead to indiscipline.



Self-check Exercise 1

State whether the following statements are true or false.	True	False
1. Discipline can only be imposed by an outside authority or by significant adults and cannot be self acquired.		
2. A child is said to have self discipline when he/she can delay gratification.		
3. Physical punishment is needed and has to be used sooner or later.		
4. There should be active involvement of students in the disciplining process.		
5. It is easier to discipline a child as compared to an adult.		

1.4 CAUSES OF INDISCIPLINE

Various reasons for misbehaviour of children could be classified in the following broad categories:

- **Home or familial factors** – Unhealthy home environment characterised by abuse, fighting among parents which sets wrong role models for children, lack of routine, regularity or monitoring at home, lack of quality time given to children by parents, pampering excessively or always giving into child's demands may result in indiscipline in children.
- **School approach, teacher's behaviour, etc.** – How far the school programme, practices, rules and regulations are in tune with children's needs and are providing opportunities for their all-round growth and development. Furthermore, teacher behaviour, e.g. harsh or authoritative tone, inability to handle class, use of punitive methods of behavior management, poor teaching techniques, poor motivation, etc. have been found to be causes of student inattention, lack of interest and indiscipline in school.

- **Child's personality** - Sometimes deficiency in the child himself/herself can cause discipline problems, e.g. a child's aggressive behaviour, hyperactivity may cause discipline problems, if not dealt with adequately.

After identifying the reasons for misbehaviour we could use this information in devising different techniques for maintaining discipline. For if the causes of indiscipline are removed, discipline would be a logical consequence.



Activity 1

Read the following three situations and see if you can determine what the root cause for the problem might be.

- Peter was hit by his neighbour and in turn Peter also hit his neighbour back. The neighbour was badly hurt. Peter came home running and told his father. Peter's father only heard and kept quiet. A few days later Peter was involved in the same type of incident in school and Peter was severely punished for it.
- Radha has a history of being a good student in all her subjects. She is often praised and rewarded for it. Now since Radha is accepted as a bright girl, she is no longer receiving praise and reward. One of the teachers Neera scolds her for every little mistake. Radha started to lose interest and is not concentrating in Madam Neera's class and is therefore not performing well. According to other teachers she is one of the best students of their class.
- Class 8th students are told by the class teacher to go to the football ground. The teacher does not give any instructions as to what they will do, what games to play or who will supervise them. The students go to the playground, few play and the rest are seen bullying, teasing, and fighting.

- _____

- _____

- _____

For the above examples can you determine what the possible causes of misbehaviour might be?

In the first situation, conflicting rules at home and school are the reasons which are likely to create confusion in the mind of the youngster. In the second situation, teacher attitude may be the most predominant cause of deviant behaviour, in the third situation, lack of clarity of rules is perhaps creating indiscipline.

Let us now find out, what can you do to maintain discipline in the classroom.



1.5 TECHNIQUES OF MAINTAINING DISCIPLINE

You as a teacher counsellor can play an important role in preventing indiscipline and maintaining discipline. Identification and analysis of the situation/behaviour is the key to solving various indiscipline problems. However, creating healthy teaching learning/school climate could be one of the significant measures for preventing indiscipline in school.

Following *dos and don'ts* may prove helpful for teachers and counsellors.

- Show respect to every child and give unconditional acceptance and respect individuality.
- Don't use sarcasm but use appreciation and encouragement.
- Don't lose temper and encourage discussion and also respect decisions.
- Don't embarrass or make students loose face in front of friends, respect every child irrespective of his/her background or achievement.
- Be consistent, fair and firm.
- Don't continuously threaten the students but explain the need to follow rules.
- Plan sufficient material to teach and be well prepared for teaching or any other activity.
- Avoid reporting small problems to higher authorities but deal with them at your own level and try to resolve them amicably.
- Take initiative to develop good rapport with students.
- Accept every child but not his/her bad behaviour.
- Have clarity of speech in communication.



Activity 2

Mr. Thakur teaches history to 8th class. He always comes unprepared and finishes his class 10-15 minutes early leaving students with no task. Students start talking and misbehaving. Mr. Thakur as usual loses temper followed by shouting at students. Out of the group he identifies two or three rebellious students and takes them to the principal. The situation is repeated frequently but misbehaviour of students is increasing everyday. Can you identify some of the 'don'ts' that are being used by Mr. Thakur.

Yes, you are correct! Out of the several don'ts that you have mentioned above, Mr. Thakur is using most of these. The result is that Mr. Thakur is not able to maintain discipline.

Let us further understand the concept of "rules" for maintaining discipline. We often make rules but these are seldom followed. Teachers are often heard saying 'you are not following the rules' or 'you have broken the rule'. Teachers should reflect and

discuss with students why rules are made? Before the rules are implemented, the following may be kept in mind.

1. Explain reasons for making rules, so that the students know how these will benefit them.
2. Involve students in forming rules.
3. Explain the rules to all at the beginning of the school session.
4. Make rules clear. For example, ask students to respond to the question, 'why is it important to maintain silence', a discussion on the above may lead to understanding the need for maintaining silence.
5. Repeat rules when necessary.
6. Create rules to govern transition periods such as time lag from one activity to another.
7. Make penalties and rewards very clear.

Let us look at the following situations to find out what is causing indiscipline and what is required of a teacher to maintain discipline. Two situations are described below.

- Mr. David teaches English to 6th grade. He takes the English class using same method of teaching over the entire session. All students seem motivated and well behaved in the first three months. Gradually problems of talking, poor homework and poor attention starts.
- Miss Ruby is a very serious teacher. She takes science for 9th class. Students appreciate her sincerity and seriousness in delivering the subject matter but she likes complete silence in class, does not encourage questioning, discussion and any interruption in class by students. Students are afraid of her, they do not like her and the science class.

In the first situation, need for introducing **variety and innovation in the method of teaching** and in the second situation bringing in more **participation or involvement of students** in teaching are some of the strategies which could prove useful.

Some other techniques are being suggested below which can help to introduce variety and create interest in the students in a learning activity. Some authors, have suggested methods which may be useful to deal with classroom deviancy.

- **Change the Channel** – Use of multiple modes of communication such as audio, visual, tactile and so on help to introduce variety and also take care of various levels of learning and understanding in class. Similarly use of methods such as quiz, discussions, projects, assignments, etc. can also help in encouraging innovation and creativity. Continuous use of only one method (e.g. talking) could become monotonous, if students are getting disinterested, the teacher can change the topic or the strategy or shift to another mode of delivery to explain the concept under discussion.
- **Time out** is a non-punitive approach to handle indisciplined behaviour. If there is a constant interruption or disturbance in the class by a student, he/she can be told politely not to interact with the peers/teachers for a small duration of time say 10 min until he/she is ready for the class again.
- **Catharsis** is the process of releasing the built up aggressive energy in the individual. The longer the energy is built up, the greater will be the amount of



aggression displayed when it is discharged. Therefore one should provide opportunities to children to “air off grievances” allowing them to talk about his/her problems with friends/peers. Children would approach a teacher who has non-judgmental attitude and is easily accessible.

- **Visual Prompting/Signaling** is the use of non-verbal cues in class like eye contact or hand signal towards the students creating the problem to stop the problem behaviour. It maintains the normal flow of the ongoing activity without interrupting the lecture and also helps in checking the disturbing behaviour. For example if a student is looking around or is inattentive, one way to reduce it may be simply to point towards the book. Teacher should be able to read the student signals as well as be able to give signals to the students. For example Mrs. Arora locates students engaged in talking and not concentrating in the class. She gives an angry look and stands close to these students. Such signals may end inattention without allowing it to escalate into a bigger problem.

Teacher also can signal to the students and let them know that they see what is going on? In the above case, a teacher moved near the inattentive students, and made angry eye contact. Such signals do not interrupt the lesson and are effective.

- **Ripple Effect** If a child is creating a problem, how a teacher prevents its further spread by being clear with her commands and using firmness in handling which may have beneficial effect on the other students. It is called so, because the interaction between a teacher and a deviant student in a classroom is witnessed by other students also. So, along with one student other students are also affected by a negative or positive action of the teacher.
- **Focus Control** In this technique the focus is centred on the relationship between the teacher and the deviant which can be used to correct the misbehaviour.

Consider the following example:

Madam Sahnaaz tells Reena who is often late, “I am disappointed that you are coming late to school in spite of my telling you not to do so. Being a sincere and respectful child I always thought you would never break the rules and annoy the teacher and you will listen to what I say”.

In the above example, the teacher has used ‘approval focus’ whereby the child is made aware of teacher expectations which may help in minimising the indisciplined behaviour.

The next situation is an example of ‘Task-focused approach’. The teacher focuses on the task, which a child is required to do, lest the child is not able to achieve well. It is not necessary to be overtly serious while doing this.

“You need to concentrate during the class or else you will not be able to answer the questions later. I will not repeat this lesson”.



- **‘Physical Proximity’**

Given below are examples of using ‘Physical Proximity’ to correct misbehaviour of the students. If a teacher brings the distance closer between him/her and the student and stands near the offender, it is often found that minor misbehaviour stops.

- **‘Post Mortem Session’**

It is called so, because the teacher has decided to get into a detailed analysis of student’s misbehaviour, e.g. Aslam misbehaves in the class; the teacher tells him generally to meet her after the class, to have a discussion regarding his habit of talking in class. Sunil disturbs other students and loses interest in class often.

Madam Anita makes him sit just next to her in the class and ensures that he sits close to teacher’s desk in other classes as well.

Some other methods of disciplining, which have been widely and successfully practised, are discussed in the next few paragraphs.

- **‘Abuse it- lose it’**

The students not behaving well during games period or students damaging the play materials are not allowed to go to the games class for two sessions. Any child who misbehaves or shows misconduct in one situation, can be denied the benefit in similar or related situation.

Do you think this technique of losing the privilege on not following it can work with your children?

Activity 3



List out five such situations where you can use the above techniques.

- _____
- _____
- _____
- _____

Self-check Exercise 2



Fill in the blanks from the alternatives given below:

- | | |
|----------------------|--------------|
| a. Visual prompting | b. Time out |
| c. Abuse it- lose it | d. Catharsis |
1. _____ is a non punitive approach to handle indiscipline in the classroom.
 2. _____ is the process of releasing the pent up emotions.
 3. Use of non-verbal cues in class like eye contact or hand signal towards the child/student creating the problem is called _____.
 4. The child is punished by denying the benefit or losing the privilege in _____ technique.



1.5.1 Reinforcement

We all know that positive reinforcement increases the probability of occurrence of the desired behaviour in similar situations. The reinforcement can be introduced in the form of rewards. In above examples the reward is reduction in teacher's checking the student and motivation to get more marks.

There are different ways in which the reinforcement can be provided. The timing and frequency of intervals is referred to as schedules of reinforcement.

Schedules of Reinforcement	Description
Continuous Reinforcement Schedule	Reinforcing behaviour every time it occurs.
Partial reinforcement Schedule	Reinforcing behaviour sometimes but not always.
Fixed Ratio	Reinforcing behaviour only after a certain number of responses are made.
Variable Ratio schedule	Reinforcement after varying number of responses rather than a fixed number.
Fixed Interval	A schedule that provides reinforcement for a response only after a fixed time period.
Variable Interval Schedule	A schedule whereby the time between reinforcements varies.

1.5.1.1 Types of Rewards

Studies show that rewards elicit positive feelings and they increase the probability of any behaviour.

Rewards can be divided into two categories: primary and secondary. Primary rewards are those which satisfy some biological needs and work naturally regardless of previous experience. They are also referred as immediate needs of a person such as food, water, etc. Secondary rewards are the ones which

become stimulating because of its association with the primary reinforcer, either signal/ indicate the occurrence of primary rewards or are associated with them such as, a praise, pat, smile, etc. Rewards can be of several types:

- **Material Rewards** – Material rewards are things and articles liked by children, e.g. marbles, balls, kite, bangles, etc.



- **Social Rewards** – Social rewards are verbal praises or signs of appreciations liked by children, e.g. ‘good’, ‘well done’, ‘excellent’ or non verbal like smile, nod, hug, etc.
- **Activity Rewards** – Activity rewards are actions or behaviours liked to be performed by children, e.g. listening to music, watching T.V, drawing pictures, riding bicycle, playing games, etc.
- **Privileges** – Giving special privileges or special status, e.g. making a child monitor, captain, or leader of the group, etc.
- **Token Rewards** – Token rewards are items though valueless in their own right, gain value through association with other things. They are given to children following the performance of a desired target behaviour, e.g. giving a star, giving a badge, tick mark, card or certificate, etc.

You may use any of the above rewards but remember you have to first find out what would be rewarding to the child. Therefore you need to know which reward is to be used with whom before starting to use it to reinforce or modify the behaviour, because different rewards may carry different value for different students.

There are some principles, which need to be followed for using rewards.

- Provide reinforcement immediately after the occurrence of desirable behaviour.
- Reinforce target behaviour each time in the initial stages and then slowly reduce the frequency of rewards to teach the student to learn to postpone motivation for reward.
- Use intermittent reinforcement, after achieving the target behaviour.
- Pair material reward with social reward or other secondary rewards to reduce tangible habit for material reward.
- Gradually introduce self-reinforcement.

As an example let us closely study the reinforcement delivery in the following situations.

Radha is a hardworking student. She always prepares the lessons to be taught in class and attends her classes regularly. Whenever the teacher asks questions in the class or gives assignments, Radha always raises her hand. As the teacher fails to notice her and does not call her to answer she has stopped raising her hand and does not feel motivated to participate in class.

Yes! Without adequate reinforcement, the desirable behaviour is not maintained and learning of new behaviour is not possible.

By using the method of rewarding appropriate behaviour, frequency of such a behaviour can be increased. Mr. Mehta announced “All students who complete the run without a single stop shall get a special badge on a sports theme”. The class of 30 students ran, most of them ran without stop in between. Mr. Mehta failed to identify the students who halted midway for one or more time. He could not give reward to anyone. Do you think that next time these students are going to follow Mr. Mehta’s instructions? Probably not! Because he failed to keep his promise to give rewards to the successful students.





Activity 4

Select situations where primary reinforcer like food and drink will work best.

- _____
- _____
- _____
- _____



Self-check Exercise 3

Match the following

- | | |
|---|--|
| 1. Immediate reinforcement for desirable behaviour. | a. in initial stages |
| 2. Target behaviour is reinforced each time | b. articles liked by children like kites, marbles, balls, etc. |
| 3. Example of material rewards are | c. principle of reinforcement delivery. |
| 4. Activity rewards are actions or behaviours liked by children such as | d. making a child monitor of the group, etc. |
| 5. To give special privilege or special status may involve things like | e. listening to music, watching T.V., playing games, etc. |

Is it wise to continue providing tangible things in all situations? No, hence pairing of tangible reinforcer with social reinforcer is a must. This can help fade the tangible reinforcer gradually. With small children tangible rewards may work better.

1.5.2 Anger Control

Let us visualise the following situation:

Shamim Ahmed is the class teacher of 8th grade. He identified some students who indulge in bullying and fighting. They are often found to be indulging in screaming, hitting and pushing others whenever they lost temper. Shamim Ahmed trained these students some relaxation exercises, asked them to close their eyes and lips and concentrate on something good. After repeated practice for about a month, the aggressive behaviour of students reduced.

In the above situation, the child is helped to replace his angry thoughts/feelings with more pleasant ones. This helps in teaching the students that they can exert control over their behaviour and handle situations effectively. Another example is the “Turtle” technique of Robin, Schneider, and Dolnick (1976), in which the teacher teaches aggressive students to assume a turtle position when upset. The students learn to place their heads on their desks, close their eyes, and clench their fists. This gives them an immediate response in anger provoking situations and enables them to engage in appropriate behaviour and to think of constructive solutions. The key is training students to delay impulsive response while they gradually relax, they are asked to think about constructive alternatives.

1.5.3 Yoga and Meditation

Yoga and meditation have been found to be effective for improving attention, concentration, anger control as well as for disciplining the body and mind. Yoga and meditation have been introduced as a compulsory part of the Indian school curriculum. But these should only be used by teachers properly trained in the techniques. The school can introduce a regular programme of yoga and meditation for students conducted by personnel properly trained in the use of these techniques. More on yoga and meditation has been discussed in Module-2, in the unit on “Alternative Therapies”.

1.5.4 Peer Helping

Children learn a lot from their friends. “Peer tutoring” and “peer helping” have proven effective in improving student learning and behaviour. The teacher can identify students with leadership qualities who are motivated and willing to help others. With further training in listening skills they can help their school/classmates to overcome their subject related and other personal or social problems. A trained counsellor can help teachers to organise ‘peer helper’ orientation/training programmes for students.

1.6 SELF-MANAGEMENT

It is certain that students need to be trained in self-control or self-management. Unless students themselves take active part in making behaviour changes and learn to maintain discipline, no external pressures will be successful. Self-discipline thus means having a disciplined mind and habits. A self-disciplined student may feel free to do things in his/her own way but does not go beyond certain limits. It is an internal capacity which motivates and inspires a person to act properly in any situation. We shall now discuss some of the self management/self monitoring methods.

The methods are more successful if the students are first motivated to follow rules and regulations, understand the advantages of being more planned and systematic to lead a disciplined life. If there is any problem he/she has to be prepared to bring about change. Once motivation and willingness is in place, change is faster and is likely to be lasting. Self-management involves self-observation and self-recording. The child is oriented or given training to count or regulate habits according to a schedule. Such strategies are successful because people in the process of observing their behaviour closely notice what they need to change. The students realise and understand the problem behaviour and its possible causes, which helps him/her to initiate changes into his/her actions and thoughts. This insight helps the student to monitor the behaviour in daily life.

Let us study the following example.

Laxman is a student of class 7th. He frequently looks through the window thus loses concentration. As a result misses relevant discussion in the class.

Hari a student of class 8th always keeps talking to his partner on the desk in class and is checked by the teacher thus disturbing the flow of lesson, other students look helplessly.

Laxman and Hari do not realise how their actions are disturbing others.





In the above situation, can you guess how a teacher can help Laxman and Hari to correct themselves?

If teacher orients Hari and Laxman to observe their own behaviour he/she may ask Hari to enter in the diary the numbers of times he talked to his classmate and is checked. Similarly Laxman was asked to note each time he looked out of the window. Hari noted that he was talking and being checked by the teacher five to seven times in each class. Laxman also noted that he looked out of the window at least ten times. They both were told to keep a record of their distracting behaviours. They were then told to reduce frequency of such behaviour each day to reduce frequency of checking of the teacher and to improve their marks in studies. The teacher noted that both Hari and Laxman reduced their misbehaviour and their concentration in class improved.

The change that occurred when Hari and Laxman monitored their own behaviour is known as self-management.

1.6.1 Self-instructions

This technique of thought control through self-instruction is called “think aloud”. Self-verbalisation, developing alternate response, and helping students in understanding the cause and effect are techniques to help students develop self-control.

A teacher can regularly ask students to rehearse the following statement to develop or enhance self-control.

- can control myself.
- can win friends.
- am O.K.
- can learn without help.
- can become competent.
- can be successful.

With the repeated practice of these positive thoughts, the students can ultimately acquire the ability to achieve their targets.

1.6.2 Self-disclosure

Giving an opportunity to disclose oneself is called self-disclosure. This helps a person to discuss his assets, limitations, problems in a secure environment.

Example

Father Thomas, the headmaster of the school, has always believed in self-control. He spent a lot of time discussing with students their problems both individually and in groups. His friendly behaviour encourages students to disclose their good and bad habits. The students also get encouraged to discuss with him how they can get rid of their bad habits.

Self-disclosure during counselling can also mean that a teacher or a counsellor discloses a personal experience related to the issue or problem being discussed, which has a therapeutic value and also serves to model the desired behaviour change.



Activity 5

Give one activity each which you would use in your class for maintaining discipline using the following techniques:

Techniques	Activities
Self monitoring	
Turtle response	
Self instruction	
Yoga and meditation	
Self disclosure	

1.6.3 Self-records or Diary Entry

Diary entry is another method which can be used for acquiring understanding into one's behaviour.

The practice can be emphasised for your students who can be asked to note down in diary all the significant events and situations of the day and something about their behaviour they feel good about and the behaviour that they want to overcome. Over the next few months, they can be asked to closely monitor their diary writing and record the behaviour they want to improve and discuss with the teacher how they could improve.



Activity 6

Ask students to list out some behaviours, which they can write in the diary for self-improvement?


- reached school late by 10 minute today; I will never be late again.
- spoke harshly to my partner; I will be soft from today.
- _____
- _____
- _____
- _____

There can be many such things and the list is never ending. Try to develop the diary

1.7 COUNSELLING APPROACH TO IMPROVING DISCIPLINE

Counselling has been found to be helpful in correcting misbehaviour of children. Counsellor, to begin with, would create a warm permissive atmosphere which would minimise the need to misbehave and give opportunity to the child to freely express negative feelings. Using the counselling relationship as a model, teacher can utilise it to improve the quality of their interactions with students to reduce their motivation for misbehavior. The teacher counsellor would provide an opportunity to the offender in an individual or group setting, to air the mean or the negative feelings. The logic is that misbehaviour occurs from the repression of mean feelings that need to be released. If these are brought to the level of consciousness, the basic drive for misbehaviour is lessened (Williamson, 1955).





The counselling sessions can also be used to understand the child's home environment whether warm or cold. Parental guidance could also be provided to improve the home environment to make it conducive for discipline. The school philosophy, its rules and practices, interaction styles also contribute to creating a climate for discipline. The counsellor can also identify school related difficulties faced by a child, contribute to designing a curriculum catering to the needs of children and make the school a satisfying place for the learner.

Research supports active involvement of students in the discipline process to promote disciplined behaviour (Murphy, 1995; Brophy, 1985). Research also indicates that actually teaching of responsible behaviour and self management to students can be helpful in disciplining (Gallagher, 1997; Gottfredson, Gottfredson and Hybl, 1993; Shockley, and Sevier, 1991; Kyle 1991). Dollard, Christensen, Colucci, and Epanchin (1996) discovered that giving more responsibility for their own behaviour to students was found important in case of not only normal but also children with special needs.


Another step in avoiding indiscipline would be its **prevention**.

Preventing problems before they occur is very important. Without prevention strategies, one is caught in an endless cycle of short-term solutions. Establishing classroom rules, procedures for accountability are the initial steps. Being prepared with practical strategies to deal with the moment of misbehaviour is also very important. Attention getting, power exercising, revenge, avoidance, impulsive and unmotivated behaviours all need different strategies to deal with effectively.

Furthermore, giving students the support they need to choose appropriate behaviour is very important. Teaching responsible behaviour, establishing classroom harmony, and actively involving students in the discipline process are key to dealing with the immediate situation, resulting in pro-social behaviours. Parental co-operation may sometimes also be required for choosing alternative behaviour to disruption.

Furthermore, violence is prevented when students have a positive connection to the schools (Furlong, Morrison & Pavelski, 2000). Positive teacher-student relationships promote favourable student attitudes towards school (Murphy, 1995). Love, understanding and warmth provided along with the firm and fair methods to put a desired restraint on behaviour can lay the foundation for developing self-discipline.

1.8 Summary



Discipline in and out of the classroom is the major concern of the teachers and guidance counsellors. The teacher would have difficulties in achieving learning outcomes without class discipline. Without discipline, no student can be helped to achieve his/her goals. Guidance counsellors and teachers can play an important role in maintaining discipline in the school.

A guidance and counselling approach is strictly opposed to externally imposed discipline. The guidance approach emphasises understanding the child, the causes of the discipline problem and empowering the person to control his/her own behaviour.

Conflicting rules, lack of clarity in rules, uninteresting activities, experiences of failure, uncongenial environment at home, quality of school organisation and socio-economic factors can cause indiscipline problems. Identification and analysis of the factors causing indiscipline and taking remedial measures could be helpful.

Discipline is important for creating a healthy teaching climate. Use of sarcasm, losing temper, embarrassing remarks, threatening students, reporting of small matters to authorities, etc. should not be used as measures for maintaining discipline. Clarity in rules, speech and communication, consistency and firmness, taking care of children's psychological and physical needs are some other elements for maintaining discipline. Changing the method of teaching intermittently, using games, quizzes, humour are some other effective ways.

Reinforcers increase the occurrence of desirable behaviour. Powerful rewarding consequences need to be provided for sustaining learning. With the help of reinforcement, self-discipline can be sustained better. Various principles for delivering reinforcers can give effective results. Depending upon age, sex, culture and individual preferences reinforcers can be selected.

Self-monitoring, self-instruction, self-disclosure, diary entry, yoga and meditation, peer helping, etc. are other techniques which have been presented in the unit to discipline students.

1. Describe with examples any five ways of maintaining discipline in the classroom.
2. What are the various types of rewards, which teachers or parents could use in disciplining children?
3. What are the various schedules of reinforcement that can be used in classroom? Explain with examples.
4. Explain any two techniques of self-discipline with your students and report the findings.

Answer Key to Self-evaluation Exercises

1. Elaborate on the following
 - Discipline can be maintained by external means as introduced by teachers or other adults or by training children in self-control or self-management.
 - Elaborate on any five external techniques with examples.
2. Elaborate on the following
 - Material rewards - Social rewards - Activity rewards
 - Privileges - Token rewards
3. Explain the following schedules with examples
 - Continuous reinforcement schedule



- Partial reinforcement schedule
- Variable ratio schedule
- Variable interval schedule.
- Fixed ratio
- Fixed interval

4. Explain any two self-discipline techniques like self-instruction or self-disclosure and explain how they benefited your students.

Answer Key to Self-check Exercises

Self-check Exercise 1

1. F 2. T 3. F 4. T 5. T

Self-check Exercise 2

1. b 2. d 3. a 4. c

Self-check Exercise 3

1. c 2. a 3. b 4. e 5. d



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2

Planning and Organising a Guidance Programme



- 2.0 Introduction
- 2.1 Objectives
- 2.2 Guidance Programme : Implementation of the Guidance Services
- 2.3 Planning a Guidance Programme
- 2.4 Understanding Programme Management
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Planning and Organising a Guidance Programme 2

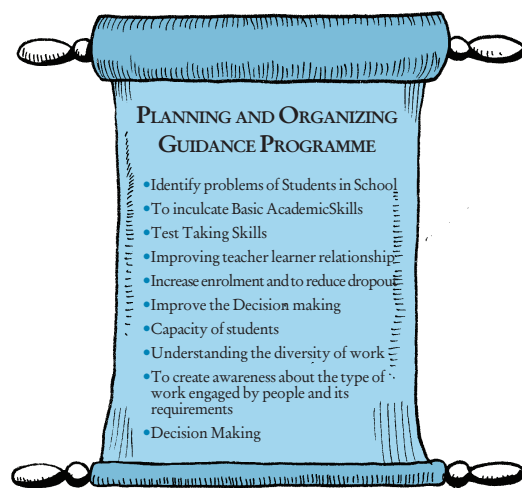
2.0 INTRODUCTION

School guidance may be viewed both as an educational philosophy and as a programme geared towards the overall development of children and youth. As a philosophy, you have learnt that guidance is rooted in the belief that every individual is important and unique, and needs assistance. To introduce it as a programme, you would be required to plan and organise a separate guidance and counselling programme to meet the social-emotional, academic and career needs of the students to equip them to meet the demands of life.

Over the years, the nature of school guidance programmes has changed. In the past, school counsellors responded to the needs of a small percentage of problem cases only; they are now providing a comprehensive range of services that address the varied needs of students from elementary through twelfth grade. They are involved in classroom interactions, offering well planned guidance activities, keeping in view the developmental needs of students at a particular age and grade level to help them establish personal goals, develop future plans and resolve problems.

From the previous units, you are familiar with various guidance and counselling services and the activities therein. In this unit, you will be acquainted with how, as a counsellor, you would go about putting them into practice, what are the things that must be kept in mind, whose help you would take, from where and how you will manage resources.

This unit also aims at providing some exemplar activities at each of the three school stages: elementary, middle and secondary, which will guide you in planning and implementation of guidance and counselling as per the needs and resources of your school.





2.1 OBJECTIVES

After going through this unit, you will be able to –

- *enumerate* the steps in planning a guidance programme in the school;
- *identify* different competencies and potentials to be developed in students through organising guidance programmes at different stages of school;
- *design* a guidance programme with suitable activities for developing the competencies identified amongst students at different stages of school.

2.2 GUIDANCE PROGRAMME: IMPLEMENTATION OF THE GUIDANCE SERVICES

The combined involvement of students, parents, teachers and school administrators is essential in a guidance programme that meets individual student needs as well as the needs of the institution. The goals of guidance as already discussed in Unit 1 of Module I can possibly be achieved if the school guidance programme is a comprehensive one combining the different services of guidance. A guidance programme needs to have inputs related to orientation, assessment, career information, consultation, referral, counselling, placement, follow-up, and evaluation. Unit 2 of Module I describes the guidance activities under each of these components.

Although guidance and counselling have been recognised as an integral component of school programme to achieve its objectives, it has still not acquired a clear-cut identity. Guidance and counselling across schools in any country are being organised in different ways. This unit presents a broad framework for school counselling programmes. The ASCA's National Model (ASCA, 2003) presents some guidelines in this regard. The model aims at promoting competencies in three major areas, i.e. academic achievement, career planning and personal-social development. It also emphasise that a comprehensive programme has to respond to the needs of every student in the school. Thus, the total development of the child is at the forefront, and this forms a bridge between the counsellor and educational personnel.

The programme has to be a collaborative effort of teachers, medical personnel and other staff members in the school to gain an insight about the student. Providing consultation to parents, teachers, other educators, and establishing liaison with community agencies are also part of a guidance programme. Similarly, programme evaluation, data analysis, follow-up, and the continued development and updating of guidance resources are other areas of work performed by a counsellor.

But the guidance programme, like any other educational programme, requires careful planning. In case of limited resources, you need to identify and prioritise the guidance needs that you would like to address. This will determine which activity you need to emphasise more in your programme, which in turn will ensure that the guidance programme responds to the unique needs of students and the institution to which it caters.

2.3 PLANNING A GUIDANCE PROGRAMME

A guidance programme is developmental, sequential, and focused on attainment of specified student outcomes in three domain areas, i.e. personal-social development,

educational-academic preparation and career-occupational planning. The guidance programme, if imposed on students, teachers and parents, will not be accepted by them and hence will not be effective. To make a guidance programme effective and acceptable, it has to be aimed at benefiting every student. The goals of the programme should be in line with the philosophy and mission of the school, and help facilitate academic achievement, career planning and personal-social development.

Following are the steps in planning of a guidance and counselling programme in a school setting.

1. Need Assessment

You will have to conduct an assessment of the need for counselling and guidance services in your school as the first step. Needs assessment, therefore, becomes the most important activity in planning a guidance programme. The need assessment survey has a three-fold value (Bhatnagar and Gupta, 1999). It–

- focuses attention on the specific objectives of a guidance programme;
- determines a “starting point”; and
- employs the psychologically sound principle of involving all stake-holders in the planning phase of the guidance programme.

Rimmer and Burt (1980) have provided a practical step-by-step need assessment plan for school counsellors.

Step One: Form a Planning Committee

The first step is to formulate a planning committee consisting of parents, students, teachers, school management representatives, etc. to chalk out the goals and purposes of the guidance programme in the school. The school counsellor can identify members in consultation with Head of the school/institution, prepare an outline of the roles and responsibilities of the various members, and a plan of action for the school session.

Step Two: Define Guidance Programme Goals

After the planning committee is formed, the task of defining the broad goals of the guidance programme is taken up. These goals emerge out of the needs of the school and students. For example, the goal of a guidance programme may be to reduce the dropout rate in the school. Such a goal might have emerged out of the needs of failing or low achieving students to have educational guidance or parental guidance. Such goals will help the guidance teacher/counsellor to plan activities in the guidance programme, which might include identifying potential dropouts, orienting teachers to meet difficulties of students and other activities which will be discussed later in this unit. The programme goals must be realistic, achievable and should fall within the scope of the school system. They should be responsive to the needs of the students. It should be kept in mind that the actual needs are not always the same as the perceived needs, or ‘wants’. Counsellors should look for what the students/teachers or administrators really need, as they may not know what they need, but may have strong opinions about what they want.





Step Three: Techniques for Assessing the Needs

There are several basic assessment techniques. You have learnt in detail about some of these techniques in Module 6, Unit 2 and Unit 4. Use one or any combination of these as appropriate—

- direct observation
- consultation with informed persons
- focus group discussions
- record and reports of studies on needs and problems of students.
- surveys with the help of questionnaires
- interviews
- psychological tests/inventories

For example, a focus group discussion may be held with student representatives concerning the barriers to student achievement. Holding such discussions may help you to identify the academic needs of the students. Questionnaires and checklists are popular methods of collecting information about student needs. Mooney developed the problem checklist for identifying student problems (Mooney and Gordon, 1950). Guidance Resource Centre at DEPF, NCERT has an Indian adapted version of this checklist which has 200 statements pertaining to six problem areas, viz. health, money, social life, home relations, vocation, school work and the like. Students are asked to put a tick mark on the problems faced by them. Sample statements are given below.

1. Tired very easily
2. Have less money than my friends
3. Difficulty in getting acquainted with people
4. I am being treated like a child at home
5. Worry how I impress people
6. Want advice on what to do after high school
7. I am afraid to speak up in class discussions

You may use a similar standardised questionnaire or a checklist that may be available, or you can prepare a similar questionnaire for assessing the problems of students in your school.

Step Four: Administer the Tools

The school counsellor administers the tools on a selected sample, ensuring personal contact that provides in-depth information from students, parents and teachers.

Step Five: Implement the Results

This step of the need assessment process helps in setting the goals, and plan and work for the implementation of the guidance programme to meet the expressed needs of the student population. More on the development of guidance programme is discussed in Section 2.6 of this unit.

Step Six: Evaluation and Follow-up

Evaluation and follow-up is conducted to find out whether the guidance programme has met the needs of the target population. The follow-up is to be done after the programme is introduced in the school.

2. Identification of Student Competency

The next step in the planning process is the identification of the competencies to be developed at a particular stage. Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real life situation with measurable results. This should be the main focus of a counsellor in formulating a guidance programme.

3. Develop a Calendar

Development of a calendar for the proper execution of the guidance services is also an important step in the planning process. A master calendar of events helps counsellors to make an analysis of the time that is used within the programme. Master calendar helps in identifying targetted domain goals, grade levels, dates and activities. A master calendar displaying the weekly and monthly schedule of counsellor can be published and distributed to students, staff, parents and community, so that students can avail the services that they require at the right time.

4. Develop a Written Curriculum

A necessary and integral part of a comprehensive guidance programme is the development of a curriculum plan. The written curriculum serves as a guide and a blue print in delivering the guidance and counselling services, and in setting the parameters for a well planned programme. Curriculum is mainly formulated to help students in attaining, developing and demonstrating competencies within the domains of academic, career and personal development (ASCA Model, 2003), which has been discussed in subsequent section of this unit.

5. Creating an Advisory Council

The next step in the planning process is to create an advisory council consisting of people representative of the population you serve. The main task of such a council is to help set programme goals, provide support, offer advice, review activities and advocate for the school counselling programme within the community. The committee would provide a two-way system of communication between the school and the community, which is essential to all educational programmes. The council should consist of members from the community of students, parents, teaching and non-teaching staff, counsellors, principal and other administrators of the school.

2.4 UNDERSTANDING PROGRAMME MANAGEMENT

Once the programme has been conceptualised at the theoretical level, i.e. after knowing exactly what is to be done, a counsellor needs to look into the implementation aspect. From a management point of view, it is possible to identify two basic areas of functioning. They are–

- First, those that deal with the managing of basic resources such as personnel, finance and facilities.
- Second, those that focus on organising and facilitating activities such as coordination, communication, cooperation, decision-making and evaluation. The following section will give details on these aspects.



2.4.1 Managing Personnel, Finance and Facilities

Personnel

Guidance, as you are already aware, is a team venture. The prerequisite for any programme is to identify people who will work as guidance and counselling personnel.

As a coordinator for organising the guidance and counselling programme, your initial responsibility may begin with identifying people who will be involved with it. You need to deliberate thoroughly before assigning responsibilities to those concerned. To begin with, the following points should be considered–

- Qualifications – Although academic qualifications are not the sole criterion for performance, it cannot, at the same time, be totally ignored;
- Versatility – Staffing personnel from differing backgrounds should provide a wider range of special skills;
- Adaptability – It is important that persons selected to work in providing guidance and counselling understand the characteristics of the community from where the student population is coming, such as socio-economic, cultural and geographical make-up. The person selected should be able to survey the community and adapt the programme according to the needs of the community or area as you have already read in Module I Unit 7 on Utilising Community Resources for Guidance;
- Assigning of responsibility – Each staff or team member should have specific activities for which he/she is responsible. In assigning responsibilities, you need to capitalise upon the special skills, experiences and personal characteristics of the staff/team member.

Finance

Availability of finances for organisation of programme cannot be over emphasised. As a counsellor/teacher, you need to know where to get the funds. Good sources of funding are business houses, clubs, or from parent groups who may be willing to make socio-financial contributions to the programme. You will also need to know how to do the budgeting. Each budget item is related to an activity that, in turn, is related to specific goals or objectives of the programme. It is important for you to understand the reason for expenditure. For example,

Activity : Data collection for needs assessment

Budget : Rs. 1000/-

Specific Objective : To assess needs of the students to design a guidance programme
or

Activity : Career Exhibition

Budget : Rs. 5000/-

Specific Objective : Dissemination of career information

Facilities

For organising a Guidance and Counselling programme the necessary facilities should include–

- Adequacy
- Accessibility

Adequacy pertains to the number of facilities available and their quality. Accessibility means that it should be within the reach of those for whom it is meant.

Size, furnishings and general décor determine the atmosphere in which one works or participates. The room should be neatly maintained and furnished with comfortable furniture, plants, flowers, etc. to create a pleasant ambience. Schools in most developing countries cater to a large number of students and may face a shortage of space. Ideally, a separate room should be available to a guidance teacher or a counsellor. In addition to a table and a few chairs, it should have 2-3 almirahs and a display board/racks to display materials, posters and charts. Often facilities that are provided for organising a guidance programme reflect the priority/importance given to the programme by the school administrator.

2.4.2 Managing Facilitating Activities

These may include–

Coordination

This involves the regulation or monitoring of the different activities planned in a guidance and counselling programme so that there is proper linking and integration resulting in a harmonious operation. Coordination is established to facilitate effective implementation of the programme. For example, collection of pupil data, career information, counselling should have proper linking and they should be complementary to each other. Work done by counsellor, social worker and special educator should also be coordinated to meet the goals and objectives set for guidance.

Cooperation

Cooperation refers to the efforts made to elicit collaboration of those involved in the guidance programme towards commonly agreed upon goals. The different persons involved in the guidance and counselling programme should work together as a team. The work of one individual should complement, support and augment the work of the other individuals. All the activities are directed towards achieving a common goal.

Effective Communication

Communication often determines whether a programme is managed efficiently or not. For effective communication, care must be taken that the personal touch is not lost and feedback is obtained. There should be opportunities for planned interaction such as frequent meetings, get-togethers for interaction amongst the members of the guidance and counselling programme, etc. Such opportunities enable them to exchange ideas, thoughts and experiences with each other.

Evaluation

Evaluation is an important component of programme management. It is important that every activity of the guidance and counselling programme be evaluated. The entire programme is also evaluated in totality. Details have been discussed in Unit 4 of this Module.





Activity 1



As a counsellor, you are to organise a teacher-training programme on 'understanding children'.

- Who would you involve?

- How will you plan your budget?

- What all facilities would you ask the authorities to provide?

Thus, programme management provides some order and structure to the activities that have been developed. Now that you have learnt about the management of a guidance programme, the next section will familiarise you with the organisational aspects.

2.5 IMPLEMENTATION MODELS OF GUIDANCE PROGRAMMES

There are various kinds of models that are being used in schools for implementing guidance and counselling programmes. Three such models are discussed here.

Specialist Model

In the specialist model, guidance and counselling activities are offered by full time professionals who are certified/licensed educators trained in school counselling with the unique qualifications and skills to deal with the developmental needs of school children (The ASCA National Model, 2003). In countries like US, Canada, Australia, New Zealand, France, UK, etc. where guidance and counselling services are fairly well established, guidance/counselling is being offered as a specialised programme by full-time counsellors. This model is being used to a very limited extent in India and other developing countries as there is shortage of trained personnel and resources required to offer it.

The models of guidance being followed in countries across Asia, such as in Japan, China, and Hong Kong show that specialist counsellors working in schools are scarce. Guidance functions and activities are carried out through the involvement of teachers.

Career Teacher Model

In places, where the resources are scarce and specialists are not available, the guidance activity is visualised to be performed by adults who can establish facilitative and nurturing relationships with youngsters and give them a sense of worth and direction in life. Therefore, it is suggested that teachers oriented in theory and practice of guidance can play a crucial role in guiding children. Teachers, being in close contact with children, are ideally suited to play the role of a mentor and a guide.

Teachers with short-term training (2 to 6 weeks) organise guidance programmes in the form of career information and career education related activities, but they devote the majority of their time to their teaching work. The model is followed in Indian settings where resources are scarce. Activities included are generally of the type dealing with career information/career guidance and placement. However, the importance of a full time counsellor has been recognised in India in recent years.

In some places, it is seen that the functions of these career teachers providing career information/career guidance are supported by guidance workers/administrators based in state education/labour departments and by volunteers in community agencies.

Teacher Counsellor Model

Under this model, teachers receive full-time counsellor training and do both guidance and teaching work complementary to each other. The teacher-counsellor usually focuses on group techniques such as career counselling or general counselling in groups or conduct classroom guidance activities catering to personal-social needs of the whole class.

Greater insight into human development processes, facilitative, and interactive skills can especially equip the teacher to perform this role effectively. Large scale efforts are needed to train professionals, as well as teachers and administrators, to provide specialised services. These trained individuals can integrate guidance/counselling philosophy and programmes into the entire educational process.



Self-check Exercise 1

Highlight the main points of differentiation amongst the specialist, career teacher and teacher counsellor models.

Specialist counsellor	Career teacher	Teacher counsellor





2.6 A COMPREHENSIVE SCHOOL GUIDANCE PROGRAMME

A school guidance programme is organised for personal, social, educational and career development of all students. It usually consists of three focused components–

- Counselling and developmental services;
- Information and assessment; and
- Teaming

The counselling and developmental component of the programme includes individual counselling, small group counselling, and will also involve group work with large number of students such as career education classes, workshops, group discussions and consultation. School counsellors must have the skills firstly to identify the needs of the learners and then to conduct the individual and group work. Counselling and developmental services assist young people in solving their educational problems, facilitating career development experiences and moving towards emotional and social adjustment.

Information and assessment helps the counsellor to develop an insight about the student. Testing and non-testing techniques provide information appropriate to the student's development in the areas of personal, social, educational growth and career. Knowing oneself helps a student to make best use of educational experiences in school and outside and the available opportunities. Information in the area of careers enables the student to make decisions related to the world of work so that they may have positive and satisfying careers. It also fosters student growth and development as a person.

Team activities consist of consultation, collaboration and coordination. The consultation role is one in which counsellor uses his/her expertise to assist those who live and work with the students. In this regard, the counsellor consults the teachers, parents, school administrator etc. who have the occasion to influence the development of the student. Collaboration and coordination are less direct functions in the teaming component. Each of these activities emphasise the inter relationship of school personnel seeking cooperation and collaboration of all for the task of assisting students in particular area of adjustment. Utilising outside school resources, coordinating with community agencies to help students, building a relationship between home and school are important aspects of this work.

2.7 ORGANISING A GUIDANCE PROGRAMME

Guidance activities should meet the needs and differences in the population and settings of the school. A comprehensive guidance programme as stated by the ASCA National Standards uses the four components: guidance curriculum, individual student planning, responsive services, and system support in delivering guidance services to students at all levels of schooling. Below are descriptions of these four components of the guidance programme.

Guidance Curriculum

Curriculum is a written document, which is proactive, comprehensive in scope, and developmentally appropriate. The curriculum component provides a method by which

students receive the framework of a guidance curriculum in a systematic way. The responsibilities of a counsellor in terms of the curriculum includes, planning, formulating, implementing and evaluating of a guidance curriculum. Delivery of a guidance curriculum is provided through classroom instruction, small group discussion, etc. Curriculum helps a student in acquiring knowledge, attitudes, and skills in the areas of academic achievement, career development and personal growth.

Individual Student Planning

The student planning component provides an opportunity to every student to reflect on his/her personal growth and development. A student can work closely with his/her parents or teachers to plan, understand and monitor his/her activities. Students are able to plan their next steps with regard to their personal, academic and career development. The counsellor helps the students in planning and monitoring their progress and thus works with them in analysing and evaluating their abilities, skills, interests and achievements. Counsellors develop ongoing activities and guidance programmes to help each student create a unique plan to meet academic and future career goals. Guidance service in this regard is provided on the basis of individual counselling.

Responsive Services

Responsive services consist of activities to meet the immediate needs and concerns of students. Such needs and concerns require counselling, consultation, referral and peer facilitation. Counsellors offer a wide range of services from early intervention to crisis response to meet the needs of the students. They also consult with parents/guardians, teachers, friends etc. to help students. Services provided include individual or group counselling, crisis management, for example, prevention of substance abuse, suicide prevention, etc.

- Individual and small group counselling are provided to students when they face difficulty in dealing with relationships, personal concerns, developmental tasks, etc. Such counselling is usually short term in nature. Usually school counsellors do not provide therapy. When necessary, referrals are made to the appropriate medical practitioner.
- Crisis management counselling provides prevention, intervention and follow-up. Counselling and support are provided to students and families facing emergencies. Such counselling is normally short term and temporal in nature.

System Support

System support enables the school guidance and counselling programme to be effective through a variety of guidance programme support activities like staff development, programme management, data analysis, curriculum development, etc. and offers support to other such activities. Counsellors provide planning and management tasks needed to support activities conducted for offering a comprehensive and developmental guidance and counselling programme. Counsellors also evaluate data and follow-up studies, and continue to develop and update guidance activities and resources.

Apart from the modes of delivering guidance services, importance has also been placed on the time frame that a counsellor should follow for the various components,



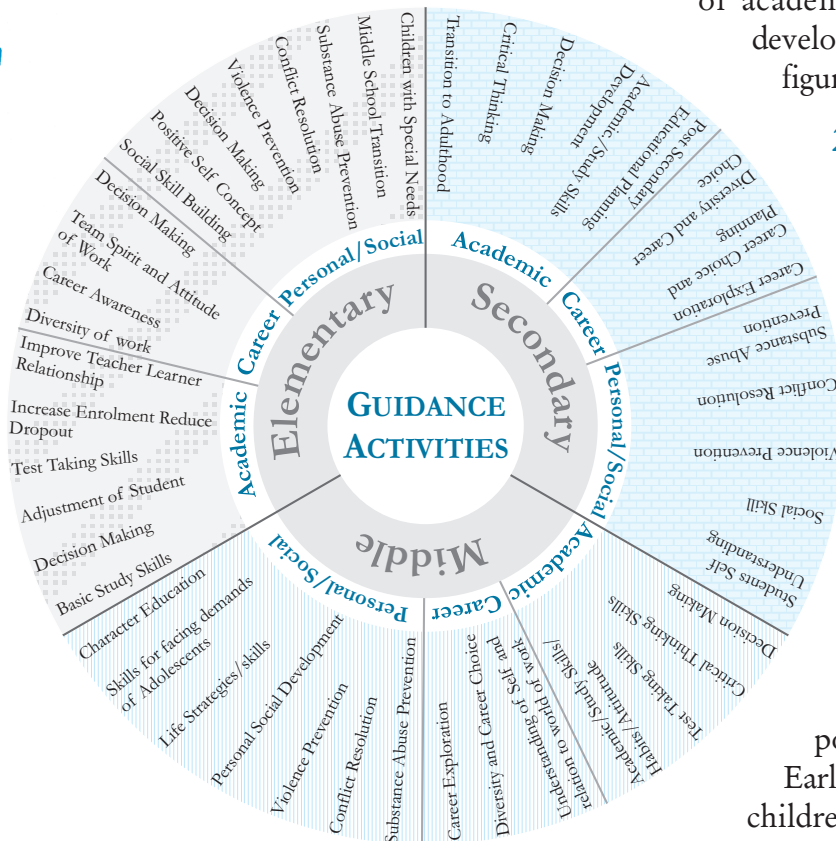
at each of the school stages. The allocation of time that a school counsellor should spend for each programme component varies according to the school stages, the developmental needs of students and the level of resources and programme support. The following percentage of time for each component has been recommended by the ASCA model.

	Elementary School	Middle School	Secondary School
Guidance Curriculum	35% - 45%	25% - 35%	15% - 25%
Student Planning	5% - 10%	15% - 25%	25% - 35%
Responsive Services	30% - 40%	30% - 40%	25% - 35%
System Support	10% - 15%	10% - 15%	15% - 20%

The planning and organisation of the school guidance activities differ according to the educational level (elementary, middle, secondary or higher education) they serve. The next section discusses the specific guidance activities at different levels of schooling. These are discussed from the perspective of academic, career and personal/social development as depicted in the following figure.

2.7.1 Guidance Activities for the Elementary Level

A guidance programme formulated for the elementary level lays the foundation for success in handling the developmental tasks of later years. The elementary stage covers Classes I to VIII in the age range of 5-13 years. Elementary years is the time when children begin to develop as individuals. This is the stage when they are exposed to the outside world with both positive and negative aspects of life. Early identification and intervention of children's academic, personal and social



needs is essential in removing barriers to learning and in promoting academic achievement, for which the counsellor's role is of great significance.

In determining appropriate approaches to programme organisation and development at the elementary level, you have to consider the developmental characteristics and demands at that level, and guidance objectives.

Given below are some activities that you can organise as a counsellor. The activities can be developed based on the objectives that you would like to address so that it is beneficial to students. You must keep in mind that the guidance activities given below are only exemplar. As teachers/counsellors you can further modify or adapt the activities according to the resources available to you.

Academic Development

Competency Area/Objectives	Activities	Benefits to Students
Adjustment of Students in School	<ul style="list-style-type: none"> • Orientation of parents about school rules, programmes, policies, services, facilities, etc. through group discussions. • Displays/Exhibits/Puppet/theatre/songs, etc. to orient the children about different school activities. • Bridging the gap between school and home by encouraging children to share their most prized possessions, hobbies, collections etc (stamps, beads, coins, etc.) to show to classmates. 	<ul style="list-style-type: none"> • Making a smooth transition from home to school • Makes the student understand the relationship between classroom performance and success in school.
To inculcate Basic Academic Skills	<ul style="list-style-type: none"> • Use of learning aids, tools and techniques. • Discuss the techniques to improve memory. • Identify deficits in learning of basic skills. • Complement study efforts with art, music, story, etc. designed for studying, if possible. • Encourage children to participate in study groups. 	<ul style="list-style-type: none"> • Learn to apply study skills for academic success. • Are trained in communication skills. • Demonstrate ability to work independently as well as cooperatively with other students. • Students learn to take pride in work and achievement.





<p>Test Taking Skills</p>	<ul style="list-style-type: none"> • Make home work a positive experience. • Encourage children to study for tests by quizzing them in a friendly manner. • Establish a study routine to prevent/reduce anxiety at the time of tests. 	<ul style="list-style-type: none"> • Students feel relaxed and prepared at the time of exam. • Apply time and task management skills.
<p>Improving teacher learner relationship</p>	<ul style="list-style-type: none"> • Identify attitudes and behaviour that lead to successful learning. • Improving teacher-student relationship by making children talk about their favourite person, hobbies, etc. in the class. • Teacher orientation through talks, discussions, seminars, etc. on the importance of creating a warm classroom climate to facilitate development of a positive self-concept in children. • Teacher to learn skills of listening, body language to communicate warmth. 	<ul style="list-style-type: none"> • Makes the student feel that teacher is interested in them. • Students will feel free to approach the teacher at the time of difficulty. • Increases feeling of belonging, and being understood and accepted.
<p>Increase enrolment and to reduce dropout</p>	<ul style="list-style-type: none"> • Motivate the children to come to school by taking interest in them. Prepare assignment book to motivate each child to engage in practical activity. • Identifying problems (academic/personal) of potential dropouts. • Providing information about non-formal or open school systems to fulfill the educational needs of the child, who is unable to continue in a formal school. 	<ul style="list-style-type: none"> • Get motivated to attend school and achieve individual potential. • Flexible timing of schooling and attending to problems encourage dropout children to attend school. • Students get the motivation to continue studies through alternative ways.

Improve the Decision making	<ul style="list-style-type: none"> • Give choice to children in deciding what type of home work they like to take home, giving a few options. 	<ul style="list-style-type: none"> • Encourages thinking in children, as new ideas and answers are explored.
Capacity of students	<ul style="list-style-type: none"> • Discuss childhood stories with students, which reveal examples of right decision leading to pleasant rewards and bad decision resulting in negative consequences. 	<ul style="list-style-type: none"> • Students learn to make choices and articulate feelings of competence and confidence as learners. • Helps a student in establishing his/her academic goals • Children learn to take responsibility for their own actions.

Career Development

Competency Area/Objectives	Activities	Benefits to Students
Understanding the diversity of work	<ul style="list-style-type: none"> • To make the children explore the world of work in relation to the knowledge of self so as to make career decisions. • Writing work activities of family members and of people in the neighbourhood and community. 	<ul style="list-style-type: none"> • Students get an awareness about the different types of work (traditional and non traditional jobs). • Inculcate positive attitudes towards all kinds of work.
To enhance awareness about the type of work engaged by people and its requirements	<ul style="list-style-type: none"> • Helping children select and engage in work activities in school. • Help children get awareness about the basic employability skills (e.g. punctuality, hard work, time management, etc.). 	<ul style="list-style-type: none"> • Understand the difference between educational achievement, career success and the world of work
To shape the children towards team spirit and attitude of work	<ul style="list-style-type: none"> • Make the students engage in group projects at school. 	<ul style="list-style-type: none"> • Students learn to work in a team, and learn problem solving and organisational skills.





		<ul style="list-style-type: none"> • Learn to work cooperatively as a team member.
Decision Making	<ul style="list-style-type: none"> • Make students select small assignments and projects according to their interests, to develop work habits and to utilise their competencies to the full. 	<ul style="list-style-type: none"> • Learn to make decisions and set goals. • Identify personal skills, interests, abilities, and relate them to current career choices.

Personal and Social Development

Competency Area/Objectives	Activities	Benefits to Students
<ul style="list-style-type: none"> • Developing a positive self-concept. • Social Skill building • Developing appreciation for all students irrespective of caste, creed, religion, etc. 	<ul style="list-style-type: none"> • Group activities to identify strengths such as “my strengths” “I can,” “I like,” “I am proud of,” “I enjoy,” “I feel good about,” “Limitations I have to overcome.” • Encouraging children to exchange information about their customs, religious practices, festivals, special food items, costumes, dress, etc. • Have a group discussion with children in the classroom about feelings, behaviour of elders towards them. 	<ul style="list-style-type: none"> • Children learn to develop positive self-image. • Students learn to understand and respect self and others. • Learns to identify and express feelings • Distinguish between appropriate and inappropriate behaviour, physical contact, etc. • Recognise, accept, and appreciate ethnic and cultural diversity.
Decision Making	<ul style="list-style-type: none"> • Use decision making skills to discuss ‘what if questions, with children, so that discussion leads to positive solutions with reflection on appropriate consequences in it E.g., A stranger offers a chocolate, you are lost in an exhibition, etc. 	<ul style="list-style-type: none"> • Identifies personal strengths and assets. • Demonstrates knowledge of personal information (telephone number, home address, emergency contact, etc.)

	<ul style="list-style-type: none"> • Make children to take decisions on personal issues and family issues. E.g., Which colour skirt do you like to wear red or pink? • Discussion on daily schedule, e.g. timing for bed, morning routines, time for home work. 	<ul style="list-style-type: none"> • Feeling competent and capable, builds the self-esteem of children.
Violence prevention, Conflict resolution and substance abuse prevention	<ul style="list-style-type: none"> • Discussion about various range of incidents/events right from fighting, bullying to gun fire, and seek the opinion from children. • Focus on prevention rather than remediation. • Conduct programmes and workshop on violence prevention, substance abuse, gang activities. • Group discussion on drug use, acts of violence, etc. 	<ul style="list-style-type: none"> • Learn to apply conflict resolution skills. • Learn to stay away from the negative company of peers. • Get awareness about the negative aspects of violence and drug abuse and learn to stay safe.
Preparing for Middle School transition	<ul style="list-style-type: none"> • Provide sufficient personal and social resources and skills to cope with tasks in transition period (forming friendship, independence, etc.) 	<ul style="list-style-type: none"> • Learns to deal with the next developmental stages of life with confidence.
To contribute to the holistic development of children with special needs	<ul style="list-style-type: none"> • Identification of children with visual-auditory, perceptual deficits in reading, writing, speaking or calculating, attention deficits, hyper-activity, memory deficits, etc. with the help of diagnostic tests, or observation of the child. • Diagnosing the degree of talent/special ability/deficit/handicap by using tests, observations, and interviews with the child and parents. • Utilising community resources, schemes and programmes for the rehabilitation of the handicapped. 	<ul style="list-style-type: none"> • Cope with their limitations. • Children learn to use their strengths and potential to the full. • Gain confidence.

Thus by providing education, prevention, early identification and intervention for children at the elementary level, school counsellors can lay the foundation for later personal and social, career and academic success.



2.7.2 Guidance Activities for Middle Level

The middle level covers Classes IX and X spanning the age group 14 to 16 years. This being a period of rapid physical growth and psychological changes is called a stage of transition. This period is one in which individuals experience many changes, including biological changes associated with puberty, important changes in relation with family and peers, and social and educational changes.

During the transition from childhood to adolescence, students are characterised by a need to explore a variety of interests. They seek to connect their learning in the classroom to its practical application in life and work. They have high levels of activity coupled with frequent fatigue due to rapid growth. They often search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation. Many show extreme sensitivity to the comments from others. Most students rely heavily on friends to provide comfort, understanding and approval (The ASCA National Model, 2003). In this stage, reasoning skills and decision-making abilities also increase, but students also are more likely to engage in risky behaviours.

During this stage, students face many academic and social pressures, which make this a period of stress. This is a phase marked by the need for greater independence and responsibility as well as a desire to adopt adult ways of behaviour. Counsellors can play an important role in creating safer school environments where violence, aggressive behaviour and other negative aspects are less likely to occur. This would help students to have successful secondary school experiences. This can be done with school-wide guidance programmes focusing on the requirements of the students at school.

The following objectives and activities are some useful tips that would facilitate a counsellor in organising a guidance programme for the benefit of students at the middle level.

Academic Development

Competency Area/Objectives	Activities	Benefits to Students
Development of academic/study skills/habits/attitudes, etc.	<ul style="list-style-type: none">• Creating positive interest in learning, by way of involving students in active and practical learning, conducting workshops, projects, etc.• Teach different styles of learning, techniques for memory, etc.• Use group guidance sessions, to encourage students to talk, discuss and listen to others on study related topics.• Use 'brain-storming' as an effective approach to teach students creative and unique ways of solving problems.	<ul style="list-style-type: none">• Learn to apply the study skills necessary for academic success.• Use knowledge of learning styles to positively influence school performance.• Demonstrate the ability to balance school, studies, extracurricular activities.



	<ul style="list-style-type: none"> • Enhance the students' self-understanding, teaching self-acceptance and self direction through workshops. 	
Test Taking Skills	<ul style="list-style-type: none"> • Encouraging students to study for tests by quizzing them in a friendly manner. • Establish a study routine, to avoid getting anxious before and during tests. • Make children to space studying over days and weeks. 	<ul style="list-style-type: none"> • Students learn to take pride in work and achievement. • Students feel relaxed and prepared at the time of exam.
Refine critical thinking skills	<ul style="list-style-type: none"> • Give regular thinking and reasoning exercises to students. • Give situations to students and ask them to give judgment and make analysis. 	<ul style="list-style-type: none"> • Learn and apply critical thinking skills. • Learn to make arguments, give expression to observation of an incident. • Develops intuition.
Decision making	<ul style="list-style-type: none"> • Help adolescents in establishing challenging academic goals by relating school subjects to later educational plans. • Role play, giving situations and asking them to make an interpretation of the decision after the role play. 	<ul style="list-style-type: none"> • Learns to take responsibility for their actions. • Improvement in the competence, capability, and confidence of the student.

Career Development

Competency Area/Objectives	Activities	Benefits to Students
Career Exploration	<ul style="list-style-type: none"> • Make students explore the world of work by observing actual work settings, library sources, newspapers, internet, etc. 	<ul style="list-style-type: none"> • Learns to use the various sources to access career planning information.





	<ul style="list-style-type: none"> • Discussion on topics such as ‘need for life/career planning’, ‘use of leisure time’, developing hobbies, skills for time management, habits to maintain good physical health, etc. 	<ul style="list-style-type: none"> • Students will be aware of strategies to achieve future career goals.
Diversity and Career Choice	<ul style="list-style-type: none"> • Develop employment readiness. • Providing opportunities for vocational exploration through project work related to subject matter areas or through job study by observing, interviewing people on the job, preparing displays or career magazines, job posters, charts, arranging career exhibitions, etc. • Inviting individuals well placed in their occupations to discuss their respective occupation/life styles with students. 	<ul style="list-style-type: none"> • Students learn to make an analysis of traditional and non traditional occupations and relate it to his/her career choice. • Understand diversity of working world and its requirements.
Understanding of self and relation to the world of work	<ul style="list-style-type: none"> • Help student make an analysis of his/her interest in academics and the related field, and helps in identifying and planning for career options close to his/her qualification. • Help identify abilities, interests, personality qualities using psychological tests and non-testing tools. • Providing information of the educational and occupational nature. 	<ul style="list-style-type: none"> • Understand the relationship between academic achievement and career success. • Select course work related to career interests, potentials, etc.

Personal and Social Development

Competency Area/Objectives	Activities	Benefits to Students
Character Education	<ul style="list-style-type: none"> • Identification and understanding of personality traits/values for effective living. • Enumerating the importance of developing good traits through various role models and stories. 	<ul style="list-style-type: none"> • Learns to approach the problems of life in the right ways. • Promotes self discipline in students.

<p>Skills for facing demands of adolescents</p>	<ul style="list-style-type: none"> • Have discussion sessions, e.g. What do you understand by “peer pressure”? What can be done to reduce peer pressure and victimisation by it? • Teach skills of good communication. • Teach techniques and tactics to manage stress and conflict. • Making students understand issues related to sexuality, attraction towards opposite sex to be a normal phenomenon. • Brain-storming session to maintain satisfying relationships with parents, friends and other adults. • Provide coping skills to students to deal with problems. • Develop interpersonal skills. 	<ul style="list-style-type: none"> • Identify personal strengths and assets. • Reducing anxiety about opposite sex. • Creates healthy friendships, paying less heed to gender considerations. • Learns to approach life in a holistic way • Improvement in coping skills • Learns to respect alternative points of view • Learns communication skills involving speaking, listening and non verbal behaviour.
<p>Life strategies and skills for violence prevention, conflict resolution and substance abuse prevention</p>	<ul style="list-style-type: none"> • Role plays in small groups on violence, conflict etc. The students to determine whether the activity was “safe” or “unsafe” after role play. • Creating peer mediation groups. • Discussion on issues related to drugs and alcohol, smoking, etc. 	<ul style="list-style-type: none"> • Learns to resolve conflict in a peaceful way. • Learns how to cope with peer pressure. • Learns about the emotional and physical dangers of substance use and abuse.
<p>Enhance personal-social development</p>	<ul style="list-style-type: none"> • Help students understand the difference between aggressiveness, assertiveness and shyness through discussions and role-plays. • Help students to develop an action plan to set and achieve realistic goals. 	<ul style="list-style-type: none"> • Differentiate between situations requiring peer support and situations requiring adult professional help.

For students at this stage, it is expected that a comprehensive guidance programme can enable students achieve academic success and later success in career and personal life.



2.7.3 Guidance Activities for the Secondary and Senior Secondary Level

In schools where guidance programmes are available to students at the secondary stage, most activities would continue through the senior secondary stage. However, some activities specifically required to be organised for these terminal classes need to be mentioned. This stage covers Classes XI and XII and is the final phase of transition from adolescence to adulthood, whereby the students explore all the aspects of life. The students have to be prepared to leave school to enter the larger world. This stage is marked by a lot of uncertainty about their educational and occupational future. Educational and career opportunities being very limited, uncertainty about entering the educational or career fields of one's preference leads to a lot of anxiety. The guidance programme should aim at helping students acquire realistic self and occupational concepts, by providing opportunities to students for self and occupational exploration.

The activities and objectives at each of the stages discussed present exemplar activities, which can be further modified and adapted by the counsellors in accordance with the needs of their school setting.

Personal and Social Development

Competency Area/Objectives	Activities	Benefits to Students
Academic/Study Skill Development	<ul style="list-style-type: none">• Train students to obtain, organise and apply academic information from a variety of sources.• Creating positive interest in learning by way of involving students in active and practical learning, conducting workshops, projects, etc.• Teach different styles of learning, techniques for memory, etc.• Use group guidance sessions to encourage students to talk, discuss and listen to others on topics which would generate critical thinking.• Develop interpersonal skills.	<ul style="list-style-type: none">• Students identify attitudes and behaviours which lead to successful learning.• Become self directed and independent learners.• Demonstrate the ability to balance school, studies, extracurricular activities.• Learn that communication involves speaking, listening and non verbal behaviour.

Post secondary educational planning	<ul style="list-style-type: none"> • Orientation to various educational institutions by giving pamphlets/handbooks 	<ul style="list-style-type: none"> • Learn to identify post secondary options consistent with interests, aptitude, attitudes and abilities.
Decision Making	<ul style="list-style-type: none"> • Planning and undertaking small assignments and projects to students so that their competencies are utilised to the full. • Help adolescents in establishing challenging academic goals. • Give regular reasoning exercises to students, e.g. brainstorming, quiz, etc. 	<ul style="list-style-type: none"> • Use problem solving and decision making skills to assess progress towards educational goals. • Learn to take responsibility for their actions. • Improvement in the competence, capability, and confidence of the student.
Critical Thinking	<ul style="list-style-type: none"> • Give situations and ask students to give judgment and make analysis. 	<ul style="list-style-type: none"> • Learns to apply critical thinking skills • Learn to make proper arguments, expression and observation of an incident. • Developing intuition.
Transition from adolescence to adulthood	<ul style="list-style-type: none"> • Help students in understanding the requirements of the society, in terms of character traits, employability skills, etc. 	<ul style="list-style-type: none"> • Students find it easy to enter the external environment, given the required exposure to face the transition period. • Learn to successfully negotiate the school-to-work/school-to-higher studies transition.



Career Development

Competency Area/Objectives	Activities	Benefits to Students
Career Exploration	<ul style="list-style-type: none"> • Conduct career guidance classes and workshops to give a wider exposure to world of work. • Arranging discussions, visits by persons from various fields of work. • Organising exhibits, film shows on careers. • Referral/consultation with community agencies, placement, and follow-up of school leavers. 	<ul style="list-style-type: none"> • Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace. • Selects course work that is related to career interests
Career choice and planning	<ul style="list-style-type: none"> • Develop employment readiness. • Relating personal factors to requirements of various training courses and occupations, by organising career discussions/workshops, displays, career planning week, etc. with experts from institutions/organisations to provide job information. • Training on job-seeking skills such as preparing resumes, how to appear in an interview, etc. • Help students to shape themselves in acquiring the skills to meet the requirements of the job market 	<ul style="list-style-type: none"> • Develops competency in area of interest • Makes an assessment of career plans, according to the educational qualifications. • Development of career maturity.
Diversity and career choice	<ul style="list-style-type: none"> • Use of methods of acquiring career information. Emphasis on orientation about new and emerging occupations. • Discussion with students about the need to have a wide range of career choices/options. 	<ul style="list-style-type: none"> • Understand how changing economic and societal needs influence employment trends and future training. • Makes student understand the changing nature of work place, which requires lifelong learning and job market requirements.

Personal and Social Development

Competency Area/Objectives	Activities	Benefits to Students
Facilitate self understanding	<ul style="list-style-type: none"> • Understanding students' abilities, aptitudes, personality characteristics, etc. using assessment procedures. • Group guidance activities such as workshops, group discussions to enhance self-awareness and self-esteem. 	<ul style="list-style-type: none"> • Ability to plan for short term and long term goals. • Learn coping skills for managing life events.
Social skills	<ul style="list-style-type: none"> • Programmes on improving communication skills, assertiveness training, etc. Use of group/individual counselling and peer counselling to remedy various personal and social problems. • Debates, group discussions and drama on various social and educational issues. • Create awareness about their duty to the society which increases their responsibility. 	<ul style="list-style-type: none"> • Students learn to identify and discuss changing personal, social roles and family roles. • Identify alternative ways of achieving goals. • Learn about the relationship between rules, laws, safety and the protection of an individual's rights.
Violence prevention, conflict resolution and substance abuse prevention	<ul style="list-style-type: none"> • Group discussion on the various range of violent behaviour and the implications which cost heavily. • Discussion on the consequences of getting into aggressive actions, which would ruin life. • Arranging for talks about drug abuse and a visit to de-addiction centre to understand the negative impact. • Discussion sessions to help students learn coping strategies, stress and anger management skills, etc. • Arranging meetings with parents to resolve conflicts. • Brainstorming to deal with anger without fighting. 	<ul style="list-style-type: none"> • Gets awareness about the negative consequences of bullying, fighting, suicide, etc. • Change in the student's sense of safety in school, attitude towards violence and non violent behaviours. • Able to have pleasant interaction with family.





	Role play: Give particular conflict situations to students; one tends to fight and the other tries to resolve it peacefully in the role play. Have a discussion and make an analysis after the role play.	
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The secondary stage is a period full of growth, promise, excitement, frustration, disappointment and hope (The ASCA Model, 2003). Counselling programmes at this stage are essential for the students to achieve personal and social goals, and to establish appropriate career goals thereby making their contribution to the community and society at large.

A comprehensive guidance programme provides a full range of activities and services including assessment, information, counselling, consultation, referrals, placement, follow-up and evaluation. The programme focuses on the competencies of students, i.e. on building their strengths rather than concentrating on their deficiencies. As the programme has linkages across all levels (elementary, middle, and secondary), programme continuity is maintained, it is expected that needs of students are addressed.



Self-check Exercise 2

Match the following:

- | | | |
|--------------------------------|---|--|
| 1. Guidance curriculum | : | i. Crisis counselling, referral, consultation |
| 2. Individual student planning | : | ii. Programme management, data analysis, documentation |
| 3. Responsive services | : | iii. Appraisal, advisement and placement |
| 4. System support | : | iv. Classroom instruction, small group discussion |

2.8 Summary

A guidance programme should be designed as a constellation of activities to facilitate the overall development of the student. To organise such a programme, it is essential to consider several points. Guidance activities have to be planned keeping in mind the developmental needs of the child and societal demands. The needs and problems of students should be surveyed. This is important because programme goals, objectives, implementation strategies and evaluation techniques would also depend upon the needs of the target group. School counsellors should be well versed with need assessment procedures. They should

also survey resources at their disposal in and outside school in order to utilise them in their work.

There are various models of guidance programmes. Some schools have full time counsellors while some have teacher counsellors and a large number of them have only careers teachers. The key input area of guidance will differ depending on the model implemented.

1. Elaborate the steps you would follow in assessing the needs in a guidance programme.
2. What are the essential components of a comprehensive school guidance programme?
3. Outline the activities, with their specific objectives, for a guidance programme at the secondary stage of school for academic development.

Answer Key to Self-evaluation Exercises

1. Explain in detail the following steps:
 - Form a planning committee
 - Define guidance programme goals
 - Identify the tools to be used
 - Administer the tools
 - Implement the results
 - Follow-up
2. Elaborate on the following components of a guidance programme:
 - Guidance curriculum
 - Individual student planning
 - Responsive services
 - System support
3. Elaborate on the following activities for the guidance programme at the secondary stage of schooling:

Personal and Social Development

Competency Area/Objectives	Activities
Academic/Study Skill	<ul style="list-style-type: none"> • Train students to obtain, organise and apply academic information from a variety of sources. • Create positive interest in learning, by way of involving students in active and practical learning, conducting workshops, projects, etc. • Teach different styles of learning, techniques for memory, etc.



	<ul style="list-style-type: none"> • Use group guidance sessions, to encourage students to talk, discuss and listen to others on study related issues and problems, which would generate critical thinking and problem solving.
Post secondary and educational planning	<ul style="list-style-type: none"> • Orientation to various educational institutions by giving pamphlets/handbooks. • See the relationship between school subjects and other activities, and after-school educational and career opportunities.
Decision making	<ul style="list-style-type: none"> • Give small assignments and projects to children so that their competence are utilised to the full. • Help adolescents in establishing challenging academic goals.
Critical thinking	<ul style="list-style-type: none"> • Give regular reasoning exercise to students. • Gives various situations to students and ask them to give judgement and make analysis.
Transition from student to adult	<ul style="list-style-type: none"> • Help students in understanding the requirements of the society in terms of character and employability skills. • Development of career maturity in adolescents.

Answer Key to Self-check Exercises

Self-check Exercise 1

Specialist counsellor

- A professionally qualified person
- Working as a full-time counsellor

Career Teacher

- A teacher with a short-term training
- Provides career information to students

Teacher counsellor

- A teacher with training in counselling and guidance
- Works as a teacher-cum-counsellor in a school set-up

Self-check Exercise 2

1. iv

2. iii

3. i

4. ii



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3

Guidance and Counselling for Children with Special Needs

Part I Guidance and Counselling for
Children with Intellectual
Disability

Part II Guidance and Counselling for
Children with Learning
Disability

Part III Guidance and Counselling for
Children with Physical
Disability



Part I

Part I



Guidance and Counselling for the Children with Intellectual Disability

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Characteristics of Intellectual Disability
- 3.3 Identification of the Needs of Children with Intellectual Disability
- 3.4 Guidance of the Child with Intellectual Disability
- 3.5 Suggestions for Educational Guidance
- 3.6 Counselling for Socio-emotional Development
- 3.7 Environmental Interventions
- 3.8 Working with Parents of Children with Intellectual Disability
- 3.9 Vocational Rehabilitation of Students with Intellectual Disability
- 3.10 Summary
 - Self-evaluation Exercises
 - Answer Key to Self-evaluation Exercises
 - Answer Key to Self-check Exercises
 - References



Guidance and Counselling for the Children with Intellectual Disability

Part I 3

3.0 INTRODUCTION

The term Intellectual Disability is used to describe people whose Intelligence Quotient (IQ) is below the normal intelligence. Intellectual disability is the currently preferred term for the disability historically referred to as mental retardation. The change in the way of addressing people in a humane way is a step forward in fostering positive attitudes in society towards people with limited intelligence. This would make a better impact on the lives of such people.

The following case is an example of a child with intellectual disability.

Raju developed much more slowly than his older brother Ramu, which caused some concern to his parents. His speech was developing so slowly at the age of 6 years that the parents suspected hearing loss. However, the audiologist found nothing wrong with Raju's hearing and he referred Raju to a psychologist who conducted a series of observations and administered a standardised intelligence test. The test score indicated an intelligence quotient (IQ) of 60 – much below the average of 100. Although chronologically Raju is now 7 years old he functions like a child 3-4 years younger. He has acquired the required self-help skills for his age level like dressing, feeding, personal hygiene, etc. but he sometimes gets aggressive. Raju is a child suffering from mild intellectual disability.

The above case gives a picture of the suffering that a child with limited intelligence undergoes. It is generally perceived that children with limited intellectual ability are below normal in IQ and that such children are unable to learn or to care for themselves. Although children with intellectual disability have significantly low IQ and considerable problems in everyday functioning, most of them can learn a great deal and as adults can lead at least partially independent lives. This unit discusses the characteristics of the intellectually challenged and the nature of physical, personal and emotional problems they face in schools and in everyday life.

Although the preferred term is intellectual disability, the authoritative definition and assumptions promulgated by the American Association on Intellectual and Developmental Disabilities (AAIDD, previously, AAMR) remain the same as those found in Mental Retardation.

According to the Rights of Persons with Disability Act, 2016 (RPWD, 2016) intellectual disability, a condition characterised by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and an adaptive behaviour which covers a range of everyday, social & practical skills.

It does not mean that a person with intellectual disability can never be independent in taking care of his/her needs. This unit will discuss how, with proper support, education and training they can become partially independent. In this regard, parents and teachers/counsellors play a prominent role in providing better life for the children with intellectual disability who can become independent to some extent with the support of teachers.

3.1 OBJECTIVES

After going through this unit, you will be able to–

- *describe* the meaning of intellectually disabled and how they are different from other children;
- *explain* the special needs and problems faced by this group of students and their parents;
- *identify* their strengths and, plan and organise guidance and counselling activities for furthering their growth and better adjustment.

3.2 CHARACTERISTICS OF INTELLECTUAL DISABILITY

The major characteristics of intellectual disability include–

- Intellectual deficiency or limitation, leading to impairment in the learning process, memory, attention and reduced ability to generalise and conceptualise.
- Deficient ability in adaptive skills which covers a range of everyday social and practical skills.
- Low academic achievement with significant deficiency in the area of reading and mathematics
- Delayed speech and language development and limited vocabulary
- Low tolerance for frustration
- Short attention span
- Inability to cope with strict and rigid environment
- Low motivation for any work
- Poor self image

3.3 IDENTIFICATION OF THE NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITY

As they grow up and master activities of daily living, they have increased need for support since they find it difficult to do things on their own, like eating, dressing, bathing and grooming. Things need to be explained in a language that they understand, i.e. there is need for more repetitions and practice, use of concrete materials and examples for learning.



It is very essential to maintain detailed assessment and programming of each child. There is also need to monitor the progress made by them by special educators, teachers, and counsellors. This can be done by functional assessment tools. There are different functional assessment checklists for children from pre-primary to pre-vocational levels. The areas for training are grouped under five domains: personal, social, academic, occupational and recreational.



A child with intellectual disability in a school setting will face a number of problems such as: other children may ridicule his/her appearance, his/her being dull or slow as compared to them. Some of the major problems a child may face are given below–

- Inability to cope with their surroundings
- Feeling of neglect/rejection by peers and others
- Feeling of worthlessness due to repeated failure
- Feeling of frustration if unable to achieve goals
- Poor self-concept/low self image/negative body image
- Play interests below those of age peers
- Afraid to venture on new tasks
- Aggressiveness, indulging in breaking things or making funny noises, etc.
- Have problems in interacting with strangers
- Are unaware of their strengths or talents
- Give up easily or make no or very little effort

3.4 GUIDANCE FOR CHILDREN WITH INTELLECTUAL DISABILITY

It is important for you as teacher counsellors to understand the strengths and specific abilities, interests, ambitions, family background and study requirements of the child. The guidance of the child with intellectual disability would include:

- Assessment of the basic profile of the child.
- Providing a warm and encouraging environment to accept and adjust the shortcomings and strengthen the positives.
- Identifying reasons for poor self concept/low self esteem; encouraging others to compliment him/her whenever possible.
- Engaging in constructive endeavours leading to success and to encourage taking risks through role-plays and use of play materials like puppets, figures, dolls, etc.
- Developing optimism and positive thinking through providing success experiences in different situations, such as writing to family and speaking about their strengths to others.
- Providing appropriate learning opportunities according to the level of learning ability.
- Inculcating vocational skills to make them capable of earning a livelihood.

- Encouraging the child to perform small tasks and duties to develop positive attitude as per his/her capability towards self and others, and working out ways of rewarding strengths of the child in the classroom by the teachers, peers and at home by the siblings and parents.
- Ascertain his/her weaknesses and fears, and work on these areas to boost their confidence.
- Be alert to their personal difficulties and adjustment problems.
- Make sincere efforts to avoid embarrassment, and help them accept compliments and praise for their accomplishments.
- Prepare for a vocation based on the child's aptitude, potential interest, family background and resources for providing the possible opportunities.
- Encourage to develop wholesome and constructive attitudes towards him self/ her self and others.
- Plan and involve the group in a career education program suited to their needs.
- Carry out assessment of interests, aptitudes and other strengths with the help of standardised instruments, tests and tools, interviews with parents and other family members, and observations.
- Provide opportunity for work study programme at vocational training centres.
- Arrange for camps/orientation programmes through group guidance activities, individual counselling etc to prevent vocational and general adjustment problems later.
- Provide opportunity to learn right behaviours so that he/she and his/her families do not have to go through unnecessary embarrassment and frustration. This can be done by talking to them about real life examples of successful people with disability.
- Form clubs and organise activities to foster social interaction, involving their families and others. It is a good idea to organise programmes involving parents as volunteers in the school.
- Provide opportunities for social interaction, as their social milieu and anxiety often prevents them from trying to find out information, especially in the face of opposition to the experience of sexuality by them. Impart such information so that their queries are addressed.
- Consider the student's feelings of wanting to be like their peers and the resultant apathy, despair or anger when this does not happen; organise more activities in the classroom which help in enhancement of self esteem of the students by bringing out their special strengths.
- Help resolve the anxieties as teenagers may have through group or individual discussions.
- Motivate students for decision-making and self-help by organising group activities and rewarding them for taking initiative.
- Develop warm, accepting and effective relationships with all students.
- Adapt the environment to the unique needs of the students by breaking down the day's routine into small tasks and by alternating between formal and informal activities.
- Promote acceptance of differences, regard for others among all children in the class.



It can be concluded from these given facts that it is extremely important to be alert to personal difficulties and adjustment problems of children with intellectual disability. The other children in the class and school have to be motivated to include children with intellectual disability in various group activities and give a chance to perform to the extent possible. Parental guidance is another responsibility, as parents need to adjust to the realisation of difficulties their child has in learning. Parents are required to be informed about the diagnostic and prognostic aspect of the child. Parents need to talk to parents of children with similar problems to get adequate suggestions regarding bringing up their child. The child with intellectual disability benefits more from individualised intervention and concrete experiences. S/he can be motivated by praise. The teacher/counsellor needs to be aware of the actual learning capacities of the students.

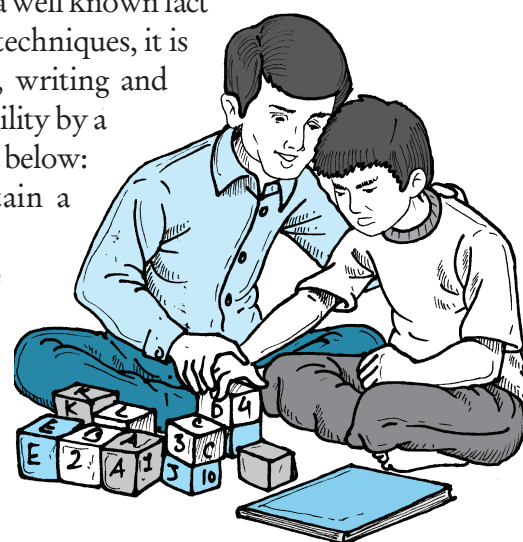
3.5 SUGGESTIONS FOR EDUCATIONAL GUIDANCE

Though these children are slow in learning, it is a well known fact that by applying the right kind of educational techniques, it is possible to impart the basic skills of reading, writing and arithmetic to the children with intellectual disability by a little effort on the part of the teacher as explained below:

- Meet the student periodically to maintain a contact report to assess progress.
- Use techniques such as going from concrete to abstract for making them learn new things, make use of colourful textbooks and play material along with behaviour modification techniques of reinforcement, punishment, etc. This is especially effective with younger children.
- Identify and recognise interests, talents, needs and career goals of the challenged students to suggest need-based programmes.
- Plan vocational activities or work study programmes during the secondary school years which may be useful for the challenged student. Orient them to the reality of the world in which reward is related to the work done on the job and productivity, by rewarding them for the work done by them.
- Collaborate with special educators in providing basic and remedial education coupled with reorientation of the individual to academic goals and settings.
- Help the family by educating them on preventive services available in the community which can save the challenged student from other subsidiary concomitant problems.

Some more tips for the teachers:

- Show, demonstrate and model.
- Utilise multisensory learning.



Guidance and Counselling for Children with special needs

- Break information down into smaller units.
- Utilise peer tutoring and cooperative learning.
- Use a developmentally appropriate approach.
- Make information as concrete as possible.
- Provide small groups of instructions.
- Read test materials to the student.
- Find out how the student learns best, and utilise this learning channel.
- Provide opportunity for continuous success.
- Use consistent vocabulary when teaching a new skill.
- All students should be encouraged and given time to work collaboratively and solve problems upto whatever levels they can attain.
- Give students a chance to share and justify their thinking in different ways.
- Make greater use of problem driven tasks and open-ended questions.
- Increase expectations for student’s reasoning and encourage multiple solution strategies.
- Lay greater emphasis on inter student dialogue and collaboration.
- Make less use of teacher directed instruction.



Self-check Exercise 1

Read the following statements and mark true or false.

True

False

1. Intellectual disability refers to significant limitation both in intellectual functioning and adaptive behaviour.
2. Overprotection by parents improves the coping ability of a child with intellectual disability.
3. The child with intellectual disability gains more from individualised intervention.



Activity 1

In the context of the school with which you are associated, identify the factors in the areas mentioned below that hinder the education of children with intellectual disability and list them in column A. In column B write the interventions that may be necessary to remove those hindrances.

Suggested Areas

Column A

Column B

Text Books

Teaching/Learning

Process

Classroom Organisation

Evaluation



3.6 COUNSELLING FOR SOCIO-EMOTIONAL DEVELOPMENT

Adequate parental counselling in the initial stages is very essential. Doctors, psychologists and social workers can make a big difference by correctly explaining to the parents the condition and the options for treatment available, as well as clarifying their doubts. Parental counselling also involves providing emotional support and guidance, and strengthening morale. Once the parents get a grasp of the condition, they need to learn appropriate ways of rearing and training the child. Parents continue to need such assistance, guidance and support as the child grows up, especially during adolescence, early adulthood and during periods of crisis.

In developing countries, additional factors like religion, superstitions, social attitudes, etc. further complicate the situation. Furthermore, there may be claims that certain drugs and herbal preparations can improve intelligence.

It is important to ensure that parents do not spend a lot of their valuable money and time in pursuing treatments that are doubtful or of no value.

Individual counselling sessions by a professional counsellor and a psychologist may range in duration from one or two interactions to a series of sessions lasting over extended periods of time. It has been observed that:

- Over-protection leads to dependence of the child upon others that extends well beyond the realities of the individual's disabilities. Therefore, encourage them to be independent. However workout a proper and realistic balance between the needed support and encouragement of independence, as over protection represents an unfavourable attitude towards the intellectual disability but encouraging too much independence may sometimes prove to be dangerous or difficult.
- Play the advocacy role to help other students to understand the students with intellectual disability better. Foster a more favourable school climate to respond appropriately to a student with intellectual disability.

Individual counselling may be helpful in dealing with issues of dependence/independence and other socio-emotional issues faced by older children and parents. Family counselling can bring the family together to discuss the child and the difficulties, and help improve family relationships and reduce interpersonal pressures at home.

The counselling techniques, successful with the students having intellectual disability are the same as those used with others. However, special counselling skills may be needed to counsel parents to bring about greater acceptance of the child.

Counselling should help and encourage to become independent at a level that is consistent with their potential despite environmental restraints and internal reinforcers of dependency.

Counselling approaches would be effective only if the strengths and limitations of the child are kept in mind and if the counselling approaches are adapted to meet the child's needs.



3.7 ENVIRONMENTAL INTERVENTIONS

There are various types of environmental risks a child with intellectual disability may be exposed to such as deprivation, stigma, physical and sexual abuse, and limited opportunities for development because of typical assumptions concerning intellectual disability, or because of their inability to deal with it (Furey, 1994; Tharinger, Horton and Millea, 1990).

Thus, an inappropriate environment further delays the development of such children. Therefore it is very important to–

- identify those aspects of the child's environment which are creating difficulty in the family, financial limitations, problems of working parents, etc. which constitute barriers for the development of the child and arrange support for them;
- orient the supporting school staff to improve their understanding and acceptance of the child;
- undertake organised efforts by involving principal and experts such as special educators and other concerned teachers; bring about change in the attitudes of teachers and other professionals; plan and organise social and recreational activities for the group.
- advocate for enabling environment and creating a barrier free schooling.
- arrange for meaningful evaluation of the strengths of all students, remedial classes, activities and opportunities by providing support for teaching in inclusive classes which are compatible with the needs and abilities of the child.

3.8 WORKING WITH PARENTS OF CHILDREN WITH INTELLECTUAL DISABILITY


It is immensely important to work with parents of children with intellectual disability as they face a multitude of challenges. One of the challenges faced by these parents is social isolation. Friends and family members may not understand the special needs of a child with intellectual disability and thus, may not be able to provide the child-care support often available to families with more typical young children.

A second challenge frequently reported is that parents of children with intellectual disability are subject to stigma. Most community or neighborhood members are not exposed to or educated about individuals with intellectual disability. Further, the general public has low tolerance for behaviour outside of the norm. Families of children with intellectual disability are often sensitive to drawing negative attention to their families in public places.

Thirdly, parents of children with intellectual disability often express concern regarding balancing the needs of the child with those of other siblings. Discipline techniques need to be tailored for the child with intellectual disability. Involvement with educational and other institutional systems can be of help to the parents.

You as teachers/counsellors have to orient the family to accept the child and also the parents of other children to bring about a change in their attitudes towards disability.





You can provide examples of the parents who have accepted their child's limitations so that the parents of the concerned child could accept the disability of the child, come together and form an association. Parents can be made aware that the disability could be managed very effectively though not cured.

3.9 VOCATIONAL REHABILITATION OF STUDENTS WITH INTELLECTUAL DISABILITY

To maximise the potentials of the child and achieve an optimum level of functioning that is more consistent with the capacities and opportunities for the students with intellectual disability you can–

- help in development of work habits and attitudes;
- help in diagnosis and evaluation;
- provide greater self direction;
- facilitate early training in daily living skills and coping with other life's situations;
- help in better utilisation of student's abilities in the pursuit of appropriate educational, social, vocational and interpersonal goals;
- seek information about the child, about his/her preferences of work to prepare a rehabilitation plan, and help in its implementation;
- provide the disabled with the tools and skills that they need to make the most of their life;
- help the child contribute to national or social goals by making them productive and self sufficient.

Role of the Parents

No one is prepared to be the parent of a child with disability. The parent(s) primarily learn about their child through an experience of family living, and the professionals working with these parents must focus on their experiences which are unique in every individual case. Although parents may share common problems and reactions, the combinations of possible reactions, the intensity of the reactions, and the duration of the reactions are some factors that necessitate each family to be considered individually.

Parental adjustment may consist of any or all the following stages–

- Awareness of the problem
- Search for a cause
- Acceptance of the child.
- Recognition of the problem
- Search for a cure, and

The parents should bear the following in mind–

- Foster feelings of self-esteem in the child.
- Do not compare the performance of the child with other siblings.
- All children have strengths and competencies, and these strengths must be identified and reinforced.
- Parents who convey hope provide a major force in helping children overcome adversity and become resilient.

- Parents can help children develop a sense of responsibility and contribution to their family.
- Parents can provide opportunities for their child to make choices and decisions, and promote self-discipline.
- Parents can help the children deal effectively with their mistakes and failures.
- If possible, parents should attend training programmes along with the community.



Self-check Exercise 2

Fill in the blanks from the following alternatives.

- | | |
|----------------|------------------|
| a. Social | b. independent |
| c. self-esteem | d. environmental |
1. A child with intellectual disability must be encouraged to be _____.
 2. Deprivation, stigma, physical and sexual abuse are _____ risks which a child with intellectual disability may be exposed to.
 3. One of the challenges faced by parents is _____ isolation.
 4. Parents should foster feelings of _____ in their child with disability.



Activity 2

Organise a meeting with the parents of children with intellectual disability of your school or community and encourage them to form an association catering for the needs of their children.

3.10 Summary

The unit gives a detailed account of the concept of intellectual disability in children. The characteristics, needs and inclusion of children with intellectual disability in school setting has been mentioned.

Teacher's role in identifying their strengths and abilities has been highlighted and various suggestions for educational guidance have been given in detail.

Furthermore, the role of counsellor in providing necessary counselling, i.e. helping parents accept the disability of the child and providing emotional support, has also been mentioned.

The unit also provides guidelines for vocational rehabilitation of the students with intellectual disability.





Self-evaluation Exercises

1. Explain briefly the problems a child with intellectual disability may face in an integrated setting.
2. Explain the significance of counselling, for parents of a child with intellectual disability.
3. What are the various possible environmental risks for a child with intellectual disability.

Answer Key to Self-evaluation Exercises

1. A child with intellectual disability in a school setting will face a number of problems ranging from his/her being ridiculed by other children for different physical appearance to his/her low academic achievement.
2. Elaborate on the following points:
Counselling the parents of the children with intellectual disability will help them in accepting the disability of the child and learning appropriate ways of rearing and training the child.
3. Various environmental risks a child with intellectual disability may face are deprivation, stigma, physical and sexual abuse, neglect and risk of various physical diseases.

Answer Key to Self-check Exercises

Self-check Exercise 1

1. T 2. F 3. F 4. T

Self-check Exercise 2

1. b 2. d 3. a 4. c



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Part II

Guidance and Counselling for Children with Learning Disability

- 3.11 Introduction
- 3.12 Objectives
- 3.13 Concept of Specific Learning Disability
- 3.14 Differentiating Learning Disability from other Learning Difficulties
 - 3.14.1 Intellectual Disability
 - 3.14.2 Underachievement
 - 3.14.3 Attention-deficit Hyperactivity Disorder
 - 3.14.4 Autism Spectrum Disorder
- 3.15 Causes of Learning Disability
- 3.16 Characteristics of Children with Learning Disabilities
 - 3.16.1 Learning Characteristics
 - 3.16.2 Behavioural Characteristics
 - 3.16.3 Social Characteristics
 - 3.16.4 Academic Problems
- 3.17 Characteristics of Adolescents with Learning Disability
- 3.18 Guidance and Counselling of Children with Learning Disabilities
 - 3.18.1 Suggestions for Parents
- 3.19 Summary
 - Self-evaluation Exercises
 - Answer Key to Self-evaluation Exercises
 - Answer Key to Self-check Exercises
 - References



3.11 INTRODUCTION

You know by now how to meet the needs of children who are deficient in intellectual ability to perform the day-to-day tasks. In this section we shall discuss children who appear to be intelligent (have an IQ level of average and above) but do not learn to read, write, or spell at the grade level expected of them, no matter what methods of instruction you may use. Such a situation is puzzling if you can sense that a student's poor performance is not essentially due to laziness. In fact, many of these failing pupils may be the most industrious members of the class. Nor can their failure be attributed to defective intellect. These particular 'non-readers' usually exhibit brightness in oral fluency. In spite of their best efforts, these children fail to reach the proficiency of their grade level in reading, writing and arithmetic.

Such conditions are identified as learning disability. Researches show that ten to fifteen per cent of the school age population experiences the inability to handle language symbols, in spite of good intellectual ability, comfortable economic status, or instructional efforts within the classroom. Children with Learning Disabled (LD) are found in nearly every classroom of the world, including those serving our most advantaged areas. Two or three can be found in most typical classrooms and are not able to sustain the systematic demanding effort required to learn the basic skills of arithmetic, reading and writing.

The phenomenon of failure quickly becomes a way of life for most of the children and hence the dropout rate of such children is alarmingly high. The child, who is unable to perform certain academic tasks, will resort to the use of maladaptive behaviour to divert the teacher's attention away from the academic work. Hence, early detection and remediation of the problem becomes very essential.

3.12 OBJECTIVES

After going through this unit, you will be able to–

- *describe* the meaning of specific 'learning disability'

- *explain* the characteristics of children with learning disability
- *identify* children with learning disability in class
- *list* the causes of learning disability
- *explain* the role of counsellor in helping children with learning disability.

3.13 CONCEPT OF LEARNING DISABILITY

“Specific Learning Disabilities” means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia (RPWD Act. 2016). These children experience difficulty in any one or more of the following academic areas–

1. Oral expression
2. Written expression
3. Listening comprehension
4. Basic reading skills
5. Mathematical abilities
6. Mathematical reasoning
7. Spelling
8. Language

A learning disability arises as a result of a dysfunction in the central processing system of the brain resulting in disorders or inefficiencies in the reception, analysis, synthesis and symbolic use of information.

In early childhood the problems appear in different forms such as poor co-ordination, perceptual disorders, short attention span, lack of mastery of concepts, delayed milestones of language development or behavioural problems such as hyperactivity and distractibility. Parents get upset about why their child is not doing well. These children do not get identified in the primary classes. Other students may find them immature.

3.14 DIFFERENTIATING LEARNING DISABILITY FROM OTHER LEARNING DIFFICULTIES

Learning disability is a neurobiological disorder; people with LD have brains that learn differently because of differences in brain structure and/or function. If a person learns differently due to hearing or visual handicaps, intellectual disability, emotional disturbance, or cultural or economic disadvantage, it is not called a learning disability.

But, many students who do not perform well in school may be labelled as LD even though there are different reasons for their failure. Some of the children with LD may be interpreted as intellectually disabled or aphasic (explained below) or underachiever or one suffering from attention-deficit hyperactivity disorder (ADHD). Hence, these terms are differentiated here.



3.14.1 Intellectual Disability

Children with an IQ lower than 70 are usually characterised as having intellectual disability or intellectual deficiency, and they are not to be included under the definitions of learning disabilities because their learning difficulties are related directly to their intelligence and not to learning disability that has been mentioned under section 1.2. You have already read about the characteristics of intellectual disability in the previous unit.

3.14.2 Underachievement

An underachiever is a child with intellectual potential that is significantly higher than actual academic performance. In case of underachievement, poor performance of the child could be due to various reasons like peer pressure, emotional sensitivities at home or may be due to the child's interest in something else which does not form part of the school curriculum. If this discrepancy between potential and achievement is due to intrinsic reasons like problems in nervous system or trouble in information processing, then underachievement could be seen as learning disability.

3.14.3 Attention-deficit Hyperactivity Disorder (ADHD)

Attention-deficit Hyperactivity Disorder (ADHD) is often studied in connection with learning disabilities, but it is not actually included in the standard definitions of learning disabilities. An individual with ADHD may struggle with learning, but he/she can often learn adequately, once successfully treated for the ADHD. In order to understand the difference, imagine that someone with a learning disability is affected in only one or a few areas. However, people with ADHD are often affected in all areas.

3.14.4 Autism Spectrum Disorder

“Autism Spectrum Disorder” means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.

Differentiating learning disability from other types of disability alone is not sufficient to cater to the needs of the LD children. The causes for learning disability have to be identified so as to facilitate effective guidance.



Self-check Exercise 1

- a. Intellectual disability, b. Aphasia, c. Learning disability
- d. Attention deficit hyperactivity disorder, e. Underachievement.
1. If a child's academic performance is less than his/her intellectual potential, it is called as _____.
2. _____ is a kind of disorder, under which, a child may be have learning difficulty in one or few areas.
3. _____ is a neurobiological disorder.
4. Children with an IQ lower than 70 are characterised as having _____.





3.15 CAUSES OF LEARNING DISABILITY

With the development of sophisticated techniques in the late 1980s, detection of brain abnormalities has become much easier. Professionals began to hold the view that learning disabilities occur because of some kind of differences in brain structure or functioning, and the major cause of learning disabilities is neurological rather than environmental.

Some other important factors as possible contributors to learning disabilities are: hereditary factors, teratogens factors, medical factors and environmental factors.

- Heredity plays a significant role in many cases of learning disabilities. Researchers have found that around 35% to 45% of children with first degree learning disabilities have reading disabilities. Similar is the case for speech and language disorders (Beichtman, Hood and Inglis, 1992; Lewis, 1992) and spelling disabilities (Schulte-Korne, Deimel, Muller, Gutenbrunner and Remschmidt, 1996).
- Use of teratogens agents such as alcohol and cocaine by the expectant mother can cause neurological damage to the foetus, leading to learning disabilities in children. Children exposed to lead prenatally and postnatally are also at risk.
- Medical factors such as premature birth, early onset of diabetes in children, meningitis, cardiac arrest and pediatric AIDS are also associated with learning disabilities.
- Diet deficiency in essential vitamins and minerals, for example vitamin D deficiency, iodine deficiency, affects brain development and can lead to learning disabilities. Therefore, dietary factors such as malnutrition and vitamin deficiencies may cause learning disability in some children. Malnutrition impacts learning ability of children and people who survive a malnourished childhood are more prone to learning disabilities.
- Several environmental factors like poverty, parental illiteracy, lack of exposure to literacy skills in the home environment and lack of command over medium of instruction may affect the learning ability of children. But it should be remembered that environmental factors like cultural differences or bad teaching are not responsible for learning disabilities.

3.16 CHARACTERISTICS OF CHILDREN WITH LEARNING DISABILITIES

Children with learning disabilities become very depressed and their disability to learn makes a negative impact on their life. They may isolate themselves from the society as they may feel–

- Ashamed of the types of difficulties they struggle with, such as poor literacy skills, attention or memory difficulties
- Fear of failure, criticism, ridicule or rejection
- Fear of discrimination
- Fear that others may think that they are stupid or incapable
- Feeling left out of every day discussions due to lack of understanding.

Children with learning disabilities make a very heterogeneous group. The characteristics used for identification of learning disabilities include one or more of the following.

3.16.1 Learning Characteristics

- Average or above average intelligence
- Persistent academic difficulties in one or more areas
- Discrepancy between the student potential and actual performance
- Difficulties in both reading (i.e. children may find it difficult to recognise words or to understand the meaning) or writing language (they may have problems in spelling, or writing or in organising the ideas to write)
- Difficulties in oral expression, listening and comprehension, math performance, calculation, reasoning, memory and meta-cognition (one's knowledge concerning one's own way of thinking or anything related to them)
- Perceptual disorders which involve difficulties in discrimination, identification, association, sequential ordering, visual-perception, and analytical thinking to identify part to whole relationships.

3.16.2 Behavioural Characteristics

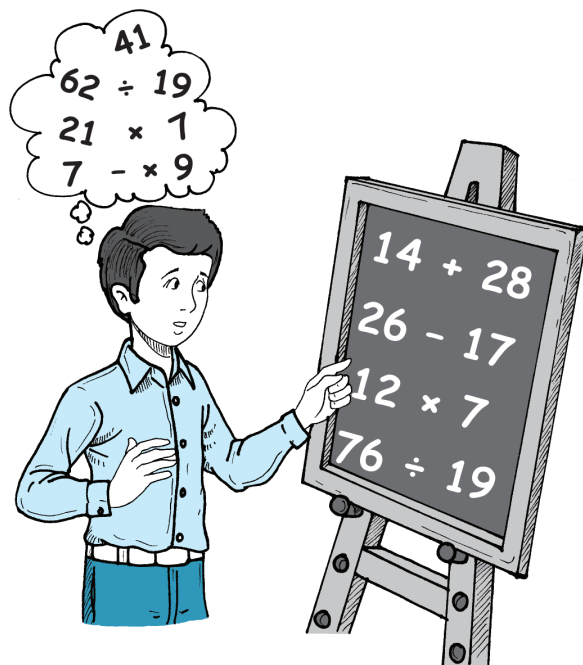
- Hyperactivity with problem of inability to sit in their seat for long periods
- Aggressive or withdrawn behaviour
- Hypoactivity (diminished activity)
- In-coordination (lack of visual, speech and action coordination)
- Show perseverance as they keep on studying even when discouraged
- Over-attention or attention fixation.

3.16.3 Social Characteristics

- Misinterpret social cues
- Exhibit inappropriate, socially unacceptable behaviours in certain situations
- Unable to predict consequences of behaviour or anticipating the behaviour of others
- Difficulty in changing or adapting their behaviour
- Poor verbal and non-verbal skills
- Poor self-confidence
- Difficulty in deciding/selecting from alternatives.

3.16.4 Academic Problems

- Difficulty in counting
- Lack of concentration or easily distracted by the surroundings, either at home or school
- Difficulty in sitting quietly in the classroom
- Inability to write down the spoken words correctly



- Confusion between Right & Left
- Unreasonable difficulty in remembering the verbal instructions
- General difficulty in memorising the things
- Extreme restlessness which significantly interferes with the timely completion of various tasks
- Reverses letters or symbols too frequently while reading, for example, b as d, saw as was, etc.
- Reverses numbers too frequently while reading or writing, for example, 31 as 13, 6 as 9, etc.
- Poor in mathematical calculations
- Problems in accurate copying from common sources like a book or a blackboard, even though vision is normal
- Writes letters or words either too close or too far (spacing problems)
- The child appears to comprehend satisfactorily but is not able to answer the questions.

Note

- (i) If the answer to any of the above 3 to 5 statements is positive, the child should be carefully examined by a qualified psychologist/pediatrician/or a special educator for initial screening and further consultations.
- (ii) One of the main characteristics of children with learning disability is that their verbal skills are often much better than the writing skills. Therefore, they should be formally tested in order to elucidate their disability in detail.



Activity 1

Identify children in your class/neighbourhood who are experiencing some of the above mentioned problems.

3.17 CHARACTERISTICS OF ADOLESCENTS WITH LEARNING DISABILITY

As a result of physiological changes taking place at this stage, pre-dominant problems adolescents may face are–

- **Alienation from family:** As the adolescent becomes functionally independent and mobile, steps out of home and school, s/he gets alienated from the family as s/he is influenced more by the peer group and yields quickly to their social pressures. However in case of LD, ability to survive without adult support in the family gets further weakened.
- **Identity crisis:** The adolescent tries continually to establish an identity. The onset of sexual development brings problems and sets tasks that are different for boys and girls. Accordingly, expectations of other people from them also change. The need for independence and rebellion against authority comes in the way of their attaining it. An added factor, which makes the process of identity formation difficult, is learning disability, which further aggravates the problems in different areas of development. The conflict is seen in their being unpredictable and ambivalent in how they react to the world.

- **Self-concept:** As an LD student's performance is inconsistent in different areas, it is difficult for others to understand whether he/she is intelligent or not and in what areas he/she is good at. This elicits inconsistent appreciation and criticism from others and the adolescent becomes diffident or confused. Thus he/she may develop a negative self-concept and low self-esteem.
- **Limited generalisation:** Generalisation is based on sufficient number of experiences that are consistent. However, such a thing does not happen in case of students with learning disabilities due to limited consistent experiences. Hence establishment of rules takes longer and generalisations are difficult to make.
- **Daydreaming:** With the onset of puberty, expectations, wishes and aspirations about present and future from self and others increase. If their expectations are not met, frustrations in life make them revert to imagined success experiences in different aspects of life and it leads to daydreaming.
- **Severe underachievement:** As the perception of the adolescent is severely affected, it affects their academic achievement in all areas. In addition they have short attention span, which affects their recall in exams. Even if they have good intellectual potential, achievement in all subjects can be poor. This perpetual failure induces frustration in them.
- **Poor concept formation:** Normally, as the child develops intellectually, his/her abstract thinking abilities improve. He/she can understand different perspectives of a situation. He/she understands, manipulates, thinks and attacks problems with abstract rules and generalisations. However, in an adolescent with learning disability, learning problems cause confusion. A student who can't read well but can think at a formal level, masks the basic problems, such as in reading, by making excuses like: he/she is tired, is not well, will read later, etc.
- **Emotional problems:** Adolescents generally like to conform to peer norms, especially in behaviour and dress. In their effort to conform and yet establish independent identity, their behaviours may appear impulsive and erratic. It is difficult to get him/her to focus attention in desirable directions. In case of learning disabled, consistent failure in academics and frequent reprimands from everyone may cause anxiety and frustration in the adolescent, leading to aggression. Lack of patience, combined with the need for independence and conformity, may result in unacceptable social behaviour.
- **Adjustment problem:** The necessity to cope with rapid physiological and concomitant psychological changes, poses adjustment problems for any student. This is more so when an adolescent has learning disability.

Like any other adolescent, the adolescent with learning disability shows the above mentioned characteristics because the problems of adolescent stage are further aggravated as a result of being learning disabled. They are also highly influenced by their peers. Consistent failure in school along with lack of support from family may make them feel lonely. Thus they are likely to have adjustment problems as they are not able to meet parental expectations of excelling in academics. They experience low self esteem because of their low performance in different school activities.





Activity 2

Observe and identify an adolescent with learning disability in your class/surroundings. Interview the student and assess the nature of academic, social and emotional problems such a student may have.

3.18 GUIDANCE AND COUNSELLING OF CHILDREN WITH LEARNING DISABILITIES

A guidance counsellor/teacher counsellor could deal with the problems associated with learning disabilities by identifying–

- the child’s own perception of his/her difficulties
- the attitude s/he develops towards herself/himself and also the attitudes and behaviour of significant others around him/her
- the inconsistent self concept, low academic achievement
- the inability to make choices, solve problems, etc.

Before dealing with the children with LD, a teacher/counsellor should have knowledge about the strong and weak areas of the child with LD. Some children can perform well with visual mode of teaching, whereas some are good at auditory skills and there are others who can learn more if they are taught in the kinesthetic mode of teaching. The following table gives a picture of the different needs of children with learning disability (Cutter, Barston and Benedictis, 2008).

Visual Learners	Audio Learners	Kinesthetic learners
See the world in images or pictures	They are good listeners	They process information through body movement and touch
Excels in the traditional classroom because most material is presented and tested visually	Do well in lecture based learning environment and are active in classroom discussions	Have trouble sitting still in class. They must touch, explore and create in order to learn. They are unable to process or retain material just by seeing or listening
They need to see to learn	Enjoy reading, looking at pictures, watching people and thrive with interaction and verbal repetition	Memory is linked to movement
They love to draw, write and are good organisers		Thrive in sports, drama, dance
Tools that can be offered: books, videos, computers, posters	Tools: talk, discussion, debate	Tools: skits, note taking, art



A counsellor/teacher, in order to maximise the potential of children with LD, should know the strengths of children with learning disability or LD. When counselling efforts are focused on the strengths of LD children it can create a positive attitude among the children towards their own abilities.

Identification and Assessment of Skills

Teachers/counsellors can identify the types of tasks the child can do and the senses that function well. By using the senses that are intact, many children can develop needed skills. These strengths offer alternative ways the child can learn. A counsellor can help a child by identifying a student's learning disability at an early stage. Making proper assessment of the problems of a child can help in identifying the specific deficit areas such as low self-esteem or inadequate academic skills or behaviours affecting academic performance, etc.

Building the Skills

After assessing the child's strengths and weaknesses, the guidance teacher/counsellor can design an Individualised Educational Program (IEP) (Neuwirth, 1993). The IEP should outline the specific skills the child needs to develop as well as appropriate learning activities that build on the child's strengths. Many effective learning activities engage several skills and senses. For example, in learning to spell and recognise words, a student may be asked to see, say, write, and spell each new word. The student may also write the words in sand, which engages the sense of touch. Many experts believe that the more senses children use in learning a skill, the more likely they are able to retain it. This is also referred to as multi-sensory learning.

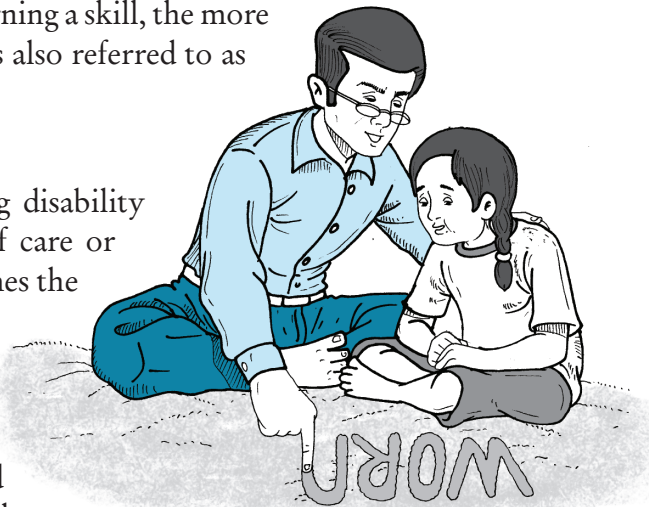
Referral

Sometimes the children with learning disability cannot be provided the right kind of care or teaching method that is needed. At times the behaviour of the children with learning disabilities and attention disorders may be very violent because of the trouble they face in making friends with peers.

There are also children with speech and language or articulation disorders which require listening skills, or practising some speech sounds. In such instances, without professional help, the situation can spiral out of control. So when the school guidance teacher is not able to handle the children with LD, it would yield better results if they are referred to a professional counsellor or a special educator.

You can help the learning disabled in the following ways–

- Receiving an immediate reward can help children learn to control their own actions, both at home and in class. A school counsellor can use behaviour modification





and other techniques (as discussed in Module-II, Unit 6 on ‘Behavioural Interventions in Counselling’) and help parents and teachers set up appropriate rewards for the child.

- Teacher/counsellor can figure out how the child learns best and should know about his/her special skills, talents and interests. This can help the counsellor in motivating and fostering the child to learn. The teacher/counsellor should encourage the practice of multi sensory learning as stated above.
- Encourage the child to work on their special talent. When they can really shine in some area, it helps them feel successful.
- Help the child understand the learning problems and talk about them. Focus on coping skills.
- Help them to correct the errors and mistakes by showing or demonstrating what they should do.
- Can talk to parents about academics and behaviour in class and can discuss homework strategies with the parents.

Teachers during classroom teaching can use the following ways to help these children.

- Classroom intervention typically focuses on environmental modifications such as: locating a child close to the front of the classroom to remove extraneous distractions, providing written notes for children who have difficulty reading or processing auditorily presented information, providing a classroom aide to assist with delivering instructions and staying focused, using multi-sensory learning processes to help a child absorb information when weaknesses may exist in one modality of processing.
- Frequent repetition and practice are needed almost always for children who are underachieving due to learning disabilities.
- In case of visual and reading problems, try to provide enlarged print for books, papers, worksheets or other materials which make tasks more manageable for the child with LD.
- The child’s learning ability should be assessed every time so as to modify the way of teaching as per the child’s needs.
- Simplify verbal instructions in class (for example give two commands instead of three, slow the rate of speech, and minimise distractions).
- Read enjoyable stories to them and with them. Encourage them to ask questions, discuss stories, tell stories, and to read stories.
- Further their ability to concentrate by reducing distracting aspects of their environment as much as possible (provide them with a place to work, study and play).
- Increase the novelty of lessons by using films, tapes, flash cards, or small group work.
- Show, demonstrate and model.
- Break information down into smaller units.
- Utilise peer tutoring and cooperative learning.
- Make less use of teacher directed instruction and use participatory approach.
- Use a developmentally appropriate approach, i.e. use teaching methods and materials suitable to age and grade level of students.

- Use consistent vocabulary when teaching a new skill.
- Encourage them to learn at their own pace.
- Show confidence in student's reasoning and encourage multiple solution strategies through discussion and collaborative efforts among students.

Thus, counsellors/teachers can play a key role in fostering the potentials of LD children, due to their understanding and insight of the unique needs of the special group children. To promote holistic development of LD children, it is essential to orient parents about the causes of LD.



Self-check Exercise 2

- (a) tetratogenic (b) audio (c) kinesthetic (d) visual
1. _____ learners process information through body movement and the touch.
 2. _____ learners are offered, books, videos, posted, etc as a tool for learning.
 3. Use of _____ agents by expectant mother can cause neurological damage to the foetus
 4. _____ learners perform well in lecture based learning environments.

3.18.1 Suggestions for Parents

Every child needs to grow up feeling competent and loved. When children have learning disabilities, parents may need to work harder at developing their children's self-esteem and relationship-building skills.

If parents think that their child may have LD, they should not delay in getting help for their child. The first step that a parent can take is to contact the child's school and request the school authorities to arrange for testing and evaluation. They can talk about this to the school teacher or counsellor, and discuss about the ways in which the needs of the child can be met. The counsellor/teacher can provide support to the parents and can instruct the parents to–

- Give the child unconditional love and support.
- Make the child realise that mistakes do not equal failure and show them that, mistakes can be useful and lead to solutions.
- Join a support group for parents of kids with LDs. A support group can help the parents feel less alone, get information and learn strategies from other parents.
- Stay in close touch with the child's teacher/counsellor.

Further, the parents should be oriented to–

- identify and nurture strengths of their child to foster feelings of self-esteem in the child.
- not to compare the performance of their child with other siblings.
- recognise strengths and competencies of the child to overcome feelings of helplessness.
- developing in the child a sense of responsibility and contribution to the family by assigning tasks that he/she may be capable of doing.



- providing opportunities to the child to make choices and decisions, and acquire self-discipline.
- helping the child to overcome his/her mistakes and failures.

3.19 Summary

An attempt has been made in this unit to explain the causes, characteristics and the problems faced by children with learning disability. The difference between a student's ability and actual performance may indicate a learning disability. The unit discusses the characteristics of LD which include such conditions as perceptual disabilities, language or articulation disorder and other disabilities in reading and writing due to minimal brain dysfunction. The needs of LD children are distinct from those of children with intellectual disability, aphasia or underachievement. Hence specific needs of LD children and the causes contributing to learning disability have to be identified. It is essential to make an assessment of the characteristics of children with LD and also their adolescent age problems so that they can be guided to overcome the effects of having LD. In order to cater to the educational needs of children with LD, it is important for teachers/counsellors to identify what the student's specific disabilities are. They can make the parents understand the problems of the child with LD. Teachers/counsellors can assist the LD children in actualising their potential. With assistance from teachers, counsellors and parents, it is possible to enhance the efforts of children with learning disability.

1. Differentiate between intellectual disability and learning disabilities in children.
2. Explain briefly the causes of learning disability.
3. Write briefly on some of the major problems an adolescent learning disabled is likely to face.

Answer Key to Self-evaluation Exercises

1. Intellectual disability in a child refers to sub average intellectual functioning (an IQ of approx 70 or below with an onset before 18 years of age) along with associated deficit in communication, social, academic and sensorimotor skills, self help skills and vocational skills. Children with learning disabilities have an IQ level of average or above average. They experience one or more problems in listening, speaking, reading, writing, reasoning and mathematics.
2. Elaborate on the following–
 - Hereditary factors
 - Use of teratogenic agents such as alcohol and cocaine by the expectant mother

- Medical factors such as premature birth, early onset of diabetes in children, meningitis, cardiac arrest and pediatric AIDS
 - Environmental factors such as low socioeconomic status, extremely poor parenting and teaching.
3. Elaborate on the following–
- Peer and social pressure
 - Identity crisis
 - Poor self-concept
 - Limited generalisation due to limited consistent experiences
 - Underachievement
 - Poor concept formation
 - Problems of lack of motivation and behaviour management
 - Adjustment problems

Answer Key to Self-check Exercises

Self-check Exercise 1

1. e 2. d 3. c 4. b 5. a

Self-check Exercise 2

1. c 2. d 3. a 4. b

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Part III

Guidance and Counselling for Children with Physical Disability

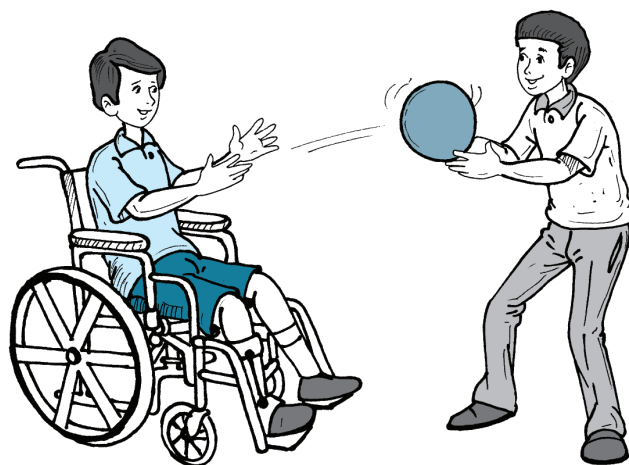
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3.20 INTRODUCTION

You have already read in the beginning of this section about the differential needs of children with special needs. You are also familiar with how the children with special needs can become self-sufficient and accepted members of the society if they receive appropriate guidance

from the very beginning. In the previous two units you read about guidance for the children with intellectual disability and children with specific learning disability. In this unit you will read about children who are physically disabled and the importance of educational, socio-psychological and career guidance and assistance required by them to make appropriate choices and adjustments at various stages of schooling.



3.21 OBJECTIVES

After going through this unit, you would be able to –

- *describe* various types of physical disabilities
- *identify* the children with physical disabilities and refer them to specialised agencies for further assessment and help
- *provide* guidance and counselling services to children with physical disability children and their families.

3.22 CHILDREN WITH PHYSICAL DISABILITY

Children with physical disabilities are those individuals whose physical impairments interfere with their mobility, co-ordination, use of senses, communication, learning, or personal adjustments.

There can be many conditions resulting in physical disability, e.g. locomotor disability due to damage in the areas of brain. You may have heard about ‘cerebral palsy’. It is only one of many physical disabilities that occur in children before age six. There are also children who suffer from juvenile rheumatoid arthritis, which results in stiffness and deformity of the limbs. There may be a child who has lost limbs due to an accident. In addition there are also problems like squint, colour blindness and blindness. Some children may ask the teacher to repeat whatever is being said and some may scratch their ears or turn their heads frequently to follow the direction of the sound. Have you ever watched people communicating with each other through sign language? Children with disabilities may have visual and auditory sensory impairments. Some of the above physical impairments may be evident in your school and therefore their resulting effects on emotional and mental progress have to be dealt with.

Physical impairments limit or act as a barrier to the normal growth and development of the individual, be it physiological, social, emotional or mental. Teachers and counsellors have a responsibility to address the social, emotional and behavioural needs of students with physical disability.

Now we will look at the categories of people with physically disability.

The physically disabled can be grouped in the following categories–

- Locomotor Disability
- Hearing Impairments
- Speech and Language Disability
- Visual Impairment

3.23 LOCOMOTOR DISABILITY

Locomotor Disability according to the RPWD Act, 2016 is ‘a person’s inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both’.

Disability in locomotion affects the vitality of the child, meaning the child’s health and ability to sustain life. Difficulty in movement that make it difficult for a child to enter a building, move easily from room to room and floor to floor, or travel in a crowded place, or use toilet facilities, all cause serious problems.


We will now briefly describe the two types of locomotor disabilities, viz., cerebral in origin and non-cerebral in origin.

3.23.1 Types of Locomotor Disabilities

(A) Locomotor Disabilities (Cerebral in origin)

Locomotor disability that is cerebral in origin and is caused by damage to the brain before/during or after birth is called Cerebral Palsy (C.P). C.P according to RPWD Act, 2016 means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth. It is characterised by impaired motor coordination. It is a non-progressive disorder as the brain damage does not worsen and the disability does not increase with age. The term is applied to a general category of motor deficits (rigidity, spasticity,





tremors). The child is often limp and sloppy, slow to hold up his/her head or move around, has difficulty in feeding, is irritable, slow in beginning to speak, displays restless behaviour and has difficulty in controlling and balancing the body. These children may need physical and occupational speech therapy. Some will need minimal extra attention, whereas others will need a great deal of assistance to develop to their full potential.

(B) Locomotor Disabilities (Non-cerebral in origin)

Other disabilities that affect muscle control and development, cause impaired movement. The following are often seen in school children–

- “Muscular dystrophy” means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscle. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death or muscle cells and tissue (RPWD Act, 2016).
- Spinal muscular atrophy affects the spinal cord and results in progressive degeneration of the motor nerve cells, which lead to problems in coordination of physical activities. Muscles that pull too hard or that are unequally balanced can cause curvature in the spine called scoliosis.
- Poliomyelitis (infantile paralysis) is a viral infection that affects or destroys the cells in the spinal cord. When these nerve cells are destroyed, the muscles that they serve eventually die or become paralysed. The paralysis may affect the entire body or just parts of the body. Many people with polio are bedridden, confined to a wheel chair, or dependent on braces and crutches for ambulation.
- A clubfoot is a disorder in which children are born with one or both feet turned down and inwards.
- Amputation means missing limbs. This can be either as a result of disruption in the early foetal development of the limbs or due to accidents and sometimes due to life-threatening physiological disorders and diseases. It can be partial or complete.
- “Leprosy cured person” means a person who has been cured of leprosy but is suffering from–
- Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity.
- Manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity.
- Extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression “leprosy cured” shall construed accordingly.
- “Dwarfism” means a medical or genetic condition resulting in an adult height or 4 feet 10 inches (147 centimeters) or less.
- “Acid attack victims” means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.



Self-check Exercise 1

Fill in the blanks from the following alternatives–

- a. motor incoordination b. poliomyelitis
- c. movement
1. Children with cerebral palsy face _____ .
2. Locomotor Disabilities are associated with difficulty in _____ .
3. _____ is viral infection that affects or destroys the cells in the spinal cord.
4. Uncontrolled electrical discharges in the brain result in _____ .

3.23.2 Guidance for Children with Locomotor Disability

Now that you know the characteristics of children with locomotor disability, let's see what kind of problems these children face in school and what can be done to help them.

Guidance will be required in the following areas–

- School attendance
- Postural difficulties
- Social and emotional problems
- Pains and chronic illness
- Academic problems

School attendance is a major problem for some students with locomotor disability students. For example, they may have their school days interrupted due to physical and occupational therapy sessions. Interruptions in school schedules due to pains, postural difficulties and other health impairments result in a student not being able to attend the school for a full day. Sometimes treatments mean that they miss school for long periods of time. Such students have limited opportunities to learn, and miss academic content leading to academic problems and low achievement. To help them overcome the resulting socio-emotional problems, the guidance teacher needs to help such children with their school work, facilitate movement and communication with others.

They can make efforts to provide for extra assistance by arranging tutorials or peer assistance, etc. They can also create a cooperative learning atmosphere where children learn together in small groups. Each member is accountable, helps each other using collaborative skills. The guidance teacher maintains high expectations from all, provides leadership opportunities. S/he creates awareness in the general category of children about the difficulties of these children through discussions, role plays, films, etc.

Need to express frustration may be due to anger against the locomotor disability itself, uncaring parents or significant adults in their surroundings. The children with these disabilities may often feel frustrated by not being included in any sports or physical activities. Reactions of parents and other caregivers as well as teachers and students also influence the social and emotional behaviours they exhibit in school. Limited motor skills, self-help and self-care skills can limit students' social interactions. However they may achieve a high degree of competence, especially if their mental abilities are not impaired. The major problem faced by these children is the attitude of others towards locomotor disability. Therefore, it is important to help them to develop a cheerful attitude. Providing opportunities to interact with others, involving



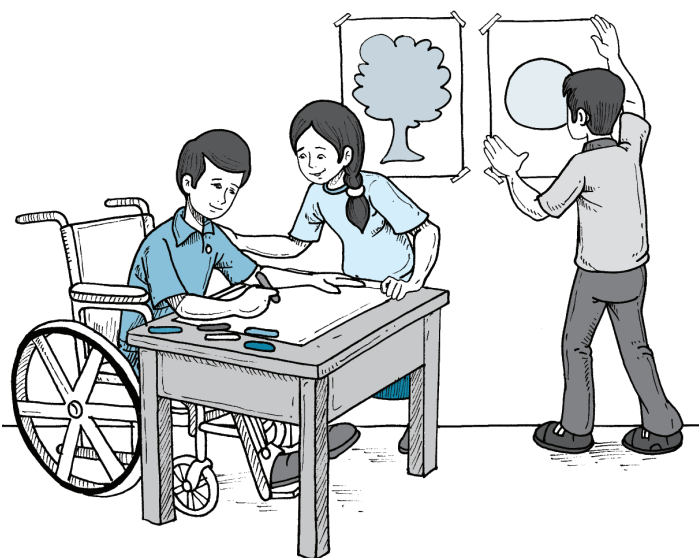
them in simple tasks that they can perform, helps to build their self-esteem, and personal and academic independence (Julka, 2007).

The inclusion of these children in normal school would require removal of architectural barriers as sometimes the layout of the building may cause a lot of problems, constraints and frustrations. Making provision of simple ramps, handrails and wide doorways, proper toilet arrangements and seating arrangements are necessary. Use of assistive technology, modification of assessment procedures, creating a peer support group to help in managing books, school materials, etc. need to be provided.

Numerous studies confirm that persons with locomotor disability are often regarded less favourable than the non-disabled. Such attitudes need to be changed as they are constrained in a limited sense only and can do wonders in other areas or interests. One of the primary targets for the counsellor is to move the children with locomotor disability from dependence to independence. Children with locomotor disability have

certain skills and abilities, referred to as residual functioning, that should be used to help them become more independent. Using residual functioning means that children with locomotor disability focus on what they can do rather than what they can't do. For example, a person with lower body paralysis uses his or her arms to get around in a wheelchair.

Counsellors may have to help them to increase their tolerance and acceptance of the disability to reduce the frustration, which they are likely to have. The counsellor would need to create an atmosphere of acceptance for the children with locomotor disability in the classroom and involve the child in learning activities as an equal partner with their peers. There is a need to encourage peer interaction on the basis of mutual respect, whole-hearted support and cooperation. This can be facilitated by orienting other children about the implications of locomotor disability. The counsellor would also have to help them to adjust to the supportive/ assertive devices and gadgets used by them.



Activity 1

Interact with one person with locomotor disability on the “attitude towards locomotor disability” in their daily lives. Prepare a brief write up (about 200 words) on what can be done to change such attitudes.

3.24 SPEECH AND LANGUAGE DISABILITY

We will now discuss children with Speech and Language Disability. Speech and language disability means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes (RPWD Act, 2016).

3.24.1 Speech Related Disorders

- Articulation disorder is defined as “the abnormal production of speech sounds”. For example “thilly” for silly or “wed” for red.
- Voice disorder is defined as “the absence or abnormal production of vocal quality, pitch, loudness, resonance, and/or duration”. Individuals with voice disorder sometimes sound very hoarse, or speak very loudly or in a very high or low pitch.
- Fluency disorder is defined as the abnormal flow of verbal expression, characterised by impaired rate and rhythm, which may be accompanied by struggle behaviour which refers to interruptions in natural smooth flow of speech due to inappropriate hesitations, pauses and/or repetitions, prolongation of sounds, syllables, words or phrases, involuntary silent pauses or blocks and person’s inability to produce sounds.

The following summarises behaviours or characteristics of children with speech and language disabilities.

- Observable deformity of the speech organs
- Natural breaks while speaking words and phrases
- Frequent mispronouncing despite corrective efforts made by the teacher.

3.24.2 Guidance for Children with Speech Disabilities

People behave differently towards those who have trouble with their speech. This can cause emotional problems such as withdrawal from social situations, feeling of rejection and a loss of self-esteem.


The child with speech problems like stuttering and stammering may feel embarrassed and emotionally insecure. S/he may withdraw, refuse to speak and not express his/her thoughts especially during excitement.

The teacher/counsellor can help the child to release tension of the conflict-arousing situation by talking to the child using counselling skills and techniques to find out the reasons for emotional insecurity and help in bringing about desired changes. The counsellor can–

- use special materials such as manual alphabets, sign language systems, and oral/manual communication activities to facilitate learning of children with speech disability. For example activities centered around art, “cut”, “draw”, “colour”, “paint”, “tear”, “fold”, “make”, could be used to practise single-word utterances. This will make the child learn particular words repeatedly and later participate in interactions requiring use of those words.
- provide good role models for appropriate speech, i.e. to speak slowly and clearly, to acquire good pronunciation, etc.



- give speech practice to enable the child to speak frequently rather than emphasising the ability to speak well.
- point out the positive qualities and involve the student in related activities to bring out strengths.
- orient other members of the child's environment to praise genuine accomplishments rather than achievements through speaking.
- dramatise or role-play to show the difficulties and success of a person with speech and language disabilities.



Activity 2
Design a role play or a drama involving children in your class showing problems experienced by children with speech problems and how they were helped by the teacher and the peer group.

3.25 HEARING IMPAIRMENTS

Hearing is the main sensory pathway through which speech and verbal communication develop. As hearing influences learning and other aspects of maturation, hearing impairment can become a great barrier to the normal development of the language.

The hearing impaired is not a unitary group as it has different levels of hearing losses (mild, moderate, severe and profound). Hearing losses or impairment in hearing capacity needs to be understood in terms of degree of hearing loss, the age at which loss occurs and the type of loss.

3.25.1 Levels of Hearing Loss

Webster, (1986) has given the following four levels of hearing loss.

Category	Loss in Decibel (db)	Learners
Normal	Up to 25 dB	Minimal in adults
Mild	20 – 40 dB	Difficulties in listening in noisy situations such as classrooms
Moderate	41 – 55 dB	Difficulty in normal listening in quiet environments
Severe	59 – 90 dB	Need for amplification to process speech
Profound	> 90 dB	Limited and distorted speech sounds even with hearing aids

However some of the common characteristics include–

- Communication characteristics – Barriers in the use of language and understanding the language used by others.
- Social characteristics – As children with hearing impairment use their eyes more to view the world than their ears, they have to look closely at the other person to do lip reading, use body and hands to communicate, hence their behaviour sometimes appears to be strange or even rude to people.

- Educational characteristics – Because of language difficulties, students who are hard of hearing are underachievers in both reading and math. Reading problems could be in three general areas: vocabulary, syntax and figurative language including idioms.

Vocabulary:- Knowledge of the meaning of words.

Syntax:- Ways in which units of meaning are combined with one another.

Figurative language:- When letters are given a physical structure. When you see objects, you extract information about their physical appearance and form a mental copy or schema that allows you to recognise the object when you see it again.

3.25.2 Identification Checklist for Children with Hearing Impairment

With early intervention, children with hearing impairment are able to pick up language, read and gain information about their surroundings.

As a guidance teacher you may have to refer a student to an expert in audiology. You should look for some common signs in hearing impaired student and refer him/her as soon as possible for correction. The following common signs may be indicative of hearing loss.

- difficulty in paying attention in school
- favouring one ear for listening purposes
- difficulty in hearing when spoken from behind
- speaking too loudly or too softly
- exhibiting voice problems due to mispronunciation
- tuning the radio/T.V. too loud
- answering questions irrelevantly
- keeping away from age mates
- understanding only after few repetitions
- focusing on the speaker's face while listening and understanding speech
- seeking help from other students in taking down notes given by the teacher
- complains of frequent earaches or ear discharge
- scratches ear frequently
- has observable deformity of the ear



Self-check Exercise 2

Match the following columns:

- | | |
|--------------------------------------|--|
| 1. Fluency disorder | a. Mental schema |
| 2. Moderate category of hearing loss | b. Limited and distorted speech sounds |
| 3. Figurative language | c. Struggle behaviour |
| 4. Profound category of hearing loss | d. Combined units of meaning |
| 5. Syntax | e. 41-55 dB |



3.25.3 Guidance for the Children with Hearing Impairment

The children with hearing impairment will only be found in a regular school if the school has provisions and orientation to take care of the needs of a child with hearing impairment. For example, the school should have a guidance teacher or resource teacher and other facilities discussed below. Depending on the severity of the hearing loss, adaptations in the curriculum and teaching methods would be suggested and done by the guidance teacher. For deaf students, teaching of sign language is important. Language signs include using the hands, fingers and the arms to form whole words or phrases.

Other provisions would include making the hard-of-hearing child sit in the front; preferably slightly off centre towards the window to enable the child to hear better and for lip reading. Light should be directed towards the teacher's face and away from the child's eyes. If the hearing impairment involves only one ear, or if the impairment is greater in one ear than the other, the child should be seated in a front corner seat so that his better ear is towards the teacher. Encourage the child to watch the face of the teacher whenever she/he is talking to the child. The teacher should speak at the child's eye level whenever possible. The teacher should also pay attention to the posture of the hearing impaired child's head as the habit of extending the head or twisting the neck to hear better can become firmly fixed. The teacher should also not speak loudly or use exaggerated lip movements when speaking to the hard-of-hearing child.

Children with hearing impairment should be referred to an audiologist for audiological evaluation and auditory training. The teacher can help by encouraging the hearing impaired child to turn around to watch the faces of children who are reciting. Encourage interest in music and participation in vocal music. Participation of the child in play and all other activities, which involve speech should also be encouraged.

Teachers should watch carefully for any illness in hearing impaired child. Colds, influenza, throat and nose infections, tonsillitis, and other ailments should be treated as soon as possible as these may cause an ear infection and could cause further damage to hearing.



Activity 3

Visit a school or an NGO in your city catering to students with hearing impairment. List and describe ten activities conducted by them to help these children.

3.26 VISUAL IMPAIRMENTS

The basic function of eye is to collect visual information from the environment and transmit it to the brain. Nearly 80-90% of information about the outside world is collected through our eyes. This input is denied to the visually impaired.

Visual impairment has been defined as the diminishment of the ability to see (Nielsen, 2002). The terms partially sighted, legally blind, low vision, and totally blind are commonly used to describe visual impairments.

Visually impaired children are those who are facing difficulty in terms of visual acuity, field of vision and visual efficiency. Visual impairment is a condition in which a student's vision is deficient to such an extent that it affects normal functioning. The most severe effect of visual impairment is complete blindness.

However, most visually impaired children are not totally blind as approximately two-thirds of all visually impaired children have some vision. Different countries have defined the term blind, and low vision, and partially sighted legally in different ways. You must see the legal definitions in your country to understand these two terms. The definition given here is in the Indian context. A majority of cases of blindness are either preventable or curable. Visual impairment leads to difficulty in reading books or from the blackboard in the classroom which creates several learning problems.

Major problems with vision can be divided into two categories–

- a. Blindness
- b. Low vision

The National Programme for Control of Blindness in India has given a simple definition of blindness describing it as the inability of a person to count fingers from a distance of 6 metres or 20 feet. The Rights of Persons with Disability Act, 2016 (equal opportunities, protection of rights and full participation) divides the inability to see under two categories – blindness and low vision.

Visual Impairment–

“**Blindness**” means a condition where a person where a person has any of the following conditions, after best correction–

- i. total absence of sight; or
- ii. visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible corrections; or
- iii. limitation of the field of vision subtending an angle of less than 10 degree.

“**Low-vision**” means a condition where a person has any of the following conditions, namely–


- i. vision acuity not exceeding 6/18 or less then 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections: or
- ii. limitation of the field of visual subtending an angle of less than 40 degree upto 10 degrees.

3.26.1 Characteristics and Needs of Children with Visual Impairment

Visual impairments are generally measured by (1) acuity and (2) field defects (area that a child can see when looking straight ahead), which affect the child's exposure to variety of experiences. The population of students with visual impairments is very heterogeneous. However, these have some common characteristics and needs that include–

- Limited opportunities for incidental learning
- Limitations in the range and variety of experiences
- Limitations in the ability to go around and interact with the environment
- Limitations in academics and communication
- Limitations in acquiring self-confidence.





The identification of these needs may require close observation of the child for any eye related problems and functional assessment of the level of functioning a child may have in different circumstances. The child may not be able to do close eye work for long periods and may need to learn to move about in the school environment. He/she may also require medical help. Sometimes because of the optical aids that are being used for visual impairments, these children may be teased by others. Thus, they may develop low self-esteem or negative self-concept. The identification checklist given below indicates several other difficulties faced by them.

- observable deformity in the eye(s)
- frequent reddening of eyes
- excessive rubbing of eyes
- holding of objects and books close to eyes
- covering one eye and tilting the head forward
- blinking eyes frequently
- asking other children for help while taking notes from the black/white board in classroom
- complains of headache following close eye work
- watery eyes
- different size of pupils
- sensitivity to light
- inattentiveness
- tense while trying to distinguish the distance of objects
- taking false steps while walking

If a child displays some of these behaviours, the teacher may refer him/her to Public Health Centre or hospital for eye check-up and medical treatment.

3.26.2 Guidance for Children with Visual Impairment

Coping with sight loss has to take place at the perceptual, behavioural, cognitive and emotional levels as these are closely interrelated to one another. For example, because of loss of vision how does the child view himself/herself? Are these perceptions positive or negative? What sort of behaviour is exhibited? Is it aggressive or withdrawn? What kind of thoughts and feelings are generally being expressed etc. need to be seen. Emotional states such as anxiety and depression are common in people who have recently experienced sight loss. Thus, many students with visual impairment are pessimistic, make gloomy predictions about their future and thus suffer a loss of self-esteem.

Children with Visual Impairment (CVI) also tend to lag behind their seeing peers in school achievement. The teacher/counsellor should place the child in the most suitable educational environment possible, which will facilitate his/her learning. The next point to consider is the curriculum that will best meet his/her needs.

Parents need to be made aware about the strengths and abilities of their child with visual impairment. They need to be informed that with a little effort and training, the child can be made functionally independent in day-to-day life.

For improving academic achievement, the counsellor may look into some of the following guidelines to help CVI-

- make the CVI seated in front so that they may be able to read from the white/black board without much difficulty.
- write on the white board with bold and clear letters and speak loudly whatever you write.
- supply books with large print (18 points or more) to cater to the needs of CVI.
- provide opportunities for participation in physical education games.
- give more auditory and tactile aids to compensate for visual loss.
- provide more verbal cues while explaining any concepts in the class.
- supply hand lens, magnifying glasses, etc. from a Rehabilitation Centre/ Hospital in your area to the child whose correction is beyond the spectacted lens.
- provide compensatory aids like a cane for mobility, Braille slate and stylus for learning to read and write, Braille, abacus to learn numerical concepts and braillemate to cope up with speed of taking dictation in classroom.
- give training in listening skills.

The ultimate goal of guidance is to enable these children to realise their full potential, so that they have a respectful place in the society and lead a happy and prosperous life as far as possible.



Activity 4

Blind fold yourself for an hour and note down the problems or difficulties faced by you in your daily routine.

3.27 SOME GENERAL STRATEGIES TO HELP STUDENTS WITH PHYSICAL DISABILITY

Guidance for a child with physical disability will be determined by the onset of the impairment and the age of identification. The counsellor may look into some of the following interventions, which may help the children to make adjustments to a considerable extent.

The counsellor needs to look into the following important issues.

Fostering independence

As already discussed, students with any kind of physical disability have a wide range of personal and social problems that make them dependent on others. This feeling of dependence may give them a sense of inferiority or guilt and develop a poor self-concept. Counsellors should plan activities for these students which enable them learn social and communication skills as needed to foster a realistic balance between independence and dependency or over-dependency. In school, group activities may be organised to encourage socialisation among regular and special students. Providing services according to the needs of the students also helps in fostering independence. For example, the teacher teaches a child to use a wheel chair. Children with physical disability may also have difficulties to use instructional



materials and classroom equipments, such as, a student cannot hold a book or turn pages, use classroom tape recorder. In such a case, book stands to hold a book, elastic or rubber bands and larger paper clip to secure pages on either side of the open book, etc. could be used.

Removing attitudinal barriers

The biggest hindrance to the success of children with physical disability in any environment has been the negative attitudes of teachers and others in the community towards them. This barrier can be removed or minimised by sensitising the people through mass media, orientation programmes, distribution of printed literature and success stories of persons who are physically disability and counselling. Persons with physical disability who are highly successful may be involved in the community awareness programmes to provide a role model. Having activities like holding a disability day at school, inviting guest speakers from the community, having a contest for all children, involving physically disabled could be other strategies.

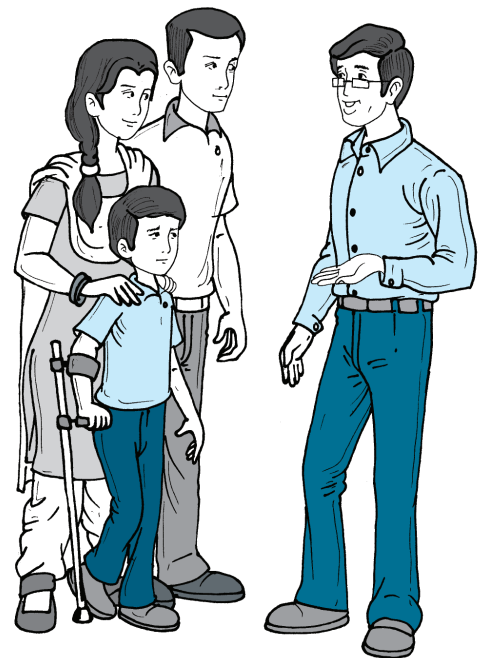
Empowerment

The following are a few other suggestions for empowering people with physical disability–

- provide fora for sharing their concerns and help in acceptance of the impairment.
- sensitise other children towards the needs of the child with physical disability by involving them in planning and in decision-making.
- educate parents about the needs of children with physical disability so that they can provide full support to their child from birth.
- provide full access to educational programmes, employment and training opportunities to the disabled to enable them to get suitable employment.
- instill confidence among them with the help of success stories and biographies/ autobiographies of eminent personalities.

Parental involvement

Orientation programmes for parents should orient them to allow the child to do everything by himself/herself in order to foster in him/her a sense of independence and self-confidence. Parents may be sensitised to be patient with the child and to provide enough time and support to their child in all academic, social and other activities. They should be encouraged to seek the cooperation of the professionals and the school staff, if they require any help at any time for the benefit of their child. The parents should also be sensitised not to be ashamed of their child; not pay attention to the neighbours, friends and relatives when they



make derogatory and embarrassing statements about the child. Parents should allow the child to mix with others in all situations. They need to be made aware not to expect any miracles to happen as there may not be any possibility of cure of the ailment and they may be helped to accept this reality and express their love for their child as they are.

3.28 Summary

In this unit, we have discussed the special needs resulting from physical disabilities. Physical impairments limit or act as a barrier to the normal growth and development of the children, be it physiological, social, emotional or mental.

Various types of physical disabilities have been discussed like locomotor disabilities, speech and learning, hearing and visual disability. Furthermore, identification checklists for the various physical impairments have been provided for use of the teachers and counsellors for timely identification and for planning programmes and activities for the children with physical disability.

Early intervention is especially important for the children with physical disability. They need to develop as much independence as possible, while learning to have realistic expectations and accept help when they need it.

The counsellor needs to make efforts to create awareness and acceptance of the children with physical disability by the parents and general public, and help these students become as self-sufficient and socially acceptable as possible.

The essence of counselling is to build a support system with the families of children with physical disability. An on-going relationship needs to be built to help the parents cope with the problems and to promote the child's welfare in every possible way.

Self-evaluation Exercises

1. Describe in brief what kind of problems children with physical disability face in school and what can be done to help them.
2. Describe in brief the role of a counsellor in guidance for children with speech and language disability.
3. Describe in brief the characteristics of children with hearing impairment.

Answer Key to Self-evaluation Exercises

1. The answer should cover the problems related to–
 - school attendance
 - pains, chronic illness



- postural difficulties
- academic problems
- social and emotional problems

Strategies for help should focus on providing extra assistance by arranging tutorials or peer assistance; creating cooperative learning atmosphere, maintaining high expectations from all, providing leadership opportunities, creating awareness through discussions, role plays, films, etc. removing architectural barriers, use of assistive technology, use of assessment procedures, creating a peer support group, involving them in tasks that they can perform to build their self-esteem.

2. Counsellor can use special materials such as manual alphabets, sign language systems, etc. and provide good role models for appropriate speech, give speech practice, use drama or role play to emphasise positive qualities, orient other members in the environment to help children with speech and language disability.
3. Elaborate on the following points:
Communication characteristics
Social characteristics
Educational characteristics

Answer Key to Self-check Exercises

Self-check Exercise 1

1. a 2. d 3. b 4. c

Self-check Exercise 2

1. c 2. e 3. a 4. b 5. d



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4

Evaluation in Guidance and Counselling

- 4.0 Introduction
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Evaluation in Guidance and Counselling

4

4.0 INTRODUCTION

In this module, you have learnt about the activities and programmes which could be organised by you as a counsellor or teacher-counsellor in the school. But you also need to see how far the programme organised by you has been effective enough. One needs to follow a scientific way of

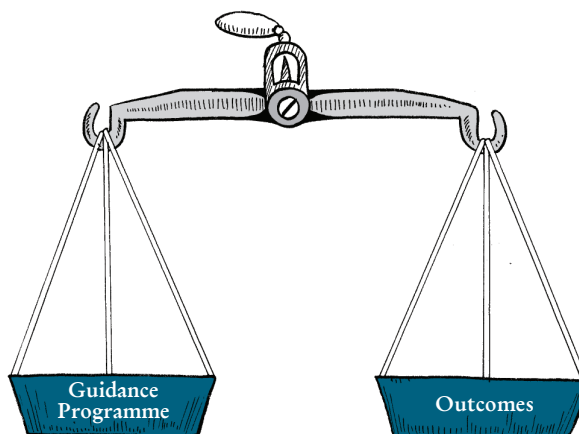
valuing or determining the effectiveness of the activities carried out, or to see whether the activities have actually resulted in the desired outcomes. This unit explains the need and methods of evaluation. Evaluation is the act of judging the worth, quality or significance of an activity or a thing. In guidance and counselling, evaluation refers to the measures taken to find out the effectiveness of a guidance or counselling programme. Besides helping a school counsellor in assessing the effectiveness of school counselling services, evaluation has a vital role in creating effective school counselling programmes and also in enhancing professional development of school counsellors.

In this unit you will learn what evaluation is, what are the different types and methods of evaluation, how to determine the criteria for evaluation and what could be the difficulties that may be encountered while conducting an evaluation.

4.1 OBJECTIVES

After going through this unit, you will be able to–

- *describe* the importance of evaluation in guidance and counselling
- *enumerate* the purposes and principles of evaluation
- *specify* the criteria for evaluating a guidance and counselling programme
- *identify* a suitable model of evaluation and the steps involved in carrying out the evaluation
- *explore* the methods, tools and techniques involved in evaluation.



Weighing the worth of guidance programme can only help improve it further

4.2 WHAT IS EVALUATION?

4.2.1 Meaning

Evaluation means measuring the success or failure of a programme in terms of its pre-determined goals or objectives. Counselling programme evaluation refers to the ongoing use of evaluation principles by counsellors to assess and improve the effectiveness and impact of their programmes and services (Astramovich, Coker and Hoskins, 2005).

Evaluation not only helps school counsellors in determining the extent to which a counselling programme has made a positive impact on students, it also helps them in identifying the barriers that retard the success of students, thereby guiding them in designing effective programmes for the students they serve. Thus evaluation helps in attaining the aims and objectives of the programme.

4.2.2 Purpose of Evaluation

Let us further discuss the need to conduct an evaluation. An evaluation may be carried out for the following reasons:

- To find the appropriateness, need and meaningfulness of a programme
- To locate the weaknesses/limitations or strengths of a programme
- To find out whether students are satisfied with the services rendered
- To make an analysis of the kind of interventions that are helpful for students
- To monitor the progress of students with the help of guidance and counselling programme
- To set a baseline for remedial actions and to improve subsequent efforts
- Assist the administrator/teacher/counsellor to assess the proper use of resources.

To sum up, the purpose of evaluation is to acquire an understanding of how current services are being utilised and to determine areas that need additional emphasis (Vacc, Rhyne and Poidevant, 1993). That is, it is done to determine the value of various activities and the resources used, in order to make decisions about the nature of the programme or revise it for the future. Evaluation can be an ongoing process which provides information to ensure continuous improvement of a guidance programme. It thus provides the direction for necessary changes to a particular programme and helps in-

- avoiding meaningless innovation and in continuing the practices which may be student friendly
- increasing insights, by which a counsellor can become more knowledgeable and can have better understanding about students and the factors that influence them, and the potential consequences that they are likely to face
- improving decision making to formulate a programme in an inclusive way, meeting the needs of all students
- placing responsibilities on concerned persons and decreasing the probability of everyone claiming responsibility for the success and no one claiming the failures.



4.2.3 Principles of Evaluation

Guidance and counselling services are usually evaluated on the number of students receiving help, the kind of services offered to students and the satisfaction level of students after going through the programme. In order to meet the needs of students in a more effective way and to evaluate the success of the counselling programme in a more scientific manner, it is good to understand the principles which would guide the evaluation process.

An effective evaluation requires–

- Establishment of predetermined goals or objectives, against which a programme can be evaluated.
- Setting up of valid criteria, which make the evaluation more meaningful.
- Application of the evaluation criteria, which necessitates the use of appropriate tools and techniques.
- Involvement of all those connected with the counselling programme, i.e. students, peers, parents, other faculty members of the school, school administrator, etc.
- Proper feedback and follow through, which helps in programme improvement and development.
- Continuous evaluation, i.e. evaluation should be an ongoing process, which would help in rectifying the weaknesses of the programme.
- Establishment of credibility and confidentiality, so that students, parents and peers would be willing to share the information.

Activity 1



Visit websites/library to read articles on evaluation of guidance and counselling programme. Select any one article and check for validation of the principles of evaluation followed in it.

Hint: You can refer the website www.schoolcounselor.org; if you are visiting the library you can look for articles in the journal *School Counselor/Professional School Counseling/Journal of Counseling and Development*.

4.3 CRITERIA FOR EVALUATION

Effectiveness of a guidance and counselling programme can be determined if the criteria for evaluation are properly established. Criteria are a set of principles, standards or a measure, which help in assessing something. In terms of guidance and counselling, criteria help to establish or assess whether the counselling rendered is in line with the objectives framed. For example, if the goal of a guidance programme is to enhance the achievement of students in the classroom, the evaluation criteria for the same would be improvement in grades and classroom activities, relationship with peers and teachers, school attendance and study attitudes, etc. In case of individual counselling,





if the goal of counselling is to make a student abstain from substance abuse, then the criteria for evaluation could be–

- Improvement in coping skills of the student (evident by greater perseverance, hard work, positive attitude in spite of difficulties)
- Improvement in relationships (indicator may be more time spent and more sharing with others, willingness to help others)
 - with the family members
 - with peers (in the school)
 - with other members in the neighbourhood
- More information and awareness about consequence of drug use, etc.

Criteria formulated may be evaluated using a checklist/interview/rating scale or a questionnaire for the family members, teachers, friends and other people. The data collected can be analysed and interpreted against the realisation of the goals of the guidance and counselling activities. Sometimes the criteria set for the goal are directly observable and measurable, for example, better marks or grades to show improvement in academic performance. The improvement in academic achievement can also be assessed through standardised tests or teacher made tests. This kind of evaluation is simpler and also easier, as the performance in the test can be easily assessed.

Problem arises when the goals to be achieved are not easy to assess. For example if the degree of positive feeling experienced by a student as a result of counselling is to be determined. In such a case the criteria for evaluation will be the enhanced positive feeling as experienced by the student and also as experienced by other people around the student. In such cases the data collection becomes difficult, in terms of tools and techniques to be used.

Thus on the basis of criteria that are established, the stated objectives of the guidance and counselling programme can be evaluated. At the same time care should be taken while establishing the criteria so that changes can be observed or easily measured. Different set of criteria should be established for different set of goals, as it is not necessary that the same criteria would be applicable to every guidance activity. A counsellor must find criteria that generally apply to all the students receiving a counselling programme but that are specific enough to reflect what that particular programme is trying to achieve (Lewis, 1983).

4.4 TYPES OF EVALUATION

Evaluation is a phase that enables you to recommend changes for the future to ensure success. Based on what you want to achieve through the evaluation, it may be broadly classified into three types as–

- Formative Evaluation (FE)
- Diagnostic Evaluation (DE)
- Summative Evaluation (SE)

The three types of evaluation i.e formative, summatives and diagnostic are compared in Table 4.1

Table 4.1 : Comparison of Types of Evaluation

Formative Evaluation	Summative Evaluation	Diagnostic Evaluation
<p>Formative Evaluation is done ‘in between’, i.e. midstream into the programme, before the termination of the intervention and at any time after starting it. Formative evaluation is typically conducted during the development or improvement of a programme and it is often conducted more than once with the intent to improve the programme as it progresses.</p> <p>For example, if a programme chart had been designed for group counselling, the content and mode of operation can be checked by formative evaluation.</p> <p>This would give immediate feedback for further revision of the programme.</p> <p>FE is helpful in the early stage of development of a programme.</p>	<p>Summative Evaluation is done at the end of the programme. It evaluates whether the starting objectives have been realised. It may evaluate the efficacy of the programme as a whole.</p> <p>In the same example, summative evaluation occurs if the evaluation is done after the group counselling session with the students.</p> <p>This would give a picture of the programme’s worth at the end of the programme.</p> <p>SE is useful to judge the worth of a programme on completion.</p>	<p>Diagnostic Evaluation is done at any time, if there is something wrong with the programme and it had to be pin pointed. Diagnostic evaluation is useful to change the course of the programme to increase its efficacy.</p> <p>In the example, if something seems to be wrong during the course of group counselling session, diagnostic evaluation can be used.</p> <p>This would help the counsellor in rectifying the problems faced then and there, which would help in improving the session.</p> <p>DE is essential at critical stages when the programme has to be stabilised.</p>

Thus all the three types of evaluation are essential, right from the time of designing a programme, to the stage of implementation and even afterwards so as to find out the worth of a programme. A counsellor can use all the three types of evaluation, as and when the need arises.



stated in clear, concise and measurable terms. For example, establishment of goals like increase in motivation level of students and adjustment in career planning is difficult. Simple goals like number of career planning sessions with children in a month are easy to measure.

Planning

Once the objectives for the programme evaluation are formulated, the next step is to establish an overall plan for evaluation. The type of evaluation to be used (formative, summative or diagnostic) should be determined, and the criteria for judgment and appropriate assessment strategies to gather information on student's progress should also be planned at this stage. The choice of evaluation strategies/techniques and tools depends on the goals and objectives of the guidance and counselling programme. During this phase the counsellors/teachers should identify the strategies/techniques (survey/case-study/experimental) constructs/tools (test/inventories) and also specify the types of data to be collected and the ways to collect it. Thus the overall planning for evaluation has to be properly developed at this stage.

Analysis

It is that phase of a programme that analyses the data collected to determine success, examine weaknesses or strengths, and enables a counsellor to recommend changes for the future. Analysis is an essential aspect of a comprehensive guidance programme. Effective programmes are not guided merely by the intuition, preferences and desire of counsellors and teachers; rather they are based on the assessed needs of students, set criteria for evaluation and measured outcomes of the services provided.

Reflection

Evaluation phase is of no value if introspective thinking is not made on the outcome of the analysis. In this phase, the results of analysis need to be considered and it has to be correlated with the direction of the counselling and guidance programme. This would pave way for subsequent follow up and would help in the improvement of the programme in future.

Follow-up

This stage deals with the actual implementation of the new phase of the programme, with recommended changes based upon analysis and reflection. The process of evaluation will be of little use if the follow up is not made. Follow-up helps a counsellor in rectifying the errors committed in the programme and to create a programme which is effective and beneficial to the students.

4.5.2 Models of Evaluation

Various models have been tried out for evaluating counselling programmes like Goal Attainment Scaling Model (Glicekn, 1978), Discrepancy Evaluation Model (Pine, 1975), Accountability Bridge Model (Astramovich, Coker and Hoskins, 2007) etc. In this unit, one such model, Accountability Bridge Model of Evaluation, has been explained as an example.



Under this model, as depicted in Fig. 4.2, there are two recurring cycles of evaluation, Programme Evaluation Cycle and Context Evaluation Cycle. In the Programme Evaluation Cycle, four stages – Planning, Implementation, Monitoring and Assessment are involved.

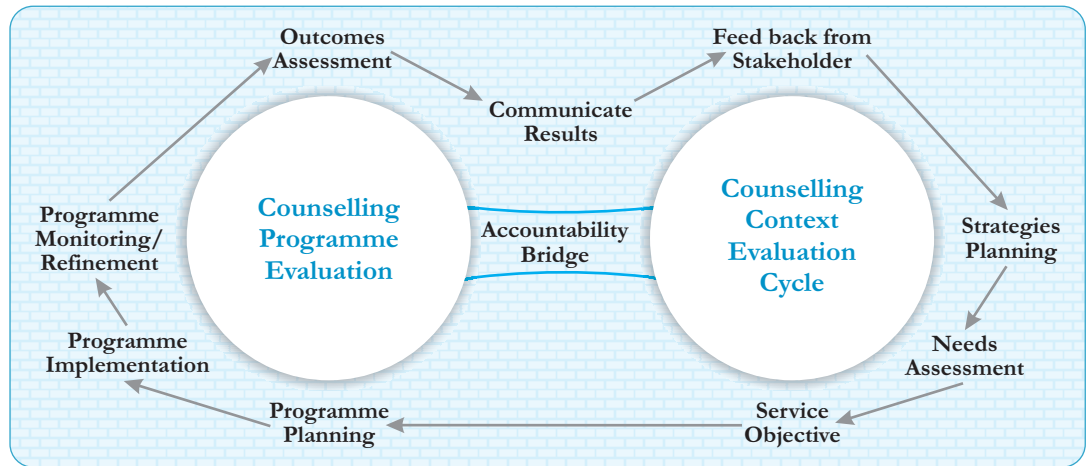


Fig. 4.2 Accountability Bridge Counselling Programme Evaluation Model (Astramovich, Coker and Hoskins, 2007)

In the *planning stage*, the counselling programmes and services are planned, and the types of intervention required and the resources needed for implementation are also planned. In the *implementation stage*, the counselling programmes are actually executed based on the plan formulated. Any flaw in the programmes is rectified, by way of formative evaluation, done with the help of feedback received from the Context Evaluation Cycle. In the *monitoring and refinement stage*, the programmes are thoroughly monitored so as to find out whether they need any adjustments. In the *outcome assessment stage*, counsellors make a final assessment of the outcome of the programme or intervention provided to students.

All the above mentioned aspects have been in existence for a long time as a part of the process of evaluation. What is new in this model is the accountability bridge which communicates the outcomes of the programme evaluation to the various stakeholders involved in the process of counselling and guidance. The stakeholders may include the other counsellors in the school, students, parents, school authorities, teachers etc who have a key role to play in making the counselling programme effective. Communication of the outcome can take several forms including reports, summaries, presentations and discussions.

The second cycle, the Context Evaluation Cycle, which involves four stages, feedback from stakeholders, strategic planning, needs assessment and service objective. In the *feedback from the stakeholders stage* the outcomes are communicated to the stakeholders and the feedback is solicited from them. The next stage is the *strategic planning stage*, in which school counsellors engage in strategic planning which can include a thorough examination and possible revision of the vision, mission and purpose of the

overall school counselling programme. The *needs assessment stage* gathers the needs/requirements from different sources, apart from students and parents, which would be of help in redesigning and reformulating the overall counselling programme. The *service objective stage* incorporates the results of all the previous stages and, based on the outcomes, feedback and assessment of needs, strategies for intervention are designed. After establishing the service objectives, the evaluation cycle starts again, with the feedback from Context Evaluation Cycle reaching the planning stage of the Programme Evaluation Cycle.

Thus the Accountability Bridge Model can be an effective model of evaluation, indicating the importance of the views of various stakeholders. It also demonstrates the importance of analysing the impact of programme outcomes.



Self-check Exercise 2

State whether the following statements are true or false.	True	False
1. Analysis stage precedes the planning stage in the process of evaluation.		
2. The process of evaluation will be of no use if follow up of the results is not made.		
3. Three cycles of evaluation are involved in Accountability Bridge Model of Evaluation.		
4. The key aspect of the accountability bridge model of evaluation is that the programme outcomes are communicated to the stakeholders.		

4.6 METHODS OF EVALUATION

The essential requirements for an effective evaluation are–

- Goals and objectives of the guidance programme should be well stated and defined. The objectives should be observable and measurable.
- The method of evaluation should be valid.
- The process used for evaluation should be reliable.
- The person conducting the evaluation should have the required expertise.

The following methods are used for collecting data to judge the effectiveness of a programme.

4.6.1 Survey Method

This involves identification of a sample of participants in a guidance programme. The participants may be drawn from parents, teachers, students and administrators. The participants are asked to give their opinion or feedback through an interview session or written questionnaire. The feedback is then compiled and analysed to decide about the effectiveness of the programme. This is an important method wherein the perception of teachers/parents/administrators about the guidance and counselling programme can be taken through questionnaire/rating scale/interviews, etc.





The steps involved in this process are–

1. Identify the sample size and population
2. Subject the sample to a survey
3. Compile and analyse the data (qualitative/quantitative as discussed in the statistics unit)
4. Generalise the results.
5. Formulate recommendations.

One major limitation of this method is that a true sample is not available. This may occur especially in cases where students have left the school. You can give them a questionnaire to be filled but often it is not returned or sometimes it may be incomplete when returned. A major cause of concern is also the reliability of participant responses. This can be overcome if, while framing the questionnaire, care is taken that it is not too long and language used is clear with a specific purpose for getting the information.

4.6.2 Case Study Method

As the name implies, it is the study of the progress made by an individual in achieving the desired change after being exposed to the programme. Though it is individualistic and time consuming, it makes an in-depth study and is reliable. However, being idiographic (based on individual) and not nomothetic (based on generalised populace), it is considered less scientific. Generalisation of the data/result to a larger population is not possible but it may be used for specific groups and specific categories. In a case study, the following type of information is collected.

- Preliminary Information
- Name, Age, Sex, Occupation, Income, Education of Parents
- Past History which includes–
Birth history, birth order of the child, development after birth in terms of physical, mental, emotional and social development, etc. Socioeconomic background, relationship with parents, siblings, friends or others, record of school achievement (curricular/co-curricular) in the past are also collected so as to make a comparison with the steps taken during the actual counselling process. This facilitates evaluation of the counselling programme and helps in understanding the students in the context of the past.

- Present Condition

Home environment, school environment, achievement level, abilities, special aptitudes, interests, interaction with peers, authority figure, subordinates, attitudes, behaviour characteristics, motivational level, personality characteristics.

Collection of the above mentioned details in a case study method helps a counsellor to make an evaluation against the background information and the present condition of the client.

4.6.3 Experimental Method

This is the most scientific way of evaluation. It may incorporate

- one group design (Pre test/Post test design)
- two group design (Experimental/Control design)

One-group design

There is only one group in which the guidance intervention is conducted. A pre test (questionnaire, attitude scale, rating scale) is administered to find out the initial level of attainment, attitude, and understanding of the group about certain concepts or behaviour. In the next step, the intervention (guidance programme) is carried out. The third step, involves the post test in order to find out the change in the level of attainment. If there is an increase in the level of attainment, then it can be concluded that the guidance intervention has been successful.

It may be schematically depicted as

Pre Test “Intervention” Post Test

(T1) (Guidance Programme) (T2)

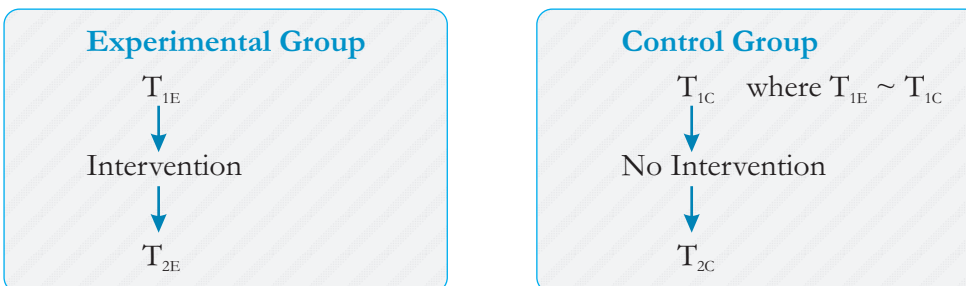
$T_2 > T_1$ (Indicates the success of the programme)

$T_2 < T_1$ (Intervention is not successful; steps should be taken to strengthen the intervention)

Two-Group Design

As the name implies, two groups are selected. Care needs to be taken that the groups selected are comparable in their scores obtained (at the initial level) on the particular criterion under evaluation as well as personal-social characteristics, e.g. age, scholastic achievement, etc. One group is the control group and the other is the experimental group. Control group is not exposed to intervention (i.e., no guidance and counselling programme). Intervention is carried in the experimental group. After the intervention post test is administered to both the groups on the set criteria to find out whether there is any difference in the scores obtained by both the groups. If the scores obtained by the experimental group are significantly higher, then the programme has been successful.


This may be schematically represented as



If $T_{2E} > T_{2C}$, then the intervention has been successful.

As an example, consider there are two sections in Class VII, VII A & VII B. We develop a questionnaire to find out their initial awareness level about the world of work. The mean scores obtained by class VII A and VII B are represented by T_{1E} and T_{1C} respectively. These two scores are comparable, i.e. they do not differ significantly from one another. We carry out an intervention, say, a career guidance programme, with our experimental group, Class VII A. The control group Class VII B is given no





exposure to guidance programme. We administer the questionnaire after the intervention to both the classes to find out their level of awareness about the world of work. Let T_{2E} be the mean score obtained by Class VII A and T_{2C} be the mean score obtained by Class VII B in the second questionnaire. Now if the mean score obtained by Class VII A (i.e. T_{2E}) is significantly greater than the mean score obtained by Class VII B (i.e. T_{2C}) then it can be concluded that the guidance programme has been successful. If $T_{2E} < T_{2C}$, then it can be concluded that the career guidance programme conducted for the experimental group is not effective and it needs serious follow up and modification so as to make the programme effective.

Apart from these methods there are other methods too that can be utilised for evaluating guidance and counselling programme, which are described next (Fairchild and Seeley, 1995).

Need Assessment : Under this method, the needs of the students are assessed. To identify such needs, inputs can be collected from students, teachers, parents, etc. through rating scales. For example, a list can be collected from all such groups regarding the service that is needed, or the kind of guidance or assistance needed by students which they believe require increased attention (like addressing issues of loneliness, self image, peer pressure, study skills, coping with stress, dealing with emotional aspects of adolescents). By making such an assessment, counsellor can evaluate whether the programme carried out by them meets the requirements of the students.

Tabulation : This is the most frequently used method of evaluation, which is simple to follow and easy to evaluate. Under this method, the kind of counselling services/ programmes provided and the number of such sessions conducted is tabulated. For example, the number of counselling sessions conducted, parent education classes offered, classroom guidance activities provided, parent conferences held etc are tabulated on a regular basis. This method provides the counsellor a quick review of the counselling services offered to students. For example, if a counselling programme goal is to increase guidance in career related issues and review of a monthly tabulation summary form reveals little or no activity in this area, then the counsellor is prompted to address the goal. Thus, this method provides quick evaluation and follow-up.

Whatever be the method a counsellor uses for evaluating the programme, he/she should have a thorough understanding of the type of data to be collected and the data collection tools that are available, so as to make the evaluation as effective as possible. The types of data to be collected can be categorised as three types as enumerative, process and outcome. Enumerative data include recording the extent of time devoted to the provision of various services or keeping a track of the frequency with which various activities occur (i.e., the number of counselling sessions, time spent in group guidance or the number of parenting classes taught). Process data includes information on the personal characteristics and professional skills of the counsellor (i.e., communication skills, work habits, time management and follow-through). Outcome data provide information regarding behavioural changes which occur as a result of the counselling program and involvement of the counsellor (i.e., student development, better stress management skills, students' grades improved,

students' self-esteem increased). In the same way, there are various methods of data collection like tabulation, rating scales, questionnaires, time analysis, interviews, case studies, observation, peer review, etc. However, a counsellor has to take much care in using the tools as each has its own proper use depending upon the information being sought and each has its own advantages and disadvantages.

A counsellor can make use of any of the above methods or the methods can be used in combination, in order to evaluate the success of the programme and activities carried out at school.

Activity 3



Formulate an Evaluation Model for a Career Counselling Programme using a few of the evaluation methods and tools which you have come across so far. For further clarification about the methods and tools of evaluation and their application, you can either visit internet sources or library.

4.7 Summary

Evaluation of a guidance and counselling programme is very vital, which is closely tied up with the success of the counsellor and the students. A thorough understanding of the evaluation principles and knowledge about the types of evaluation would enable a counsellor to efficiently design a programme evaluation strategy. In order to make evaluation a routine practice and an integral part of school guidance and counselling programme, a school counsellor needs to understand the methods and tools available for evaluation. Several such methods, and particularly a method known as the accountability bridge model of evaluation, has been discussed in this unit. Counsellors should make every effort to evaluate their work in order to improve and devise better strategies to achieve guidance goals. They need to identify suitable criteria which are observable and measurable so that they are more confident of the outcomes achieved.

Self-evaluation Exercises

1. What are the purposes of evaluating a guidance and counselling programme?
2. Which principles can be followed to make an evaluation effective?
3. Write a short note on the three types of evaluation.
4. Give a brief explanation of the Accountability Bridge Model of Evaluation.
5. Mention a few available methods of evaluation.





Answer Key to Self-evaluation Exercises

1. Elaborate on the following purposes of evaluation:
 - Useful for avoiding meaningless innovation
 - Useful for measuring the improvements in students
 - Helps the counsellor in gaining knowledge about the factors that affect the development of students and the resultant consequences
 - Helps in decision making, etc.
2. The following principles help in effective evaluation:
 - Establishment of objectives and setting up of criteria
 - Proper application of evaluation criteria
 - Involving various stakeholders in the counselling programme
 - Use of appropriate tools and methods
 - Maintaining credibility and confidentiality.
3. The three types of evaluation are formative, summative and diagnostic. Formative evaluation is one which is conducted mid stream in a programme and it gives immediate feedback. Summative on the other hand, makes an evaluation at the end of a programme so as to find the worth of the total programme. Diagnostic evaluation is done at any stage when something goes wrong in the programme. This increases the efficacy of the programme. Examples for each type of evaluation can also be mentioned.
4. Elaborate on the following points with a diagram, giving a brief of the model:
 - Two cycles of evaluation, namely, the Programme Evaluation Cycle and Context Evaluation Cycle, are involved, each containing four stages.
 - The four stages in the programme evaluation cycle are planning, implementation, monitoring and outcome assessment. The other four stages of the context evaluation cycle are feedback from stakeholders, needs assessment, strategic planning and service objective.
 - The outcomes of the programme evaluation cycle are communicated to the context evaluation cycle. This feed back of various stakeholders are processed. This comes across various stages and is reflected again to the programme evaluation cycle.
 - This model can effectively evaluate the guidance and counselling programme and can help the counsellor in professional development and also in improving the programme.
5. The few methods of evaluation that are available are survey method, case study method, experimental method and other methods like tabulation, needs assessment, etc

Answer Key to Self-check Exercises

Self-check Exercise 1

1. b 2. e 3. c 4. d 5. a

Self-check Exercise 2

1. F 2. T 3. F 4. T



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List of Course Material

1. Course Guide

Major inputs include objectives, scope, rules, syllabi as well as procedures for admission, transaction and evaluation for all the three phases of the course.

2. Course Modules*

- i. Module- I : Introduction to Guidance
- ii. Module-II : Counselling Process and Strategies
- iii. Module-III : Guidance for Human Development and Adjustment
- iv. Module-IV : Career Development-I
- v. Module V : Career Information in Guidance and Counselling-I
- vi. Module VI : Assessment and Appraisal in Guidance and Counselling-I
- vii. Module VII : Basic Statistics in Guidance and Counselling-I
- viii. Module VIII : Guidance in Action
- ix. Module IX : Special Concern in Counselling
- x. Module X : Developing Mental Health and Coping Skills
- xi. Module-XI : Career Development-II
- xii. Module XII : Career Information in Guidance and Counselling-II
- xiii. Module XIII : Assessment and Appraisal in Guidance and Counselling-II
- xiv. Module XIV : Basic Statistics in Guidance and Counselling-II

* Each module consists of number of self-learning units.

3. Practical Handbook

Provides areas and strategies for conducting and undergoing practicum, field experience and internship.

4. Tutor Guide

Lists guidelines for tutors, supervisors for course transaction and evaluation during all the three phases of the course.





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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-81-7450-959-8