



M.A. EDUCATION
SEMESTER - III (CBCS)

ELECTIVE COURSE- EC-V
GUIDANCE AND COUNSELLING

SUBJECT CODE - EC5

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**MA EDUCATION
SEMESTER III
ELECTIVE COURSE (EC- 5)
GUIDANCE AND COUNSELLING**

Theory: 60 Internals: 40

Total Marks 100

Total Credits= 6

Course Objectives

- To understand the Basics of Guidance and Counselling
- To understand the Guidance for Special Needs and Counselling Approaches
- To understand Intervention Strategies and Ethical Considerations in Counselling
- To develop an understanding of the relationship between work and mental health
- To understand the need of Occupational Information
- To understand importance of Psychometric Methods and Techniques for Guidance and Counselling

Module1: Perspectives in Guidance and Counselling (Credits 2)

Unit 1: Basics of Guidance and Counselling

- a) Guidance and Counselling: Concept, Meaning, Principles, Types, Need and Significance
- b) Agencies of Guidance: International, National, State and Local Levels.
Process of Counselling: Stages and Skills
- c) Counsellor: Characteristics, Skills, Role and Functions.

Unit 2: Guidance for Special Needs and Counselling Approaches

- a) Guidance for Population with Special Needs - Mentally challenged Learners : Slow Learners, Mentally Retarded and Gifted,
- b) Women : Exploitation at Home and Work ,Senior Citizens : Emotional, Social and Physical Problems
- c) Counselling Approaches: Cognitively Oriented Counselling- Trait and Factor
Affectively Oriented Counselling Approaches - Psycho analytic.

Unit3: Counselling: Intervention Strategies and Ethical Considerations

- a) Counselling in Contemporary Times: Conflict Resolution, Stress Management and Life Style Planning.
- b) Intervention Strategies: Rational Emotive Therapy, Crisis Intervention and Disaster Management
- c) Legal and Ethical Considerations in Counselling

Module 2: Occupational Information and Psychometric Techniques (Credits 2)

Unit 4: Work, Mental Health and Guidance Personnel

- a) Work and Mental Health : Meaning , Need and Significance
- b) Relation between Work and Leisure and Work and Incentives, work and mental health factors affecting mental health
- c) Role of Guidance Personnel in Promoting and Preserving Mental Health

Unit 5: Occupational Information & Job Satisfaction

- a) Occupational Information: Need and Sources ,Job Satisfaction: Meaning and Factors
- b) Methods of Collection, Filling, Classification, and Dissemination of Occupational Information
- c) Relationship between Job Analysis, Job specification and Job Profile

Unit 6: Psychometric Methods and Techniques for Guidance and Counselling

- a) Psychological Tests: Intelligence Tests, Interest Inventories, Aptitude Tests, Achievement Tests, Attitude Scales, Personality Tests.
- b) Testing Tools and Techniques: Socio-metric Technique, Case Study, Cumulative Record Card, Autobiography, Observation, Interviews, Home visits.
- c) Ethical Basis in the Use of Psychological Tests and Tools

Module 3: Internal Assignment: (Credit 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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BASICS OF GUIDANCE

Unit Structure:

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Meaning and Principles of Guidance
 - 1.2.1 Meaning of Guidance
 - 1.2.2 Guidance and Education
 - 1.2.3 Principles of Guidance
- 1.3 Need and Importance of Guidance
- 1.4 Scope of Guidance: Guidance Services
- 1.5 Implications of Areas of Guidance in Global Context.
 - 1.5.1 Personal
 - 1.5.2 Educational
 - 1.5.3 Vocational
 - 1.5.4 A vocational
 - 1.5.5 Social
 - 1.5.6 Moral
 - 1.5.7 Health
 - 1.5.8 Leisure-time
- 1.6 Let us sum up
- 1.7 Unit End Exercises
- 1.8 Suggested Readings

1.0 OBJECTIVES

After going through this unit you will be able to:

- Define the meaning of guidance
- Describe the need for guidance
- State the principles of guidance
- Explain different areas of guidance

1.1 INTRODUCTION

We are social beings and, so in some way or other we need help and guidance of others. Mother, father, grand parents, teachers and other elders, home, school and society guide youngsters for successful living. Due to explosion of knowledge, industrialization and changes in socio-economic set up the need of professional guidance is felt in the present day society.

In this unit you will be familiarized with concept, principles, need of guidance and implications of areas of guidance on global context.

1.2 MEANING AND PRINCIPLES OF GUIDANCE

1.2.1 Meaning of Guidance:

Literally guidance means ‘to direct’, ‘to point out’, to show the path’. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc.

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

1.2.2 Guidance and Education; Guidance and Counselling:

The aim of education is to achieve the fullest possible realization of possibilities inherent in the individual. Education fosters all aspects of an individual’s personality. Guidance is an integral part of education and helps in achieving the goals of education. Guidance is quite essential for the development of individual which is the main objective of education. The Education Commission (1964-66) observes “Guidance should be regarded as an integral part of education and not as a special, psychological or social service which is peripheral to educational purposes. It is “meant for all students not just for those who deviate from the norm in one direction or the other”.

Jone, A.J., pointing out the relationship between guidance and education observes, ‘All guidance is education but some aspects of education are not guidance. Their objectives are the same the development of the individual but methods used in education are by no means the same as those used in guidance”.

Guidance and Counseling :

The terms ‘guidance’ and ‘counselling’ have been loosely or interchangeably used. Guidance is a term which is broader than counseling and it includes counseling as one of its services. Butter makes a logical separation of the counseling process i.e. (i) adjustive and (ii) distributive

phase. In the adjustive phase, the emphasis is on social, personal and emotional problems of the individual, in the distributive phase the focus is upon educational, vocational and occupational problems. The 'distributive phase' can be most aptly described as 'guidance' while the 'adjustive phase' can be considered as description of 'counselling'.

1.2.3 Principles of Guidance:

Guidance is based upon the following principles.

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

1.3 NEED AND IMPORTANCE OF GUIDANCE

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

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

Guidance is helpful not only for student and teacher in an educational institution but also to the parents ,administrators, planners and community members.

Check Your Progress – I

1. Define guidance
2. Explain the relation between guidance & counseling.
3. State the relation between guidance & Education.
4. Why do we need guidance?
5. What should be the principles of guidance?

1.4 DIFFERENT KIND OF SCHOOL GUIDANCE SERVICES

The school is expected to provide more than just teaching and instruction. A school guidance programme includes all those activities other than instructional which are carried out to render assistance to pupils in their educational, vocational, personal development and adjustment. The fundamental aim of guidance programme being the maximum development of the child, all guidance programme must be geared toward attainment of the goal. Guidance services can assist the pupils in knowing themselves-their potentialities and limitations, making appropriate choices in educational, vocational and other fields. Some of the important guidance services are;

- The orientation services
- Student inventory services
- Career Information services
- Counseling services
- Group guidance services
- Placement services
- Research and evaluation services

1.5 IMPLICATIONS OF AREAS OF GUIDANCE IN GLOBAL CONTEXT

The students life is getting complex day by day. Students in the twenty-first century have facing many perplex and difficult situations i.e. to make wise curricular and other curricular choices, to acquire basic study skills for optimum achievement, adjustment with peers etc. In its beginning guidance was concentrated on problems relating to vocations. It was largely concerned with getting jobs for young people. Now guidance has

gone for beyond this. It is now concerned with the entire individual in all aspects.

The areas of guidance are very vast. The following are some of the important areas of guidance.

1.5.1 Personal:

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

The aims and objectives of personal guidance are :

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

Personal guidance is necessary at all stages of life. At the elementary school stage opportunities should be given to students for their self expression. Personal guidance at this stage deals with the problems related to feeling of insecurity, social acceptance, discipline etc.

At the secondary stage, the students have more intricate personal problems. During the secondary stage adolescent students due to peculiar physical, emotional and social developments undergo noticeable changes in their attitude and behaviour. Personal guidance at this stage should therefore focus on personal and social adjustment.

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

1.5.2 Educational Guidance:

If one closely examines the problems of young pupils in schools and colleges, one would exactly realize the need of educational guidance. Educational problems head the needs of students' problems. So education is an important guidance area.

Educational guidance is related to every aspect of education school / colleges, the curriculum, the methods of instruction, other curricular activities, disciplines etc. Educational guidance is the assistance given to the individual (i) to understand his/her potentialities (ii) have a clear cut idea of the different educational opportunities and their requirements (iii) to make wise choices as regards to school, colleges, the course : curricular and extra curricular.

Some of the aims and objectives of educational guidance are:

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

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

At the secondary stage educational guidance should help the pupils to understand themselves better, to understand different aspects of the school, to select appropriate courses to get information about different educational opportunities, to develop good study habits. The students should be helped to be acquainted with the vocational implications of various school subjects.

Educational guidance at the tertiary stages must oriented students about purpose and scope of higher studies and helps them to stimulate their studies. Each college/ university must have a guidance unit with due provision of guidance services.

1.5.3 Vocational Guidance:

You know that ‘bread and butter aims” is one of the main aims of education. Due to advancement in science and technology and consequent changes in industry and occupations have been emerged. There are

thousands of specialized jobs/ occupations. In this context, there is a great need for vocational guidance.

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

Some of the aims and objectives of vocational guidance are:

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

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

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

1.5.4 A vocational Guidance:

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

that they are able to shape their interpersonal behavior in desirable direction and widen their outlook.

1.5.5 Social Guidance:

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

1.5.6 Moral Guidance:

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

1.5.7 Health Guidance:

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

1.5.8 Leisure – time guidance :

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

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

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

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

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

Thus it is quite evident that guidance for leisure is extremely important in modern society because it helps the individual to attain efficiency and become a useful member of the society.

Therefore, it has been suggested that in the school curriculum there should be provision for teaching about various leisure time activities so that children will be able to know about them.

Check Your Progress – II

1. What are the different guidance services?
2. Differentiate between vocational & a vocational guidance.
3. Explain the use of leisure time guidance.
4. Write short notes on :
 - a) Objectives of educational guidance.
 - b) Need of vocational guidance.
 - c) Orientation services.
 - d) Personal guidance

1.6 LET US SUM UP

Guidance is a concept as well as a process. Guidance is different from education and counseling. Guidance is based upon the principles of holistic development of individual, recognition of individual differences and dignity and acceptance of individual needs. Guidance is needed wherever there are problems. Guidance helps in optimum development of individual, Solving different problem of the individual, Academic growth and development, Vocational maturity, vocational choices and vocational adjustments, Social personal adjustment., Better family life, for conservation and proper utilization of human resources, and national development. Guidance is helpful not only for student and teacher in an educational institution but also to the parents, administrators, planners and community members. A school guidance programme includes all those activities other than instructional which are carried out to render assistance to pupils in their educational, vocational, personal development and

adjustment. The areas of guidance are very vast. Some of the important areas of guidance are personal, educational, vocational, avocational, health, social etc.

1.7 UNIT END EXERCISES

1. What is guidance? Discuss the need and importance of guidance.
2. Discuss the principles upon which guidance is based.
3. State the importance of educational guidance and vocational guidance.
4. Write short notes on:
 - a) Personal guidance
 - b) Guidance and education
 - c) Guidance and Counselling

1.8 SUGGESTED READINGS

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TYPES AND AGENCIES OF GUIDANCE

Unit Structure :

2.0 Objectives

2.1 Introduction

2.2 Types of Guidance: Individual and Group

2.2.1 Individual guidance

2.2.2 Group Guidance: Concept, Need and Significance

2.2.3 Organization of Group Guidance activities

2.2.4 Techniques of Group Guidance

2.2.5 Advantages of Group Guidance

2.2.6 Limitations of Group Guidance

2.3 Agencies of Guidance at different Levels

2.3.1 International Level Agencies

2.3.2 National Level Agencies

2.3.3 State Level Agencies

2.3.4 Local Level Agencies

2.4 Let us Sum up

2.5 Unit End Exercises

2.6 Suggested Readings

2.0 OBJECTIVES

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

- define group guidance
- aware of the need and importance of group guidance
- know the practical consideration of organization of group guidance activities;
- understand the limitations of group guidance activities; and deal effectively with the problems of organization of such group guidance activities

- state the role and functions of different agencies at international, national and state levels.

2.1 INTRODUCTION

In the previous unit you have learnt about meaning, importance and areas of guidance. You have also learnt about different school guidance services. One of the services is group guidance service. From the organization point of view guidance can be of two types' i.e. individual and group. Many institutions/organizations work in the area of guidance and counseling. In this unit you will learn about importance of group guidance and international, national and state level agencies of guidance.

2.2 TYPES OF GUIDANCE: INDIVIDUAL AND GROUP

2.2.1 Individual guidance:

Individual guidance is tailored to an individual. It is advice, strategy or planning designed for a singular person or thing and their unique situation. This is in contrast to general guidance which is frequently based on demographic information such as age or income or meant for the general population. The most common reference to individual guidance is in reference to children or students. This is ideally the role of guidance, educational or career <http://www.ehow.com/careers/> counselors.

Individual guidance can be used to refer to any advice, usually professional advice, given to a person based on their unique circumstances. This could include legal services, career counseling, financial planning, medical or psychological advice or a number of other areas where a trained professional is looked to for direction in a given area.

2.2.2 Group Guidance: Concept, Need and Significance:

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

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

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

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

Some of the objectives of group guidance are:

1. To help people in identifying common problems, analyse them and find relevant solutions.
2. To place a wide range of information before people with common problems which could be useful for them for finding solutions.
3. To provide a platform where people with common problems could interact with each other and could be benefited by each other’s perspectives, ideas and experiences.
4. To help in creating an atmosphere where people could get an opportunity to express themselves and in the process analyze themselves.

2.2.3 Organization of Group Guidance Activities:

Planning of group guidance activity may focus the following points.

1. **Need Assessment:** The need assessment must be done to find out the common problems of individuals in the group. This can be done by administering questionnaire, checklists and interview.
2. **Determining size of the group and time, venue for group activities:** Depending upon the group activity the size of the group should be fixed. The size should be approachable and manageable. The venue should be selected taking in to account the group selected for activity.
3. **Selection of members and role specifications:** The participants selection for group guidance activity is also very important. The students for example should be communicated about their roles in group activities.
4. **Orientation of Members:** The group goals should be clarified. It should be stated in clear, objective and measurable terms.
5. **Monitoring of activities and evaluation of outcomes:** If we want to conduct the activities purposefully, it should be properly monitored taking into account the goal/s.Feedback about activity needs to be collected from participants.

Some of the common group guidance activities are: Class talk, career talk, displays and exhibitions.

2.2.4 Techniques of Group Guidance:

A number of techniques are used in organizing group guidance.

Group Discussion: For example at senior secondary stage students should have knowledge about different career. A group discussion may be organized in the school. For organization of the group discussion proper room/hall, group and relevant topic and expert/resource person should be selected. The group discussion will be useful only if the members participate effectively without the fear and all the members have the opportunity to participate. But the effectiveness of the group-discussion depends upon the facilitator and the group selected.

Problem solving: For solving individual as well as common problems, problem solving can be applied as a technique. It comprises of the following steps;

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

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

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

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

2.2.5 Advantages of Group guidance:

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

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

2.2.6 Limitations of Group Guidance:

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

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

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

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

Check Your Progress – I

1. What is individual guidance?
2. What is group guidance?
3. What are the objectives of group guidance?
4. How can you organize group guidance activities?
5. State the techniques of group guidance. Explain Role play technique of group guidance.

2.3 AGENCIES OF GUIDANCE AT DIFFERENT LEVELS:

Different agencies i.e. government and private at international, national and regional level have been doing significant works in the area of guidance. These agencies are working in training /orientation, career guidance services or development of materials for guidance workers/ functionaries.

2.3.1 International Level:

International Association of Educational and Vocational Guidance (IAEVG) is a worldwide guidance and counselling organization, whose mission is to promote the development and quality of educational and vocational guidance. IAEVG' s mission is also to ensure that all citizens who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional. The objectives of the organization are as follows :

- To promote communication among persons and organizations active in educational and vocational guidance.
- To encourage the continuing development of ideas, practice and research in the field of guidance and counselling on each level, national and international, in developing and developed countries.
- To advise government and national or international organizations on the development of guidance systems and further the exchange of professionals and experts.
- To collect and disseminate information of interest in the field of educational and vocational guidance practice, study and research

The Mission of IAEVG is to:

- advocate that all citizens who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional
- recommend the basic nature and quality of service that should typify the service provided to students and adults
- recommend the essential training and other qualifications that all counsellors in educational and vocational guidance should have
- urge governments to enhance, facilitate or establish an agency, institution, or office with responsibility to develop and maintain
- policies governing the provision of educational and vocational guidance
- the provision of training and continuing education programs for counselling and guidance practitioners

- the development and provision of appropriate and effective methods and materials for guidance
- the conduct of research and development to create new, more comprehensive, and better ways of conducting educational and vocational guidance
- the development of appropriate methods of evaluation of counselling and guidance

The Association publishes a newsletter three times a year. Furthermore IAEVG publishes the International Journal for Educational and Vocational Guidance which is a refereed journal publishing articles in relation to work and leisure, career development, career counseling and guidance and career education. The website can be found at www.iaevg.org/

Cedefop, the European Agency to promote the development of vocational education and training, is the European Union's centre of expertise to support the development of VET and evidence-based policy-making. One important task for Cedefop is to provide guidance practitioners with advice, research, analysis and information. On Cedefop's website European Training Village (ETV) there is an area with information on lifelong guidance (Choose lifelong guidance in the left menu). Here you will find information on European guidance projects, links to publications and research results, examples of good guidance strategies and practices and a live network for all the actors who have an interest in the field. The website can be found at www.cedefop.europa.eu/

FEDORA is an organisation for those involved in student guidance in institutions of higher education in Europe. The FEDORA network has especially the focus on the higher student mobility across Europe and the challenges that gives to the guidance practitioners. FEDORA contributes to the further development of the guidance practitioners' competencies so they can better support, inform and guide the students on mobility issues. FEDORA organizes congresses, conferences and summer universities and each event takes place every three years. All types of events take place in different countries in the FEDORA member states each year. The website can be found at fedora.plexus.leidenuniv.nl/

IAC (International Association for Counselling) wishes to encourage the exchange of ideas, research findings and personal experience in the field of counselling and guidance. This happens, among others, through organising conferences and publishing the International Journal for the Advancement of Counselling. The website can be found at www.iac-irtac.org/

The **International Centre for Career Development and Public Policy, ICCDPP**, has the task to facilitate international sharing of knowledge and information concerning public policy and career development issues. ICCDPP has a base for knowledge and information which contains proceedings from international symposia, and reports and news provided to the site by the users and by other international contacts. ICCDPP is

supported by OECD, the World Bank, and the European Commission etc. The website can be found at www.iccdpp.org

The **Nordic Association of Educational and Vocational Guidance** is a coalition of national associations for education and vocational guidance in the Nordic countries and the self-governing areas of Aaland Islands and Faeroe Islands. The aim of NFUE is to strengthen professional educational and vocational guidance in Nordic countries.

NAEVG organizes seminars and conferences and develops cooperation with the Baltic countries. The website can be found at www.nfsy.org

The **European Lifelong Guidance Policy Network** aims to assist the European Union Member States and the Commission in moving European cooperation on lifelong guidance forward in both the education and the employment sectors. The purpose is to promote cooperation at Member State level on lifelong guidance and to propose appropriate structures and support mechanisms in implementing the priorities identified in the Resolution on Lifelong Guidance (2004). The ELGPN was established by the Member States and the Commission has foreseen to support the activities of the network in 2007-2008 under the Lifelong Learning Programme. The website can be found at ktl.jyu.fi/ktl/elgpn/

International Labour Organization(ILO):

The ILO is the international organization responsible for drawing up and overseeing international labour standards. It is the only 'tripartite' United Nations agency that brings together representatives of governments, employers and workers to jointly shape policies and programmes promoting Decent Work for all. This unique arrangement gives the ILO an edge in incorporating 'real world' knowledge about employment and work. The organization publishes the results of research related to changing nature of work and employment which is important for policy makers and other users.

2.3.2 National Level Agencies:

At national level the following organizations work in the area of guidance and counseling.

National Council of Educational Research and Training(NCERT):The Department of Psychology and Foundation of Education(DEPFE), a Department under NCERT, New Delhi and Pandit Sunderlal Sharma Central Institute of Vocational Education(PSSCIVE) ,Bhopal a constituent of NCERT organize programme on guidance and Counselling. Some of the functions of **PSSCIVE** are:

- To advise and assist the Ministry of Human Resource Development, State Governments and Union Territory Administration in the implementation of the Vocational Education and Work Experience Programme.

- To function as the technical wing of the Joint Council of Vocational Education on all matters relating to Vocational Education Programme (VEP).
- To promote, supervise and guide the establishment of a comprehensive management system for VEP.
- To serve as a resource institution for both formal and non-formal VEP.
- To orient and train various key functionaries of VEP, including teachers.
- To evaluate and monitor VEP in States/UTs.
- To ensure uniformity and maintain quality standards in vocational teaching and learning.

To provide guidance and counseling on Vocational Education and Training to the people at large.

DEPF is the department of NCERT which coordinates guidance activities in the country. The department runs an International Diploma Course in Guidance and Counseling in collaboration with Commonwealth of Learning, Canada. This course is offered at the Department of Educational Psychology and Foundations of Education (DEPF), NCERT New Delhi as well as five Regional Institutes of Education located at Bhubaneswar Bhopal, Mysore, Shillong, and Ajmer. Besides the department conducts training programme in the field of guidance and counseling.

Central Institute for Research and Training in Employment Service (CIRTES) was established in October, 1964 under the aegis of Directorate General of Employment & Training (DGE&T), Ministry of Labour, Government of India. Later, in 1970 and in 1987, the Institute was expanded with the added responsibilities of developing career literature and to provide guidance for the promotion of self-employment. The **Objectives of CIRTES are:**

- Planning and conducting training programmes for Employment Service Personnel at State, National and International Levels.
- Conducting research into problems concerning the activities of the Employment Service.
- Development and publication of career literature and audio-visual aids for use in Vocational Guidance and Career Literature Programmes.
- Development of motivational material for promotion of self-employment.

There are four divisions of CIRTES i.e. training division, research division, career study center and self employment guidance cell.

1. TRAINING DIVISION

Training Division caters to the training needs of all the Employment Officers of the country in placement, vocational guidance, employment market information, self-employment promotional activities and other related matters. Instructional materials and training aids are devised and developed to assist the States in organizing training programmes for the staff of their employment exchanges. Besides, special training programmes for the employment officers of foreign countries under various ILO bilateral programmes are organized on request basis. The Division also associates with other training organisations for imparting training in the field of vocational guidance and self-employment.

2. RESEARCH DIVISION

Research Division conducts studies on organizational, operational and procedural aspects of NES, labour market conditions and other related matters. Development of various tools and techniques and evaluation of various programmes of NES inter alia come under its purview.

3. CAREER STUDY CENTRE (CSC)

CSC develops and publishes the career literature in the shape of booklets and pamphlets/folders on various careers/occupations covering their job content, educational preparatory requirements, employment and self-employment opportunities, as a reference tool to meet the career planning needs of students, job seekers, Vocational Guidance Officers/Counsellors and others. These publications are disseminated to Employment Exchanges, University Employment Information & Guidance Bureaux (UEIGBx), Coaching-cum-Guidance Centre for SC/ST, colleges, schools and also to other agencies engaged in vocational guidance activities, through Employment Exchanges as per their jurisdiction.

4. SELF-EMPLOYMENT GUIDANCE CELL (SEGC)

SEGC prepares informative and motivational material to assist Employment Officers in guiding and confidence building among job seekers for adopting self-employment ventures. It also provides training to the Employment Officers on self-employment promotional related activities.

Directorate General of Employment and Training(DGE&T), under Ministry of Labour evolves policy and standards for vocational guidance activities through employment exchanges.

Other organizations like University Grants Commission (UGC), All India Council of Technical Education (AICTE) also works on guidance and counseling.

2.3.3 State Level Agencies of Guidance:

At state level SCERT, Bureau of Educational and Vocational Guidance, Directorates of Employment work for guidance of students.

SCERT/State Guidance Bureaus coordinates guidance services at the state level. They organize state level training./orientation for guidance personnel.

State Directorates of Employment coordinates vocational guidance programme through employment exchanges in states. They also develop publication on occupational information.

Universities; In university employment bureaus facilities are provided for students.

2.3.4 Local Level:

At the local level some district employment exchanges, private agencies and institutional level organizations work for guidance and counseling.

The role of NGOs at different level for providing guidance activities is also very important.

Check your Progress – II

1. Write short notes on the following :

- a) IAEVG
- b) CIRTES
- c) SEGC
- d) ILO
- e) SCERT

2.4 LET US SUM UP

Individual guidance can be used to refer to any advice, usually professional advice, given to a person based on their unique circumstances. Group guidance is used to address the developmental needs of a functional group consisting of a number of students to implement programme that would benefit them at all time Organization of Group Guidance Activities should focus on Need Assessment, Determining size of the group and time, venue for group activities, Selection of members and role specifications, Orientation of Members, Monitoring of activities and evaluation of outcomes. Problem solving, role play, group discussion, case study and sociometric are some of the important techniques of group guidance.

At international level IAEVG, Cedefop, ILO, Nordic Association of Educational and Vocational Guidance work in the area of guidance. At the national level NCERT, CIRTES and DGE & T are important organizations in the field of guidance.

2.5 UNIT END EXERCISES

1. Explain the term group guidance.
2. Discuss any two group guidance activities which are carried out in school.
3. Discuss various techniques of group guidance with suitable examples.
4. Prepare a list of national and international agencies of guidance listing their works.

2.6 SUGGESTED READINGS

Agrawal, R (2006) Educational, Vocational Guidance and Counselling, New Delhi, Sipra Publication.

Bhatnagar, A AND Gupta, N(1999).Guidance and Counselling:A theoretical Approach (Ed), New Delhi, Vikash Publishing House.

Jones, A.J.(19510.Principles of Guidance and Pupil Personnel work,New York,MiGraw Hill.

Kochhar, S.K., (1985): Educational and Vocational Guidance in Secondary Schools, New Delhi, Strling Publisher.



BASICS OF COUNSELLING

Unit Structure:

- 3.0 Objectives
- 3.1 Introduction
- 3.2. Concept of Counselling
 - 3.2.1 Meaning of Counselling
 - 3.2.2 Characteristics of Counselling
 - 3.2.3 Functions of Counselling
- 3.3 Principles of Counselling
- 3.4 Goals of Counselling
- 3.5 Types of Counselling
 - 3.5.1 Directive Counselling
 - 3.5.2 Non directive Counselling
 - 3.5.3 Eclectic Counselling
 - 3.5.4 Online Counselling
- 3.6 Process of Counselling
 - 3.6.1 Stages of Counselling
 - 3.6.2 Skills of Counselling
- 3.7 Characteristics & skills of a counsellor
- 3.8 Role & Functions of counsellor
- 3.9 Let us sum up
- 3.10 Unit End Exercises
- 3.11 Suggested Readings

3.0 OBJECTIVES

After reading this unit, students will be able to:

- Explain the concept of counselling
- State the types of counselling

- Explain the process of counselling
- Explain the characteristics & skills of counsellor
- Describes the role & functions of a counsellor

3.1 INTRODUCTION

In the first unit, you have read about guidance. Sometimes you may be confused about the two terms ‘guidance’ & counselling. In this unit, we will discuss about the concept of counselling, its meaning, principles & goals. We will also know about the process of counselling & role & functions of a counsellor. Counselling is the central aspect of the whole guidance programme. All the activities and Services of the guidance programme leads to and help in the Counselling process. Counselling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development. Counselling has Remedial, Preventive and Developmental value.

3.2 THE CONCEPT OF COUNSELLING

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

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

Counselling is a process that occurs between two individuals...counsellor and counselee (client)

It. takes place within a professional setting.

It is initiated and maintained as a means of facilitating changes in the behaviour of the client. It is a professional task for professionally trained people.

3.2.1 MEANING OF COUNSELLING

Though the term guidance and counselling is used interchangeably, both the terms have different meaning. We have studied about guidance, now we will know about counselling. In everyday life, we find counselling goes on at many levels. In a family, parents counsel their children, doctors

counsel patients, lawyers to clients and teachers to students. There is no limitation to the problems or counsellors in providing counselling, so, let us know what counselling is.

According to Webster dictionary counselling is defined as “Consultation, mutual interchange of opinions, deliberating together.”

“Counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem, with mutual consideration of each other to the end that the younger or less mature or more troubled of the two is aided to a self determined resolution to his problem” - Wren-

“Counselling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and or clarification of goals and values for future behaviors” -Shertzer and Stone.-

“Counselling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills and to develop the courage and self confidence to implement desired new behaviour”- Merle M. Ohlsen.-

“Counselling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counsellor) who provides information and reactions which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment.” -Edwin Lewis.-

If all the definitions are analyzed we can come to the following conclusions.

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

Let us now discuss what Counselling is not.

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

From this it is clear that what counselling is.

Counselling constitutes the three activities like -

I - Informing

A- Advising and

C - Counselling

Informing:

Here the role of the counsellor is to give appropriate and correct information to the clients. For example you are a student and you need counselling to select your course for the future. Here the role of the counsellor is to give you information about the availability of different courses & its future prospects.

Advising:

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

Counselling:

In this stage counsellor helps the students to clarify his needs, feelings or motivations so that he can make the appropriate decision for himself.

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

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

3.2.2 CHARACTERISTICS OF COUNSELLING:

The concept of Counselling will be clear to you by knowing it's meaning, characteristics & functions.

Counselling involves two individuals - one seeking help and the other, a professionally trained person, who can help the first.

There should be a relationship of mutual respect between the two. The counsellor should be friendly and cooperative and the counselee should

have trust and confidence in the counsellor. The aim of counselling is to help a student form a decision, make a choice or seek direction. It helps a counselee to acquire independence and develop a sense of responsibility, explore and utilize his potentialities.

It is more than advice giving. The progress comes through the thinking that a person with a problem does for himself rather than through solutions offered by the counsellor.

Its function is to produce changes in the individual that will enable him to extricate himself from his difficulties.

Emotional rather than purely intellectual attitudes are the raw material of the counselling process. It helps an individual to know himself better, gives him confidence, encourages his self-directedness and provides him with new vision to grow.

Check Your Progress-I

1. Define Counselling.
2. Explain the characteristics of Counselling.

3.2.3 FUNCTIONS OF COUNSELLING:

Like guidance, counselling has also three fold functions adjust mental, oriental and developmental.

Adjustmental Functions:

Rapid social change brought about by industrialization and urbanization has led to several perplexing problems. The pace of this change is ever on the increase, thus making adjustment a continuous process of grappling way with new situations. Counselling helps the student in making the best possible adjustment to the current situations be it in educational institution, occupational world, in the home & in the community. Professional and individualized aid is given in making immediate & suitable adjustment at problem points.

Oriental function:

Oriental function means to orient the person about his environmental constraints & resources and her personal constraints & resources by giving information and awareness in problems of career planning, educational programming etc.

Awareness of the need to plan in the context of the complexity of the world of work is an essential pre-requisite of going through education and preparation for after education. So oriental function is the important function in the counselling process. It is a link between adjustment and development function. If the person is properly oriented, he can develop his plan properly & adjust suitable with himself and society.

Developmental function

Developmental function means not only to help the students having problems but also to help the students before the problems arise. For example, we are giving vaccination to the child as a preventive measure. Even then when the child suffers from a particular disease we take the help of special doctor to cure it. So both the processes are coming under health development. Likewise in the counselling process the function of counselling is to prevent emergence & maladjustment and cure the person having maladjustment to adjust with the problem situation. Therefore the development function helps in.

- Self-development
- Self-realization
- Development of society and
- National development

So we can say that counselling has not only its functions towards the individual but to the society & nation also.

3.3 PRINCIPLES OF COUNSELLING

We have already discussed the meaning and principles of guidance. Now we will discuss the principles of counselling.

The principles on which the process of counselling is based are-

- It involves a face-to-face relationship between two persons.
- It is emotional rather than purely intellectual attitude.
- It is more than advice giving. The progress comes through the thinking that a person with a problem does for himself.
- It involves solution of immediate problem as well as the future decision of the individual.

The counsellor should follow the above principles while counselling to make the process of counselling effective. It is not an easy task. To make the process successful the counsellor should also follow certain principles in his own self to develop his skills. He should follow the principles as given below during counselling.

Warmth:

The Counsellor should communicate personal warmth and make the client feel welcome valued as individuals.

Acceptance:

The Counsellor should accept the person & his feelings for what he is without criticizing him. He should also accept the person irrespective of age, race, sex, etc.

Genuineness:

The counsellor should be very honest with himself and with client he should be very open, friendly and undefensive.

Empathy:

Instead of showing sympathy to the person having problem, the counsellor should show empathy, which means to sense the feelings and experience of another person.

In order to make good relationship the above qualities should be acquired by a counsellor. He should imbibe these qualities to follow the principles of counselling properly.

Check you progress - II

Q.1 Write the full form of I A C, which constitutes the meaning of counselling.

Q.2 The function which helps in self-realization is the function of counselling.

Q.3 Write the meaning of empathy.

3.4 GOALS OF COUNSELLING:

“WELCOME TO THE COUNSELLOR’S CABIN”

When you enter “The Cabin” you will be greeted by a warm and friendly atmosphere that invites you “Come on in and make yourself at home”.

Prominently displayed a copy of “The Serenity Prayer”, which serves as both counselling mantra and mission statement. It reads as follows:

GOD GRANT ME THE SERENITY

TO ACCEPT THE THINGS I CANNOT CHANGE,

COURAGE TO CHANGE THE THINGS I CAN, AND

WISDOM TO KNOW THE DIFFERENCE.

SERENITY is an acronym use to explain the major components of counselling program to help you determine if you would benefit from engaging in this process.

Spirituality-associated with wholeness/wellness; a sense of meaning/purpose

Evaluation - assess the problem by taking it apart and putting it back together

Relationships-Your relationships define and represent who you are.

Emotions - What are you feeling right now? It’s important to know.

Needs - Identify your needs; they are directly related to what you are feeling.

Interpersonal skills - Life is a series of conversations. What is your style?

Treatment - Your personal plan of thinking, feeling, and acting differently.

You - Since you are the expert on you, you are the key to your success.

As a counsellor you should focus on wellness and personal growth and work extensively on helping people to enhance the quality of their relationships.

Many of clients are in search of meaning and direction in various life settings including school, family, and career... all of which involve relationships.

Empowerment over life comes through thinking clearly and making wise choices. Unfortunately, problems can become so overwhelming it is difficult to accomplish either one of these.

Counselling will equip you with life strategies to help you think, feel, and act differently in order to enhance the quality of your life.

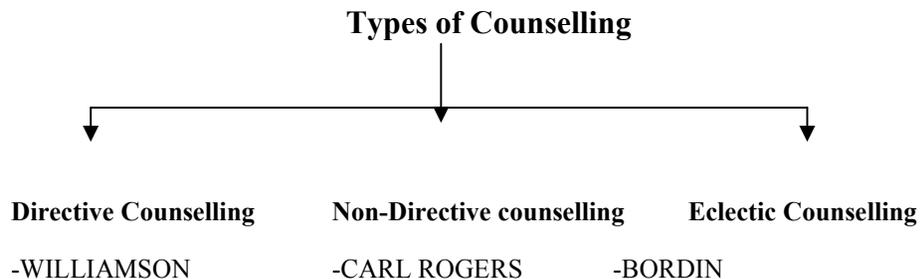
If you read the above statements of Dr. Sackey’s Cabin, one of the counsellor’s cabin you will understand the goals of counselling. The acronym serenity is the goals of counselling.

Check your progress - III

1. Explain the Full form of “SERENITY”

3.5 THE TYPES OF COUNSELLING

Based on the nature of the counselling process and the role of the counsellor, the following are the three types of counselling



3.5.1 DIRECTIVE COUNSELLING:

- B. G. Williamson is the chief exponent.
- The counsellor assumes the major responsibility of solving the problem.
- Counsellor identifies, defines, diagnoses and provides a solution to the problem.
- Counsellor directs thinking by informing explaining, interpreting and advising.
- Counsellor-oriented.
- Emphasis is on the problem.

Steps: Role of the Counsellor

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

Merits

- Time saving and economical
- Gives happiness to the counselee as he gets a solution to this problem.
- Emphasis is on the intellectual rather than the emotional aspect.

Demerits

- Kills the initiative
- Makes him helpless
- Does not guide counselee to be efficient and confident
- Undemocratic
- Made dependent

3.5.2 NON DIRECTIVE COUNSELLING (Client-oriented / Centered Counselling):

- Chief exponent - Carl Rogers
- Counselee is allowed free expression
- Counsellor only directs and guides
- Counsellor asks a few questions, so as to think about the solution of the problem.
- Counselee takes active part, gains insight into the problem with the help of the counsellor and arrives at the decision and action to be taken
- Counsellor's role is passive
- Goal is independent and integration of the client rather than the solution
- Role of the counsellor is to create an atmosphere in which the counselee can work out his own understanding
- Emotional aspect rather than the intellectual aspect is stressed
- Counselling relationship is the establishment of a warm, permissive and accepting climate which helps the client to express his self structure.

Merits

- Freedom of the individual
- Relieves tensions due to catharsis
- Moves toward acceptance of himself
- Confronts weaknesses without feeling threatened

Demerits

- Time consuming
- Wisdom and judgement of the client cannot be relied upon
- All the problems cannot be sorted out through talking

3.5.3 ECLECTIC COUNSELLING :

- Chief exponent - Bordin (Thome)
- Counselling may be evaluated along a continuum from directive to non directive to directive

- Eclectic is a continuation and synthesis of directive and non-directive counselling
- Both counsellor and counselee are active and cooperative
- Both do the talking in turn
- The problem is solved jointly

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

Steps

- Initial interview
- Develops rapport and does structuring so that client understands what to expect from the counselling
- Tentative diagnosis and plan of counselling is formulated
- Gathers information about the client and the client needs to be helped to assimilate this information
- Client achieves emotional release and gains insights, modifies perceptions/attitudes about himself and situations

Check Your Progress-IV

1. Name the types of counselling with their exponents.
2. Differentiate between Directive and Non-Directive counselling.
3. Why is Eclectic Counselling preferred to Directive and Non-directive counselling?

3.5.4 ON LINE COUNSELLING:

Online counselling refers to the provision of professional mental health counselling services concerns via the internet. Services are typically offered via email, real time chat and video conferencing. Some clients use online counselling in conjunction with traditional psychotherapy, and others use it as an occasional check-in tool for their lives.

Online Counselling:

Online counselling is simply communicating with a qualified, professional counsellor/therapist by email or chat through your computer, Instead of having to make a visit to your counsellor's office; you can receive the same professional care in the comfort of your own home. **If you have a microphone, we can speak to each other through the computer.**

Whether you choose only a few email exchanges or on ongoing dialogue with the counsellor over time, you have the opportunity to share your concerns, pose questions, and gain further insight into the problems you are addressing.

Advantages of using Online Counselling

- Convenient - any time, any place, whatever suits you
- Flexible - you control everything, receive help when you want it
- Can deal with embarrassing issues without having to see anyone
- Your anonymity is protected
- Get to the root of the problem quicker as writing lets you get in touch with your feelings
- More cost and time effective as you can deal with more issues in a session
- No need to take time off work
- Receive specialized help no matter where you live in the world.

Why choose online counselling?

- Easy access to a professional counsellor or therapist through email or live chat
- Select an experienced professional from many qualified to deal with your problem
- You can select a counsellor who lives anywhere in the world
- Convenience - takes place in your home or wherever you are 24 hours a day 7 days a week
- Cheaper than regular counselling
- Anonymity and security
- Flexibility - either you can get quick answers or guidance to problems or you can schedule regular sessions

Live Chat

The first few minutes of all Live chat sessions are completely free of charge.

Since payment starts only when you choose to hire the counsellor, you have the opportunity to discuss your questions and/or concerns, negotiate a price that suits your budget and ensure that you feel comfortable with this specific counsellor.

Email

Email counselling is another form of online counselling that may suit your needs.

- You may find that expressing concerns and questions in writing helps organize and focus on your problem
- It is an extremely convenient way for you to communicate with a counsellor

The benefits of online counselling with Live person

- Liveperson is one of the best and most well known online counselling specialists
- You will have an enormous choice of professionals you can seek help from - (experts in over 600 categories)
- You will find Liveperson very user-friendly
- You can consult with professionals in real time via Live chat and email.
- You will find Liveperson is reliable, very easy to use and enables you to get instant answers to your most urgent questions.
- I full recommend this service to you because so many people have benefited from it.

Disadvantages of Counselling or Therapy by Email

Remote counselling via email carries many disadvantages as well as advantages in comparison to traditional, face-to-face counselling.

Communication and the Counselling Relationship

Communicating only introduces particular challenges for creating and sustaining a working relationship.

Lack of Visual and Verbal Cues

It can be difficult enough to understand exactly what someone is saying in a face-to-face setting, but stripped of the kinds of visual and auditory verbal cues which we take for granted when communicating in person the struggle to understand takes on a whole new dimension. Part of the beauty of the English language is that the same statement can take on a whole range of subtle meanings: but without that grin or frown that raised eyebrow, that softened voice or dead-pan delivery, figuring out which meaning a person intends can be a real challenge.

The lack of visual cues is also especially important for clients who would like to discuss a visible physical disability and would like their counsellor to be able to see exactly what they are talking about.

Lack of Physical Presence

The lack of a physical presence of another person in the same room may make some people feel less emotionally intimate and less comforted in times of distress.

Asynchronous Nature of Email

It can be frustrating to have to wait for the counsellor to reply when using email and other forms of communication that are asynchronous (meaning that two people are writing at different times, as opposed to conversing in real time).

Urgency

In a similar vein, the inevitable time delay associated with email exchanges precludes the kind of urgent attention (or even emergency response) which is possible in a face-to-face setting

No Regular Appointment Times

Just as the freedom to work without fixed appointment times can be an advantage for some clients, the absence of the structure which fixed appointments provide can be a disadvantage for others. Many clients prefer the structure of having to attend a session at the same time every week.

Computer concerns

Relying on computers as a communications medium can bring technology into the foreground of the counselling process as an unwelcome participant.

Equipment and Internet Service Failures

Hardware or software failure or internet service failure can impact the online availability of both counsellor and client. Ideally, the technology becomes 'transparent', so it simply serves as a tool for communication, without requiring attention in and of itself. In practice, however, even the best technological tools sometimes require attention, and it can be frustrating if this occurs during a counselling exchange.

Confidentiality and Privacy in Shared Environments

Using computers at work, in an internet cafe or public library, or any other environment where other people have access to the same equipment introduces particular pitfalls for confidentiality and privacy in email counselling.

Of course, there are things that the face to face counselling covers that the e-therapy lacks. We are talking of the Non-verbal communication that is missing when the screen separates people. Also, it may happen that a person needs to be physically comforted when being in a counselling session and we can not do that on-line. Being aware of those

disadvantages, we as professionals, face our role with all our heart and seriousness so as to make the best out of all the strengths of the online counselling.

3.6 THE PROCESS OF COUNSELLING

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

Readiness:

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

Counter Will:

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

Case History:

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

Rapport :

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

Transference:

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

Counter Transference:

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

Resistance:

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

3.6.1 STAGES OF THE COUNSELLING PROCESS:

A process is an identifiable sequence of events taking place over time e.g. Process of human development from birth to death.

The First Stage: Initial Disclosure:

Initially the client expresses two sets of feelings i.e.

i) I know I need help

ii) I wish I weren't here.

- Therefore central task of the counsellor in this stage is to allay the client's fears and encourage self-disclosure.
- Attending paying careful attention to the client's words and actions.

Counsellor observes clients behavior for indications of content and feeling not expressed in verbal message. It is the first contact between the client and the counsellor, but it remains important throughout the counselling process.

In this stage, clients are helped to articulate their personal concerns and to place those concerns in a context so that the counsellor can understand the personal meanings and significance the client attaches to them.

The main aim of this stage is promote trust in the client.

Following characteristics describe the helping relationship.

- Empathy - Understanding others experience as if it were yours.
- Genuineness - Being natural, consistent in behavior and dependable in the relationship.
- Unconditional positive regard - Caring without condition
- Concreteness - Using clear language to describe the client's situation.

The Second Stage: In-depth Exploration

Client begins to formulate a new sense of hope and direction.

- Counsellor at first discusses the diagnostic impressions of the client's dynamic and coping behavior.

- As the relationship becomes more secure, the counsellor begins to confront the client with observations about his/her goals or behavior. This will help the client arrive at newly challenged and refined views of self.
- Immediacy - is referred to in 3 ways.
 - i) General discussions about the progress of counselling relationship.
 - ii) Immediate response to the client's statement disclosing current thoughts about counselling.
 - iii) Counsellor's personal response to a client in the present

This stage becomes emotionally stressful, because client faces the inadequacy of habitual behaviors. In this stage client and counsellor come to a mutually acceptable diagnosis of the problem.

The Third Stage: commitment to Action:

How to accomplish goals that have emerged in the previous two stages. Client relates his behaviour to accomplish goals.

This stage includes identifying possible alternative courses of actions (decisions) the client might choose.

Once an action decision is made the client tries some new behaviors. The counsellor supports and reinforces the trying of new behaviors.

3.6.2 THE SKILLS OF COUNSELLING:

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

- a) During listening it is important to show that the counsellor is listening through the 'minimal prompts' such as head nods, yes, no etc. They indicate that 'I am with you'. Overuse of these should be avoided.
- b) Behavioural aspects of listening - (SOLER)
 - S - Sit squarely
 - O - Openness
 - L - Leaning
 - E - Eye contact
 - R - Relax

Aspects of Listening

Linguistic aspects - words, phrases, figures of speech

Paralinguistic aspects - timing, volume, tone pitch, 'ums' and 'errs', fluency

Non-Verbal aspects: facial expression, gestures, touch, body position, and proximity to the counsellor, body movement and eye contact.

Attending and showing receptiveness

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

Observing Body Messages

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

Listening Blocks

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

Effective Listening:

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

Communicating:

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

Communication = thoughts and feelings

Factors Involved in the communication

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

Causes of Communication Breakdown

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

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

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

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

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

Ways to Impede Communication

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

Questioning:

What it is?

Questions are used to draw out information from others.

How to use it?

There are several types of question. Choose the most appropriate:

Open-ended questions:

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

There are three broad types of open question:

Clarifying question

- “What specifically does that mean to you?”
- “Can I make sure I understand that...?”
- “If I hear correctly, what you are saying is...”

Creative questions

- “How have you seen others handle similar situations?”
- “What do you think about...?”
- “Would you like to talk more about it?”
- “I’d be interested in hearing more”
- “What would be your approach if there were no constraints?”

Process questions

- “What would you like to get from this session?”
- “What do I need to communicate to ensure everyone understands your role?”
- “What authority do you think you need to complete this task?”

Follow-up or probing questions

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

- “In what way would this help achieve greater customer satisfaction?”

- “What other aspects of this should be considered?”
- “How would you involve others in accomplishing this plan?”

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

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

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

Closed questions

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

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

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

Less useful questions

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

Leading questions (“I assume you...”)

Hypothetical questions (“If you were in my place....”)

Multiple questions.

3.7 CHARACTERISTICS & SKILLS OF A COUNSELLOR

A good counsellor should be:

- A good listener & good communicator
- Respectful to other person’s feelings & point of view.
- Kind, caring and understanding
- Non-pragemental

- Trustworthy & respectful of people's confidentiality
- Relaxed and calm
- Warm & approachable
- The ability to motivate & inspire clients.

3.8 ROLE & FUNCTIONS OF COUNSELLOR

Counsellor is a specialist in education. Counsellor's responsibilities can be classified into a) Diagnostic, b) therapeutic c) Evaluation and Research with specialized services and skills. A counsellor is selected by virtue of interest, training, experience and competence.

The specific functions of a counsellor are:

- Orientation of Students
- Student appraisal
- Educational and Occupational information service
- Holding counselling interviews
- Placement
- Research and Evaluation

The Counsellor:

Design and initiate a comprehensive career development programme

Involve teachers, students, parents, community resources.

Plans students competencies for use in the classroom

Include Para professionals

Assist students in career selection, prepare them and progress in it.

The counsellor acts as a facilitator. The Counsellor need to keep up-to-date information regarding new career trends and to participate in professional experiences to improve their skills.

Check Your Progress-V

- 1) Teacher can be called a counsellor at home. Explain.
- 2) Why counsellor is called a facilitator?

3.9 LET US SUM UP:

In this unit we have discussed

- The concept of counselling
- The Principles, goals, processor, stages & skills of counselling.
- Various types of counselling like:
 - Directive counselling
 - Nondirective counselling &
 - Online counselling
- The characteristics, skills, Roles and functions of a counsellor.

This unit gives you an outline of counselling process. An analysis of different types of counselling and it's uses & misuses gives an idea of using different types of counselling for different purposes in different situations. In short, this unit is an attempt to describe the counselling process & role & functions of the counsellors for effective counselling.

3.10 UNIT END EXERCISES:

Q.1 “Counselling is remedial, preventive and developments” justify.

Q.2 What is counselling. Explain the skills of counselling.

Q.3 What is online counselling? How can it help you?

3.11 SUGGESTED READINGS

Kochhar, S. K. (1990) Educational and vocational Guidance in Secondary Schools”. Sterling publisher, New Delhi.

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GUIDANCE FOR POPULATION WITH SPECIAL NEEDS-I

Unit Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Mentally Challenged learners
 - 4.2.1 Slow Alearners
 - 4.2.2 Mentally Retarded
 - 4.2.3 Gifted
- 4.3 Learning disabilities
 - 4.3.1 Dyslexia
 - 4.3.2 Dysgraphia
 - 4.3.3 Dyscalculia
- 4.4 Let us sum up
- 4.5 Unit End Exercises
- 4.6 Suggested Readings

4.0 OBJECTIVE

After reading this unit you will be able to :

- Define mentally challenged learners.
- State different types of mentally challenge of learners.
- Identify special problems of slow learners.
- Explain learning disabilities.
- Tell examples of disability.
- Identify the learning disability of students.

4.1 INTRODUCTION

Children who have been determined to require special attention and specific necessities than other children. Special needs children face a lot of emotional, social and psychological problems due to their disability. A teacher can prove to be very helpful to students in providing personal and academic support. A little help and concern from a teacher can help them stabilize their emotional, social and psychological levels into a more balanced learner in the classroom. Under a teacher's guidance, students will feel secure and more engaged in the learning process. Teacher guidance can help students with special needs express their feelings and communicate their needs freely in the classroom which will create a more constructive student/teacher engagement and understanding.

Therefore by providing guidance to students with Special needs, teachers can effectively help students towards a greater academic and social adjustment to their learning environment.

4.2 MENTALLY CHALLENGED LEARNERS SLOW LEARNERS: MEANING

Slow-learners are those who fail in school because of their low intellectual abilities. Their IQ ranges from 55 / 60 to 85 / 90. They have a wide range of abilities and a variety of characteristics depending on their background.

The term Slow-learners is used to cover various group of students otherwise referred to 'Dull', 'Retarded' or 'Educationally Subnormal'. Now the term Slow-learners is used more widely to indicate the fairly large group of children whose learning is slowed down by one or more factors of which limited ability may be one even though their intellectual potential may be considerably higher.

Definitions

Knoff (1987) – Slow Learner is the one who learn or underachieve, in one or more academic areas, at a rate that is below average yet not at the level considered comparable to that of an educable mentally retarded student.

Types of SL:

- Very Backward – Due to retarded mental development accompanied by psycho-social deficiency.
- Ability not quite limited but having difficulty in learning than average children due to school, family or personal factors.
- They may derive benefits from special classes not limited in intelligence but have problems in reading and writing where as arithmetic and other subjects are high. Their causes may range from specific perpetual difficulties to emotional maladjustment. For them some kind of remedial teaching is required.

- In some schools there are many SL, for them sometimes special class is required. The children receive education in special school or class move to a regular school after the backwardness is removed.
- These children are hard to identify as they even manage in a less advanced society and do not draw attention easily as deaf, blind or physically handicapped do.
- The period at which their limitations arise are most obvious is that of school years.

4.2.1 SPECIAL PROBLEMS OF THE SLOW-LEARNERS:

1. Since in physical appearance they look like normal children, parents and teachers have the same expectations from them as from the latter.
2. When they are not able to live up to these expectations, parents and teachers scold and punish them instead of trying to find out the reason behind their failure.
3. Their classmates make fun of them.
4. Consequently, they are bewildered and confused, wondering what wrong they have committed.
5. Since their basic needs of being loved, accepted and recognised are not met, they develop emotional problems and behaviour difficulties.
6. They generally have a low self-concept due to their limited experience of success and due to the low opinion expressed of them by parents, teachers and others around them.

CHARACTERISTICS

- 1) In physical appearance they are no different from normal children and therefore likely to get admission into schools for normal children where the curriculum is drawn up to meet the needs of average children. So they find it extremely difficult to cope with the education imparted in these schools, unless special provision is made for them and the curriculum is oriented towards practical and real life activities.
- 2) They are capable of being educated in ordinary schools and even achieving a moderate degree of success, if they are allowed to proceed at a slower pace and the syllabus is adapted to suit their abilities.
- 3) But, they will not be able to keep pace with the average children and never be able to learn all the things we expect normal children to master by the time they leave school.
- 4) They will not be able to go for higher studies despite all the guidance and educational facilities made available to them.

- 5) They have poor memories. Their attention span is short and they cannot concentrate on one topic
- 6) Weakness in thinking capacity, finding out relationships, similarity, familiarity, reasoning, object characteristic observing, poor language and number concept development.
- 7) Poor verbal ability, Brief vocabulary.
- 8) Difficulty in abstractions.
- 9) Weakness in the memory.
- 10) Constant Feeling of Insecurity.

Physical Characteristics:

- Poor in dressing, using drawing & writing materials and tools.
- Need large practice in climbing, jumping, dancing, skipping, games etc.
- Sometimes SL have better physical development than mental development.
- Their capacity to learn is reduced because of sickness, minor ailments, malnutrition etc.
- Causes
- Poorer powers of retention.
- Weakness in Attention
- Physical or mental personal inadequacy.
- Having limited capacity for taking responsibility
- Unable to control feelings of aggression or outburst.
- Solation.

Showing the sign of slow learner doesn't mean that the child is slow learner, there are other factors that could cause the process of slow learning

Emotional growth:

Feelings about one self and the developing of these feeling positive or negative is called emotional growth, Emotional and social development are often link together because they are relevant. In the initial stages child learn the feelings of trust, fear, and love later on as he grow he develops the feeling of friendship, pride, and relationship which also guide toward social-emotional development of the child.. if the child is ignore in this stage and proper care is not provided to them, they build negative emotion

and they avoid trust initially parents and later on other people, they isolated them self from the outer world. Furthermore, a neglected child, feel him self rejected, and unsecured, it affect the developing skills of the child to socialize with others children.

In this stage the changes are very rapid in child and every change bring new change in the behaviour of the child and each change brings about new skills. Child develop multi skills in this stage, the most important one is positive feelings about self and trust building with others

Environment:

Children react to their environment in early stages and he learns from the environment in which they grow. Create a safe environment for them and reduce the stress on your child and remove the things which are physical threats to the children e.g.: abusive behaviour and unsafe toys etc

With whom the child is spending his time, what is their intellectual level. And how they treat the child, when children have a secure environment, it flourishes their abilities in positive direction. Studies show those children who have better environment show better confidence in life and in education.

Growth and opportunities of Learning :

Opportunities of learning is very necessary for the development of children cognitive abilities, Parents should provide rich learning environment to their children and open new windows of learning opportunities for them. They need simple playable activities and games to develop their brains, Show them new things and arrange new activities for them to enhance their thinking skill.

Absenteeism:

Absenteeism from the school is another factor which can affect the ability of learning of a child, when a child is often absent from the class, he could catch with other student in school, he need extra home work with the help of parents to cover his short coming other wise he lose his self confidence

EDUCATIONAL PROVISIONS

- Use of appropriate methods of learning
- Motivation
- Learning Readiness
- A practical approach
- Concept formation
- Grading of work
- Assessment of progress

–Consolidation

–Active methods

- Individualization of treatment
- Cooperation between various professionals
- Parent Education and Guidance

There are several other strategies that are useful. Computers are great to use in the classroom. Computers never tire or get interrupted making the drill and practice more effective and fun. It is important to allow the student time to get out of his/her seat to let off energy and relieve a little stress. A classroom that utilizes centers is good for this. In giving instructions you should say the child's name or touch them before giving the direction, write the directions on the board or paper for each child to keep, and ask that the student repeat the direction orally. This helps to reinforce the direction and gives them something to refer back to if they forget. Once the student turns in the work or answers orally, provide immediate feedback. This assures the student of their answer or allows them to correct the answer and keeps them on task. The most important strategies is to provide three or four hours of academic work. Slow learners are not efficient learners and therefore require more hours of academic instruction to keep pace.

A very big problem that every school faces, i.e. the difficulty to deal with the slow learners. The teachers have their big headache over these children. Handle them in homework & class work, understanding the topic, etc are the areas concerned with the slow learners. We try to advise them or we try to get result by hook or crook through putting negative enforcement by punishing them. It is estimated that due to that problem many slow learners or dropout students are being termed as weak students & thrown out of the school. But that is not the solution. The result of the action of the throwing out the child out of the school paves the way to create a dark spot in the life of the victim child. Then, where are the solutions? If the teachers will give time to think over those children, definitely the solution comes in their hand. It is also the proof in history that many slow learners have become qualified themselves as the scientists & writers in their life. So, why not we experiment with these slow learners who are with us? Have we thought over it? Have we tried to understand the life of a slow learner? The following discussion may help the teachers to improve the skill of the slow learners.

1. Psychological Analysis & Problem solution -

The more & more we think about the child the more we get the solution. Firstly, we have to search the problem area of the child. The problem of the child may be his family or friends or his personal condition. If we go for personal asking questions as a relative of his own, then we can be assured about getting some difficulties for which the child is not reading. Then we, from our level will try to get solution of this problem.

2. Guidance from his level -

Child has a level of his own. Level of understanding is different from one child to another. The weak child more often can't understand the studies because he has not understood the previous formula / concept in the previous classes. How can he understand the concept of class IX if he has not understood the simple concept of class VII & VIII? That's why the child should be personally taught from his understanding level.

3. Encouragement in small success -

The greatest factor for the success of the life of the child is his encouragement. If we try to find out the strengths of the weak child then we come across some of them. If we try to applaud him with encouraging words & give confidence he definitely feels his importance & worth. Once the child has grown his confidence means he will definitely improve. The most important cause of his weakness is we; the teachers always give importance to the good children & neglect the weaker in the class. Encouragement can change the whole personality of a child.

4. Fixing the goal & Prescribing a Time table -

The child should be persuaded to make a time table for the study purpose. Sometimes some children have no goal regarding study. The teacher should observe those children & inspire them to fix the goal for the life & help him to make a time table for every day work so that the child will be captured through the time table to do the things at write time.

5. Giving Memory tips -

More often the child forgets what ever he learns. That's why he loses his confidence on him & differentiates between him & the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' etc.

6. Giving importance in the class -

It's always seen that the class room teaching goes on with the direction & understanding of the strong children. But if the average children do not understand your teaching & you are just running towards the completion of syllabus then the whole teaching is a futile one. Some times it's very urgent to go near the weak child & ask personally whether he has understood or not. Here the teacher's asking approach should be very polite & sweet, not rude.

7. Self reading method -

Most of the weak children are found that they neglect self reading. They may have the language understanding problem for which they do not take interest to read. If the teacher freely tells the child to come at home or to him in extra time for understanding the key words then little the child will take interest to self reading. Then definitely he improves himself slowly.

8. Questions for Practice -

Some questions can be given time to time to engage the learner in the habit of study. That is a practice which can enable the student to come across the learning point at a regular basis.

9. Special guidance beyond school hour -

Basically we the teachers now have become very professional. After school hour we hesitate to give even a single minute to the children which reduce our rapport. The weak children, they need special attention beyond school hour that is personally to take up the child's difficulty. We the teachers, beyond school hour, either we waste time in gossiping or earn money in tuition. If we give 1 hour extra time for the weak children then definitely they will improve. Because it is very difficult to give time to the weak ones in the classroom itself.

10. Seating arrangement -

More often we see that the strong children in the class room don't wish to sit with the weak children. The weak ones always sit with the weak. This is another cause for the no improvement of the weak children. If the class teacher prepares seating arrangements properly to benefit the weak children-to make arrangement to sit the strong one with the weak one & instruct to the strong one to help the weak one in studies then the weak ones may be improved in studies.

11. Search physical or mental problem -

The teacher should find out any physical or mental problem of the child. A child is not writing anything from the black board means may be some eye defect. A child is not obeying the words of the teacher, may be some mental problem is there. Some children are severely affected by the physical problems which made them lazy to read & write. Firstly the teacher / parent should find out the problems then treat them accordingly.

12. Creating confidence level in his interest areas -

The teacher should observe the child & secretly know the interest areas of the child. Even if the child plays, act, does some work the teacher / parent should find out his interest / specialty. Because every child is special. The encouragement can be started from the child's interest areas. When the child builds his confidence in his interest area then we can expand & inspire the same confidence in other areas also.

13. BE A FRIEND TO HIM -

Be a friend to the weak child. Teacher should try to knowingly mix with the child more & more with him. Unknowingly when the friendship is build with that child then the child starts loving the teacher. The starting of love starts the surrender of the child towards the same teacher. Then the teacher, whatever he tells the child obeys it. The mystery of all success is the love, understanding & friendship.

Oh teacher! Many more children are waiting to catch your lovable hand. They are searching you as a friend. They are so called by the society as slow learners or weak ones but actually they are not. May be some unfortunate moment misguided them. Is it not noble to improve them, support them to develop in their own pace? Is it not wise to take care of them?

The history has proved the slow learners such as Thomas Edison & Gandhi as the world class Scientist & Leader respectively.

Every child is special. As every child has a soul, there is every possibility of improvement, sooner or later. The goal of the soul is to develop. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem & improve their quality.

Check your progress-I

Write Short note on the following

1. Characteristics of a Slow learner.
2. Educational provisions for slow learner.

4.2.2 Mental retardation:

Introduction:

A developmental disability characterized by significantly sub average general intellectual functioning, with concurrent deficits in adaptive behavior. The causes are many and include both genetic and environmental factors as well as interactions between the two. In most cases the diagnosis is not formally made until children have entered into school settings. In the preschool years, the diagnosis is more likely to be established by evidence of delayed maturation in the areas of sensory-motor, adaptive, cognitive, social, and verbal behaviors. By definition, evidence of mental retardation must exist prior to adulthood, where vocational limitation may be evident, but the need for supervision or support may persist beyond the usual age of social emancipation.

Definition:

Mental retardation is a developmental disability that first appears in children under the age of 18. It is defined as an intellectual functioning level (as measured by standard tests for intelligence quotient) that is well below average and significant limitations in daily living skills (adaptive functioning).

Limitations in adaptive behavior must also be demonstrable in order to satisfy diagnostic criteria for mental retardation. This criterion is important because certain artistic or other gifts may not be revealed by formal IQ testing, and different levels of learning difficulty may be accentuated by

the demands of specific environments. Outside such environments, an individual may navigate a normal course in life.

Levels of *Mental Retardation*:

Mental retardation varies in severity. There are four different degrees of mental retardation: mild, moderate, severe, and profound. These categories are based on the functioning level of the individual.

Individuals with mental retardation are typically sub classified in terms of the manifest severity of cognitive disability as reflected by the ratio of mental age to chronological age, or intelligence quotient (IQ). Sub average intellectual functioning is defined as an IQ score of at least two standard deviations below the mean, or approximately 70 to 75 or below. Mild, moderate, severe, and profound degrees of mental retardation refer to below the normal IQ for the general population.

Class	IQ
Profound mental retardation	Below 20
Severe mental retardation	20–34
Moderate mental retardation	35--49
Mild mental retardation	50–69
Borderline intellectual functioning	70–84

Mild Mental Retardation:

Approximately 85 percent of the mentally retarded population is in the mildly retarded category. Their IQ score ranges from 50 to 75, and they can often acquire academic skills up to the sixth grade level. They can become fairly self-sufficient and in some cases live independently, with community and social support.

Moderate Mental Retardation:

About 10 percent of the mentally retarded population is considered moderately retarded. Moderately retarded individuals have IQ scores ranging from 35 to 55. They can carry out work and self-care tasks with moderate supervision. They typically acquire communication skills in childhood and are able to live and function successfully within the community in a supervised environment such as a group home.

Severe Mental Retardation:

About 3 to 4 percent of the mentally retarded population is severely retarded. Severely retarded individuals have IQ scores of 20 to 40. They may master very basic self-care skills and some communication skills. Many severely retarded individuals are able to live in a group home.

Profound Mental Retardation:

Only 1 to 2 percent of the mentally retarded population is classified as profoundly retarded. Profoundly retarded individuals have IQ scores under 20 to 25. They may be able to develop basic self-care and communication skills with appropriate support and training. Their retardation is often caused by an accompanying neurological disorder. The profoundly retarded need a high level of structure and supervision.

The American Association on Mental Retardation (AAMR) has developed another widely accepted diagnostic classification system for mental retardation. The AAMR classification system focuses on the capabilities of the retarded individual rather than on the limitations. The categories describe the level of support required. They are: intermittent support, limited support, extensive support, and pervasive support. Intermittent support, for example, is support needed only occasionally, perhaps during times of stress or crisis. It is the type of support typically required for most mildly retarded individuals. At the other end of the spectrum, pervasive support, or life-long, daily support for most adaptive areas, would be required for profoundly retarded individuals.

Causes:

Low IQ scores and limitations in adaptive skills are the hallmarks of mental retardation. Aggression, self-injury, and mood disorders are sometimes associated with the disability. The severity of the symptoms and the age at which they first appear depend on the cause. Children who are mentally retarded reach developmental milestones significantly later than expected, if at all. If retardation is caused by chromosomal or other genetic disorders, it is often apparent from infancy. If retardation is caused by childhood illnesses or injuries, learning and adaptive skills that were once easy may suddenly become difficult or impossible to master. In about 35 percent of cases, the cause of mental retardation cannot be found. Biological and environmental factors that can cause mental retardation include genetics, prenatal illnesses and issues, childhood illnesses and injuries, and environmental factors.

Genetics:

About 5 percent of mental retardation is caused by hereditary factors. Mental retardation may be caused by an inherited abnormality of the genes, such as fragile X syndrome. Fragile X, a defect in the chromosome that determines sex, is the most common inherited cause of mental retardation. Single gene defects such as phenylketonuria (PKU) and other inborn errors of metabolism may also cause mental retardation if they are not found and treated early. An accident or mutation in genetic development may also cause retardation. Examples of such accidents are development of an extra chromosome 18 (trisomy 18) and Down syndrome. Down syndrome is caused by an abnormality in the development of chromosome 21. It is the most common genetic cause of mental retardation.

Prenatal Illnesses and Issues:

Fetal alcohol syndrome affects one in 600 children in the United States. It is caused by excessive alcohol intake in the first twelve weeks (trimester) of pregnancy. Some studies have shown that even moderate alcohol use during pregnancy may cause learning disabilities in children. Drug abuse and cigarette smoking during pregnancy have also been linked to mental retardation.

Maternal infections and illnesses such as glandular disorders, rubella, toxoplasmosis, and cytomegalovirus infection may cause mental retardation. When the mother has high blood pressure (hypertension) or blood poisoning (toxemia), the flow of oxygen to the fetus may be reduced, causing brain damage and mental retardation.

Birth defects that cause physical deformities of the head, brain, and central nervous system frequently cause mental retardation. Neural tube defect, for example, is a birth defect in which the neural tube that forms the spinal cord does not close completely. This defect may cause children to develop an accumulation of cerebrospinal fluid on the brain (hydrocephalus). By putting pressure on the brain hydrocephalus can cause learning impairment.

Childhood Illnesses and Injuries:

Hyperthyroidism, whooping cough, chickenpox, measles, and Hib disease (a bacterial infection) may cause mental retardation if they are not treated adequately. An infection of the membrane covering the brain (meningitis) or an inflammation of the brain itself (encephalitis) cause swelling that in turn may cause brain damage and mental retardation. Traumatic brain injury caused by a blow or a violent shake to the head may also cause brain damage and mental retardation in children.

Environmental Factors:

Ignored or neglected infants who are not provided the mental and physical stimulation required for normal development may suffer irreversible learning impairments. Children who live in poverty and suffer from malnutrition, unhealthy living conditions, and improper or inadequate medical care are at a higher risk. Exposure to lead can also cause mental retardation. Many children develop lead poisoning by eating the flaking lead-based paint often found in older buildings.

Diagnosis:

A complete medical, family, social, and educational history is compiled from existing medical and school records (if applicable) and from interviews with parents. Children are given intelligence tests to measure their learning abilities and intellectual functioning. Such tests include the Stanford-Binet Intelligence Scale, the Wechsler Intelligence Scales, the Wechsler Preschool and Primary Scale of Intelligence, and the Kaufmann Assessment Battery for Children. For infants, the Bayley Scales of Infant

Development may be used to assess motor, language, and problem-solving skills. Interviews with parents or other caregivers are used to assess the child's daily living, muscle control, communication, and social skills. The Woodcock-Johnson Scales of Independent Behavior and the Vineland Adaptive Behavior Scale (VABS) are frequently used to test these skills.

Treatment:

Training in independent living and job skills is often begun in early adulthood. The level of training depends on the degree of retardation. Mildly retarded individuals can often acquire the skills needed to live independently and hold an outside job. Moderate to profoundly retarded individuals usually require supervised community living. Family therapy can help relatives of the mentally retarded develop coping skills. It can also help parents deal with feelings of guilt or anger. A supportive, warm home environment is essential to help the mentally retarded reach their full potential.

Prognosis:

Individuals with mild to moderate mental retardation are frequently able to achieve some self-sufficiency and to lead happy and fulfilling lives. To reach these goals, they need appropriate and consistent educational, community, social, family, and vocational supports. The outlook is less promising for those with severe to profound retardation. Studies have shown that these individuals have a shortened life expectancy. The diseases that are usually associated with severe retardation may cause the shorter life span. People with Down syndrome develop in later life the brain changes that characterize Alzheimer's disease and may develop the clinical symptoms of this disease as well.

Prevention:

Immunization against diseases such as measles and HIV prevents many of the illnesses that can cause mental retardation. In addition, all children should undergo routine developmental screening as part of their pediatric care. Screening is particularly critical for those children who may be neglected or undernourished or may live in disease-producing conditions. Newborn screening and immediate treatment for PKU and hyperthyroidism can usually catch these disorders early enough to prevent retardation. Good prenatal care can also help prevent retardation. Pregnant women should be educated about the risks of drinking and the need to maintain good nutrition during pregnancy. Tests such as amniocentesis and ultra sonography can determine whether a fetus is developing normally in the womb.

Strategies:

- Activities should be divided into manageable parts and carefully sequenced to offer a progression of skills.
- Repetition of important tasks may also facilitate learning.

- Whenever possible, it is helpful to provide a demonstration so participants can model the desired behavior.
- Use verbal instructions that are clear and easy to understand.
- Provide careful supervision of all activities especially those in which accidents or injuries are possible, but be careful not to overprotect participants.
- Explain required learning tasks in terms of concrete concepts.
- Stress real life applications.
- Plan activities that are age appropriate.
- Plan activities that require skills useful in community living, job training, etc.
- Try to ensure that the challenges of an activity correspond with the skills of the participants.
- When possible start an activity at the participant's current skill level rather than the lowest possible level.
- Small group and cooperative activities may facilitate social development for those with deficiencies in adaptive behavior.
- Establish necessary rules for appropriate behavior, and use consistent consequences.

Parental Concerns:

All states are required by law to offer early intervention programs for mentally retarded children from the time they are born. The sooner the diagnosis of mental retardation is made, the more the child can be helped. With mentally retarded infants, the treatment emphasis is on sensori motor development, which can be stimulated by exercises and special types of play. It is required that special education programs be available for retarded children starting at three years of age. These programs concentrate on essential self-care, such as feeding, dressing, and toilet training. There is also specialized help available for language and communication difficulties and physical disabilities. As children grow older, training in daily living skills, as well as academic subjects, is offered.

Counseling and therapy are another important type of treatment for the mentally retarded. Retarded children are prone to behavioral problems caused by short attention span, low tolerance for frustration, and poor impulse control. Behavior therapy with a mental health professional can help combat negative behavior patterns and replace them with more functional ones. A counselor or therapist can also help retarded children cope with the low self-esteem that often results from the realization that they are different from other children, including siblings. Counseling can

also be valuable for the family of a retarded child to help parents cope with painful feelings about the child's condition and with the extra time and patience needed for the care and education of a special-needs child. Siblings may need to talk about the pressures they face, such as accepting the extra time and attention their parents must devote to a retarded brother or sister. Sometimes parents have trouble bonding with an infant who is retarded and need professional help and reassurance to establish a close and loving relationship.

Check your progress –II

1. Define mental retardation. Explain it's levels.
2. What is mental retardation. Explain it's causes.

4.2.3 Gifted Children:

Meaning:

Someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.

Characteristics of Gifted Students:

- Learn Quickly and Easily
- Able to use abstract thought and critical reasoning
- Exhibit Verbal Proficiency
- Have a high energy level
- Become bored and frustrated
- Dislike repetition
- Receive negative adult attitudes to smartness
- Dominate Discussions
- Difficulty with listening skills
- Become frustrated with inactivity and lack of challenge
- Be extremely persistent
- Concentrate on tasks of high interest for extended periods of time
- Exhibit unusual emotional depth and intensity
- Be highly sensitive
- Be acutely perceptive
- Disrupt class routine
- Resist interruptions or schedules

- Perceived as stubborn or uncooperative
- Be unusually vulnerable
- Perceived as immature
- Be confused if thoughts and feelings not taken seriously
- Aim at perfection
- Exhibit independence and nonconformity
- Heightened self-awareness
- Relate more to older children and adults
- Feel frustrated
- Fear failure
- Challenge and question indiscreetly
- Exhibit rebellious behavior
- Social isolation
- Low self-esteem due to seeing differences from peers as bad
- Seen as a “show off”
- Keen sense of humor
- Possess unusual imagination

Causes

- Experience
- Biological Factors
- Social Factors
- No single factor that “causes” giftedness

Difficulties for Gifted Children:

- ◆ Perfectionism
- ◆ Isolation
- ◆ Underachievement– vs. Selective Achievement v Selective
- ◆ Impostor Syndrome Impostor Syndrome
- ◆ Masking Abilities Masking Abilities
- ◆ Delinquency

- ◆ Depression
- ◆ Anxiety
- ◆ Suicide

Strategies for Teaching Gifted Students:

Create alternative activities that go beyond the regular curriculum.

Work with students to design an independent project that they would be interested in completing for credit

If possible, involve students in academic competitions in your area.

Create tiered assignments, which have different expectations for different levels of learners.

Computers can be used to complete alternative activities and independent projects. Program For Gifted

Acceleration and Enrichment:

Acceleration refers to the speeding up of instruction. Gifted children are fast learners and require little repetition of information. Enrichment refers to the increased depth of study of a particular topic. It extends the regular curriculum. Both are needed in some form.

- **Multiple Options:**

Is the program a “one size fits all” program or are there various options for the different needs of the different types of gifted children? A profoundly gifted child has significantly different educational needs than does a mildly gifted child, for example. In addition, a child may be exceptionally gifted in math, but not in language arts. Multiple options are essential.

- **Student Learning Expectations**

Learning outcomes must be clear. The students may have fun, but they must also learn something new.

- **Challenging Curriculum**

Gifted children need a stimulating curriculum. Without it, they can "tune out," losing interest in school. A curriculum for gifted children should require them to stretch their minds.

- **Flexibility**

Flexibility is needed in order to respond to the needs of individual gifted children. Rigid adherence to the system often prevents some gifted children from appropriate challenges.

- **Staff Development Plan**

Teachers who have been trained to work with gifted children are much more effective than those who have not.

- **Guidance Component**

Gifted children often feel isolated or "different." They sometimes don't feel like they fit in socially with the other children. They also can be very sensitive and have a harder time than other children dealing with the day-to-day stress of school or growing up. The guidance can be individual or group guidance.

- **Honoring Academic Talent**

Schools must honor all talent areas in the same way athletic talent is honored. Names of achievers can be listed or announced in the same way sports heroes are listed and announced.

TIPS FOR NURTURING GIFTED CHILDREN

- ❖ Appreciate gifted learners as children.
- ❖ Interact with families with gifted children.
- ❖ Recognize how the personal and instructional needs of a gifted child differ from others.
- ❖ Appreciate the differences among high achievers, gifted learners, and creative thinkers.
- ❖ Understand the developmental crises for gifted students.
- ❖ Assure your child that being different is okay.
- ❖ Be an encourager.
- ❖ Emphasize that what is learned is more important than any grade.
- ❖ Be an active listener and elicit children's perceptions.
- ❖ Follow their interests and leads in learning situations rather than pressure them with your agenda.
- ❖ Talk up to them.
- ❖ Enjoy music, plays, museums, art, sports, and historical places together and discuss the experience.
- ❖ Model life-long learning habits
- ❖ Facilitate real-life reading, writing, science, and math experiences.
- ❖ Give books and learning games as presents, and then spend time together reading and playing those games.

- ❖ Recognize that gifted children need to question and respond critically.
- ❖ Maintain a sense of humor!

Check your progress-III

1. How will you identify gifted Child?
2. Explain the difficulties felt by gifted Children. What Strategies will you adopt to teach gifted Students.

4.3 LEARNING DISABILITIES:

Dyslexia, Dysgraphia and Dyscalculia

What is a learning disability?

A child with a learning disability cannot try harder, pay closer attention, or improve motivation on their own; they need help to learn how to do those things. A learning disability, or learning disorder, is not a problem with intelligence. Learning disorders are caused by a difference in the brain that affects how information is received, processed, or communicated. Children and adults with learning disabilities have trouble processing sensory information because they see, hear, and understand things differently.

Symptoms and types of learning disabilities and disorders

Motor difficulties and learning disabilities:

Motor difficulty refers to problems with movement and coordination whether it is with fine motor skills (cutting, writing) or gross motor skills (running, jumping). A motor disability is sometimes referred to as an “output” activity meaning that it relates to the output of information from the brain. In order to run, jump, write or cut something, the brain must be able to communicate with the necessary limbs to complete the action. Signs that your child might have a motor coordination disability include problems with physical abilities that require hand–eye coordination, like holding a pencil or buttoning a shirt.

Math difficulties and learning disabilities:

Learning disabilities in math vary greatly depending on the child’s other strengths and weaknesses. A child’s ability to do math will be affected differently by a language learning disability, or a visual disorder or a difficulty with sequencing, memory or organization.

A child with a math–based learning disorder may struggle with memorization and organization of numbers, operation signs, and number “facts”.

Language difficulties and learning disabilities:

Language and communication learning disabilities involve the ability to understand or produce spoken language. Language is also considered an output activity because it requires organizing thoughts in the brain and calling upon the right words to verbally explain something or communicate with someone else.

Signs of a language-based learning disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech, directions, etc.

Reading difficulties and learning disabilities:

There are two types of learning disabilities in reading. Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs. Signs of reading difficulty include problems with: letter and word recognition , understanding words and ideas . reading speed and fluency, general vocabulary skills.

Writing difficulties and learning disabilities:

Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper.

Symptoms of a written language learning disability revolve around the act of writing and include. They include problems with: neatness and consistency of writing , accurately copying letters and words , spelling consistency, writing organization and coherence.

Auditory and visual processing: the importance of the ears and the eyes.

The eyes and the ears are the primary means of delivering information to the brain, a process sometimes called “input.” If either the eyes or the ears aren’t working properly, learning can suffer and there is a greater likelihood of a learning disability or disorder.

Professionals may refer to the ability to hear well as “auditory processing skills” or “receptive language.” The ability to hear things correctly greatly impacts the ability to read, write and spell. An inability to distinguish subtle differences in sound, or hearing sounds at the wrong speed make it difficult to sound out words and understand the basic concepts of reading and writing.

Problems in visual perception include missing subtle differences in shapes, reversing letters or numbers, skipping words, skipping lines, misperceiving depth or distance, or having problems with eye-hand

coordination. Professionals may refer to the work of the eyes as “visual processing.” Visual perception can affect gross and fine motor skills, reading comprehension, and math.

Common Types of Learning Disabilities		
Dyslexia	Difficulty processing language	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

Diagnosis and testing for learning disabilities and disorders Specialists trained to do psychological testing and result interpretation

- Clinical psychologist
- School psychologist
- Educational psychologist
- Developmental psychologist
- Neurophysiologist
- Psychometrist
- Occupational therapist (tests sensory disorders that can lead to learning problems)
- Speech and language therapist

Sometimes several professionals coordinate services as a team to obtain an accurate diagnosis, including input from your child's teachers. Recommendations can then be made for special education services or speech–language therapy school system.

4.3.1 Dyslexia

Definition:

The term "Dyslexia" is used to cover a wide range of learning problems. It refers to a specific difficulty in learning, either inborn or acquired, in reading, spelling and written language. This may also be accompanied by difficulty in number work. It is a neurological condition in which the child has tremendous difficulty acquiring language skills, even though she may be intellectually bright, with oral skills so good that she is able to bluff her way through the early classes.

Dyslexia is a broad term defining a learning disability that impairs a person's fluency or accuracy in being able to read, write, and spell, and which can manifest itself as a difficulty with phonological awareness, phonological decoding, orthographic coding, auditory short-term memory, and/or rapid naming. Dyslexia is separate and distinct from reading difficulties resulting from other causes, such as a non-neurological deficiency with vision or hearing, or from poor or inadequate reading instruction. There are three proposed cognitive subtypes of dyslexia: auditory, visual and attentional. Although dyslexia is not an intellectual disability, it is considered both a learning disability and a reading disability. Dyslexia and IQ are not interrelated, since reading and cognition develop independently in individuals who have dyslexia.

The National Institute of Neurological Disorders and Stroke gives the following definition for dyslexia:

"Dyslexia is a brain-based type of learning disability that specifically impairs a person's ability to read. These individuals typically read at levels significantly lower than expected despite having normal intelligence. Although the disorder varies from person to person, common characteristics among people with dyslexia are difficulty with spelling, phonological processing (the manipulation of sounds), and/or rapid visual-verbal responding. In adults, dyslexia usually occurs after a brain injury or in the context of dementia. It can also be inherited in some families, and recent studies have identified a number of genes that may predispose an individual to developing dyslexia".¹

Signs and symptoms:

The symptoms of dyslexia vary according to the severity of the disorder as well as the age of the individual.

The chronological sequence of events:

1. In the first year the child may be a bit slow in acquiring the alphabet and some aspects of sight vocabulary.
2. By about 7 years of age, the child may begin to have difficulty in reading and spelling and may therefore become demotivated.

3. As the child grows older and is not given appropriate help in reading, writing and spelling, these will further lag behind the chronological age.
4. The child, faced with his own failure, will show a low self esteem.
5. Another feature therefore, is a secondary anxiety problem which manifests itself in many ways. The child may be withdrawn, anxious, aggressive or 'playful '.

Preschool-aged children:

It is difficult to obtain a certain diagnosis of dyslexia before a child begins school, but many dyslexic individuals have a history of difficulties that began well before kindergarten. Children who exhibit these symptoms early in life have a higher likelihood of being diagnosed as dyslexic than other children. These symptoms include:

- delays in speech
- slow learning of new words
- not crawling
- difficulty in rhyming words, as in nursery rhymes
- low letter knowledge
- letter reversal or mirror writing (for example, "Я" instead of "R")

Early primary school children:

- Difficulty learning the alphabet or letters order
- Difficulty with associating sounds with the letters that represent them (sound-symbol correspondence)
- Difficulty identifying or generating rhyming words, or counting syllables in words^[33] (phonological awareness)
- Difficulty segmenting words into individual sounds, or blending sounds to make words^[34] (phonemic awareness)
- Difficulty with word retrieval or naming problems^{[35][36][37]}
- Difficulty learning to decode written words
- Difficulty distinguishing between similar sounds in words; mixing up sounds in polysyllabic words (auditory discrimination) (for example, "aminal" for animal, "bisghetti" for spaghetti)

Older primary school children:

- Slow or inaccurate reading (although these individuals can read to an extent).

- Very poor spelling^[38] which has been called dysorthographia (orthographic coding)
- Difficulty reading out loud, reading words in the wrong order, skipping words and sometimes saying a word similar to another word (auditory processing disorder)
- Difficulty associating individual words with their correct meanings
- Difficulty with time keeping and concept of time when doing a certain task
- Difficulty with organization skills (working memory)
- Children with dyslexia may fail to see (and occasionally to hear) similarities and differences in letters and words, may not recognize the spacing that organizes letters into separate words, and may be unable to sound out the pronunciation of an unfamiliar word (auditory processing disorder).

DYSLEXIA SYMPTOMS:

A discrepancy between the pupil's ability and their actual achievement. If you notice that a child who appears to be average or bright when they are talking to you is struggling to read, spell or cope with math/s, this may be the strongest indicator that they may be dyslexic. It is very common for dyslexic children to be quite able, especially in the areas of creativity (art, drama, drawing, etc) and physical co-ordination (physical education, swimming, sports, model-making, etc.). However, there are differences in the neural links in their brain that makes it hard for them to deal with text (and often with numbers) without extra support. A reading age or grade level of two years below what you would expect from them is a sign of possible dyslexia. Obviously, this could also be caused by other factors such as lengthy absences from school due to illness.

A family history of learning difficulties:

Dyslexia is most often inherited through the genes. It can also be caused by early ear infections. In both cases it is harder for a young child to distinguish the difference between similar sounding words. The numbers of boys and girls who are dyslexic are roughly the same.

Difficulties with spelling:

Spelling is the activity which causes most difficulty for dyslexic children. Noticing spelling errors in short, simple words is the way in which most dyslexic children first come our attention. Examples of words which cause particular difficulty are: *any, many, island, said, they, because, enough,* and *friend*.

Other words will sometimes be spelt in the way that you would expect them to be spelt if our spelling system were rational, for example *does/dus, please/pleeze, knock/nock, search/serch, journey/jerney,* etc.

Dyslexic children also experience difficulties with 'jumbled spellings'. These are spelling attempts in which all the correct letters are present, but are written in the wrong order. Examples include *dose/does*, *freind/friend*, *siad/said*, *bule/blue*, *becuase/because*, and *wores/worse*. 'Jumbled spellings' show that the child is experiencing difficulty with visual memory. Non-dyslexic children and adults often use their visual memory when trying to remember a difficult spelling: they write down two or three possible versions of the word on a spare piece of paper and see which spelling 'looks right'. They are relying on their visual memory to help them, but the visual memory of a dyslexic child may not be adequate for this task.

Confusion over left and right:

A fairly quick way to establish this type of confusion is to ask a child to point to your left foot with his or her right hand. If you try similar instructions - in a non-threatening environment - you will soon be able to see if this causes difficulties or not. (Try it on a colleague - who is not dyslexic - and you can see how a non-dyslexic person is able to sort out the left and right elements quite readily.) You may also notice difficulties with east and west, or in following directions like 'Go to the end of the road and turn left, then right, etc'.

Writing letters or numbers backwards:

You will have noticed some children who mix up 'b' and 'd', or even 'p' and the number 9. These letters are the same in their mirror image, and cause regular confusion for a dyslexic person. Some pupils make a point of always writing the letter 'b' as an upper-case or capital 'B', as they find this much easier to remember in terms of the direction it faces.

Difficulties with math/s:

One feature of dyslexia is difficulties with sequencing - getting things in the right order. Math/s depends on sequences of numbers - 2. 4. 6. 8. etc. Whilst many people are aware that dyslexic children and students have problems with reading and spelling, they do not know that math/s can also be a real challenge.

Difficulties organizing themselves:

Whilst you may quite reasonably think that all children live their lives in a mess, this is particularly so for dyslexic children and students, who may have genuine difficulties with planning and thinking ahead to when a book or pen might be needed next. They can really benefit from help with organizing papers and folders under a simple color-coded system.

Difficulty following 2- or 3-step instructions:

'Go to Mrs. Brown and ask her if Peter Smith is in school today. Oh, yes, and ask if I can borrow her dictionary' - such an instruction is just too much! It involves both sequencing and memory skills, and you would be very surprised to see a dyslexic child return with the dictionary and

information about Peter Smith! Dyslexic children love to take messages as much as any other child, but it has to be a less complicated instruction, e.g. 'Ask Mrs. Brown if I can borrow her stapler'.

Causes:

- Research shows that dyslexia is unrelated to home environment, intellect or social class. Dyslexics usually follow the normal distribution curve of IQ pattern, and several dyslexics have average to above average IQ.
- Birth traumas such as oxygen deprivation, head injuries and certain medications such as those for seizures are also one of the factors.
- Recent research also indicates that the brains of dyslexics differ structurally from brains of others. Their information processing system also differs in a distinctive manner.
- There is also some evidence to suggest that dyslexia is largely inherited.

Main characteristics:

- Adequate and sometimes above average ability to understand and comprehend.
- Poor development of written language skills
- Lack of ability to differentiate between letters of similar shape, such as 'b' and 'd', 'p' and 'q'. Mirror image reversal of these letters.
- Lack of strong preference for either right-handedness or left-handedness.
- Tendency to transpose word images: to read 'saw' as 'was', 'on' as 'no', etc.
- Serious inability to spell and learn things in sequence, such as months of the year.
- Difficulty in spelling, reading and writing. Some children have difficulty in spatial orientation too.
- Difficulty in copying notes and answering examination questions.

Diagnosis:

There is a grave danger of classifying a slow learner as dyslexic. A child can be considered a dyslexic, if: her intelligence is high but her academic achievements are low and she demonstrates a few of the recognised dyslexic symptoms including:

1. a disparity between her actual reading ability and listening comprehension ability

2. sequencing and visual memory deficit and
3. problems in spelling.

Treatment:

- Dyslexics learn best in highly structured environment.
- They have a poor visual memory for words and must go back to basic phonics and phonetic techniques in a multi-sensory teaching approach.
- The magic formula is: drill, practice and repetition

There is no medicine or drug that can cure dyslexia, only remedial teaching can.

Assessment:

Assessment of children with learning problems provides the basis for remediation. Assessment information is of two types:

1. General information: This includes case history material, general abilities of the child, observational data, etc. It gives an overall picture of the child and suggests a beginning point for remediation.

2. Specific information: This gives results of direct measurement of the students performance in language, arithmetic and other areas that provides the basis for further instruction.

Assessment of general abilities: This is done to determine whether the child functions at a lower or higher level of intelligence for her age. This cannot be done only on the basis of academic records. A child may be intelligent but due to lack of motivation or other factors perform poorly in academics. Some of the other ways of judging the child's general abilities are as follows:

- Observing the child's general capacity in areas other than academics compared to other children her age, such as, comprehension, ability to go out and buy things, counting, understanding TV programmes, etc.

Observing the child when she plays with other children of her age group

A Dyslexic Child in the Classroom:

A guide for teachers:

Much can be done by integrating the child into the class environment (which is predominantly a learning environment) where he/she can feel comfortable and develop confidence and self esteem.

Class teachers may be particularly confused by the student whose consistent underachievement seems due to what may look like carelessness or lack of effort.

These children can be made to feel very different from their peers simply because they may be unable to follow simple instructions, which for others seem easy. It is a class teacher's responsibility to provide an atmosphere conducive to learning for all pupils within their class.

Class teachers need to have an understanding of the problems that the dyslexic child may have within the classroom situation. Hopefully, with this knowledge, a great deal of misunderstanding of a child's behaviour can be prevented. In a positive and encouraging environment, a dyslexic child will experience the feeling of success and self-value.

Of particular importance is an understanding of the problems that poor auditory short term memory can cause, in terms of retaining input from the teacher.

Examples of poor auditory short term memory can be a difficulty in remembering the sounds in spoken words long enough to match these, in sequence, with letters for spelling. Often children with poor auditory short term memory cannot remember even a short list of instructions.

The following items should provide useful guidelines for teachers and parents to follow and support :

In the class:

- Of value to all children in the class is an outline of what is going to be taught in the lesson, ending the lesson with a resume of what has been taught. In this way information is more likely to go from short term memory to long term memory.
- When homework is set, it is important to check that the child correctly writes down exactly what is required. Try to ensure that the appropriate worksheets and books are with the child to take home.
- In the front of the pupils' homework book get them to write down the telephone numbers of a couple of friends. Then, if there is any doubt over homework, they can ring up and check, rather than worry or spend time doing the wrong work.
- Make sure that messages and day to day classroom activities are written down, and never sent verbally. i.e. music, P. E. swimming etc.
- Make a daily check list for the pupil to refer to each evening. Encourage a daily routine to help develop the child's own self-reliance and responsibilities.
- Encourage good organizational skills by the use of folders and dividers to keep work easily accessible and in an orderly fashion.
- Break tasks down into small easily remembered pieces of information.

- If visual memory is poor, copying must be kept to a minimum. Notes or handouts are far more useful.
- Seat the child fairly near the class teacher so that the teacher is available to help if necessary, or he can be supported by a well-motivated and sympathetic classmate.

Copying from the blackboard:

- Use different colour chalks for each line if there is a lot of written information on the board, or underline every second line with a different coloured chalk.
- Ensure that the writing is well spaced.
- Leave the writing on the blackboard long enough to ensure the child doesn't rush, or that the work is not erased from the board before the child has finished copying.

Reading:

- A structured reading scheme that involves repetition and introduces new words slowly is extremely important. This allows the child to develop confidence and self esteem when reading.
- Don't ask pupils to read a book at a level beyond their current skills, this will instantly demotivate them. Motivation is far better when demands are not too high, and the child can actually enjoy the book. If he has to labour over every word he will forget the meaning of what he is reading.
- Save the dyslexic child the ordeal of having to 'read aloud in class'. Reserve this for a quiet time with the class teacher. Alternatively, perhaps give the child advanced time to read pre-selected reading material, to be practiced at home the day before. This will help ensure that the child is seen to be able to read out loud, along with other children
- Real books should also be available for paired reading with an adult, which will often generate enthusiasm for books. Story tapes can be of great benefit for the enjoyment and enhancement of vocabulary. No child should be denied the pleasure of gaining access to the meaning of print even if he cannot decode it fully.
- Remember reading should be fun.

Spelling:

- Many of the normal classroom techniques used to teach spellings do not help the dyslexic child. All pupils in the class can benefit from structured and systematic exposure to rules and patterns that underpin a language.

- Spelling rules can be given to the whole class. Words for class spelling tests are often topic based rather than grouped for structure. If there are one or two dyslexics in the class, a short list of structure-based words for their weekly spelling test, will be far more helpful than random words. Three or four irregular words can be included each week, eventually this should be seen to improve their free-writing skills.
- All children should be encouraged to proof read, which can be useful for initial correction of spellings. Dyslexics seem to be unable to correct their spellings spontaneously as they write, but they can be trained to look out for errors that are particular to them.

Remember, poor spelling is not an indication of low intelligence.

4.2.2 Dyscalculia:

"Dyscalculia" is a lesser-known learning disability that affects mathematical calculations. It is derived from the generic name "mathematics difficulty".

A student with any degree of mathematics difficulty may be considered to have "dyscalculia" by some educational specialists.

UNDERLYING CAUSES:

Dyscalculia has several underlying causes. One of the most prominent is a weakness in visual processing. To be successful in mathematics, one needs to be able to visualize numbers and mathematics situations. Students with dyscalculia have a very difficult time visualizing numbers and often mentally mix up the numbers, resulting in what appear to be "stupid mistakes."

Another problem is with sequencing. Students who have difficulty sequencing or organizing detailed information often have difficulty remembering specific facts and formulas for completing their mathematical calculations.

SYMPTOMS:

- Many students with disabilities have histories of academic failure that contribute to the development of learned helplessness in mathematics. It is important that mathematics instructors recognize the symptoms of dyscalculia and take the necessary measures to help students that are affected. Some of the symptoms are:
- Students might have spatial problems and difficulty aligning numbers into proper columns.
- Have trouble with sequence, including left/right orientation. They will read numbers out of sequence and sometimes do operations backwards. They also become confused on the sequences of past or future events

- Students typically have problems with mathematics concepts in word problems, confuse similar numbers (e.g., 7 and 9; 3 and 8), and have difficulty using a calculator.
- It is common for students with dyscalculia to have normal or accelerated language acquisition: verbal, reading, writing, and good visual memory for the printed word. They are typically good in the areas of science (until a level requiring higher mathematics skills is reached), geometry (figures with logic not formulas), and creative arts.
- Students have difficulty with the abstract concepts of time and direction (e.g. inability to recall schedules, and unable to keep track of time). They may be chronically late.
- Mistaken recollection of names. Poor name/face retrieval. Substitute names beginning with same letter.
- Students have inconsistent results in addition, subtraction, multiplication and division. Students have poor mental mathematics ability. They are poor with money and credit and cannot do financial planning or budgeting (e.g. balancing a checkbook). Short term, not long term financial thinking. May have fear of money and cash transactions. May be unable to mentally figure change due back, the amounts to pay for tips, taxes, etc
- When writing, reading and recalling numbers, these common mistakes are made: number additions, substitutions, transpositions, omissions, and reversals.

Inability to grasp and remember mathematics concepts, rules formulas, sequence (order of operations), and basic addition, subtraction, multiplication and division facts. Poor long-term memory (retention & retrieval) of concept mastery. Students understand material as they are being shown it, but when they must retrieve the information they become confused and are unable to do so. They may be able to perform mathematics operations one day, but draw a blank the next. May be able to do book work but can fails all tests and quizzes.

- May be unable to comprehend or "picture" mechanical processes. Lack "big picture/ whole picture" thinking. Poor ability to "visualize or picture" the location of the numbers on the face of a clock, the geographical locations of states, countries, oceans, streets, etc.
- Poor memory for the "layout" of things. Gets lost or disoriented easily. May have a poor sense of direction, loose things often, and seem absent minded. May have difficulty grasping concepts of formal music education. Difficulty sight-reading music, learning fingering to play an instrument, etc.
- May have poor athletic coordination, difficulty keeping up with rapidly changing physical directions like in aerobic, dance, and

exercise classes. Difficulty remembering dance step sequences rules for playing sports.

- Difficulty keeping score during games, or difficulty remembering how to keep score in games, like bowling, etc. Often loses track of whose turn it is during games, like cards and board games. Limited strategic planning ability for games, like chess.

MITIGATIVE STRATEGIES:

Although dyscalculia may be difficult to diagnose, there are strategies that teachers and parents should know about to aid students in learning mathematics.

1. Encourage students to work extra hard to "visualize" mathematics problems. Draw them or have them draw a picture to help understand the problem, and make sure that they take the time to look at any visual information that is provided (picture, chart, graph, etc.)
2. Have the student read problems out loud and listen very carefully. This allows them to use their auditory skills (which may be strength).
3. Provide examples and try to relate problems to real-life situations.
4. Provide younger students with graph paper and encourage them to use it in order to keep the numbers in line.
5. Provide uncluttered worksheets so that the student is not overwhelmed by too much visual information (visual pollution). Especially on tests, allow scrap paper with lines and ample room for uncluttered computation.
6. Dyscalculia students must spend extra time memorizing mathematics facts. Repetition is very important. Use rhythm or music to help memorize.
7. Many students need one-on-one attention to fully grasp certain concepts. Have students work with a tutor, a parent, or a teacher after school hours in a one-on-one environment.
8. If possible, allow the student to take the exam on a one-to-one basis in the teacher's presence.
9. The student might like instant answers and a chance to do the problem over once s/he is wrong. Often their mistakes are the result of "seeing" the problem wrong.
10. In early stages, design the test problems "pure," testing only the required skills. In their early learning, they must be free of large numbers and unnecessary destructive calculations.
11. Allow more than the "common" time to complete problems and check to see that student is not panicking (tears in eyes, mind frozen).

12. Most importantly, be PATIENT! Never forget that the student WANTS to learn and retain. Realize that mathematics can be a traumatic experience and is highly emotional because of past failures. The slightest misunderstanding or break in logic can overwhelm the student and cause emotional distress. Pity will not help, but patience and individual attention will. It is typical for students to work with until they know the material well and then get every problem wrong on the test. Then 5 minutes later, they can perform the test with just the teacher, on the chalkboard, and many times get all problems correct. Remember that this is very frustrating for the teacher/parent as well as the student. Patience is essential.
13. Assign extra problems for practice and maybe a special TA (teaching assistant) or special education is assigned to assist the affected student.
14. When presenting new material, make sure the student with dyscalculia is able to write each step down and talk it through until they understand it well enough to teach it back to you.
15. Go over the upcoming lesson with so that the lecture is more of a review.
16. Computer-assisted instruction (CAI) mathematics courses (instruction targeted to special students) can be developed.

4.3.3 DYSGRAPHIA:

"Dysgraphia" is a learning disability resulting from the difficulty in expressing thoughts in writing and graphing. It generally refers to extremely poor handwriting.

Most learning disabled students experience difficulty with handwriting and probably could be considered "dysgraphic".

Underlying Causes:

Students with dysgraphia often have sequencing problems. Studies indicate that what usually appears to be a perceptual problem (reversing letters/numbers, writing words backwards, writing letters out of order, and very sloppy handwriting) usually seems to be directly related to sequential/rational information processing. These students often have difficulty with the sequence of letters and words as they write. As a result, the student either needs to slow down in order to write accurately, or experiences extreme difficulty with the "mechanics" of writing (spelling, punctuation, etc.). They also tend to intermix letters and numbers in formulas. Usually they have difficulty even when they do their work more slowly. And by slowing down or getting "stuck" with the details of writing they often lose the thoughts that they are trying to write about.

Students with an attention deficit disorder (especially with hyperactivity) often experience rather significant difficulty with writing and formulas in general and handwriting in particular. This is because ADHD students also have difficulty organizing and sequencing detailed information. In

addition, ADHD students are often processing information at a very rapid rate and simply don't have the fine-motor coordination needed to "keep up" with their thoughts.

Some students can also experience writing difficulty because of a general auditory or language processing weakness. Because of their difficulty learning and understanding language in general, they obviously have difficulty with language expression. Recall that written language is the most difficult form of language expression.

Although most students with dysgraphia do not have visual or perceptual processing problems, some students with a visual processing weakness will experience difficulty with writing speed and clarity simply because they aren't able to fully process the visual information as they are placing it on the page.

SYMPTOMS:

1. Students may exhibit strong verbal but particularly poor writing skills .
2. Random (or non-existent) punctuation. Spelling errors (sometimes same word spelled differently); reversals; phonic approximations; syllable omissions; errors in common suffixes. Clumsiness and disordering of syntax; an impression of illiteracy. Misinterpretation of questions and questionnaire items. Disordered numbering and written number reversals.
3. Generally illegible writing (despite appropriate time and attention given the task).
4. Inconsistencies : mixtures of print and cursive, upper and lower case, or irregular sizes, shapes, or slant of letters.
5. Unfinished words or letters, omitted words.
6. Inconsistent position on page with respect to lines and margins and inconsistent spaces between words and letters.
7. Cramped or unusual grip, especially holding the writing instrument very close to the paper, or holding thumb over two fingers and writing from the wrist.
8. Talking to self while writing, or carefully watching the hand that is writing.
9. Slow or labored copying or writing - even if it is neat and legible.

STRATEGIES:

1. Encourage students to outline their thoughts. It is important to get the main ideas down on paper without having to struggle with the details of spelling, punctuation, etc
2. Have students draw a picture of a thought for each paragraph.

3. Have students dictate their ideas into a tape recorder and then listen and write them down later.
4. Have them practice keyboarding skills. It may be difficult at first, but after they have learned the pattern of the keys, typing will be faster and clearer than handwriting.
5. Have a computer available for them to organize information and check spelling. Even if their keyboarding skills aren't great, a computer can help with the details.
6. Have them continue practicing handwriting. There will be times throughout a student's life that they will need to be able to write things down and maybe even share their handwriting with others. It will continue to improve as long as the student keeps working at it.
7. Encourage student to talk aloud as they write. This may provide valuable auditory feedback.
8. Allow more time for written tasks including note-taking, copying, and tests.
9. Outline the particular demands of the course assignments/continuous assessment; exams, computer literacy etc. so that likely problems can be foreseen.
10. Give and allow students to begin projects or assignments early.
11. Include time in the student's schedule for being a 'library assistant' or 'office assistant' that could also be used for catching up or getting ahead on written work, or doing alternative activities related to the material being learned.
12. Instead of having the student write a complete set of notes, provide a partially completed outline so the student can fill in the details under major headings (or provide the details and have the student provide the headings).
13. Allow the student to dictate some assignments or tests (or parts thereof) a 'scribe'. Train the 'scribe' to write what the student says verbatim and then allow the student to make changes, without assistance from the scribe.
14. Remove 'neatness' or 'spelling' (or both) as grading criteria for some assignments, or design assignments to be evaluated on specific parts of the writing process.
15. With the students, allow abbreviations in some writing (such as b/c for because). Have the student develop a repertoire of abbreviations in a notebook. These will come in handy in future note-taking situations.

16. Reduce copying aspects of work; for example, in Math, provide a worksheet with the problems already on it instead of having the student copy the problems.
17. Separate the writing into stages and then teach students to do the same. Teach the stages of the writing process (brainstorming, drafting, editing, and proofreading, etc.). Consider grading these stages even on some 'one-sitting' written exercises, so that points are awarded on a short essay for brainstorming and a rough draft, as well as the final product.
18. On a computer, the student can produce a rough draft, copy it, and then revise the copy, so that both the rough draft and final product can be evaluated without extra typing.
19. Encourage the student to use a spellchecker and, if possible, have someone else proofread his work, too. Speaking spellcheckers are recommended, especially if the student may not be able to recognize the correct word (headphones are usually included).
20. Allow the student to use cursive or manuscript, whichever is most legible
21. Encourage primary students to use paper with the raised lines to keep writing on the line.
22. Allow older students to use the line width of their choice. Keep in mind that some students use small writing to disguise its messiness or spelling.
23. Allow students to use paper or writing instruments of different colors.
24. Allow student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers.
25. Allow the student to use the writing instrument that is most comfortable for them.
26. If copying is laborious, allow the student to make some editing marks rather than recopying the whole thing.
27. Consider whether use of speech recognition software will be helpful. If the student and teacher are willing to invest time and effort in 'training' the software to the student's voice and learning to use it, the student can be freed from the motor processes of writing or keyboarding.
28. Develop cooperative writing projects where different students can take on roles such as the 'brainstormer,' 'organizer of information,' 'writer,' 'proofreader,' and 'illustrator.'
29. Provide extra structure and use intermittent deadlines for long-term assignments. Discuss with the student and parents the possibility of

enforcing the due dates by working after school with the teacher in the event a deadline arrives and the work is not up-to-date.

30. Build handwriting instruction into the student's schedule. The details and degree of independence will depend on the student's age and attitude, but many students would like to have better handwriting.
31. Keep in mind that handwriting habits are entrenched early. Before engaging in a battle over a student's grip or whether they should be writing in cursive or print, consider whether enforcing a change in habits will eventually make the writing task a lot easier for the student, or whether this is a chance for the student to make his or her own choices. Beware of overload, the student has other tasks and courses.
32. Teach alternative handwriting methods such as "Handwriting Without Tears." <www.hwtears.com/inro.htm>
33. Writing just one key word or phrase for each paragraph, and then going back later to fill in the details may be effective.
34. Multisensory techniques should be utilized for teaching both manuscript and cursive writing. The techniques need to be practiced substantially so that the letters are fairly automatic before the student is asked to use these skills to communicate ideas.
35. Have the students use visual graphic organizers. For example, you can create a mind map so that the main idea is placed in a circle in the center of the page and supporting facts are written on lines coming out of the main circle, similar to the arms of a spider or spokes on a wheel.
36. Do papers and assignments in a logical step-wise sequence. An easy way to remember these steps is to think of the word POWER.

P - plan your paper

O - organize your thoughts and ideas

W - write your draft

E - edit your work

R - revise your work, producing a final draft

37. If a student becomes fatigued have them try the following:

Shake hands fast, but not violently.

* Rub hands together and focus on the feeling of warmth.

* Rub hands on the carpet in circles (or, if wearing clothing with some mild texture, rub hands on thighs, close to knees)

- * Use the thumb of the dominant hand to click the top of a ballpoint pen while holding it in that hand. Repeat using the index finger.
 - * Perform *sitting pushups* by placing each palm on the chair with fingers facing forward. Students push down on their hands, lifting their body slightly off the chair.
38. Allow student to tape record important assignments and/or take oral tests.
 39. Prioritize certain task components during a complex activity. For example, students can focus on using descriptive words in one assignment, and in another, focus on using compound sentences.
 40. Reinforce the positive aspects of student's efforts.
 41. Be patient and encourage student to be patient with himself.

Strategies For Spelling Difficulties:

1. Encourage consistent use of spell checker to decrease the overall demands of the writing task and encourage students to wait until the end to worry about spelling.
2. Encourage use of an electronic resource such as the spell check component in a Franklin Language Master® to further decrease the demands. If student has concurrent reading problems, a Language Master® with a speaking component is most helpful because it will read/say the words.
3. Have the student look at each word, then close their eyes and visualize how it looks, letter by letter.
4. Have the student spell each word out loud while looking at it, then look away and spell it out loud again several times before writing it down.
5. Have the students break the spelling list down into manageable sections of only 3 to 5 words. Then take a break after mastering each section.
6. Have a scrabble board and computer accessible for affected students.

Check Your Progress – IV

- 1 Explain the Symptoms of
 1. Dyslexia
 2. Dyscalculia &
 3. Dysgraphia
2. Explain what strategies you will follow to handle the dyscalculia students.

4.4 LET US SUM UP

In this unit, we have discussed mentally challenged learners students with learning disability. We have discussed the concept, characteristics & symptoms of learners with special needs. We have also discussed various strategies for different problems to handle them effectively. The knowledge of this unit will help you to understand your child not only as a teacher but also as a parents, enters & well wishers. You can guide the student directly or indirectly to their parents or guardians. The knowledge you gain through this unit if applied properly, then you can help the students with special needs to adjust academically, socially & emotionally to their personal as well as learning environment.

4.5 UNIT END EXERCISE :

- Q.1 Who are mentally challenged learners? What is the role of guidance towards them.
- Q.2 What is learning disability? Explain the symptoms of dysgraphia.
- Q.3 How will you identify gifted children? Explain the educational provisions for gifted children.

4.6 SUGGESTED READINGS

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GUIDANCE FOR POPULATIONS WITH SPECIAL NEEDS-II

Unit Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Disadvantaged Groups
- 5.3 Women Exploitation
- 5.4 Senior Citizens
- 5.5 Let us Sum up
- 5.6 Unit End Exercises
- 5.7 Suggested Readings

5.0 OBJECTIVES:

After reading this unit the student will be able to:

- State the Meaning of Underachievers
- Explain the Concept of underachievers
- State Signs and Symptoms of underachievers
- Explain the Causes of Underachievement
- List the Personal and School Characteristics of Underachievers
- State the Suggestions for helping Underachievers
- Explain the Strategies for helping Underachievers
- Explain the Strategies for Improving Academic Performance
- *State the Meaning of Overachiever*
- Explain the Concept of Overachiever: Symptoms and Remedies
- Explain the Negative Aspects of Overachieving
- Explain how to Maintain Balance

5.1 INTRODUCTION

Overachieving and underachieving are two conditions which are experienced by many people. These are most commonly noticed in children, in terms of academics, sports and other activities which they take part in. Over-and-underachieving are issues that must be addressed by confidence building. There are various ways helping a child become more confident, and these should be seriously considered if parents hope to see him or her grow into well-balanced adulthood.

5.2 DISADVANTAGED GROUPS

THE UNDERACHIEVERS: MEANING

‘Under achieving’ implies that children should be achieving a certain norm at the certain age or time, and they currently are not.

The Underachievers are often termed as the mistaken identity of low-ability students. They are endowed with high intellectual potential but suffer from the crisis of low scholastic performance. Certain traits such as rebellious attitude, frequently lying, fear phobia with regard to success, day dreaming, inattentiveness, etc may be either one reason in isolation or multiple reasons in combination with another. It may also occur due to physical deformities.

Underachieving is the state in which a person performs significantly below his or her obvious potential. Parents can more readily relate to the problems faced by an underachieving child, because they tend to focus heavily on reversing this trend for most of the child’s life.

CONCEPT OF UNDERACHIEVERS

Underachievers are kids who have a lot of potential but don't live up to that potential in school. Underachievers span all social, economic, and ability levels. Many underachievers have very high IQ's. Teachers and parents often accuse underachievers of being lazy, of having attitude problems, or of not caring about themselves. Sometimes these kids get into trouble at school and at home. Nobody realizes that underachievement is the issue.

An underachiever child tends to have little interest in school work and related activities, invariably blames others for mistakes, is generally disorganized and either socializes too much or too little. The fact is that though they seem to be opposite syndromes, overachieving and underachieving are really related conditions that stem from low self esteem.

Children who focus on achieving too much actually consider their academic grades as barometers of their personal worth. Underachievers are scared to perform well and may even be averse to trying – simply because they lack sufficient self esteem. For reasons that may well lie in

problematic parenting styles, such kids assume that they are not good enough to succeed at anything.

Two types of under achievement have been identified. The first is where children only achieve on occasions, apparently when the mood takes them. More likely, their refusal to work or put themselves forward for selection in a team can be linked with some emotional crisis that suddenly erupts: a relationship may break up; a family problem may arise; a personality clash may develop with a specific teacher. Generally, these children have few long-term problems if they can get immediate help to overcome their difficulty and their progress at school is closely monitored. These children are known as situational underachievers.

The second type of underachiever is a much more serious problem for the school, the home and particularly for themselves. The chronic underachiever has many characteristics that give him a label hard to remove. Over 80 percent of identified underachievers are boys! They may become aggressive, giving vent to their frustration by causing trouble or they may become sulky and withdrawn and refuse to develop their talent.

SIGNS AND SYMPTOMS OF UNDERACHIEVERS

Commonly encountered characteristics of underachievers may include the following :

1. Often impulsive with poor personal judgment and adjustment abilities;
2. Poor test results at school and no hobbies or interests at home;
3. A low self-image, often displaying distrust, indifference, lack of concern and/or hostility;
4. feel victimized or helpless and may not accept any responsibility for themselves or their actions;
5. Feel rejected by their family and resist attempts to help by parents or teachers
6. Choose friends with similar negative attitudes to school, show no leadership qualities and may be less mature than their peers;
7. Have little motivation with poor study habits; may refuse to do homework or leave much work incomplete;
8. Either cannot plan for the future or set goals well below their true ability or potential.

THE CAUSES:

underachievers are made and not born. It is the child's choice to underachieve. We have to look at both sides of the education coin: the school and the home.

The pressure on children, especially at secondary school, to conform to the mediocre often has more influence than anything parents or teachers can say. Fortunately, negative peer pressure is usually a passing phase. As the pressure to succeed at the Higher School Certificate increases, so too does the realization that one way to a happy and successful future is to work hard to obtain a particular job or to gain a place at university or college.

Another cause of under achievement can be family background. There can be difficulties when some members of the family perceive a bright child is showing off.

If a child is frequently on the move, for one reason or another, it can mean that he is never in a school long enough for any talent to be recognized by himself or his teachers, let alone developed and nurtured. It's quite possible for people with the potential to do exceptionally well, to go through life without realizing that they have a gift which can, and should, be developed.

The major cause of under achievement among the talented is emotional disturbance between parent and child. Children like this are angry at the parents for some reason and vent their anger and frustration in many ways. They feel they must hurt their parents by failing at school and not allowing them to take pride in their achievements.

When conflict exists between the parents when one parent (often the father) is a stern perfectionist and the other tries to compensate for this, the child starts to achieve to please dad, but then feels pressure from mum which carries the message : 'You don't need to work so hard!'. The child becomes confused trying to please both parents.

Sometimes the family has unrealistic, perfectionist expectations and the child equates his/her own worth with doing well at school rather than simply being an individual.

There might be a negative relationship with a father who feels threatened by his son surpassing him and being more successful at school than he was.

Some parents are 'pushy' and try to relive their own lives through their children and force them along at too fast a pace, causing stress and unhappiness. Such pushy parents cannot accept that their children are only children. The child's only defense is to deliberately fail at school. A vicious circle like this can only be broken if the parents learn to understand what is happening.

The role model that a parent displays might not be acceptable to the child and lead to his being constantly embarrassed and having a poor self esteem.

Any of these problems is likely to create a poor self-image. Fearing success so much, the child creates failure. Such a child prefers not to

complete work rather than be awarded a grade that he or she feels will not reach the parents' expectations.

- **Home origins of underachievement:**

- The over welcome child
- Early illness
- Birth order (later, not first)
- Marital discord
- Conflicting parenting styles
 - Kind mom/ogre dad
 - Wonderful dad/ogre mom
 - Dummy dad
 - Mousy mom

CHARACTERISTICS

All underachievers, whether dependent or dominant in their behaviour exhibit:

- Forgetfulness
- Disorganisation
- Carelessness and superficiality on tasks
- Non-academic interests
- Manipulation of relations with parents and teachers
- Loneliness and social withdrawal
- **Personal**
 - Low self-concept, negative self-evaluation
 - Social immaturity, unpopular with peers
 - Choose companions who do not like school
 - Feelings of rejection, helplessness, feeling victimized
 - Hostile toward adult authority figures
 - Low aspirations for future, career, less persistent and assertive
 - Externalization of conflicts, problems

- **School**
 - Lack of discipline in tasks, high distractibility
 - Don't see connection between effort and achievement outcomes
 - Few strong hobbies or interests
 - Resistant to influence from teachers, parents
 - Withdraw in classroom situations
 - Lack of study skills,
 - Weak academic motivation
 - Leave schoolwork incomplete, nap during study times
 - Perform well on synthesis tasks but not on tasks requiring precise, analytic processing

SUGGESTIONS:

It is essential to build the child's self-confidence and independence.

Encourage the child to see him or herself as a unique individual with a valuable contribution to make to family and society.

Never take away the thing or things that a child loves and succeeds in.

Don't lecture or nag a child. Reason is always preferable. Don't pressure the child into doing something because you think it's a good idea.

Don't set artificial times for work to be done at all costs and make the child feel that you are being a martyr. This reinforces the idea of failure, not only at school but at home as well. Be more natural in your interest and enthusiasm.

Don't keep checking up on the child's progress. This seems to the child that her or she is irresponsible and not in control of life. It also implies a damaging lack of trust.

Learn to Trust the Child's Judgment.

Get used to saying things which make it clear that the child's feelings are important and that you value his or her opinions. Explain that it's all right to feel angry but that it must be expressed in acceptable ways. Your relationship with your child must be based on mutual respect.

It often helps an underachieving child to point out achievable goals for them. Put the goals in some priority order, but be flexible. Guide, don't push.

Give underachievers the opportunity to work at their area of ability and make sure someone the child respects is available when help is needed. Isolation is a fine fertilizer for under achievement.

STRATEGIES

Single-sided interests

- Identify “acceptable minimums for tasks
- Pick up pace of instruction
- Identify “have to have” skills and focus on these
- Help child focus on their single-sided interests

Claims of boredom

- Develop diagnostic- prescriptive instruction
- Compact the regular curriculum
- Use continuous progress for learning
- Fast paced content presentations
- Subject acceleration
- Find “cause” of boredom

Perfectionism

- Teach strategies for when to quit, how to match effort to tasks, setting goals, focusing on successes not failures, and separating self-concept from products
- Role model mistake making

Peer Pressure to Underachieve

- Selectively encourage certain friendships
- Take interest in child’s friends
- Encourage extra- curriculars
- Teach strategies for resisting peer pressure

Lack of Organizational Skills

- Study habits training
- Strategies for developing work plans, priorities, balance, flexibility
- Provide consistent space and schedule for study at home

Stress

- Teach time management techniques
- Relaxation exercises
- Exercise routines
- Socialization opportunities

STRATEGIES FOR IMPROVING ACADEMIC PERFORMANCE

• Supportive Strategies

Behaviors that affirm the worth of the child in the classroom and convey the promise of greater potential and success yet to be discovered and enjoyed

- Daily class meetings to discuss student's concerns
- Directive atmosphere to show who is in charge
- Daily written contracts of work to be done
- Free time scheduled each day to show import of relaxation, free choice
- Use of concrete, predictable teaching methods
- Eliminate work already mastered
- Allow independent study on topics of personal interest
- Non authoritarian atmosphere
- Permit students to prove competence via multiple methods
- Teach through problem solving rather than rote drill

Intrinsic Strategies

Behaviors that are designed to develop intrinsic achievement motivation through the child's discovery of the rewards available as a result of efforts to learn, achieve, and contribute to the group

- Daily review of/reward for small successes
- Allow students to evaluate work prior to teacher marking
- Frequent, positive contact with family about child's progress
- Verbal praise for any self-initiating behaviors
- Assign specific responsibilities for classroom maintenance, management
- Practice reflective listening, comment to clarify student statements
- Student sets daily/weekly/monthly goals with teacher approval

Remedial Strategies

Behaviors that are used to improve the student's academic performance in an area of learning difficulty which led to experience of failure and loss of motivation to engage in learning tasks

- Programmed instruction materials, students grade own papers upon completion
- Peer tutoring of younger students in areas of strength
- Small group instruction in common areas of weakness
- Encourage students to work on projects not involving marks or external evaluation
- Self-selected weekly goals for improvement
- Private instruction in areas of weakness
- Use of humor and personal example to approach academic weakness areas
- Familiarize students with learning styles and personal implications for performance

OVERACHIEVER: MEANING:

Overachieving can be defined as performing far better than what is expected. In academics, it is defined as one's academic performance which is way higher than one's performance in standardized tests such as intelligence quotient (I.Q.) tests.

A child may be an overachiever if he feels an impulsive need to get perfect grades and be on top of everybody else in his class.

Overachieving – and the diametric opposite trait of underachieving – are two rather common conditions in today's times. The seed for either trait is often planted in childhood, when many children fall into these categories in terms of academic performance, sports and many other activities.

We define overachieving as a state in which a person performs far better than what is expected – or even necessary.

An overachieving child, for instance, feels prevailed upon to obtain very high grades, with the objective being to top the class. Most parents would not find anything wrong with this. After all, which parents do not want their children to be the best among their peers?

This is precisely where the problem lies – children take their cue from their parents in most things, and in this case the stage is being set for some significant mental, physical, emotional and social problems in later life.

Overachieving kids tend to skip meals, sleep less than required and refrain from social interactions and informal conversations. All that matters is getting A's. If such tendencies percolate over into adulthood – which they invariably do – such a person is a prime candidate for some rather large social and health issues.

CONCEPT OF OVERACHIEVER

Overachievers are used to setting impossible goals and then meeting them, but they can melt down when their extraordinary efforts fail. They can also develop unhealthy habits, like working long hours and skipping meals and sleep. Few overachievers become truly dysfunctional, but it's important to recognize the warning signs before behaviour become destructive.

1. Work Addiction:

Symptoms: Some overachievers use work to avoid negative feelings. They constantly think and talk about work, can't "turn it off" at the end of the day, and don't take vacations or lunch breaks.

What to do: Workaholics tend to drag out a task with unnecessary attention to detail, so you need to establish their priorities for them and monitor progress closely. Reward the results of their work, not the amount of time they spend, and insist that they take lunch breaks and leave at a decent hour.

2. Depression and Self-Criticism:

Symptoms: Inability to cope with failure is another warning sign. If a colleague is Unusually quiet or low-energy, taking lots of sick days, or skipping meetings and Company functions — particularly after a setback at work — take note. "Everyone fails now and then, but it's difficult for overachievers to deal with that,"

"On occasion, you will see dysfunctional behaviour that drives the person to the point of suicide when they've set a goal they can never, ever meet."

What to do: Tread carefully. "Managers need to refer the person to a professional psychologist for help and not try and deal with it on their own," Address the issue directly with the employee, but don't tell them, Instead, refer anyone with an emotional problem to a mental health professional .

3. Unethical Behaviour:

Symptoms: Most overachievers don't fall into this category, but some can cross legal and ethical boundaries in order to reach their goals. If someone on consistently breaks rules to get ahead — for example, neglecting to fill out Paper work because it takes too much time and they can't be bothered ,don't ignore the problem. It could lead to serious legal issues.

What to do: If an Overachiever has acted unethically, keep an eye on the situation and record your observations. When you've gathered sufficient evidence, approach the person with someone to serve as a witness. At this point, they will realize they've crossed a serious line and will shape up or get professional help.

4. Hypercriticism:

Symptoms: If an overachiever shows blatant disregard for other opinions or actively looks for faults in others, it can cause a serious rift with colleagues. Sometimes criticism is necessary to improve performance and get work done, but it becomes destructive when negative comments far outweigh the positive ones.

What to do: A counsellor, can provide guidance without the overachiever becoming alarmed at the stigma of professional help. Mentoring programs that pair experienced members can also assist in putting hypercritical overachiever back on the right track. Mentors can provide wise counsel on tough workplace challenges and give feedback to develop new skills and competencies.

5. Physical or Emotional Abuse:

Symptoms: Most warning signs are difficult for the overachiever to recognize in himself. The biggest is a quick loss of temper, such as swearing, yelling, huffing out of a room, or pounding on the table. Sometimes an overachiever will tease other team members in order to motivate them without realizing that it causes undue stress.

What to do: Set guidelines and clear boundaries. Make a list of contingency plans.

THE NEGATIVE ASPECTS OF OVERACHIEVING

1. Loss of focus or passion

Overachievers are often spread quite thin. With only so many hours in the day and so much energy and effort to give, you have to divide your attention among a number of endeavors if you over schedule your time. When you feel pressure to excel in every area, you may lose the chance to discover a genuine personal interest or talent as you attempt to master all your activities. Consequently, you are likely to lose sight of what you truly like and to get less enjoyment from the things you do.

2. Poor physical health

The workload and time constraints of the typical overachiever leave relatively little time for sleep. In fact, sleep deprivation is common among overscheduled students, with many of them sleeping less than six hours per night. Excessively busy kids tend to suffer from poor eating habits, as well. If you don't have the time to sit down to three solid meals per day, you may have to grab food on the go, and such diets are often full of fats and sugar. Teens need sufficient sleep and nourishment to stay physically

and mentally strong, so if you have too much to do, you may end up sacrificing your health.

3. Poor mental health

“school demands and frustrations” and “taking on too many activities or having too high expectations” are the leading causes of teenage stress. The desire to please others, as well as our culture’s clear emphasis on success, is creating a generation of workaholics who are draining themselves mentally and emotionally.

4. Unhealthy self-image

Overachievers often bases their feelings of self-worth on their accomplishments. The more they do, and the more they do well, the better they feel about themselves. Reliance on external validation, though, can be extremely harmful. If you focus on grades, test scores, awards, and other external markers of success, you can lose sight of your inner identity. Overachieving frequently causes students to forget that self-worth is measured from within rather than by what others think or say.

5. Problems getting into college

The majority of colleges indicate that they are looking for all-round students. Essentially, they prefer applicants who achieve balance among their academic pursuits, their extracurricular activities, and their personal lives. When admissions officers look at resumes, they are attempting to assess leadership, commitment, and integrity. If you're an overachiever, beware. More is not necessarily better.

MAINTAINING BALANCE

1. Do what you like

Sit down and make a list of your commitments. Then, rank them according to how much you enjoy each one. Weed out the activities from which you gain little or no pleasure. Instead, create a schedule of activities that reflects your true interests and passions, and don’t be afraid to cut something out or to say no if you’re being pressured to stay involved. In the end, you’ll be a happier person.

2. Schedule time to relax

If you never have a minute to rest or have fun, you are doing too much. Take a look at your calendar and carve out specific times to ease off your usually hectic pace. All work and no play will end up stressing you out.

3. Take care of yourself, inside and out

Make sure that you eat healthy foods and that you get a sufficient amount of sleep each night. Also, remember that exercise is a necessary ingredient for both a strong body and a strong mind. And when you’re feeling overwhelmed or stressed, take a break. Most importantly, ask for help

when you need it. Parents, friends, teachers, and counselors are all people to turn to if you start to experience burnout.

Check your progress-I

1. Compare Underachievers and overachievers with respect to meaning, concept, symptoms and causes.
2. Describe the strategies to improve academic performance of Underachievers.
3. Explain the Negative Aspects of Overachieving.
4. Describe the plan of action for helping Underachievers.
5. How would you as a teacher help Underachievers.

5.3 WOMEN: EXPLOITATION

Although, there are many groups of women who defend women's rights they are still exploited. That is to say women are easier to be exploited than men. Women usually have low salaries. For example, women work long hours in factories but they are given low salaries in comparison to men. Hence, women contribute themselves to their fact of being exploited by accepting to work for minor wage.

In addition, women are exploited in media broadly. So, they become like goods which are sold and bought. For instance, in advertisements we usually see women presenting products or an idea about products, but unfortunately, they use their bodies to attract consumers. However, the consumers do not focus on the quality of the product being advertised but they focus on the quality of the women who advertise the product. In fact, this is the purpose of the advertisement agencies where very skilled people work on those advertisements.

SEXUAL HARASSMENT AT THE WORKPLACE:

There is a pressing need to examine the aspect of sexual harassment at workplace from the perspective of emancipation of women as well as the abuse of the image in which a woman is cast.

India doesn't have any legislation to deal with sexual harassment at work places at the moment. The sexual harassment of women at work place (prevention, prohibition and redressal) bill, 2006 is still under consideration. Various women's groups have been lobbying with Parliamentarians to get it passed at the earliest. However, only time will reveal as to when it shall actually come into force.

Till then, the guidelines that the Supreme Court has laid down in the *Vishaka case* are to be followed. These guidelines encompass a comprehensive definition of sexual harassment, directions for establishment of a complaint mechanism and the duty under which employers are obligated to obviate any such act. It also directs the

legislators to formulate law on the basis of these guidelines. Abstract guidelines by the Supreme Court without any established mechanism to protect women in form of legislation mean that the only legal remedy available to fight this evil is approaching the Court under Art. 32 for violations of gender equality, right to life and liberty and right to profession which is subject to the condition of a safe environment safeguarded as fundamental rights under the constitution under Art. 14, 15 and 21.

In light of the legal scenario that surrounds sexual harassment, working women need to follow a code to protect them.

SUGGESTIONS:

Be Aware: It's the simplest thing for safety that one can pursue, rigorously and consciously. By being alert and detecting any signs of this heinous evil in your immediate surroundings, one can prevent such events from taking place. Precautions like dressing appropriately, compliment the need for awareness.

1. Trust your gut: No definition can comprehensively include all aspects of sexual harassment and it is subjective as well. There is no bracket formula to determine whether an act, perhaps bordering on somewhat 'friendly', constitutes an act of sexual harassment or not. But, for you, anything that puts you in a discomfort zone, some place that you'd want to extricate yourself from is sexual harassment.
2. Say no: The thin line of demarcation between sexual interest and sexual harassment shouldn't be disregarded. A sexual interest can be doused by a negative reply. Also, just because the person concerned is a senior, does not mean you cannot say no. Sometimes, a stinging retort may work wonders; however, it can worsen the attention-craving situation of the perpetrator at times.

It is essential to remember that these are only the basic things that one can do to prevent such events from taking place and the first sign of any kind of serious trouble, should necessitate a proper complaint at an official level; either within the organization or before the police under section 354 of the Indian Penal Code dealing with assault or criminal force to a woman with the intent to outrage her modesty, section 509 dealing with word, gesture or act intended to insult the modesty of a woman or section 209 which deals with obscene acts or songs.

Bullying:

Bullying is the common denominator of harassment, discrimination, prejudice, abuse, persecution, conflict and violence. When the bullying has a focus (eg race or gender) it is expressed as racial prejudice or harassment, or sexual discrimination and harassment, and so on. Although bullying often lacks a focus, bullies are deeply prejudiced but at the same time sufficiently devious to not reveal their prejudices to the extent that they contravene laws on harassment and discrimination.

Step 1: Regain control

- Recognise what is happening to you as *bullying*
- Criticisms and allegations, which are ostensibly about you or your performance and which sometimes contain a grain of truth, are not about you or your performance. Do not be fooled by that grain of truth into believing the criticisms and allegations have any validity - they do not. The purpose of criticism is *control*; it has nothing to do with performance enhancement.
- Criticisms and allegations are a projection of the bully's own weaknesses, shortcomings, failings and incompetence; every criticism or allegation is an admission by the bully of their misdeeds and wrongdoing, something *they* have said or done - or failed to do.
- You may be encouraged to feel shame, embarrassment, guilt and fear - this is a normal reaction, but misplaced and inappropriate. Guilt and fear are well-known as tactics of control. This is how all abusers, including child sex abusers, control and silences their victims.
- You cannot handle bullying by yourself - bullies use deception, amoral behaviour and abuse of power. Get help. There is no shame or failure in this - the bully is devious, deceptive, evasive and manipulative - and cheats.

Step 2: plan for action

- Find out everything you can about bullying.
- Overcome all the misperceptions about bullying (that "it's tough management", etc).

Step 3: Take action

- Keep a log (journal, diary) of everything - it's not each incident that counts, it's the *number*, *regularity* and especially the *patterns* that reveal bullying. With most forms of mystery, deception, etc it's the *patterns* that are important. The bully can explain individual incidents but cannot explain away the pattern. It's the *pattern* which reveals *intent*.
- Keep your diary in a safe place, not at work where others can and will steal it; keep it at home, and keep photocopies of important documents in a separate location (not at work); in several cases the bully has rifled the desk drawers of their target, stolen the diary and then used it as "evidence" of misconduct.
- Keep copies of all letters, memos, emails, etc. Get and keep everything in writing otherwise the bully will deny everything later.

- Carry a notepad and pen with you and record everything that the bully says and does. Also make a note of every interaction with personnel, management, and anyone else connected with the bullying. Expect to be accused of "misconduct" and "unprofessional behaviour" and a few other things when you do this.
- Record everything in writing; when criticisms or allegations are made, write and ask the bully to substantiate their criticisms and allegations in writing by providing *substantive and quantifiable evidence*.
- Denial is everywhere. The person who asserts their right not to be bullied is often blowing the whistle on another's incompetence (which the bullying is intended to hide). Expect the bully to deny everything, expect the bully's superiors to deny and disbelieve everything, and - as evidenced by thousands of cases reported to my Advice Line - expect personnel/human resources to disbelieve you and deny the bullying, for they will already have been deceived by the bully into joining in with the bully and getting rid of you. Click here for more on how and why Human Resources often don't support targets of bullying.
- The serial bully likes to play people off against each other so try to reunite yourself with your employer against the bully. Point out professionally to your HR people that the serial bully is encouraging the employer and employee to engage in adversarial interaction and destructive conflict in which there are no winners, only losers.

Night Shifts for Women:

Before the amendment in the Factories Act, under s.66 women were not allowed to work night shifts. However after the amendment was approved, women are permitted to work between 10 p.m. to 6 a.m. in sectors including the Special Economic Zone, IT sector and Textiles subject to the condition that the employers shall be obligated to perform the duty to protect them. This is clearly given in the proviso to the section which is as following: "provided adequate safeguards in the factory as regards occupational safety and health, equal opportunity for women workers, adequate protection of their dignity, honour and safety and their transportation from the factory premises to the nearest point of their residence".

Hence, women can now work night shifts in these sectors. If you work the night shift, here are some things you have the right to expect, along with some tips for you:

1. You can demand that your employer have any or all of the following: female wardens, proper lighting, secure transport facility, security at entry and exit points etc.
2. Be extra careful to prevent any mishap by staying alert.
3. Always ensure you have company while going to and from work.

4. Keep the contacts of family, friends or relatives who can quickly be contacted in case of emergency.
5. If possible taking self defense classes.

Equal Opportunities for Women:

Not getting equal pay, being denied opportunities for growth and promotion are some examples of the kind of economic exploitation that women are subjected to in certain sectors. In spite of legislation in place (Equal Remuneration Act, 1976) it is widely observed that women are usually underpaid as compared to their male counterparts performing the same job. Delhi High Court in 2005 in its ruling in **The Cooperative Store Ltd. (Super Bazar) v. Bimla Devi and other** laid down that unequal pay is not only a violation of the said act but also, of Article 14 of the Constitution, Right to Equality. Furthermore, India is a signatory to the International Labour Organisation Convention for the Elimination of All Forms of Discrimination against Women, to which India is a signatory, specifically to Article 11 that deals with the elimination of discrimination in the field of employment.

However, in spite of allegiance to an International Convention, having a specific legislation in force and a High Court ruling declaring equal pay to be incorporated in fundamental rights, the stark reality of the situation is different. Women still get underpaid. What women can do in similarly placed situations? Here are some tips:

1. **Be Aware and Assertive:** when one is aware of her rights, can one assert the same by approaching the immediate head of the organization or the concerned authority.
2. **Be an efficient and a good worker:** The organization will be reluctant to lose an employee if you have carved out a niche for yourself and are in the least indispensable.
3. **Form a Group:** Collective bargaining is powerful, so by rounding up all the women in the organization who shall in most probability be facing the same or similar problem and dealing with the situation collectively is quite effective as well.
4. **Seek Help:** If things get out of hand, the only solution remaining is to approach the Courts.

Forms of Violence against Women

Violence against women manifests itself as **physical, sexual and/or psychological harm**. These categories of violence are not mutually exclusive, and forms of Violence against women should be understood broadly to encompass a range of behaviors designed to exert power and control over women.

The UN Declaration on the Elimination of Violence against Women classifies three primary forms based on where the acts occur and the

relationship between victim and executor (1) violence in the family; (2) violence in the community; and (3) violence carried out by the State.

Violence carried out in the family includes domestic violence, also referred to as intimate-partner violence or spousal abuse to clarify that the executor and victim have a long-term relationship. Marital rape and child sexual abuse are also types of Violence against women occurring in the home.

Community-based violence includes rape and sexual assault, sexual harassment in the workplace and in educational institutions, as well as the exploitation of women and girls through human trafficking and prostitution.

Violence carried out by the State includes the use of rape during war or by law enforcement, security or military forces both during armed conflict and in peacetime or by peacekeeping personnel in non-conflict settings as well as abuse of women in State custody or under State control. These categories serve as guidance to understand the scope of Violence against women, but they should not be adhered to rigidly. Service-providers and advocates who work with Violence against women survivors often encounter forms of Violence against women that are not yet well-recognized by law enforcement and legal systems, such as stalking or the use of new technologies, the Internet and electronic mail, to execute cyber violence against women.

This compilation sometimes makes use of the term **gender-based violence**. Gender-based violence (GBV) refers to harm that is executed against a person (female or male) as a result of power inequalities that are themselves based on gender roles. Due to gender discrimination, which places women in vulnerable and disempowered positions, female victims “suffer exacerbated consequences as compared with what men endure.”

KINDS OF VIOLENCE AGAINST WOMEN

Domestic violence

Violence against women in the family occurs in developed and developing countries alike. It has long been considered a private matter by bystanders -- including neighbors, the community and government. But such private matters have a tendency to become public tragedies.

Traditional practices

In India women fall victim to traditional practices that violate their human rights. The persistence of the problem has much to do with the fact that most of these physically and psychologically harmful customs are deeply rooted in the tradition and culture of society.

Female genital mutilation

According to the World Health Organization, 85 million to 115 million girls and women in the population have undergone some form of female genital mutilation and suffer from its adverse health effects.

There is a growing consensus that the best way to eliminate these practices is through educational campaigns that emphasize their dangerous health consequences. Several Governments have been actively promoting such campaigns in their countries.

Son preference

Son preference affects women in India. Its consequences can be anything from foetal or female infanticide to neglect of the girl child over her brother in terms of such essential needs as nutrition, basic health care and education.

.Dowry-related violence and early marriage

In India, weddings are preceded by the payment of an agreed-upon dowry by the bride's family. Failure to pay the dowry can lead to violence. Early marriage, especially without the consent of the girl, is another form of human rights violation. Early marriage followed by multiple pregnancies can affect the health of women for life.

Violence in the community

Rape

Rape can occur anywhere, even in the family, where it can take the form of marital rape or incest. It occurs in the community, where a woman can fall prey to any abuser. It also occurs in situations of armed conflict and in refugee camps.

Sexual assault within marriage

In India sexual assault by a husband on his wife is not considered to be a crime: a wife is expected to submit. It is thus very difficult in practice for a woman to prove that sexual assault has occurred unless she can demonstrate serious injury.

Sexual harassment

Sexual harassment in the workplace is a growing concern for women. Employers abuse their authority to seek sexual favours from their female co-workers or subordinates, sometimes promising promotions or other forms of career advancement or simply creating an untenable and hostile work environment. Women who refuse to give in to such unwanted sexual advances often run the risk of anything from demotion to dismissal.

But in recent years more women have been coming forward to report such practices -- some taking their cases to court.

Prostitution and trafficking

Many women are forced into prostitution either by their parents, husbands or boyfriends -- or as a result of the difficult economic and social conditions in which they find themselves. They are also lured into prostitution, sometimes by "mail-order bride" agencies that promise to find them a husband or a job in a foreign country. As a result, they very often find themselves illegally confined in brothels in slavery-like conditions where they are physically abused and their passports withheld.

Violence against women migrant workers

Female migrant workers typically leave their countries for better living conditions and better pay -- but the real benefits accrue to both the host countries and the countries of origin. But migrant workers themselves fare badly, and sometimes tragically. Many become virtual slaves, subject to abuse and rape by their employers. Working conditions are often appalling, and employers prevent women from escaping by seizing their passports or identity papers.

Pornography

Another concern highlighted is pornography, which represents a form of violence against women that "glamorizes the degradation and maltreatment of women and asserts their subordinate function as mere receptacles for male lust".

Violence against refugee and displaced women

Women and children form the great majority of refugee populations all over the world and are especially vulnerable to violence and exploitation. In refugee camps, they are raped and abused by military and immigration personnel, bandit groups, male refugees and rival ethnic groups. They are also forced into prostitution.

CHALLENGING TRADITIONAL ATTITUDES

The meaning of gender and sexuality and the balance of power between women and men at all levels of society must be reviewed. Combating violence against women requires challenging the way that gender roles and power relations are articulated in society. In many countries women have a low status. They are considered as inferior and there is a strong belief that men are superior to them and even own them.

Changing people's attitude and mentality towards women will take a long time -- at least a generation, many believe, and perhaps longer. Nevertheless, raising awareness of the issue of violence against women, and educating boys and men to view women as valuable partners in life, in the development of a society and in the attainment of peace are just as important as taking legal steps to protect women's human rights.

It is also important in order to prevent violence that non-violent means be used to resolve conflict between all members of society. Breaking the cycle of abuse will require concerted collaboration and action between governmental and non-governmental actors, including educators, health-care authorities, legislators, the judiciary and the mass media

The Declaration provides a definition of gender-based abuse, calling it "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life".

The definition is amplified in article 2 of the Declaration, which identifies three areas in which violence commonly takes place:

- Physical, sexual and psychological violence that occurs in the family, including battering; sexual abuse of female children in the household; dowry-related violence; marital rape; female genital mutilation and other traditional practices harmful to women; non-spousal violence; and violence related to exploitation;
- Physical, sexual and psychological violence that occurs within the general community, including rape; sexual abuse; sexual harassment and intimidation at work, in educational institutions and elsewhere; trafficking in women; and forced prostitution;
- Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

Finally, women are exploited everywhere even in developed countries. Women's exploitation makes them lose their morality and responsibility towards their sons and their daughter. Women should be aware of themselves to avoid this kind of exploitation which invades the societies.

FRAMEWORK OF GUIDING PRINCIPLES TO COMBAT VIOLENCE AGAINST WOMEN

Women's rights as human rights: A critical strategy for all advocacy work is to clearly demonstrate that violence against women is linked to other human rights violations and therefore States have commitments to exercise due diligence. An important related principle behind all good practices is that they address the *root causes* of violence against women, such as structural inequalities between men and women, issues of power and control and gender discrimination.

Women themselves at the center: Essential characteristics of all good practices is that they empower women, economically, politically or in other ways, to make changes in their lives and in society. Women survivors, particularly service users, should be participants in program design, implementation and evaluation. Effective interventions are those that are based on understanding the needs articulated by women themselves and not on behalf of women.

Men are responsible and also engaged: A guiding principle of practices addressing violence against women is that they target men. Programs that address men range from those that acknowledge men's responsibility as executors of violence and establish appropriate prosecution and treatment measures, to others that engage non-violent men as positive role models, as activists in preventing violence against women and as advocates for gender equality in all spheres.

Political commitment and leadership: Good practices are those that are based on and supported by a clear political will from national authorities. Leaders at all levels, in political office, representing religious authorities, from the local community and even recognized sports figures or celebrities, can influence how violence against women is perceived and can play a role in changing societal tolerance for this problem.

Evidence-based approaches: All effective interventions are underpinned by accurate empirical data about the scope of violence against women, its causes and its consequences for individual women survivors but also for family members and society at large. Many interventions may have some positive effect on alleviating violence in general e.g. limiting the depiction of violent acts on television or in film, but an essential strategy to address violence against women is acknowledgment and awareness raising of the specific and underlying causes of this form of violence.

IDENTIFYING GOOD PRACTICES AND APPROACHES

Coordination, co-operation and partnerships: A multi sectoral approach that coordinates and integrates a wide range of actors is a principle that guides any work on improving overall response to violence against women. The specific actors or stakeholders involved may vary depending on the type of VAW addressed, but the strategy is the same – to work with a broad range of professionals and services from the national to the community and grass-roots level and to forge partnerships across sectors.

Sharing of knowledge, skill building and training: The use of knowledge-exchange and educational programs is a tactic, rather than a strategy. Nevertheless, it is included here to illustrate the guiding principle that practitioners who are working on VAW should regularly and routinely share information and participate in skill building. As a corollary, training for service providers, law enforcement, the legal and health sectors, policy makers and any other key stakeholders should be integrated into routine staff development and be informed by agreed-upon standards and guidelines.

STRATEGIES THAT UNDERLIE GOOD PRACTICES

Real change toward ending violence against women requires “a coordinated and sustained effort on many levels.” Good practices are supported by various strategies that determine on which level a project operates and how it interacts with other programming.

Interventions can be viewed along a spectrum from “micro level,” those that provide for the needs of victims, change societal attitudes, build awareness of women and men, to “meso level,” those that target local institutions, and lastly “macro-level,” those that address higher-level policy or legislative change. Put another way, some interventions can be characterized as short-term, those that aim for immediate improvement of the situation and others take a long-term approach; they strive for system change. Determining how short-term and long-term advocacy interact is an important part of strategy development that underpins good practices.

Although violence against women is a distinct social problem that should be addressed through targeted initiatives, it also has important links to other issues of women’s human rights, health and development. Therefore, an effective strategy behind good practices is to approach violence against women not as an isolated problem. It is an effective practice overall to integrate anti-VAW messages into programs where there are significant intersections, for example on HIV/AIDS prevention, reproductive health, family planning, law reform, micro-enterprise development or land access and use programs.

Prevention

The World Health Organization (WHO) recommends that the prevention of violence against women be considered a high priority for national health, social and legal agendas of both industrialized and developing countries. The WHO also defines prevention activities at three levels: primary prevention (stopping violence from occurring); secondary (immediate responses after violence has occurred to limit its consequences) and tertiary (longer-term treatment and support for victims of violence to prevent further adverse effects). Despite the recognized value of primary prevention, experts note that there is a significant lack of sustained and long-term investment in such efforts. Primary prevention can take a number of forms but at their core they focus on changing gender-related attitudes and stereotypes at the individual level, among both men and women, and at the societal level.

Awareness Raising Campaigns

Awareness raising is at the core of prevention efforts and can include working with the general public to change societal attitudes and tolerance of violence against women, to expose the public to the magnitude of this problem, to end secrecy about violence against women and to send a clear message that it should not be tolerated. Awareness raising activities can also target specific groups with narrow messages.

Included in this resource are examples of innovative communication methods specific to domestic violence, sexual assault and harassment, harmful traditional practices, trafficking and commercial sexual exploitation, mainly in the form of posters and video clips.

Public Awareness

Public awareness raising campaigns can be used to initiate public debate about violence against women and challenge social norms. Indeed, some of the more promising awareness campaigns are those that use mainstream media and common technology to promote seldom-heard or thought-provoking messages about violence against women. For example, NGOs have partnered with mobile phone providers to send anti-violence text messages to their customers.⁷⁵ The term “social marketing” describes the use of techniques from the advertising world used to promote messages of social significance.

Global Campaigns

The UN is currently running several global campaigns to raise awareness of specific aspects of violence against women and to call for further action.

UNITE to End Violence Against Women (2008-2015) focuses on global advocacy; strengthened efforts and partnerships at the national and regional levels; and UN leadership by example. States are urged to enact or strengthen laws and enforce such laws to end impunity. The Secretary-General will form a global network of male leaders to assist in mobilizing men and boys to become involved in the struggle to end violence against women.

Empowering Women

Women themselves are a critical focus of any initiative to eliminate violence against women. While there are, of course myriad projects directed to women specifically, many, such as self-help groups or telephone hotlines, these are services to assist women who have already in some way identified themselves as experiencing or having survived violence. Activists against VAW point to the fact that some women lack awareness that gender-based violence is not simply an inevitable part of being female but are a human rights violation and mechanisms exist for redress. Thus, awareness raising that targets women may have some of the features of awareness rising for the general public, such as promoting the unacceptability of violence against women. Most often, however, awareness raising for women takes the form of outreach which can be directed to women in risk groups, such as women who are preparing to travel abroad for work or commercial sex workers, or to specific groups who may have limited access to information, such as rural women, women who lack education, women with disabilities, migrant or refugee women. Legal literacy is a specific form of outreach to provide women with information about local laws with an aim to improve their understanding of how to access the legal system to protect one’s rights. An important principle behind all awareness raising materials for women is that they contain messages of empowerment and give women concrete alternatives to either avoid violence or escape it if it has already occurred.⁸¹ Economic empowerment programs are often characterized as prevention work, but

because they are also effective components of assistance services for women survivors of violence.

Key Actions

1. Designate appropriately trained, knowledgeable, and accountable personnel to be responsible for recruitment and hiring of employees and consultants. These personnel should be trained in human resources, knowledgeable about the risks of staff misconduct with regard to sexual violence, including sexual exploitation, and must be held accountable for implementing internationally recognised standards in hiring practices.

2. When recruiting local/national and international staff, including short-term consultants, interns, and volunteers, careful hiring practices should include reference checks for all categories of employee. Reference checks should specifically include questions seeking information about the candidate related to any prior acts, personnel actions, or criminal history. Careful reference checks can filter out those candidates with a history of exploitative behaviour, particularly those who move from one emergency situation to the next, or who have criminal records for sexual violence.

3. Do not hire any person with a history of perpetrating any type of gender-based violence, including sexual exploitation, sexual abuse, or domestic violence.

4. Coordinate with other organisations to establish systems for sharing information about (names of) employees terminated for engaging in sexual exploitation or abuse. Any such system must be established in accordance with relevant laws governing employers and employees.

5. Recruit more women employees at all levels.

- Sexual exploitation and abuse are grounded in gender inequality; therefore, activities in emergency situations must be conducted in a gender-sensitive manner and the views and perspectives of women and girls must be adequately considered.

- Human Resources must endeavour to increase the numbers of local/national and international women staff hired to work in emergencies.

- Identify, understand, and address obstacles to employing women. Recognise that women, especially if they are local/national, may have some limits on their access to and availability for work. There may be low literacy rates among adult females in the population, or cultural beliefs that limit opportunities for women to work. Implement strategies and employment schemes to accommodate women and remove obstacles.

Check your progress -II

1. Write Short notes on:
 - a) Bullying
 - b) Women Empowerment

5.4 SENIOR CITIZENS

Senior citizens provide much needed comfort and wisdom to their families and communities, but there are also times when they need assistance. The guidance center can help them with certain needs. If a senior citizen is struggling to pay his or her rent, a worker at the guidance center can point him or her to local non-profit groups that may offer utility vouchers

CONCEPT OF SENIOR CITIZENS

As we age, a great number of changes occur in our body. Such changes are the root cause for various diseases. Heart disease is more commonly seen in senior citizens. Most of the senior citizens do not even know that they are at the risk of heart disease. As we age, our general activities get reduced. As the body needs have reduced, the cholesterol or the bad fat gets deposited in various tissues and even in arteries blocking them or narrowing them resulting in decreased blood flow to the heart. This situation finally leads to heart attack due to blockage of blood supply to the heart.

Senior citizens with diabetes are at increased risk for myocardial infarction. Hence, it is essential to maintain appropriate sugar levels by regular usage of medications.

To avoid the risk of heart attack it is essential to follow certain practices. They include consuming low fat or zero cholesterol foods, involving in some sort simple exercises regularly, quit habits such as smoking and consumption of alcohol. It is essential to take a healthy nutritious diet rich in fresh fruits and vegetable. Thus, by knowing the facts of heart disease in senior citizens, they can easily combat heart attack.

PROBLEMS AND ISSUES

Senior citizens who are living alone have been found abused, robbed, humiliated, and, in many cities in India, they have been found murdered.

The most important problem senior citizens face today is loss of independence. All other issues fall under this umbrella of inconvenience and distress. Whether older persons have financial hardships, failing health or isolation

Deteriorating health, malnutrition, lack of shelter, fear, depression, senility, isolation, boredom, non-productivity, and financial incapacity are the most common problems that senior citizens all over the world face today. These problems can be grouped into two categories that relate to the physical and mental health and the financial capacity of the senior citizen.

The rise in the number of those who are ‘non-productive’ and who do not generate any ‘hope’ immediately raises an economic problem. It is also a social problem: Who is going to provide support to them and how? Apart from food and shelter, the old need care and medicines. They also crave

love and tender care. They would like to interact, be heard, be visible, and would like a bit of space of their own and have a constructive and creative role to play in society. Among the old, the problems of old women, single, divorced and widowed, are different from those of old men.

1. Physical and mental health :

Stability of physical and mental health is a key concern that senior citizens have to contend with as they go through their twilight years. The human body is a system that wears out with long and repetitive use; and quite easily, with neglect and abuse. Aging is a life-cycle stage where the human capacity to think, act, relate, and learn starts to fatter and deteriorate. Aging breeds illnesses such as loss of memory, immobility, organ failure, and poor vision. These are critical dysfunctions that could sideline a senior citizen to a lonely and miserable life.

While a clean and discreet lifestyle in his or her prime could reduce the susceptibility of a senior citizen to dreaded post-retirement illnesses, the onset of any dysfunction is one unpredictable happening even if the person might have had robust financial health.

2. Financial capacity :

Possessing sustainable financial capacity before, during, and after the inception of a senior status is both a basic problem and an elusive dream for most people. This financial dilemma is a common among senior citizens who are usually relegated to an abject position of economic inactivity. Lack or absence of financial capacity creates a stressful life and invites the entry of problems other than physical and mental health issues. For instance, domestic problems in an extended family system can aggravate the problem of a financially-destitute senior citizen.

A financially secure senior citizen with the same illness, however, may have a longer life to live because money can give quick and convenient access to life-giving remedies. Even with state-of-mind dysfunctions like severe depression, boredom, nervous breakdown, and self-pity, financial capacity can buy options to rejuvenate and refresh a financially-capable senior citizen, through travels, elderly recreation, social renewal, and continuing education. A poor senior citizen in the same state of mental degradation cannot afford to do the same; and more so, be back into the mainstream of society.

Ageing marginalized

An overwhelming number of people live in rural areas but migration from rural to urban areas is substantial, which creates problems for the ageing at both ends. If children go to urban areas leaving behind the aged in the rural areas, that creates one set of problems, and if the old are taken along, it creates another set of problems. The growth of the urban population has been haphazard, and there are acute shortages of housing and other facilities. The health care system is woefully inadequate and there is hardly any specialised agency focusing on the old. There are no

programmes available to train people taking care of the aged. In other words, the entire responsibility of taking care of the old continues to be with the traditional institution of the family.

Ageing in urban areas

The entire responsibility of support and care of the ageing falls on the male children with whom the ageing live. The composition of the family in urban areas is becoming nuclear and smaller, as a result of which there are fewer people available in the house to provide care and comfort to the ageing. Those who are available are torn apart by the stresses of urban living. Women too in the urban areas are now working outside the family. They have fixed schedules of work and have other pressures on them. Children are loaded with their studies, competitive examinations and concerns for making their careers.

The authority that the ageing exercised on their children in the past as a result of greater experience has almost vanished, and the aged are now told, 'You don't know'. There are several reasons for this admonishment. First, the children of the ageing are not in the same profession. Second, the quantum of information which their children claim to have makes the ageing look almost primitive. Third, the whole techno-economic situation has now completely changed, which leaves the ageing bewildered and redundant. When paucity of accommodation, high cost of living, general stress and tensions at all levels are added to these, the problems of the aged are extremely serious.

Discussion

In the past, ageing was not a serious issue and societies did not give it priority. They dealt with it as a natural phenomenon. Family members were responsible for the care and management of the old. But now the situation is different. The size of the people in the ageing category is already bulging and it is growing very fast. The problems posed by ageing are by no means accidental and isolated. They have grown as a result of the development process itself. At family, community and government levels the problems of the ageing get no or very low priority. It is taken for granted that the problem will get solved on its own or that it is a problem of individual families, with communities and governments having nothing to do with it. The family, where the ageing is supposed to get care and comfort, is on the rocks and in any case shrinking. The members of the family are spread around in pursuit of their careers.

The old, on their part, are not getting detached either. They think that they are going to live for ever and that in any case this is not the time to quit. They are bored looking after grandchildren, listening to religious discourses and devotional music, making rounds of holy places or just sitting before the small screen. They seek companionship, appropriate creative and constructive roles.

In India even systematic thinking as to what should be the policy towards the ageing has not begun. At this stage the country is caught up in the

whirlpool of market forces and resultant consumerism. A shift from consumption to conservation, from individual to community, is bound to take place, which will be in keeping with the Indian ethos. It is possible to be modern with the emphasis on conservation and focus on the community. Taking care of the aged means highlighting the importance of conservation and humanitarianism. It will also strengthen the community, for the aged can be best taken care of within the fold of the family, bound by filial rights, duties and obligations. There is no institution that can replace the family but there is room to build into it the ideas of equality, justice and freedom. All this will not happen automatically. The focus has to be human development. That will provide new strength to the family and further support from the community. Thus a combination of modern knowledge and intense feeling for those who are non-productive can provide physical and emotional comfort to the old.

FACILITIES FOR THE SENIOR CITIZENS

The facilities for the Seniors citizens like retirement homes, medical aid , free meals, Indoor games and outdoor games transportation, nursing, healthy, environment ,domestic help Books & magazines etc. to be provided by the government.

Senior Citizens Discounts

Our governments are announcing many schemes every year for the senior citizens. The Indian Railways and Indian Airlines give some senior citizen discounts up to 30% but most of the senior citizens are not in a position to avail the available facilities. All the Public Sector banks give 0.5 % interest to senior citizens.

Senior citizens Retirement

The activities of senior citizens increase after the retirement. All the market and government related work has to be done by these elderly persons after retirement. There are no senior citizen jobs available for them., They have social problems &, housing problems.

The government should find some jobs for seniors citizens.. There are groups of aging Senior citizens. These seniors have no activity to do whole day. These senior people find difficult to spend the whole day honorably. They need elder care by their own family members. There are very few Retirement homes. They need assisted living facilities.

These old people have all type of problems after retirement. They have family problems. Their children do not want to live with them.. They have to travel long distance to collect their pension or pay the electricity, telephone, water bills. They are living in the houses bought against home loans, and paying back the home loans out of pension.

Senior citizen’s medical insurance

Senior citizens have health problems. They are getting injuries every day due to uneven surface of bad roads. No one is ready to help them .The senior citizens health insurance required is not affordable.

Mental Illnesses

Senior Citizens are susceptible to a variety of mental illnesses. Depression is the most common of these.

SIGNS AND SYMPTOMS OF DEPRESSION IN THE ELDERLY

- Sadness
- Fatigue
- Abandoning or losing interest in hobbies or other pleasurable pastimes
- Social withdrawal and isolation (reluctance to be with friends, engage in activities, or leave home)
- Weight loss; loss of appetite
- Sleep disturbances (difficulty falling asleep or staying asleep, oversleeping, or daytime sleepiness)
- Loss of self-worth (worries about being a burden, feelings of worthlessness, self-loathing)
- Increased use of alcohol or other drugs
- Fixation on death; suicidal thoughts or attempts
- Unexplained or aggravated aches and pains
- Hopelessness
- Helplessness
- Anxiety and worries
- Memory problems
- Loss of feeling of pleasure
- Slowed movement
- Irritability
- Lack of interest in personal care (skipping meals, forgetting medications, neglecting personal hygiene)
- Lack of interest in activities you enjoyed doing
- Sadness or unexplained crying spells, jumpiness or irritability
- Loss of memory, inability to concentrate, confusion or disorientation
- Thoughts of death or suicide
- Change in appetite and sleep patterns

- Persistent fatigue, lethargy, aches and other unexplainable physical problems

If a senior citizen is depressed, you can make a difference by offering emotional support. Listen to your loved one with patience and compassion. Don't criticize feelings expressed, but point out realities and offer hope. You can also help by seeing that your friend or family member gets an accurate diagnosis and appropriate treatment. Help your loved one find a good doctor, accompany him or her to appointments, and offer moral support.

Causes and risk factors that contribute to depression in the elderly:

- Loneliness and isolation – Living alone; a dwindling social circle due to deaths or relocation; decreased mobility due to illness or loss of driving privileges.
- Reduced sense of purpose - Feelings of purposelessness or loss of identity due to retirement or physical limitations on activities.
- Health problems – Illness and disability; chronic or severe pain; cognitive decline; damage to body image due to surgery or disease.
- Medications – Many prescription medications can trigger or exacerbate depression.
- Fears – Fear of death or dying; anxiety over financial problems or health issues.
- Recent bereavement - The death of friends, family members, and pets; the loss of a spouse or Helping a depressed friend or relative

TIPS FOR HELPING A DEPRESSED ELDERLY:

- Invite your loved one out. Depression is less likely when people's bodies and minds remain active. Suggest activities to do together that your loved one used to enjoy: walks, an art class, a trip to the museum or the movies—anything that provides mental or physical stimulation.
- Schedule regular social activities. Group outings, visits from friends and family members, or trips to the local senior or community center can help combat isolation and loneliness. Be gently insistent if your plans are refused: depressed people often feel better when they're around others.
- Plan and prepare healthy meals. A poor diet can make depression worse, so make sure your loved one is eating right, with plenty of fruit, vegetables, whole grains, and some protein at every meal.
- Encourage the person to follow through with treatment. Depression usually recurs when treatment is stopped too soon, so help your loved one keep up with his or her treatment plan. If it isn't helping, look into other medications and therapies.

- Make sure all medications are taken as instructed. Remind the person to obey doctor's orders about the use of alcohol while on medication. Help them remember when to take their dose.
- Watch for suicide warning signs. Seek immediate professional help if you suspect that your loved one is thinking about suicide.

WAYS TO COMBAT AND PREVENT DEPRESSION:

- Getting out in to the world – Try not to stay cooped up at home all day.
- Connecting to others – Limit the time you're alone.
- Participating in activities you enjoy – Pursue whatever hobbies or pastimes bring or used to bring you joy.
- Volunteering your time – Helping others is one of the best ways to feel better about yourself and regain perspective.
- Taking care of a pet – Get a pet to keep you company.
- Learning a new skill – Pick something that you've always wanted to learn, or that sparks your imagination and creativity.
- Enjoying jokes and stories – Laughter provides a mood boost.
- Maintaining a healthy diet – Avoid eating too much sugar and junk food. Choose healthy foods that provide nourishment and energy, and take a daily multivitamin.
- Exercising – Even if you're ill, frail, or disabled, there are many safe exercises you can do to build your strength and boost your mood—even from a chair or wheelchair.

COUNSELING AND THERAPY

Studies have found that therapy works just as well as medication in relieving mild to moderate depression. And unlike antidepressants, therapy also addresses the underlying causes of the depression.

- Supportive counseling includes religious and peer counseling. It can help ease loneliness and the hopelessness of depression.
- Psychotherapy helps people work through stressful life changes, heal from losses, and process difficult emotions.
- Cognitive behavioral therapy (CBT) helps people change negative thinking patterns, deal with problems in healthy ways, and develop better coping skills.
- Support groups for depression, illness, or bereavement connect people with others who are going through the same challenges. They are a safe place to share experiences, advice, and encouragement.

CURRENT SITUATION OF THE HEALTH ISSUES OF SENIOR CITIZENS:

Every Senior Citizen has to cope up with his health and associated problems by taking special care by way of proper life style, exercises, regular walking without talking, yoga-pranayam, proper diet and keeping busy physically and mentally by keeping in view the dictum - ``Use it or Lose it. ` Number of Senior Citizens suffering from Hyper Tension, Heart Problems, Diabetes, Arthritis etc is very large. Facilities to diagnose and treat old age ailments are very much limited and treatments, whether surgical or by medicines are very very costly. With limited income and no affordable health security schemes available to Senior Citizens, most of the Senior Citizens do not dare to go for any treatment and leave everything to God's grace! Many are not able to travel independently to Govt./Municipal hospitals, where they have to wait in long queues and treatment mooted out to them is almost inhuman! Apart from ward boys, even well educated Doctors taught to serve all with missionary zeal misbehave with elders and even insult them. They are not available on their seats for a long time or remain busy chit-chatting! They along with all medical and para medical staff in all Public & Private Hospitals should be given periodical orientation course for treating Senior Citizens in a proper way. This is envisaged in para 40 of National Policy on Older Persons, 1999.

ACTION PLAN BY THE HEALTH MINISTRY

- i) Implement all the provisions of NPOP, 99 in para 33 to 48 by 31-3-2008.
- ii) Increase Govt/Municipal Hospitals and provide free treatment to all Senior Citizens, as done by Maharashtra Govt. Provide specific number of earmarked beds in each hospital. Raise the image of the Public hospitals by giving better and humane service.
- iii) Make it statutorily compulsory to provide separate departments for Geriatric, Alzheimer, and Hospice Care in each Hospital in Public as well as Private sector.
- iv) Fix outer limit of fees by Private Hospitals for treatment, pathological examination, and consultations of Senior Citizens.
- v) As many Senior Citizens are not mobile, provide Mobile Hospitals and make compulsory for each Doctor to visit certain number of such Senior Citizens at their residence regularly.
- vi) Provide free medicines to needy Senior Citizens for common ailments like hyper tension, heart, diabetics, arthritics etc by special budget provisions, donors etc
- vii) Provide user-friendly Medical Security Insurance on lines of Arogya Kavach of Pimpri (Pune), Sahyadri Scheme of Pune, Yasashvini of Karnataka.

- viii) A simple directive of separate queues, which is not implemented by most of the Hospitals should be monitored.
- x) Create a Health Welfare Fund. Provide Convalescent Homes, Holiday Homes, Day Care Centres etc. Provide health care facilities in Vrudhashrams.
- xi) Provide opportunities for second careers, activity centres to keep them active to utilize and maintain their mental health by holding competitions by way of Essay writing, Quiz, Brain Storming Sessions etc at District, State & Centre level periodically on subjects of social & national interest to get views & guidance from Think-Tank of the Nation
- xii) Create health awareness literature for preventive measures & healthy life style and make easily available.
- xii) Health Ministry must, if necessary by legislation, make it compulsory for every Corporate Body, Businessman and if possible, every Employer to provide health facilities to all their surviving retired employees and their spouses on par with serving employees. They must be made to raise the pension, where it is paid, on every revision of pay-scale of the post on which the employee had retired on the same principle, as envisaged by Supreme Court.

Long lasting proper solution may lie in declaring the Health Care as a fundamental right for every citizen right from the birth and insuring everyone

ARE SENIOR CITIZENS AN ASSET OR LIABILITY?

The tag senior citizen is generally given to a person who is between 58 and 65 years of age and has superannuated from active service. This age band fixed for retirement was based on the old system followed decades ago when longevity was lower than 60 years. With the advance in medical sciences and health supporting systems, longevity now goes up to 75. Perhaps, the retirement age needs revision to make use of the services of experienced people for some more time in the interest of national development.

Some senior citizens have the right attitude, take things in their stride, plan well their post-retirement life and keep their body and mind in reasonable good trim. They largely have a positive approach. There are others who take a dim view of life and think of retirement as something of a punishment. While the optimists keep themselves busy with productive work, the pessimists become dejected, feel neglected and find fault with everyone.

Family situations and financial position do play a part in influencing the lives of elders. Some are fortunate to live with their children or within their reach in the same city/town. They lead a relatively satisfied life. The longer the distance, the greater their feeling of insecurity and loneliness. If

the children are within the country, the parents are fairly satisfied — they can visit them or the children can come home for occasions like marriages and festivals. The pangs of separation and the fear of loneliness, on the other hand, increase if the children live abroad. Thus the elders' lives are situation-dependent.

The presence of relatives and old-age homes, however comfortable, cannot provide for emotional needs. Some people overcome the blues by taking recourse to cultural and social activities but others suffer silently. Low income and poor health aggravate the misery.

Thus arises the question whether senior citizens are an asset or liability to the families and society at large. The answer is they are undoubtedly an asset if they have the right attitude to life. The present-day elders truly represent the generation of the pre-Independence era known for a value-based life. They were accomplished, humble and honest and practiced to a large extent what was taught. As most senior citizens are highly experienced, they can contribute tremendously

The present time society needs to give senior citizens, a life of dignity in their twilight years. Urbanization, migration, industrialization, women entering in the labor force and many such social changes has steadily chipped away the joint family system. The result is that senior citizens are now forced to face a life of despair and loneliness. There are very few mechanisms to look into the problems of senior citizens.

We can solve social problem by the change in social reality and application of knowledge. Because the root of this problem is lack of education, so we should provide education to this particular social group. Educated senior citizen can deal with the problem in a better way. And finally the family member of these people must understand that the old person in their home is an asset not liability. The education and the mindset of family member can reduce this problem from the society

Check your progress-III

1. Discuss the problems and issues of Senior citizens.
2. State the facilities for the senior citizens
3. Describe the Signs and symptoms of depression in the elderly
4. List the Causes and risk factors of depression in the elderly
5. Describe Tips for helping a depressed elderly
6. Suggest Ways to combat and prevent depression
7. Identify Current Situation of the Health Issues of Senior Citizens
8. Suggest Action Plan by the Health Ministry
9. Justify “Are senior citizens an asset or liability?”

5.5 LET US SUM UP

In this unit, we have discussed about the disadvantaged groups & their problems. Particularly you know the underachievers, over achievers, women & their exploitation at home & work, and senior citizens. You know the causes, factors & facilities available by government & laws & acts related to it to protect them from problems. Besides, one thing is above all, that is the humanity. So if you will change you attitude, then you can do a lot towards the disadvantage group by guiding them properly. Your mindset in the family, institution & society can change others and ultimately can reduce the problem from the society.

5.6 UNIT END EXERCISES :

- Q.1 Describe the strategies to improve academic performance of underachievers.
- Q.2 Explain how women are exploited at work place? How can you deal it?
- Q.3 Are senior citizens an asset or liability?

5.7 SUGGESTED READINGS

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COUNSELLING APPROACHES

Unit Structure:

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Cognitively Oriented Counseling Approaches
 - 6.2.1 Trait and factor-oriented counselling approaches
- 6.3 Affectively oriented counselling approaches
 - 6.3.1 Psychoanalytic approach to counselling
- 6.4 Conditions influencing counselling
 - 6.4.1 Physical setting
 - 6.4.2 Privacy
 - 6.4.3 Recording
- 6.5 Legal and ethical considerations in counselling
- 6.6 Let us Sum up
- 6.7 Unit End Exercise

6.0 OBJECTIVES

After reading this unit you will be able to:

- State the approaches to counselling
- Explain cognitive oriented counselling approach and affective oriented counselling approach
- Describe the factors influencing counselling
- Discuss the legal and ethical considerations in counselling

6.1 INTRODUCTION

In the previous chapter, you have studied about the concept of counselling, types of counselling and the role and functions of a counsellor. You may observe that the perspective of counselling changes from counsellor to counsellor. There are differences in training, Clients and settings and even goals. But the basic perspective of counselling remains the same with different emphasis. Along with differences it is

worth to note the commonalities. Common to all these perspectives are the notions that:

- Counselling is aimed at helping people make choices and act on them.
- Counselling is a learning process and
- Counselling enables personality development.

Therefore prospective counselors should be aware of major approaches to counselling so as to enable them to acquire a sound basis for developing their own personal brand of counselling. The current trends in this area are broadly classified into three approaches. They are :

- Cognitive approaches
- Affective approaches and
- Behavioural approaches.

The approaches are closely parallel with the three aspects of personality-cognition, affection and co-nation i.e. knowing, feeling and doing . In this unit we will discuss the cognitive and affective approaches to counselling.

6.2 COGNITIVELY ORIENTED COUNSELLING APPROACHES

Cognitive Approaches

As Feorge and Cristiani (1981) have pointed out, in the cognitive approaches, the process of counseling is the curing of unreason by reason; i.e., to help clients eliminate most emotional disturbances by learning to think rationally, to help them get rid of illogical, irrational ideas and attitudes and substitute logical, rational ideas and attitudes. It is believed that this process helps the client to attain rational behaviour, happiness, and self-actualization. For example Transactional Analysis (TA) aims at the internal dialogues of individuals, which occurs between

- a. counseling is aimed at helping people make choices and act on them,
- b. counselling is a learning process, and
- c. counselling enables personality development

A recent and much accepted definition is :

“Counseling denotes a professional relationship between a trained counselor and client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and their self determined goals through meaningful resolution of problems of an emotional or interpersonal nature”(Burks and Steffle,1979).

The merit of the definition by Burks and Steffler is that it is sufficiently theoretical and at the same time reasonably operational.

Theory and Practice of Counselling:

Theory and practice should go hand in hand. Many trained counselors initially adhere to the theory while starting their career as counsellor. However, even those who are fanatically tied down to one theory appear to change over time. This is because the client is a human being and he is the link between the theory and practice of the counsellor. Rigid theories, like the Procrustean bed, repel the human psyche. When the man does not fit into the theory the counselor is compelled to change his theory. This is one of the most demanding challenges of counselling.

Counselors should keep their minds more receptive and flexible. The psychological concept of individual difference must be understood thoroughly. Individual clients differing in their personalities come with dissimilar problems, goals and aspirations. To believe that all those clients would benefit from one kind of theory is unrealistic. It is useful to know that all the well-known theories have emerged from the practice of individual counselor's personal experience with counselees. This is why we have different theories and practices. Trying to know theories as old and new broadens our perspective. But what would be ultimately useful is the one that is carved out from the counselor's experience with the various ego states and the struggles between the real parts of their behaviour (whether the same is productive or counter productive) and the behaviour of others by identifying which ego state is in power at any given time. TA thus gives the clients information about the various types of transactions that occur among individuals and to help them identify the kinds of behavior in which they are involved. The goal of TA is to help clients review their past decisions and make new decisions about their present behaviour. It is assumed that this would change their life direction into developing an autonomous life style characterized by awareness, spontaneity. This, it is believed that would, eliminate a life style characterized by manipulative game- playing a self- defeating neurotic tendencies.

Directive teaching is the core in all the cognitive approaches. For example in Rational Emotive Therapy (RET) the counselor takes up an active teaching role to educate clients. The RET counselor makes the client understand that the latter's internalized sentences are quite illogical and especially the current illogical thinking are self-defeating verbalizations of the client. The success if the counselor lies in bringing illogical thinking forcefully to the client's attention. He must also show to the counselee how these thoughts are maintaining his unhappiness and how a rethinking and maintenance of logically and rationality make him happy and contented. In reality therapy, the meaning of reality and the necessity to act responsibly are taught by the counselor.

6.2.1 Trait and Factor Oriented counselling approaches:

The trait- factor approach has developed from a marriage of differential psychology's research and theories to Parson's vocational guidance concepts. The approach was born at the Minnesota Employment Stabilization Research Institute and the University of Minnesota Test Bureau as a practical response to educational and vocational adjustment problems of the unemployed and students. It is still closely identified with educational and vocational counseling. The approach has placed heavy reliance on the scientific method by attempting systematically to observe and measure individuals. Traits are categories that are used for describing individual differences in behavior, and statistical methods of factor analysis are used to ascertain how many factors are sufficient to account for similarities and difference in individuals. Trait- factorists have relied heavily on empirical objective data for a logical problem –solving approach to client problems. Thus, the approach may be placed in the constellation of theories that are more cognitively than affectively oriented. Its basic model of analysis, synthesis, diagnosis, prognosis, counseling, and follow-up is a structured, stepwise attempt to help the client become self-counseled. The major component of the model is the integration of objective test data with client subjective data to arrive at a differential diagnosis.

As it has evolved, the trait-factor approach has become more developmental, dynamic, process-oriented, and eclectic. It has moved to a person times environment fit approach, which is seen not as static but as reciprocal and dynamic (Martin & Swartz-Kulstad,2000). Vocational counseling, in particular, is not seen as fixed but as a continuing experience with definable stages. The contemporary approach is eclectic in that it sees merit and utility in cognitive therapies such as the reality, rational-emotive, and behavioral approach is eclectic in that it sees merit and utility in cognitive therapies such as the reality, rational-emotive, and behavioural approaches. The logical basis of the approach relies heavily on a mentoring and teaching role by the counselor to influence and change the irrational thinking and behavior of the client. A great deal of knowledge, experience, and expertise is assumed of the counselor. Trait-factor counseling is most commonly founding school, employment, and rehabilitation counseling.

By including a broader diagnostic scheme, more advanced information-processing concepts, and a more adaptive counseling style, the person times environment fit approach has matured beyond the old trait-factor model. The person times environment model includes these elements by organizing personal constructs, the world of work, person times environment interactions and then applying them in a problem-solving sequence. Including current concepts of problem solving, information processing, and attitude change has reinvigorated a venerable approach to career counseling (Chartrand, 1991).

Frank Parsons' Trait and Factor Theory of Occupational Choice:

People perform best when they are in jobs best suited to their abilities. Frank Parsons is regarded as the founder of the vocational guidance movement. He developed the talent-matching approach, which was later developed into the Trait and Factor Theory of Occupational Choice. At the centre of Parsons' theory is the concept of matching. He states that occupational decision making occurs when people have achieved.

- An accurate understanding of their individual traits (aptitudes, interests, personal abilities)
- A knowledge of jobs and the labour market
- Rational and objective judgement about the relationship between their individual traits, and the labour market.

This three-part theory still governs most current practice.

The trait and factor theory operates under the premise that it is possible to measure both individual talents and the attributes required in particular jobs. It also assumes that people may be matched to an occupation that's a good fit. Parsons suggests that when individuals are in jobs best suited to their abilities they perform best and their productivity is highest.

In his book, 'Choosing a Vocation' Parsons maintains that personal counsel is fundamental to the career search. In particular, he notes seven stages for a career counsellor to work through with clients:

1. Personal data: create a statement of key facts about the person, remembering to include every fact that has bearing on the vocational problem.
2. Self-analysis :a self-examination is done in private and under the instruction of the counsellor. Every tendency and interest that might impact on the choice of a life work should be recorded .
3. The client's own choice and decision : this may show itself in the first two stages. The counsellor must bear in mind that the choice of vocation should be made by the client, with the counsellor acting as guide.
4. Counsellor's analysis: the counsellor tests the client's decision to see if it is in line with the "main quest".
5. Outlook on the vocational field: the counsellor should be familiar with industrial knowledge such as lists and classifications of industries and vocations, in addition to locations of training and apprenticeships.
6. Induction and advice: a broad-minded attitude coupled with logical and clear reasoning are critical at this stage.
7. General helpfulness : the counsellor help[s] the client to fit into the chosen work, and to reflect on the decision.

Much of Parsons' work still guides career counselling today, though it is not without criticism. Matching assumes a degree of stability within the labour market. However, the reality is that the market's volatility means individuals must be prepared to change and adapt to their circumstances.

It has been criticized for being overly cognitive and reductionistic. That is, relying on objective measurements of traits may lead to an oversimplified view of the human condition. Further, the very existence of valid and reliable objective tests, and of stable traits, remains highly questionable. Trait-factor counseling is also limited insofar as it only seeks to describe a client's potential rather than help him achieve it. E.G, Williamson (1965) was the only trait-factor theorist to address this question: he argued that the counselor has the responsibility to promote the self-actualization of his client, rather than just measuring it. Behavioral therapy, like trait-factor counseling, is firmly grounded in the scientific method, and it is committed to bringing experimental findings into clinical practice in order to change clients' behavior and resolve personal and social problems (Corey, 1986). Behaviorism has its roots in Pavlov's (1927).

Trait-factor counseling is the only counseling method which has its root in vocational counseling. It dates back to 1908, when Frank Parsons founded the Boston Vocational Bureau and stated his conviction that in order to choose the best career, one had to understand oneself, the characteristics of different job environments, and the relationship between these variables. Trait-factor theory was further developed during the testing movement in the U.S./during the 1930's by psychologists like E.G. Williamson, John Darley, and Donald G. Paterson (Downing, 1975).

Trait-factor counseling is an extremely cognitive approach based on the scientific method and the theory of individual differences. Its major underlying assumptions include the following:

1. Each person has a unique pattern of traits (i.e. interests, abilities, and characteristics) that are relatively stable and rarely change after adolescence.
2. These traits are measurable

Check your progress-I

1. Explain cognitive approach of counseling.
2. Explain Trait-factor oriented counseling.

6.3 AFFECTIVELY ORIENTED COUNSELLING APPROACHES

As the term suggests the affective approaches in counseling focus their attention to what is going on inside the individual, and particularly what the individual is experiencing at a given time.

Client- centered counseling of Rogers is perhaps the most well-defined technique in the affective approaches. It also highlights an issue in counseling; namely, how much responsibility can be placed on the client for his own problem solving?

Rogers believed that when the individual perceived himself as behaving in manner consistent with his 'picture' of himself, he generally experiences feelings of adequacy, security, and worth. If on the other hand, he acts in a manner different from the way he defines himself, he experiences what is known as "threat" and feels insecure, inadequate, or worthless. Under pressure and with no other alternative, he may then defend himself against this threat using one or more of the commonly described "defense mechanisms" Unless counseling eliminates this defensive chain reaction and strengthens his self-concept, the defensive behaviour would increase vulnerability to further threat, guilt, thereby creating more distortion and more self-defeating mechanisms. The role of the therapist is not just eliminating the defense mechanisms. Rogers highlights the importance of 'Congruence'. It means the close 'matching of awareness and experience'. In this context, the client centered counselors emphasizes the importance of accurate communication. If a client is aware of communicating a feeling which he is genuinely experiencing, his behavior is said to be congruent or integrated. In incongruent communication the awareness and experience of the client are two different if not opposing things. So also the recipient may experience an awareness of phony communication. The implication here for the counselor is that the counselor should help client to face courageously the incongruence between awareness and experience so that communication of his real experiences is in full awareness and not distorted with defense mechanisms and neurotic constrictions.

The 'self-theory' of Rogers also assumes a perspective called 'phenomenology'. According to this perspective, people's 'reality' is that which they perceive. The way to understand individuals is to infer the 'phenomenological field' from their behavior. In other words, the 'internal frame of reference' of the client is used in counseling with the implication that counselors must attempt to perceive client's perceptual worlds as closely as they can. This is known as the empathic skill of the counselor.

Individual client's need to strive for wholeness is the focus in Gestalt therapy and counseling. This school of counseling gives importance to the internal world of the individual. Striving for the gestalt or the wholeness is actually a striving for an integration of thinking, feeling, and behaving. The key concept here is awareness. It is believed that the counselors help the clients work toward a total awareness of his experiences. Gestalt psychologists point out that such awareness permits self-regulation and self- control in the direction of increased integration and creativity.

Recently, one of the major forces that have come to occupy an important place in psychology is 'Existentialism'. Unlike Psychoanalysis, existentialism is a temperamental way of looking at life . It is basically a philosophy of experiences which need not necessarily be categorized into

cognitive compartments. Man is essentially an emotional being rather than a rational animal! The existence of man is unique because he is the only being who reacts to the fact of his existence. The awareness of one's own existence and the possibility of non-existence alters the inner world or the phenomenology. These new premises create new experiences and needs that are yet to be known. The predicament of human beings is such that it includes the individual's capacity for increased self-awareness, the search for unique meaning in a meaningless world, being alone and being in relation with others, freedom to choose one's fate, responsibility, anxiety, finiteness and death, and a basic urge for self-actualization. As a theory existentialism is sound and appealing, but the practice of counseling on the basis of this theory is difficult. However, the existential counselor tries to understand the client as 'a being' and as 'a being in the world' Counselors are supposed to expose his own inner reality and at the same time be human. This according to existentialists enables clients to become aware of similar conditions and qualities in themselves. It is pointed out that through his process clients come to recognize their potentialities and achieve self-growth by accepting it as their responsibility. In a nut shell, it can be said that making the client accept responsibility for him selfish the aim of existential counseling

The three basic approaches (Cognitive, Affective, and Conative) with their differing foundations vary in their theory and practice of counselling By about 1973, Patterson began to think in terms of commonalities among the approaches. Fortunately most of the controversies existed only as academic gymnastics at a theoretical level. The practicing counselors were undergoing transformation as the clients were not interested in theories and their subtleties but were interested only in immediate problem solving. This demand of the client to the counsellor had made many counselors to abandon their dogmatic approach. Orientation of the counselors started changing towards a pragmatic approach. The client and his needs became more important than the counselor's theory and dogma. This was how 'personal theory' emerged.

Here it is absolutely necessary to point out that training in some known approach is better than no training. Corey(19977) recommends the eclectic approach as a framework to begin with . However, George and Cristiani (1981) point out that although beginning counselors need a firm understanding of all the major approaches, they should start first with a thorough grounding in one theoretical approach to counselling. It is further pointed out that judicious integration and assimilation of techniques from other approaches could be done with experience.

6.3.1 Psychoanalytic Approach to Counselling:

The original so called "taking therapy" involves analyzing the root causes of behaviour and feelings by exploring the unconscious mind and the conscious mind & relation of it. Many theories and therapies have evolved from the original Freudian psychoanalysis which utilizes free association, dreams and transference, as well other strategies to help the client know the functions of their own minds.

'Psychoanalysis' was developed in the late 19th century by Sigmund Freud. His therapy explores the dynamic workings of a mind understood to consist of three parts. The hedonistic id, the rational ego and the moral superego, Freud maintained that the condition of the unconscious mind is profoundly influenced by childhood experiences. So in addition to dealing with the defense mechanisms used by an overburdened ego, his therapy addresses fixations and other issues by probing deeply into client's youth.

Psychoanalysis has three main components:

1. a method of investigation of the mind and the way one thinks.
2. a systematized set of theories about human behaviour.
3. a method of treatment of psychological or emotional illness.

Under the broad umbrella of psychoanalysis, there are at least 22 theoretical orientations regarding human mentation and development. The various approaches in treatment called 'psychoanalysis' vary as much as the theories do. The term also refers to a method of studying child development.

Psychoanalytical counselling is concerned with how we deceive ourselves as to our intentions, desires and beliefs and how these deceptions create conflict between our expressed goals and our actions. It also gives rise to psychodynamic counselling. The term psychodynamic means pertaining to the laws of mental action and its use pre-supposes that there are some principles that determine the relationship between mind and action and that these can be formulated as a basis for therapeutic intervention. Traditionally, the principles underlying psychodynamic counselling are presented as derivations of the psychoanalytic school founded by Sigmund Freud. But current psychodynamic counselling draws from a much wider range of theoretical influences. One of the most fundamental tenets is that we are unaware of many of our motives and that if these are known to us we are able to make better, less conflicted choices. However, we are often resistant to or defended against recognizing these hidden motives termed unconscious by most psychodynamic theorists and hence are unable to change—indeed we seem to have a compulsion to repeat past behaviour. These repetitions are thought to arise because of earlier experience where our behaviour successfully enabled us to cope by ignoring or repressing difficult feelings. Psychodynamic counselling has the theory of why we are unable to change, how this inutility arises and how it affects our lives.

Psychoanalysis is an intensive process, whereas psychoanalytic therapy is based upon psychoanalysis but is less intensive. Psychodynamic counselling evolves from psychoanalytic theory, however it tends to focus on more immediate problems, be more practically based and shorter term than psychoanalytic theory.

Goals of the psychoanalytic approach:

The goal of psychoanalytic approach are:

- To make the unconscious conscious
- To strive to probe into the deeper part of the psyche.
- To get the issues that were not resolved during cognitive development.
- To understand and experience the issues and to bring change in the character.

Principles of psychoanalytic theory:

The general principles are:

- Help the person to tell his or her story.
- Establish a solid working alliance
- Deal with resistance
- Gather background information and history.
- Select the problem or issue to be worked on explore the precipitating events.
- Collaborate with the client to form a diagnosis and treatment plan.
- Increase the client's awareness regarding defensiveness.
- Revert resistance to interventions.
- Explore the client's transference.
- Examine how the past is impacting the present.
- Help the client behave more effectively.
- Provide feedback and confront discrepancies.
- Negotiate with the client regarding home work assignments.
- Remind the client of the termination date.
- End therapy as agreed upon with the client.
- Schedule follow up as needed.

1. What is affective oriented counselling approach?
2. Explain the concept of psychoanalytic approach of counselling.

6.4 CONDITIONS INFLUENCING COUNSELLING

The counselling process is influenced by several characteristics that help it become a productive time for the client and counsellor. Not all characteristics apply to all situations, but generally, the following help to bring about positive results.

- Structure
- Setting
- Client qualities
- Counsellor's qualities

6.4.1 Physical setting

Counselling can happen anywhere, but the professional generally works in a place that provides:

- Privacy
- Confidentiality
- Quiet and
- Certain comfort

When working with a client, you want to send a message that you are listening. This can be done by being attentive both verbally & non-verbally. The following SOLAR acronym will remind you about your physical setting which gives confidence to your client that you are listening.

- S: Face the client Squarely, that is, adopt a posture that indicates involvement.
- O: Adopt an Open posture sit with both feet on the ground to begin with your hands folded, one over the other.
- L: As you face your client, lean toward him or her. Be aware of their space needs.
- E: Maintain eye contact. Looking away or down seems that you are bored or ashamed of what the client is saying. Looking at the person suggests that you are interested and concerned.
- R: As you incorporate these skills into your attending listening skills, relax.

6.4.2 Privacy

Trust is an essential component in the development of helping relationships. Counselors regard the promise of confidentiality to be essential for the development of client trust. Most individuals seeking counseling services assume that what they divulge counseling will be kept in confidence by their counselor, with limited exceptions (Glosoff, Herlihy & Spence, 2000). This is most likely true for children and adolescents as well as adults. Managing confidentiality when counseling minors, however, is more complex than when counseling adults. School counselors must balance their ethical and legal responsibilities to their clients, clients' parents and school systems. This complex balancing act is one reason that the topic issues in school counseling. In attempting to weigh their legal and ethical obligations, it is helpful for school counselors to clearly identify those they consider to be "clients." School counselors are part of an educational community. As such, they consult with teachers, administrators and parents. It is important for school counselors to clarify that their consultation is on behalf of students and that only the students are their clients (except if school counselors offer counseling to students' families).

The Code of Ethics and Standards of Practice of the American Counseling Association (ACA, 1995) and the Ethical Standards for School Counselors of the American School Counselor Association (ASCA, 1998) are two resources available to help school counselors manage privacy and confidentiality in their counseling relationships. School counselors can also look to moral principles or "shared beliefs or agreed upon assumptions that guide the ethical reasoning of helping professionals" (Remley & Herlihy, 2001, p.3) upon which the codes of ethics are based. The moral principles most often cited in relation to ethical practices of counselors include the following :

- Veracity or telling truth
- Justice or fairness
- Nonmaleficence or doing no harm
- Beneficence or doing good
- Autonomy or respecting free choice
- Fidelity or keeping promises

The moral principle of beneficence refers to the responsibility to help clients gain something positive from engaging in counseling. It also includes counselors' duty to "help society in general and people who are potential clients" (Welfel, 2002, p.34). Autonomy refers to respecting the freedom of clients to choose their own directions and make their own choices within the counseling relationship. Respecting a clients' autonomy does not mean that counselors encourage clients to make decisions independent of significant others (e.g. parents) in their lives or regardless

of community and cultural implications. It does mean that “counselors refrain from imposing goals, avoid being judgmental and are accepting of different values” (Herlihy & Corey, 1996,p.4).

Applying moral principles to situations involved in respecting the rights of minor clients served in school settings is not always easy. To be effective advocates for their clients’ rights, school counselors must have a good grasp of issues related to the following concepts: the legal status of minors and the legality and ethics of privacy, confidentiality, privileged communication, and informed consent. Each of these are reviewed along with relevant ethical standards and factors that complicate school counselors’ ability to maintain a relationship based on student’s confidence that they can speak freely and without fear of disclosure. Finally, implications for the practice of school counselors is presented.

The Legal Status of Minors

The ACA (1995) Code of Ethics and Standards of Practice specifically references the term minor twice, both in relation to matters of consent. The Ethical Standards for School Counselors (ASCA, 1998) include standards specific to counseling minors throughout the entire document. Neither setoff ethical guidelines, however, defines the term minor. Typically, 18 is considered the legal age of majority, unless otherwise designated. Minors, therefore, can legally be defined as those persons under the age of 18. Amendment XXVI (1971) to the U.S. Constitution established the right of 18-year-old citizens to vote and by extension has influenced the generally accepted age at which minors are extended other adult rights. For example, 18 is cited in the Family Educational Rights and Privacy Act (FERPA) as the age at which the transfer of rights from parents to students occurs (FERPA, 1974). School counselors, therefore are faced with 18 as the age at which their clients are legally assumed to be mature, to have full ownership and control of their privacy rights.

The legal concept of the age of majority has implications for minor clients’ rights to make choices about entering into counseling as well as their rights to privacy and confidentiality. Overall, although minor clients have “an ethical right to privacy and confidentiality in the counseling relationship... [the] privacy rights of minor legally being to their parents or guardians ” (Remley & Herlihy, 2001,p. 184). Isaacs and Stone (1999) noted that the Supreme Court has upheld parents’ legal right to make critical decisions about their children. (The term parents refers to all who function in the parental role and have the legal rights of parents.) Many people consider the decision to enter into counseling to be an example of a critical decision. Further, because counselling is considered to be a contractual relationship, “minors cannot legally agree to be counseled on their own” (Remley & Herlihy,p.179). There are some exceptions to this. For example, many states have enacted laws allowing for individuals younger than 18 to receive counseling or medical services without parental consent. Additionally, most states have laws that allow minors to be declared “legally emancipated” from their parents and a few states allow

to be deemed a mature minor and capable of understanding the ramifications of counselling.

6.4.3 Record Keeping

Counsellor's record keeping practices are increasingly governed by legislation. In some provinces, new Freedom of Information and Protection of Privacy legislation and Personal Health Information acts have given counselors new guidelines about the way they keep records. The federal Youth Criminal Justice Act will also influence counselors' practices on record keeping. For school counselors, legislation regarding the administration of public schools adds other imperatives. Some provinces have synthesized these various legislative requirements into policy statements that provide counselors with a guide for the management of their counseling records.

In schools, pupil records are typically held in three areas: the cumulative file in the main office; the young offender file if one exists, held in a secure location by the principal and the counseling or special education files normally maintained by the counselor and resource teacher.

The cumulative file component includes things such as identification information, parent/guardian information, citizenship, school history, relevant health information, academic information on marks, attendance, awards and correspondence & legal documents. Some counseling information, such as results of psycho educational assessments that may inform programming decisions can also be included in this file.

The counseling and special education files typically included additional such as: special education or resource information; clinician reports and meeting notes; referrals to other agencies; diagnostic testing results and reports from service providers outside of the school such as hospitals and treatment facilities.

The Youth Criminal Justice Act component contains information about a young offender that may be used; to ensure compliance with a court order; to ensure the safety of staff, students and others; and to assist in the rehabilitation of the young offender.

Most legislation is in agreement that there are certain conditions under which a person may be refused access to information in a file. They are: if disclosure might cause an invasion of the privacy of a third party; if disclosure could be detrimental to the education of the pupil; if disclosure could cause physical or emotional harm to someone; or if disclosure could interfere with an enactment or investigation.

Personal Health Information legislation. (Manitoba's for example), adds additional conditions under which access may be refused. These include: if disclosure may endanger the mental or physical health or safety of a person; if disclosure may reveal information about person who has not consented to disclosure; if disclosure could identify a third party who

supplied the info in confidence under circumstances where confidence could be expected; or if the information was compiled for legal purposes.

The Youth Criminal Justice Act demands that the offender's file must be kept separate from any other record or the young person; that no other person has access to the information except if authorized under the Act; and that the record be destroyed when the information is no longer required for the purpose for which it was disclosed.

In cases of divorced or separated parents, the Divorce Act of Canada states that, "Unless the court orders otherwise, a spouse who is granted access to a child of the marriage has the right to make inquiries, and to be given information as to the health, education and welfare of the child." Provincial family law usually supports this notion as in Manitoba's legislation, for example, which states: "Unless a court otherwise orders, the non-custodial parent retains the same right as the parent granted custody to receive school, medical, psychological, dental and other reports affecting the child". (Family Maintenance Act Manitoba)

While the legislation described about is very similar from province to province, it is important to check on the specific wording of these kinds of acts in your own jurisdiction.

Counselors are often concerned about transferring information when a student transfers to a new school. Generally, both the cumulative file and the counseling or special education file must go to the new school. A strategy that will help give counselors some sense of security is to retain the counselling records themselves, and place a notice in the cumulative file to the effect that counseling information exists on this student and may be obtained by contacting the counsellor directly. In this way, the records can go from professional to professional, and their security and privacy be ensured. Many schools have the parents or students, (if they are the age of majority) , sign a release from to allow the transfer of these records.

Lawyer, Robert Solomon and Consultant, Dennis Lucas have each offered suggestion about effective record keeping. These ideas include:

- Keeping all entries in chronological order;
- Recording information while it's fresh.
- Making any alterations with a straight line, dated and initialed;
- Sticking to behaviors and concise description
- Staying away from diagnosis & interpretation
- Limiting records only to directly relevant info;
- Including record keeping information in your informed consent form, Record ingredients may include:
- Name and date:

- Presenting issue:
- Past history of issue (if described in an earlier record);
- Current status of issue changes since last visit:
- Treatment/goals/homework/actions;
- Check-back date/time;
- Referral info: To whom, where, when, what was said;
- Administrative info: timetable, credits, etc.

To ensure the protection of your students and yourself, it is important to check your employer's policies on access to information, the CCA Standards of Practice on record keeping, and the privacy legislation in your province. If no workplace policy exists, it is critical that such a policy on record keeping be created.

In some provinces, requests for information can be referred to the individual appointed as Privacy and Access Coordinator for your school board. This individual can, with input from you, decide to release the whole record, release parts of it, or deny access altogether. Parents then have the right of appeal to a provincial privacy adjudicator such as the provincial ombudsman in provinces where these procedures are not mandated, it is important to follow the CCA policy that school counselors should make every effort to ensure that there is a school-based procedure in place to adjudicate any requests from parents or guardians for access to counseling records.

As a proactive step to avoid misunderstanding with students and parents, it is essential to have a good informed consent form in place. A consent form used in a school setting may say something like this:

“In all discussions between us you have a right to expect that anything we talk about will remain confidential. We will respect and guard your right to confidentiality very carefully, but you need to know that there are a few cases where there are a few cases where that may not apply. These are the situations where information may be shared with someone else:

- 1) if you ask me to speak with someone else for you or give them information you wish them to have
- 2) If I feel that you or someone else may be in danger or in need of protection,
- 3) If a court orders the release of information,
- 4) If required by law, as in cases of child abuse.
- 5) To consult with another professional person in confidence to try to find solutions or answers for you.

1. Write short note on
 - a) Privacy in counselling
 - b) Record keeping in Counselling
 - c) Importance of physical setting in counselling.

6.5 LEGAL AND ETHICAL CONSIDERATIONS IN COUNSELLING

Counselors like all professionals have ethical responsibilities and obligations. The principal rule supporting ethical obligations is that the counselor must act with full recognition of the importance of client's rights, the ethics of the profession. Counseling is not a value free or neutral activity (Grant 1992). "It is a profession based on values, which are orienting beliefs about what is good and how that good should be achieved". (Bergin 1985), the relationship of moral standards and values, individual or cultural, in the life of that client.

Professional bodies of counselling have development ethical standards for which they have made available to the practitioners. Professional organizations for practicing counselling and psychotherapy are :

- American Psychological Association (APA)
- British Association for Counselling (BAC) and
- American Counselling Association (ACA)

Need for ethical codes:

Ethical codes help professionalize and Protect an association by government and promote stability within the profession. The need for ethical cods are:

To control internal disagreement.

- To protect practitioners from the public
- To protect client from incompetent counselors.

Especially in mal practice issues. Clients can also use codes to evaluate questionable treatment from the counselors.

Ethical Issues:

- Ethical codes are not set in stone. They serve as principles upon which to guide practice.
- There are two dimensions to ethical decision making:
 - Principle ethics: Overt ethical obligations that must be addressed.
 - Virtue ethics: Above and beyond the obligatory ethics and are idealistic.

Ethical Issues:

- Ethical codes and standards of practice for counselors have been formulated by the American Counseling Association (ACA) and American Psychological Association (APA).
- Ethical codes are guidelines for what counselors can and cannot do.
- Each counselling situation is unique and sometimes the counselor must interpret the code.

Ethical Issues that influence Clinical Practice

- Client Welfare: Client needs come before counselor needs and the counselor needs to act in the clients best interest.
- Informed Consent Counselors need to inform clients as to the nature of counseling and answer questions so that the client can make an informed decision.
- Confidentiality: Clients must be able to feel safe within the therapeutic relationship for counseling to be most effective. What the client says stays in the session unless the client is threatening harm to self or others.

Ethical Issues that influence Clinical Practice

- Dual Relationships: When a counselor has more than one relationship with a client (e.g. The counselor is a friend and the counselor).
- Sexual Relationships: Professional organizations strongly prohibit sexual relationships with clients and in some states it is a criminal offense.

Privileged Communication

- It is legal protection of the client which prevents a counselor from disclosing what was said within the counseling sessions(s).
- This right belongs to the client and not counselor.
- Laws concerning privileged communication vary from state to state.

When to break confidentiality

- Tara off is Board of Regents of the University of California. A landmark case with the end result being that counselors have a “duty to warn” if a client threatens another person’s life or with significant bodily harm.
- When a child under the age of 18 is being sexually abused.
- If the counselor determines the client needs hospitalization.
- If the information is involved in a court action.

Privileged Communication Doesn't Apply

- When a counselor is performing a court ordered evaluation.
- When the client is suicidal.
- When the client sues the counselor.
- When the client uses a mental disorder as a legal defense.
- When an underage child is being abused.
- When a client discloses an intent to commit a crime or is dangerous to others.
- When a client needs hospitalization.

Legal Issues and Managed Care

- Counselors have the duty to appeal adverse decisions regarding their client's.
- Counselors have a duty to disclose to clients regarding the limitations of managed care and the limits of confidentiality under managed care.
- Counselors have a duty to continue treatment and are not supposed to “abandon” a client just because the client does not have the financial means to pay for services.

Malpractice

- When a counselor fails to provide reasonable care or skill that is generally provided by other professionals and it results in injury to the client.
- Four conditions must exist:
 - The counselor has duty to client.
 - The duty of care was not met.
 - The client was injured in the process.
 - There was a close causal relationship between the counselor's failure to provide reasonable care and the clients injury.

Suggestions on Avoiding Malpractice

Pre-counseling: Make sure to cover all information counselling:

- The financial costs of counselling.
- Any special arrangements.
- The competencies of the counselor.
- Avoid dual relationships.
- Clearly indicate if a treatment is experimental.
- Identify limits to confidentiality.

- Help the client make an informed choice.

Suggestions on Avoiding Malpractice (Continued)

Ongoing Counseling:

- Maintain confidentiality.
- Seek consultation when necessary.
- Maintain good client records.
- Take proper action when a client poses a clear and imminent danger to themselves or others.
- Comply with the laws regarding child abuse and neglect.

Termination of Counselling:

- Be sensitive to the client's feelings regarding termination.
- Initiate termination when the client is not benefiting from services.
- Address the clients post-terminations concerns.
- Evaluate the efficacy of the counseling services.

An Ethical-Legal Decision Making Mode:

- Determine if an ethical-legal issue needs to be addressed.
- Address contextual issues such as culture and personal bias.
- Formulate an ethical-legal course of action.
- Implement an action plan.

Counselor Competence

- Counselors need to accurately represent their credentials and qualifications.
- Counselors need to continue their education.
- Counselors need to only provide services for which they are qualified.
- Counselors need to keep up on current information of the field and especially in specialty areas.
- Counselors need to seek counselling when they have personal issues.

Ethical and Legal concerns:

Major areas related to ethical & legal issues must focus on the following major areas:

- Informed consent
- Confidentiality
- Duty to warn/duty to protect

Pertinent Legal and Ethical issues:

- Any appropriate course of action must be determined on a case by case basis.
- Any policy requiring automatic dismissal or withdrawal of a student who expresses disturbing behaviour is legally vulnerable.
- The issue is often about assessing risk.
- A significant risk constitutes a high probability of substantial harm not just a slightly increased, or remote risk.
- Any assessment must be based on a reasonable onedical judgement relying on the most current medical knowledge and the best available objective evidence.

If you analyse all the legal & ethical issues concerned with counselling you can conclude it in the words of mark Twain that a to be good is noble, but to teach others to be good is nobler and less trouble.

Governance of professional practice by Ethics and Law:

Law is created by legislature and courts. It governs citizens of federal, country and state.

Whereas Ethics rooted in philosophy crated by Professional associations like APA & ACA. It govern members of profession & guide practice.

How can you consider an issue as legal or ethical? We can consider an issue as legal if –

- Lowers are involved
- Matter has come to court
- The counselor may be in danger of being accused of misconduct.

Check your progress-IV

1. Explain the different ethical issues to be taken into consideration in counselling.

6.6 LET US SUM UP

In this unit we have discussed about counselling approaches. There are three approaches to counselling like:

- Cognitive approach
- Affective approach &
- Behavioral approach

But in this unit we have discussed only two approaches like cognitive & affective approaches. Under cognitive approach we have also discussed

the trait & factor approach of counselling with special reference to Frank Person's Trait & factor approach to occupational choice. In affective approach we have discussed Psychoanalytic approach & its goals & principles we have also go through physical setting, Privacy & recording as conditions which comes as the influential factors in counselling. As in other professions legal & ethical issues are important, so it is also necessary in counselling process.

6.7 UNIT END EXERCISES

1. What are the different types of approaches in counselling. Explain cognitive approaches to counselling.
2. What is affective oriented counselling approach. Explain the psychoanalytic approach to counselling.
3. What are different conditions which influence counselling. Explain the importance of recording in counselling.
4. What is your opinion regarding considerations of legal & ethical issues in counselling Justify your opinion.

Bibliography:

www. google.com



COUNSELLING IN CONTEMPORARY TIMES

Unit Structure:

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Conflict resolution
- 7.3 Training for assertiveness
- 7.4 Stress management
- 7.5 Life style planning
- 7.6 Let us sum up
- 7.7 Unit End Exercises
- 7.8 Suggested Readings

7.0 OBJECTIVES

After reading this unit you will be able to:

- Define conflict resolution
- Differentiate conflict management & conflict resolution
- Explain assertiveness training
- Tell the symptoms of stress
- Discuss how to reduce stress
- Plan your life style

7.1 INTRODUCTION

In this unit, you will read how to counsel people in current problems like in the area of conflict, stress, life style planning & HIV/AIDS etc. you know how now a days people are running after money and, wants to be millionaire at night. High expectations and low achievement or low expectations & high achievements make one frustrated. He may be in a conflicting situation, sometimes he has to change his life style due to his unexpected achievement. It makes one under stress. All these problems should be handled carefully by counseling. One may not always get a professional counselor. Therefore, like first aid, this unit will help you to

counsel others to handle conflicting situation & stress by giving them some training for assertiveness and life style planning.

7.2 CONFLICT RESOLUTION

Conflict resolution is a wide range of methods of addressing sources of conflict – whether at the inter-personal level or between states – and of finding means of resolving a given conflict or of continuing it in less destructive forms than, say, armed conflict. Processes of conflict resolution generally include negotiation, mediation, diplomacy and creative peacebuilding. The term “conflict resolution” is sometimes used interchangeably with the terms dispute resolution or alternative dispute resolution. The process of arbitration, litigation, and formal complaint processes through an ombudsman, are part of dispute resolution, and therefore they are also part of “conflict resolution.” The concept of conflict resolution can also encompass the use of non-violent methods such as civil resistance (also often called nonviolent resistance) by a party to a conflict as a means of pursuing its goals, on the grounds that such means are more likely than armed struggle to lead to effective resolution of the conflict.

CULTURE BASED

Conflict resolution as both a professional practice and academic field is highly sensitive to culture. In Western cultural contexts, such as Canada and the United States, successful conflict resolution usually involves fostering communication among disputants, problem solving, and drafting agreements that meet their underlying needs. In these situations, conflict resolvers often talk about finding the win-win solution, or mutually satisfying scenario, for everyone involved (see Fisher and Ury (1981), *getting to Yes*). In many non-Western cultural contexts, such as Afghanistan, Vietnam, and China, it is also important to find “win-win” solutions; however, getting there can be very different. In these contexts, direct communication between disputants that explicitly addresses the issues at stake in the conflict can be perceived as very rude, making the conflict worse and delaying resolution. Rather, it can make sense to involve religious, tribal or community leaders, communicate difficult truths indirectly through a third party, and make suggestions through stories (see Vinod Swami (1992), *conflict Mediation Across Cultures*). Intercultural conflicts are often the most difficult to resolve because the expectations of the disputants can be very different, and there is much occasion for misunderstanding.

IN ANIMALS

Conflict resolution has also been studied in non-humans, like dogs, cats, monkeys, snakes, elephants, and primates (see Frans de Waal, 2000). Aggression is more common among relatives and within a group than between groups. Instead of creating a distance between the individuals, however, the primates were more intimate in the period after the aggressive incident. These intimacies consisted of grooming and various

forms of body contact. Stress responses, like an increased heart rate, usually decrease after these reconciliatory signals. Different types of primates, as well as many other species who are living in groups, show different types of conciliatory behaviour. Resolving conflicts that threaten the interaction between individuals in a group is necessary for survival and hence has a strong evolutionary value. These findings contradicted previous existing theories about the general function of aggression, i.e. creating space between individuals (first proposed by Konrad Lorenz), which seems to be more the case in conflicts between groups than it is within groups.

In addition to research in primates, biologists are beginning to explore reconciliation in other animals. Up until recently, the literature dealing with reconciliation in non-primates have consisted to anecdotal observations and very little quantitative data. Although peaceful post-conflict behaviour had been documented going back to the 1960s, it wasn't until 1993 that Rowell made the first explicit mention of reconciliation in feral sheep. Reconciliation has since been documented in spotted hyenas,^[2] lions, dolphins,^[3] dwarf mongoose, domestic goats,^[4] and domestic dogs.^[5]

Conflict resolution is an expanding field of professional practice, both in the U. S. and around the world. The escalating costs of conflict have increased use of third parties who may serve as an conflict specialists to resolve conflicts. In fact relief and development organizations have added peace-building specialists to their teams. Many of the major international Non-governmental organizations have seen a growing need to hire practitioners trained in conflict analysis and resolution. Furthermore, this expansion of the field has resulted in the need for conflict resolution practitioners to work in a variety of setting such as in businesses, court systems, government agencies nonprofit organizations, government agencies and educational institutions serving throughout the world.

EDUCATION

Universities worldwide offer programs of study pertaining to conflict research, analysis, and practice. The Cornell University OLR School houses the Scheinman Institute on Conflict Resolution, which offers undergraduate, graduate, and professional training on conflict resolution.^[6] Additional graduate programs are offered at Georgetown University, Eastern Mennonite University and Trinity College Dublin.^[7] George Mason University's Institute of Conflict Analysis and Resolution offers undergraduate, certificate and master programs in Conflict Analysis and Resolution and a Ph. D. program in The Philosophy in Conflict and Conflict Resolution.^[8] Many students completing a doctoral program enter the field as researchers, theorists, analysts, policy makers and professors in higher education.

Furthermore, the Pax Ledens Foundation based in the Netherlands is an organization that puts together conflict resolution simulation set in an

International Relations scenario to help students learn about the intricacies of where conflict emerges in the world of international politics.

Conflict resolution is a growing area of interest in UK pedagogy, with teacher and students both encouraged to learn about mechanisms that lead to aggressive action, and those that lead to peaceful resolution.

In many schools in the UK, conflict resolution has now become an integral part of the SEAL (Social and Emotional Aspects of Learning) programme, chiming as it does, with the SEAL principles of developing social skills and an understanding of one own feelings.

WAYS OF ADDRESSING CONFLICT

Five basic ways of addressing conflict were identified by Thomas and Kilmann in 1976.^{[9][10]}

- Accommodation – surrender one’s own needs and wishes to accommodate the other party.
- A-avoidance – avoid or postpone conflict by ignoring it, changing the subject, etc. A avoidance can be useful as a temporary measure to buy time or an expedient means of dealing with very minor, non-recurring conflicts. In more severe cases, conflict avoidance can involve severing a relationship or leaving a group. ^[11]
- Collaboration – work together to find a mutually beneficial solution. While the Thomas – Kilmann grid views collaboration as the only win-win solution to conflict, collaboration can also be time intensive and inappropriate when there is not enough trust, respect or communication among participant for collaboration to occur.
- Compromise – bring the problem into the open and have the third person present. The aim of conflict resolution is to reach agreement and most often this will mean compromise.
- Competition – assert one’s view point at the potential expense of another. It can be useful when achieving one’s objectives outweighs one’s concern for the relationship^[13]

The Thomas Kilmann Instrument can be used to assess one’s dominant style for addressing conflict.

CONFLICT MANAGEMENT

Conflict management refers to the long-term management of intractable conflicts. It is the label for the variety of ways by which people handle grievances – standing up for what they consider to be right and against what they consider to be wrong. Those ways include such diverse phenomena as gossip, ridicule, lynching, terrorism, warfare, feuding. Genocide law, mediation, and avoidance. Which forms of conflict management will be used in any given situations can be somewhat

predicted and explained by the social structure – or social geometry – of the case.

Conflict management is often considered to be distinct from conflict resolution. In order for actual conflict to occur, there should be an expression of exclusive patterns, and tell why the conflict was expressed the way it was. Conflict is not just about simple inaptness, but is often connected to a previous issue. The latter refers to resolving the dispute to the approval of one or both parties, whereas the former concerns an ongoing process that may never have a resolution. Neither is it considered the same as conflict transformation, which seeks to reframe the positions of the conflict parties.

COUNSELING

When personal conflict leads to frustration and loss of efficiency, counseling may prove to be a helpful antidote. Although few organizations can afford the luxury of having professional counselors on the staff, given some training, managers may be able to perform this function. Nondirective counseling, or “listening with understanding”, is little more than being a good listener – something every manager should be. Sometimes the simple process of being able to vent one’s feelings – that is, to express them to a concerned and understanding listener, is enough to relieve frustration and make it possible for the frustrated individual to advance to a problem-solving frame of mind, better able to cope with a personal difficulty that is affecting his work adversely. The nondirective approach is one effective way for managers to deal with frustrated subordinates and co-workers.

There are other more direct and more diagnostic ways that might be used in appropriate circumstances. The great strength of the nondirective approach (nondirective counseling is based on the client-centered therapy of Carl Rogers), however, lies in its simplicity, its effectiveness, and the fact that it deliberately avoids the manager- counselor’s diagnosing and interpreting emotional problems, which would call for special psychological training. Listening to staff with sympathy and understanding unlikely to escalate the problem. And is a widely used approach for helping people to cope with problems that interfere with their effectiveness in their place of work.

Check Your Progress - I

1. Define conflict resolution
2. Differentiate between conflict resolution & conflict management.

7.3 TRAINING FOR ASSERTIVENESS

Assertiveness training involves learning the basic social skills that deal with clearly expressing yourself to others, persisting with your goals in the face of opposition and appropriately standing up for your self in the midst of conflict or criticism.

UNDERSTANDING ASSERTIVE VERSUS PASSIVE AND AGGRESSIVE BEHAVIOR

Passive behavior is characterized by its overly “nice” and submissive quality, the individual engaging in passive behavior is typically afraid of conflict and overly-afraid of social rejection. The passive individual frequently holds the belief that if you behave “nicely enough” to somebody who is acting rudely, obnoxiously or pushy towards you, that the rude person will eventually understand how “good” you are and will gratefully stop acting in a rude, obnoxious and overly demanding fashion. Frequently a passive individual keeps his or her personal opinions, feelings or desires to him or herself while looking for those things to say that will best win the other person’s approval. Consequently, the passive person frequently feels very frustrated and angry inside, believing that people don’t truly “understand” him or her, or don’t really “care” about them when they don’t intuit the passive person’s desires underneath their “nice” behaviors. The passive individual cares too much about other people’s approval and focuses too little on honestly expressing him or herself to others and letting natural compatibility or natural incompatibility determine one’s relationships.

Aggressive behavior is often seen as “bullying,” “intimidating” or “manipulative” by others and is characterized by a lack of concern for other’s opinions, feelings or desires. Often the basic goal of aggressive behavior is the domination of others through verbal or physical display of power and threats of violence or retaliation. While the aggressive individual sometimes gets his or her way in the short run, in the long run aggressive behavior is self-defeating, in that the aggressive individual ends up having few friends and many social enemies. Also, with the addition of alcohol or social conflict with another aggressive individual, aggression quickly and easily crosses the line into illegal and punishable behavior.

Assertive behavior is characterized by a content search for a “win-win” solution to social conflict, as well as by non-aggressive social methods for standing up for oneself in the face of aggressive social criticism, attack or manipulation. The individual maintaining an assertive position usually maintains that he or she is the ultimate judge of his or her own behavior, although other people are free to have their own opinions and approve or disapprove as they see fit. An assertive person stands up for his or her tastes, desires, values and opinions while respecting other people’s freedom to have their own individual differences on these things. A person who behaves assertively understands that he or she is naturally incompatible with certain people and is naturally compatible with certain other people, therefore social rejection is simply an acknowledgment of social incompatibility with a given person and not a reflection of their worth as a person. An assertive individual looks for naturally compatible people to establish friendships with while leaving naturally incompatible people alone to live their lives as they see it.

ASSERTIVE SOCIAL CONVERSATION AND COMMUNICATION

Assertive social conversation and communication involves learning and then practicing a number of basic skills involving self-expression, such as

self-disclosure

In self-disclosure students learn how to reveal aspects of their past history, opinions, values and desires they normally would have been too anxious to reveal in the past. A key element of successful assertiveness is the development of rejection tolerance, so that disclosure of one's self is not seen to be as threatening as it is typically viewed by someone preoccupied with the thought "but what will they think if I say that!?!?" Free information. Free information is the offering of facts about yourself in an unsolicited fashion. Sometimes this free information is given to the other person simply as a means of self-disclosure and as a means of enhancing a valued relationship, sometimes free information is offered as an invitation to the other person to relax and begin talking on a more personal, intimate level.

PERSISTENCE

Persistence is often required in social situations where you are dealing with a bureaucracy and are facing systematic resistance to your reasonable requests. A key social skill practiced in assertiveness training that teachers persistence is called.

Broken Record

Broken record involves saying what you want over and over again without getting angry, irritated or loud, regardless of how the frustrator is stonewalling your reasonable requests.

ASSERTIVELY COPING WITH CRITICISM

Assertiveness is the middle ground between passivity and aggressiveness. Often when people are criticized they tend to react either by "lying down and playing dead"; in other words by being completely intimidated by the criticism and not standing up for themselves, or else people respond by overreacting and becoming angry. Loud, insulting and obnoxious. We tend either to give in to the criticizer or fight criticizer by criticizing back. Either way the conversation goes downhill and the relationship suffers.

Dealing with criticism in an assertive fashion involves learning and then using the following social skills:

- **Fogging**

Fogging is simply agreeing with the criticism leveled at you, agreeing in principle with the criticism, or agreeing with the odds regarding the criticism leveled at you. In any of the above cases, however, you hold fast to your desires or view of the criticized situation in spite of the

criticism. You do not become defensive, angry, or intimidated, however.

- **Negative assertion**

Negative assertion occurs when you offer free information about yourself that you agree is negative. You offer that information, however, in a way that also communicates that you accept yourself as a person in spite of this negative trait or behavior. When you accept yourself as you are – warts and all – others find it difficult to manipulate you based on their criticizing your negative traits.

- **Negative inquiry**

Negative inquiry involves asking the person who is criticizing you if they have any additional criticisms of you they would like to share. Negative inquiry communicates to the other person that you do not automatically reject yourself simply because you recognize you're human and have some negative behaviors and characteristics. It often leads also to the compliant that is unexpressed but which is at the root of the other person's dissatisfaction with you.

All assertiveness skills are designed to lead up to the moment of

- **Workable compromise**

Where you and other person begin to non-manipulatively negotiate the differences between the two of you, and

- **Working agreements**

Which you and the other person reach between the two of you and which represent the solutions the two of you have worked out regarding your differences.

Assertiveness training is usually conducted in a small group setting, usually taking from four to six sessions. Occasionally, however, assertiveness is taught in the context of individual counseling and as a part of developing a student's overall social skill level.

It's easy to understand assertiveness on a conceptual level. What is challenging, however, is mastering the assertive social skills to the degree that you utilize them spontaneously in the midst of an argument or a socially conflicted situation. That is where previous practice in a small group setting can be so beneficial.

ASSERTIVENESS TRAINING GROUPS

Assertiveness training is presented by Counseling Services on an occasional basis as the campus need for it arises. If you are interested in developing your assertive social skills, call Counseling and Wellness Services at **487-2538** Mondays through Fridays 8 am to 5 pm and let us know. We will either sign you up for an upcoming assertiveness training

group, invite you into individual counseling to develop your assertiveness skills on a more private basis, or we will take your name and number and call you when a group is getting ready to begin.

IMPROVING ASSERTIVENESS

Published by Bupa's Health Information Team, May 2011.

This fact sheet is for people who would like information about improving their assertiveness.

Being assertive means being confident enough to express your feelings and opinions, while still valuing those of others. It's important because it impacts directly on the way in which you interact with other people.

ABOUT ASSERTIVENESS

Assertiveness involves being clear about what you feel, what you need and how it can be achieved. This requires confident, open body language and the ability to communicate calmly without attacking another person. Being assertive means:

- Saying "yes" when you want to, and saying "no" when you mean "no" (rather than agreeing to do something just to please someone else)
- Deciding on, and sticking to, clear boundaries and being happy to defend your position, even if it provokes conflict.
- Being confident about handling conflict if it occurs
- Understanding how to negotiate if two people want different outcomes
- Being able to talk openly about yourself and being able to listen to others
- Being able to give and receive positive and negative feedback
- Having a positive, optimistic outlook

Learning to use these skills will help you to express your thoughts and feelings freely, speak up for yourself, know your rights, reason effectively and control your anger.

PASSIVE, AGGRESSIVE AND ASSERTIVE BEHAVIOUR

When you enter into a discussion or an argument, there are several different ways in which you might behave and react to the situation.

For example, if you try to avoid any sort of conflict or feel that your views are less important than others, you're being passive. In this situation you may use sarcasm, give in resentfully, or remain silent at your own cost. This is the opposite being aggressive, which is when you feel you always need to get your own way, regardless of other people's feeling or opinions.

You may bottle up feeling that eventually explode, leaving no room for communication.

Being assertive is completely different to being passive or aggressive. Assertiveness involves clear, calm thinking and respectful negotiation within a space where each person is entitled to their opinion.

WHY IMPROVE YOUR ASSERTIVENESS?

If you lack assertiveness, it can affect your relationship both personally and professionally. Being unable to communicate your needs clearly, or unable to challenge ideas or beliefs that don't fit with your own, can cause tension between yourself and others. You may, for example, believe that people aren't listening to you and become resentful, leading to build-up anger and outbursts of rage. When this kind of behaviour lasts a long time, it can lead to stress, anxiety or even depression.

By looking carefully at how you communicate with others, you can begin to identify ways in which you can be more assertive and help to improve your quality of life.

HOW TO IMPROVE YOUR ASSERTIVENESS

With a bit of practice of training, most people can learn how to become more assertive. It's a communication skill that you can improve and get better at using in your everyday life.

Body language

The way in which you hold yourself has an important impact on how you're perceived and treated. Assertive people generally stand upright, but in a relaxed manner, and look people calmly in the eyes.

A good first step of becoming more assertive is to consider your own body language. You can practice being assertive with a friend or in front of a mirror by:

- Facing the other person, or yourself, and trying to stay calm
- Speaking clearly and steadily
- Showing that you're listening
- Matching your body language to what you're saying

Communication

Clear communication is an important part of assertiveness. Some examples are listed below.

- Express your feelings. Try not to generalize your feelings by saying 'you' in conversation when you actually mean 'I'. Also, you should recognize that you have choices and so say 'I could' and 'I might' instead of 'I must' and 'I should'.

- Say no. This is often difficult because you don't want to feel like you're letting people down, be seen as unhelpful, unable to cope, or just find the other person intimidating. However, it's important to remember that you're allowed to say no. Keep the conversation clear and simple and don't apologise for saying no.
- The broken record technique. This involves repeating your point over again in a calm and firm voice until it's clear to the person. It's particularly useful if you're explaining something to a manipulative person, or someone who isn't listening.

TRAINING

Try searching on the internet or going to your local library so find out details of assertiveness classes available in your area. Most adult education institutions offer course in assertiveness training. Always find out how experienced the counselor or therapist is before you start classes.

Self-help books and resources on the internet can also be helpful if you would rather teach yourself the skills you need.

COUNSELING OF PSYCHOTHERAPY

If you think past experience are having a negative, influence on the way you behave, it may help to talk through these experiences with a trained counselor. This may bring back painful memories of unpleasant experiences you have had, but it can help you to understand why you act as you do. It will help you to think differently about yourself and to have positive, assertive behaviour.

You may also find cognitive behavioural therapy useful. This is a therapy that involves helping you to overcome unhelpful patterns in the way you think and behave, including aggressive and passive behaviour.

Check Your Progress - II

1. Write short notes on the following
 - a) Aggressive behaviour.
 - b) Assertive behaviour
 - c) Self disclosure
 - d) Fogging

7.4 STRESS MANAGEMENT

Stress is a part of day to day living. As college students you may experience stress meeting academic demands, adjusting to a new living environment, or developing friendships. The stress you experience is not necessarily harmful. Mild forms of stress can act as a motivator and

energizer. However, if your stress level is too high, medical and social problems can result.

What is Stress?

Although we tend to think of stress as caused by external events, events in themselves are not stressful. Rather, it is the way in which we interpret and react to events that makes them stressful. People differ dramatically in the type of events they interpret as stressful and the way in which they respond to such stress. For example, speaking in public can be stressful for some people and relaxing for others.

Symptoms of Stress

There are several signs and symptoms that may notice when you are experiencing stress. These signs and symptoms fall into four categories: Feelings, Thoughts, Behavior, and Physiology. When you are under stress, you may experience one or more of the following:

Feelings

- Feeling anxious.
- Feeling scared.
- Feeling irritable.
- Feeling moody.

Thoughts

- Low self-esteem.
- Fear of failure.
- Inability to concentrate.
- Embarrassing easily.
- Worrying about the future.
- Preoccupation with thoughts/tasks.
- Forgetfulness.

Behavior

- Stuttering and other speech difficulties.
- Crying for no apparent reason.
- Acting impulsively.
- Startling easily.

- Laughing in a high pitch and nervous tone of voice.
- Grinding your teeth.
- Increasing smoking.
- Increasing use to drugs and alcohol.
- Being accident prone.
- Losing your appetite or overeating.

Physiology

- Perspiration /sweaty hands.
- Increased heart beat.
- Trembling.
- Nervous ticks.
- Dryness of throat and mouth.
- Tiring easily.
- Urinating frequently.
- Sleeping problems.
- Diarrhea/ indigestion / vomiting.
- Butterflies in stomach.
- Headaches.
- Premenstrual tension.
- Pain in the neck and or lower back.
- Loss of appetite or overeating.
- Susceptibility to illness.

Cause of Stress

Both positive and negative events in one's life can be stressful. However, major life changes are the greatest contributors of stress for most people. They place the greatest demand on resources for coping.

Major Life Changes that can be Stressful

- Geographic mobility.
- Going to college.

- Transfer to a new school.
- Marriage.
- Pregnancy.
- New job.
- New life style.
- Divorce.
- Death of a loved one.
- Being fired from your job.

Environmental Events that can be Stressful

- Time pressure.
- Competition.
- Financial problems.
- Noise.
- Disappointments.

How to Reduce Stress

Many stresses can be changed, eliminated, or minimized. Here are some things you can do to reduce your level of stress:

- Become aware of your own reactions to stress.
- Reinforce positive self- statements.
- Focus on your good qualities and accomplishments.
- Avoid unnecessary competition.
- Develop assertive behaviors.
- Recognize and accept your limits. Remember that everyone is unique and different.
- Get a hobby or two. Relax and have fun.
- Exercise regularly.
- Eat a balanced diet daily.
- Talk with friends or someone you can trust about your worries/problems.
- Learn to use your time wisely:

- Evaluate how you are budgeting your time.
- Plan ahead and avoid procrastination.
- Make a weekly schedule and try to follow it.
- Set realistic goals.
- Set priorities.
- When studying for an exam, study in short blocks and gradually lengthen the time you spend studying. Take frequent short breaks.
- Practice relaxation techniques. For example, whenever you feel tense, slowly breathe in and out for several minutes.

Stress can have both positive and negative influences. If channeled correctly it can help with motivation, enabling a person to meet challenges or confront problems. However, negative stress also has the potential to effect peoples physical and mental health.

Eustress, acute and chronic stress are some of the most common types. Eustress is a positive and productive form. Capable of improving motivation as well as providing inspiration in certain instances. Acute distress is a short-term reaction to certain stressful events like road rage, while chronic stress occurs more frequently and may seem to be a regular feature of a person's life.

Stress management counseling is often useful at assisting people in limiting the negative effects of stress, as well as preventing physical or mental problems. It can help people to recognize the major causes of stress in their life and make changes that will help them to react less to stressful situations.

Check Your Progress - III

1. What is stress? How can you identify people having stress?
2. What is stress? Explain how can you reduce stress?

7.5 LIFESTYLE PLANNING

As society becomes more aware of each individual's special needs, techniques used in sociology and psychology are being applied to personal fiancé as well. Lifestyle financial planning considers a person's desires, dreams, strengths, needs, and goals and fashions them into the overall financial equation in order to bring those goals into reality.

Theretofore, planning has focused on maximizing the accumulation of wealth. Lifestyle financial planning, however, focuses on maximizing the individual's happiness. It de-emphasizes greed and embraces frugality. It also helps individuals focus on realistic goals based on their desires, dreams, strengths, and needs.

Many colleges, universities, and professional schools are implementing lifestyle planning counseling programs to help their students focus on what is important in both their personal lives and careers. Lifestyle planning counselors help students make an inventory of those things in life that are important to them, such as where they want to live, the types of cars they want to drive, and the income they think they will need to support their lifestyles.

The types of things people typically save money for haven't changed, but the way they look at them has. For example, people still need to save for the down payment on a house but perhaps a smaller house. Buying a car? Consider a previously owned luxury car or lower-quality, brand new one. Or, when planning for college, it may make sense to go to community college for two years and then finish the degree program in a more prestigious school- it will cost a lot less.

Very often life throws us curves. How many people do you know who wish they were in a different occupation or profession? What if your personal relationship doesn't work out? How will a break up, separation, or divorce affect your lifestyle? Can you be financially prepared for it? You should be. Lifestyle planning can help you reevaluate your personal choices and make decisions that will help you be happier and more productive. What about retirement? When planning for retirement, you need to consider what you really want to do. This will determine how much you need to save and how frugal you will need to be in order to plan for your retirement.

The first step in lifestyle financial planning is to make a list of your desires, dreams, strengths, needs, and goals. Then identify the financial goals associated with them. It might be helpful to use a written questionnaire to organize your thoughts. Questions such as "Where would I like to live?" "What kind of car would I like to drive?" "What kind of clothes do I like to wear?" "Where would I like to work?" and "What do I like to do for entertainment and recreation?" can all be helpful in pinpointing the lifestyle for which you need to plan. The answers to questions like these will help you define and set reasonable financial goals.

The lifestyle financial plan is how you will acquire the money necessary for each of your goals. Money can come from earned income from work, or earnings on your investments. As in all financial planning, you must guard against inflation, taxes, and risk of loss of income due to death, disability, or legal action. You must also consider how to invest savings to help maximize growth while minimizing risk of investment loss over the investment time horizon to your goal.

You can begin to implement your plan when you start to earn money and save for your goals. Your goals can be short-term, intermediate-term, or long-term. You should select investments according to the risk and return you need in order to achieve your goals. Generally, short-term goal require

the safest investment while long-term goals can be invested more aggressively.

But you're not done yet. You should have mileposts along the way to see how well you are progressing. When you made your plan, you decided how much money you would need at a specific point in time in order to achieve your financial goal. A milepost measure how far along the route you are to achieving your financial goals. In some instances, you will be ahead of schedule while in others you may be behind schedule. Or your goals may change. Remember those curves? Be prepared to stop and reevaluate your plans and change direction if necessary. It's your life, so live it the way that best meets your desires, dreams, strengths, needs and goals.

Check Your Progress - IV

1. Explain the need of life style planning counseling.

7.7 LET US SUM UP

In this unit, we have studied:

Conflict resolution:

Conflict resolution is sometimes used as dispute resolution or alternative dispute resolution. It is rightly sensitive to culture. It has also been studied in no-humans. Five basic ways of addressing conflict are:

- Accommodation
- Avoidance
- Collaboration
- Compromise and
- Competition

Conflict management:

It is always distinct from conflict resolution. It refers to the long term management of intractable conflicts. When personal conflicts lead to frustration, counseling prove to be helpful.

Training for assertiveness:

It involves learning the basic social skills that deal with clearly expressing oneself to others. We can improve assertiveness with a bit practice or training in the

- Body language
- Communication
- Training

Stress:

It is a part of day to day living you can identify on in a stressful situation by observing the following symptoms:

- Feelings
- Thoughts
- Behaviour
- Physiology

Both positive & negative events in one's life can be stressful. Major life changes & environmental events can be stressful. We can reduce it by

- avoiding unnecessary competition
- setting realistic goals &
- developing assertive behaviours etc.

7.7 UNIT END EXERCISES

- Q1. What are the different current areas in counseling? Explain the need of life style planning counseling?
- Q2. What is assertiveness? Why training for assertiveness is necessary?
- Q3. Write short notes on
- a) Stress management
 - b) Conflict resolution

7.8 SUGGESTED READINGS

1. WWW.Google.com
2. Introduction to counseling & guidance
Robert L. Gibson / Marianneh Michell



COUNSELLING INTERVENTION STRATEGIES

Unit Structure

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Rational emotive therapy
- 8.3 Crisis Intervention techniques
- 8.4 Grief and bereavement Intervention strategies
- 8.5 Disaster management
- 8.6 Let us sum up
- 8.7 Unit End Exercises
- 8.8 Suggested Readings

8.0 OBJECTIVES

After reading this unit, you will be able to:

- Explain rational emotive therapy
- State crisis intervention techniques
- Discuss grief and bereavement intervention strategies
- Provide help in disaster management.

8.1 INTRODUCTION

Intervention strategy is a consulting process of highly dedicated and experienced licensed therapists committed to providing the most professional counseling, wellness and recovery oriented services so individuals, families and corporations seeking help for distressed loved ones suffering from alcoholism, drug addiction, trauma, depression eating disorders and/or other mental health issues. The objective of this unit is therefore to explain about some strategies & techniques of intervention to help someone getting into the flow of day to day living by focusing on their strength. In this unit we will discuss about:

- Rational emotive therapy
- Crisis intervention techniques
- Grief and bereavement intervention strategies &
- Disaster management.

8.2 RATIONAL EMOTIVE THERAPY

Rational emotive behavior therapy (REBT), previously called rational therapy and rational emotive therapy, is a comprehensive, active-directive, philosophically and empirically based psychotherapy which focuses on resolving emotional and behavioral problems and disturbances and enabling people to lead happier and more fulfilling life. REBT was created and developed by the American psychotherapist and psychologist Albert Ellis who was inspired by many of the teachings of Asian, Greek, Roman and modern philosophers. REBT is one form of cognitive behavior therapy (CBT) and was first expounded by Ellis in the mid-1950s; development continued until his death in 2007.

Rational emotive behaviour therapy focuses on uncovering irrational beliefs which may lead to unhealthy negative emotions and replacing them with more productive rational alternatives.

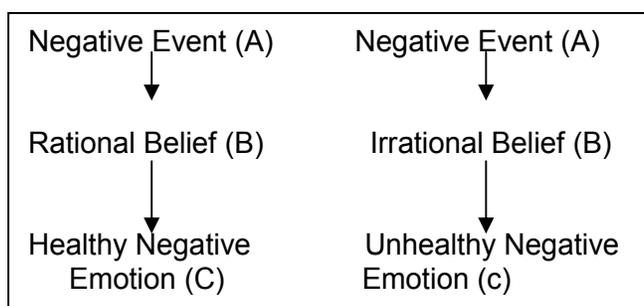
Underlying Theory of Rational Emotive Behaviour Therapy

Rational emotive behaviour therapy ('REBT') views human beings as 'responsibly hedonistic' in the sense that they strive to remain alive and to achieve some degree of happiness. However, it also holds that humans are prone to adopting irrational beliefs and behaviours which stand in the way of their achieving their goals and purposes. Often, these irrational attitudes or philosophies take the form of extreme or dogmatic 'musts', 'shoulds' or 'oughts'; they contrast with rational and flexible desires, wishes, preferences and wants. The presence of extreme philosophies can make all the difference between healthy negative emotions (such as sadness or regret or concern) and unhealthy negative emotions (such as depression or guilt or anxiety). For example, one person's philosophy after experiencing a loss might take the form: "It is unfortunate that this loss has occurred, although there is no actual reason why it should not have occurred. It is sad that it has happened, but it is not awful, and I can continue to function." Another's might take the form; "This absolutely should not have happened, and it is horrific that it did. These circumstance are now intolerable, and I can not continue to function." The first person's response is apt to lead to sadness, while the second person may be well on their way to depression. Most importantly of all, REBT maintains that individuals have it within their power to change their beliefs and philosophies profoundly, and thereby to change radically their state of psychological health.

REBT employs the "ABC framework"- depicted in the figure below – to clarify the relationship between activating events (a); our beliefs about them (b); and the cognitive, emotional or behavioural consequences of our beliefs (c). The ABC model is also used to in some renditions of cognitive therapy or cognitive behavioural therapy, where it is also applied to clarify the role of mental activities or predispositions in mediating between experiences and emotional responses.



The figure below shows how the framework distinguishes between the effects of rational beliefs about negative events, which give rise to healthy negative emotions, and the effects of irrational beliefs about negative events, which lead to unhealthy negative emotions.



In addition to the ABC framework, REBT also employs three primary insights:

1. While external events are of undoubted influence, psychological disturbance is largely a matter of personal choice in the sense that individuals consciously or unconsciously select both rational beliefs and irrational beliefs at (B) when negative events occur at (A)
2. Past history and present life conditions strongly affect the person, but they do not, in and of themselves, disturb the person; rather, it is the individual's responses which disturb them, and it is again a matter of individual choice whether to maintain the philosophies at (B) which cause disturbance.
3. Modifying the philosophies at (B) requires persistence and hard work, but it can be done.

Therapeutic Approach of Rational Emotive Behaviour Therapy

The main purpose of REBT is to help clients to replace absolutist philosophies, full of 'musts' and 'shoulds', with more flexible ones; part of this includes learning to accept that all human beings (including themselves) are fallible and learning to increase their tolerance for frustration while aiming to achieve their goals. Although emphasizing same 'core conditions' as person-centred counseling – namely, empathy, unconditional positive regard, and counsellor genuineness – in the counseling relationship, REBT views these conditions as neither necessary nor sufficient for therapeutic change to occur.

The basic process of change which REBT attempts to foster begins with the client acknowledging the existence of a problem and identifying any 'meta-disturbances' about that problem (i.e., problems about the problem, such as feeling guilty about being depressed). The client then identifies the

underlying irrational belief which caused the original problem and comes to understand both why it is irrational and why a rational alternative would be preferable. The client challenges their irrational belief and employs a variety of cognitive, behavioural, emotive and imagery techniques to strengthen their conviction in a rational alternative. (For example, rational emotive imagery, or REI, helps clients practice changing unhealthy negative emotions into healthy ones at (C) while imagining the negative event at (A), as a way of changing their underlying philosophy at (B); this is designed to help clients move from an intellectual insight about which of their beliefs are rational and which irrational to a stronger ‘gut’ instinct about the same.) They identify impediments to progress and overcome them, and they work continuously to consolidate their gains and to prevent relapse.

To further this process, REBT advocates ‘selective eclecticism’, which means that REBT counselors are encouraged to make use of techniques from other approaches, while still working specifically within the theoretical framework of REBT. In other words, REBT maintains theoretical coherence while pragmatically employing techniques that work.

Throughout, the counsellor may take a very directive role, actively disputing the client’s irrational beliefs, agreeing homework assignments which help the client to overcome their irrational beliefs, and in general ‘pushing’ the client to challenge themselves and to accept the discomfort which may accompany the change process.

Criticisms of Rational Emotive Behaviour Therapy

As one leading proponent of REBT has indicated, REBT is easy to practice poorly and it is from this that one immediate criticism suggests itself from the perspective of someone who takes a philosophical approach to life anyway: inelegant REBT could be profoundly irritating! The king of conceptual disputing favoured by REBT could easily meander off track into minutiae relatively far removed from the client’s central concern, and the mental gymnastics required to keep client and therapist on the track could easily eat up time better spent on more productive activities. The counsellor’s and client’s estimations of relative importance could diverge rather profoundly, particularly if the client’s outlook really does embody significant irrationalities. Having said all that, each of the preceding sentences includes the qualifier ‘could’, and with a great deal of skill, each pitfall undoubtedly could be avoided.

Perhaps more importantly, it would appear that the need to match therapeutic approach with client preference is even more pressing with REBT than with many others. In other words, it seems very important to adopt the REBT approach only with clients who truly are suitable, as it otherwise risks being strongly counter productive. On this point, however, it is crucial to realize that some clients specifically do appreciate exactly this kind of approach, and counselors who are unable or unwilling to provide the disputation required are probably not right for those clients.

Best Fit With Clients

REBT is much less empirically supported than some other approaches: the requisite studies simply have not been completed yet, and the relevant data point for determining the best match with clients are therefore thin on the ground. However, one may envision clients responding particularly well who are both willing and able to conceptualise their problems within the ABC framework, and who are committed to active participation in the process of identifying and changing irrational beliefs (including performing homework assignments in support of the latter). Clients will also need to be able to work collaboratively with a counsellor who will challenge and dispute with them directly, and a scientific and at least somewhat logical outlook would seem a pre-requisite. REBT would be less suitable for clients who do not meet one or more of the above.

Check Your Progress – I

1. Explain 'ABC' framework in Rational Emotive Therapy.

8.3 CRISIS INTERVENTION TECHNIQUES

Having the skills to deal with crises enables you to feel confident and be able to use those skills during emergencies. Crisis intervention skills are critical not only for health care workers, but for any one who deals with the public under stress.

CRISIS INTERVENTION

Definition

Crisis intervention refers to the methods used to offer immediate, short-term help to individuals who experience an event that produces emotional, mental, physical, and behavioral distress or problems. A crisis can refer to any situation in which the individual perceives a sudden loss of his or her ability to use effective problem-solving and coping skills. A number of events or circumstances can be considered a crisis: life-threatening situations, such as natural disasters (such as an earthquake or tornado), sexual assault or other criminal victimization; medical illness; mental illness; thoughts of **suicide** or homicide; and loss or drastic changes in relationships (death of a loved one or divorce, for example).

Purpose

Crisis intervention has several purposes. It aims to reduce the intensity of an individual's emotional, mental, physical and behavioral reactions to a crisis. Another purpose is to help individuals return to their level of functioning before the crisis. Functions may be improved above and beyond this by developing new coping skills and eliminating ineffective ways of coping, such as withdrawal, isolation, and substance abuse. In this way, the individual is better equipped to cope with future difficulties. Through talking about what happened, and the feelings about what happened, while developing ways to cope and solve problems, crisis

intervention aims to assist the individual in recovering from the crisis and to prevent serious long-term problems from developing. Research documents positive outcomes for crisis intervention such as decreased distress and improved problem solving.

Description

Individuals are more open to receiving help during crises. A person may have experienced the crisis within the last 24 hours or within a few weeks before seeking help. Crisis intervention is conducted in a supportive manner. The length of time for crisis intervention may range from one session to several weeks, with the average being four weeks. Crisis intervention is not sufficient for individuals with long-standing problems. Session length may range from 20 minutes to two or more hours. Crisis intervention is appropriate for children, adolescents, and younger and older adults. It can take place in a range of settings, such as hospital emergency rooms, crisis centers, counseling centers, mental health clinics, schools, correctional facilities, and other social service agencies. Local and national telephone hotlines are available to address crises related to suicide, domestic violence, sexual assault, and other concerns. They are usually available 24 hours a day, seven days a week.

Responses to crisis

A typical crisis intervention progress through several phases. It begins with an assessment of what happened during the crisis and the individual's responses to it. There are certain common patterns of response to most crises. An individual's reaction to a crisis can include emotional reactions (fear, anger, guilt, **grief**). Mental reactions (difficulty concentrating, confusion, nightmares), physical reactions (headaches, dizziness, **fatigue**, stomach problems), and behavioral reactions (sleep and appetite problems, isolation, restlessness). Assessment of the individual's potential for suicide and /or homicide is also conducted. Also, information about the individual's strengths, coping skills, and social support networks is obtained.

Education

There is an educational component to crisis intervention. It is critical for the individual to be informed about various responses to crisis and informed that he or she is having normal reactions to an abnormal situation. The individual will also be told the responses are temporary. Although there is not a specific time that a person can expect to recover from a crisis, an individual can help recovery by engaging in the coping and problem-solving skills described below.

Coping and problem solving

Other elements of crisis intervention include helping the individual understand the crisis and their response to it as well as becoming aware of an expressing feelings, such as anger and guilt. A major focus of crisis intervention is exploring coping strategies. Strategies that the individual

previously used but that have not been used to deal with the current crisis may be enhanced or bolstered. Also, new coping skills may be developed. Coping skills may include relaxation techniques and exercise to reduce body tension and **stress** as well as putting thoughts and feelings on paper through journal writing instead of keeping them inside. In addition, options for social support or spending time with people who provide a feeling of comfort and caring are addressed. Another central focus of crisis intervention is problem solving. This process involves thoroughly understanding the problem and the desired changes, considering alternative for solving the problem, discussing the pros and cons of alternative solutions, selecting a solution and developing a plan to try it out, and evaluating the outcome. Cognitive therapy, which is based on the notion that thoughts can influence feelings and behavior, can be used in crisis intervention.

In the final phase of crisis intervention, the professional will review changes the individual made in order to point out that it is possible to cope with difficult life events. Continued use of the effective coping strategies that reduced distress will be encouraged. Also, assistance will be provided in making realistic plans for the future, particularly in terms of dealing with potential future crises. Signs that the individual's condition is getting worse or "red flags" will be discussed. Information will be provided about resources for additional help should the need arise. A telephone follow-up may be arranged at some agreed-upon time in the future.

SUICIDE INTERVENTION

Purpose

Suicidal behavior is the most frequent mental health emergency. The goal of crisis intervention in this case is to keep the individual alive so that a stable state can be reached and alternatives to suicide can be explored. In other words, the goal is to help the individual reduce distress and survive the crisis.

Assessment

Suicide intervention begins with an assessment of how likely it is that the individual will kill himself or herself in the immediate future. This assessment has various components. The professional will evaluate whether or not the individual has a plan for how the act would be committed, how deadly the method is (shooting, overdosing), if means are available (access to weapons), and if the plan is detailed and specific versus vague. The professional will also assess the individual's emotions, such as depression, hopelessness, hostility and anxiety. Past suicide attempts as well as completed suicides among family and friends will be assessed. The nature of any current crisis event or circumstance will be evaluated, such as loss of physical abilities because of illness or accident, unemployment, and loss of an important relationship.

Treatment plan

A written safekeeping contract may be obtained. This is a statement signed by the individual that he or she will not commit suicide, and agrees to various actions, such as notifying their clinician, family, friends, or emergency personnel, should thoughts of committing suicide again arise. This contract may also include coping strategies that the individual agrees to engage in to reduce distress. If the individual states that he or she is not able to do this, then it may be determined that medical assistance is required and voluntary or involuntary psychiatric **hospitalization** may be implemented. Most individuals with thoughts of suicide do not require hospitalization and respond well to outpatient treatment. Educating family and friends and seeking their support is an important aspect of suicide intervention. Individual therapy, **family therapy** substance abuse treatment, and/or psychiatric medication may be recommended.

CRITICAL INCIDENT STRESS DEBRIEFING AND MANAGEMENT

Definition

Critical incident stress debriefing (CISD) uses a structured, small format to discuss a distressing crisis event. It is the best known and most widely used debriefing model. Critical incident stress management (CISM) refers to a system of interventions that includes CISD as well as other interventions, such as one-on-one crisis intervention, **support groups** for family and significant others, stress management education programs, and follow up programs. It was originally designed to be used with high-risk professional groups, such as emergency services, public safety, disaster response, and military personnel. It can be used with any population, including children. A trained personnel team conducts this intervention. The team usually includes professional support personnel, such as mental health professionals and clergy. In some settings, peer support personnel, such as emergency services workers, will be part of the debriefing team. It is recommended that a debriefing occur after the first 24 hours following a crisis event, but before 72 hours have passed since the incident.

Purpose

This process aims to prevent excessive emotional, mental, physical, and behavioral reactions and **post-traumatic stress disorder** (PTSD) from developing in response to a crisis. Its goal is to help individuals recover as quickly as possible from the stress associated with a crisis.

Phases of CISD

There are seven phases to a formal CISD.

- Q.1 Introductory remarks: team sets the tone and rules for the discussion, encourages participant cooperation.
- Q.2 Fact phase: participants describe what happened during the incident.
- Q.3 Thought phase: participants state the first or main thoughts while going through the incident.

- Q.4 Reaction phase: participants discuss the elements of the situation that were worst.
- Q.5 Symptom phase: participants describe the symptoms of distress experienced during or after the incident.
- Q.6 Teaching phase: team provides information and suggestions that can be used to reduce the impact of stress.
- Q.7 Re-entry phase: team answers participants questions and makes summary comments.

Precautions

Some concern has been expressed in the research literature about the effectiveness of CISD. It is thought that as long as the provider (s) of CISD have been properly trained, the process should be helpful to individuals in distress. If untrained personnel conduct CISD, then it may result in harm to the participant. CISD is not **psychotherapy** or a substitute for it. It is not designed to solve all problems presented during the meeting. In some cases, a referral for follow-up assessment and /or treatment is recommended to individuals after a debriefing.

Medical crisis counseling

Medical crisis counseling is a brief intervention used to address psychological (anxiety, fear and depression) and social (family conflicts) problems related to chronic illness in the health care setting. It uses coping techniques and building social support to help patients manage the stress of being newly diagnosed with a chronic illness or suffering a worsening medical condition. It aims to help patients understand their reactions as normal responses to a stressful circumstances and to help them function better.

Check Your Progress - II

1. Explain the meaning & purpose of crisis intervention.

8.4 GRIEF AND BEREAVEMENT INTERVENTION STRATEGIES

The unique pain of grief has been recognized and described poignantly in some of the most ancient text and oral traditions of world cultures, but it is only in the last 50 years that formal organizations and professions have evolved to address the specific social, psychological and spiritual needs of those persons who have lost loved ones. As the field of grief counseling has grown it has also diversified, drawing inspiration from evolving theories of grieving, while continuing to respond to the needs of various groups touched by often tragic loss. As it has done so, it has also begun to attract the attention of social scientists who have evaluated and sometimes criticized the field, raising questions about its basic assumptions, its social role, and its clinical efficacy. Although present evidence does not support the conclusion that formal bereavement services are of benefit to everybody, it seems clear that they are of considerable help to many, and especially those who stand in greatest need of assistance.

Models of Bereavement Intervention

Some observers distinguish between bereavement support, counseling and therapy on the basis of who delivers the services and who receives them. Bereavement support most commonly describes informal mutual support groups for bereaved persons in the community, such as those offered by many churches or synagogues, as well as those affiliated with national or international organizations, such as Widowed Persons Services, Mothers Against Drunk Driving (MADD) or The Compassionate Friends group for parents who have lost children. But this category can also include services coordinated by health or mental health professionals, such as bereavement care or national networks of services. In these models support is commonly offered to all bereaved people, or all bereaved by a certain kind of loss (such as those who have lost children or who have lost a loved one to murder, suicide or an impaired driver), irrespective of their level of demonstrated distress or psychological disorder. Support may take many forms, ranging from simple provision of psycho educational material or lectures on grief and trauma, through annual rituals of remembrance, to home visits and support groups led by a veteran member of the group, typically professional training. Such support services have the advantage of minimizing the stigma of bereavement and mobilizing community resources, especially in the form of the presence, understanding, and practical counsel of others who have “been there” through having suffered a similar loss and who are coping with their circumstances.

In contrast, grief counseling usually denotes services provided or facilitated by a trained professional, such as a nurse, social worker, counselor or psychologist. Counseling is more often provided to individuals or families, though group counseling led by professionals is also common. Grief therapy shares these features, but is usually distinguished by its assumption that the client or patient is struggling with a problematic reaction to the loss, such as a diagnosable case of depression or prolonged grief disorder. For this reason, programs that focus on prevention of future mental health problems, such as those for children who have lost a parent or sibling, might more appropriately be termed grief counseling rather than grief therapy, per se. Both forms of services are provided in a range of settings such as hospitals, clinics and counseling centers, though they also are offered by therapists of several disciplines as part of their independent practice. Gradually there has been a move, especially in the United States, toward considering grief therapy a specialized form of practice beyond general counseling and therapy, supported by certification programs such as those organized by the association for Death Education and Counseling. In practice, however, distinctions among most forms of bereavement interventions are inexact and overlapping, in part because many settings offer services in multiple formats (such as individual or group) by multiple volunteer or professional support personnel. Generally speaking, professionally conducted grief therapy is appropriate when community support services are inadequate to deal with bereaved people who are struggling intensely for prolonged periods because of personal vulnerabilities, such as a disposition to major depression or acute concerns about abandonment by another. It also can be

indicated when the losses with which people must deal overwhelm both the bereaved and those who attempt to support them, such as a premature death of a young person or the murder of a loved one.

Theories of Grief counseling and Therapy

Judging from published literature on bereavement counseling, it is probably safe to say the most programs and services place emphasis on certain common factors, animated by the common assumption that it is good, in Shakespeare's phrase, to "give sorrow words" in contexts that permit the expression of feelings related to the death of the loved one and its aftermath. In keeping with the historical primacy of a psychodynamic perspective with its focus on "working through" bonds with the deceased in the service of "letting go," and "moving on," such therapy provides opportunities to review the relationship with the deceased and find symbolic ways to "say goodbye" with the respectful witnessing of a caring professional or other bereaved people. However, grief can be shared and explored in media other than words, as through expressive arts therapies that use drawing, painting, collage, mask work, sandtrays, music and more to give symbolic form to emotions and meanings associated with the loss and especially in group based programs, seek validation for them. In cognitive-behavioral models of therapy, both individual and group services also have incorporated an emphasis on education regarding basic grief and trauma reactions as well as practical coping skills, such as guidelines for seeking social support from others.

With the advent of contemporary grief theories, bereavement interventions have begun to diversify to feature processes of adaptive mourning emphasized by the various approaches. For example, some group programs have been organized around the presumed stages of grieving, with a series of weekly discussions of such topics as denial, anger, bargaining, depression and acceptance. Other therapists facilitate theoretically important tasks faced by the bereaved, such as acknowledging the reality of the loss, confronting the pain of grief, and attempting to adjust to a world in which the deceased is missing. Alternatively, some research based programs have drawn inspiration from reconstruction models of bereavement, using narrative procedures to promote retelling of traumatic losses in order to better integrate them into one's life story. Other therapists help clients oscillate between the dual processes of loss-oriented coping (e.g. managing the intrusions of grief, seeking to relocate the relationship to the deceased) and restoration – oriented coping (e.g. pursuing new activities and investment, taking on new roles). Finally, a number of therapists promote systematic exposure to strongly emotional cues of the loss, whether through concrete behaviors such as visiting the cemetery or sorting through the loved one's belongings, or engaging in symbolic imaginary conversations with the deceased in an empty chair; in order to seek understanding, forgiveness and a sense of continuing connection.

Research on Bereavement Interventions

Volunteer support services have developed chiefly as a humane response to the pain of the bereaved, and professional grief counseling has been

given impetus by cultural trends that view some form of therapy as a legitimate response to a wide range of human suffering. Recently, the same interventions have attracted the attention of social scientists who have attempted to understand processes of adaptation after profound loss or trauma and how these can be facilitated by various programs and procedures.

Studying bereaved people over time- even those who have the intended benefit of therapy- has made it clearer how difficult and extended the process of adapting to loss can be for many. For example, children receiving family services after the death of a parent are at risk of protracted disruptions of mood and behavior. Especially when the surviving parent has trouble maintaining open communication and effective structure and discipline. Conversely, parents who have lost children to violent death from suicide, homicide or accidents typically struggle with traumatic symptoms and grief for years or even decades, and fathers in particular display little benefit from even systematic therapies offering opportunities for sharing and discussion of coping strategies. Such results suggest that grief therapy is not a panacea for the pain of loss, and that some people and families do not benefit greatly from the therapies that have been offered.

Studies comparing the progress of bereaved people who are randomly assigned to either treatment or no-treatment control groups underscore this conclusion. Although most people who participate in grief counseling or therapy report high satisfaction with services and also improve over time, it cannot be assumed that such improvement reflects the effectiveness of therapy, as they might well have experienced a lessening of distress as a function of natural processes of healing, their own efforts, or the social support available in their families or communities. Currently, it remains a matter of controversy whether grief therapy can at times actually aggravate people's distress, perhaps by fostering rumination on their loss or in the case of group interventions overwhelming them with the negative emotions of others. However, most reviewers of the scientific literature would agree that the evidence for the general effectiveness of grief therapy relative to no treatment is surprisingly weak. In many studies of interventions that are offered to all bereaved people, regardless of whether or not they show serious signs of depression, anxiety or disabling grief, those who receive treatment do no better than those who do not. Although resolving the question of why this is so requires more research, it seems probable that this largely reflects the resilience of the majority of bereaved persons, whose grief is broadly in a normal range, and who ultimately will adapt well where or not they receive formal intervention.

In contrast, those studies that screen the bereaved for distress, that offer services only to clinically referred or self-referred clients, or that concentrate on complicated, prolonged, or disordered forms of grieving, are far more consistent in supporting the usefulness of grief therapy. For example, one important study compared a 16-week therapy termed complicated grief treatment (CGT) against a more general interpersonal psychotherapy (IPT) with a large group of bereaved people who met criteria for disabling grief. Guided by the dual process model of

bereavement, therapists in the CGT condition promoted the dual goals of helping clients both process their loss and seek restoration in a changed world the required the development of new life goals. Key interventions included not only psycho education about oscillating attention to these two processes, but also manual-guided therapeutic procedures delivered in three phases. The first of these was termed Revisiting, in which the client was encouraged to tell and retell the story of the loss with eyes closed, as the therapist prompted her or him to deeper emotional engagement with the narrative. Clients were then instructed to listen to an audio recording of the retelling between sessions to overcome tendencies to cope with the loss through avoidance. In the next phase of reconnecting, clients were encouraged to review primarily positive but also negative memories of the loved one, as the therapist cultivated a significant continuing bond. This work was continued in imaginal conversations, in which a renewed connection to the deceased was fostered through two-chair dialogue with the lost loved one with the support of the therapist. Finally, in Restoration, clients were encouraged to envision viable life goals for themselves if their grief were not so intense, and then begin to work towards these. IPT followed its usual procedures by linking symptoms of grief to interpersonal problems and working toward a realistic view of the deceased and the development of satisfying relationships. Clients in both conditions showed improvement over time. Significantly, however, CGT was shown to be superior to IPT in reducing symptoms of complicated grief and improving participants' work and social adjustment, although the two treatment yielded comparable outcomes on measures of depression and anxiety. Other studies also reinforce the conclusion that specific treatments for complicated or prolonged grief can be effective over a few months when they help clients think realistically and hopefully about their situation, develop perspective on their loss, and orient to a changed future. Interestingly, these therapies tend to share a focus on telling and exploring the story of the loss in detail, whether in oral or written form, offering support for exposure to his most unsettling features, and providing opportunities for reconstructing a life plan in the wake of bereavement. As research on their outcome continues to accumulate, there is reason to believe that bereavement interventions can play a valuable role in mobilizing support for survivors, especially in circumstances of traumatic loss, and can mitigate the impact of prolonged and complicated grief reactions.

Check Your Progress – III

1. "Bereavement interventions can play a valuable role in mobilizing support for survivors". Explain with reference to research studies.

8.5 DISASTER MANAGEMENT

'Disaster management can be defined as the organization and management of resources for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disaster.

Types of Disasters

There is no country is immune from disaster, though vulnerability to disaster varies. There are four main types of disaster.

- **Natural disasters.** These disasters include floods, hurricanes, earthquakes and volcano eruptions that can have immediate impacts on human health, as well as secondary impacts causing further death and suffering from floods causing landslides, earthquakes resulting in fires, tsunamis causing widespread flooding and typhoons sinking ferries
- **Environmental emergencies.** These emergencies include technological or industrial accidents, usually involving hazardous material, and occur where these materials are produced, used or transported. Large forest fires are generally included in this definition because they tend to be caused by humans.
- **Complex emergencies.** These emergencies involve a break-down of authority looting and attacks on strategic installations. Complex emergencies include conflict situations and war.
- **Pandemic emergencies.** These emergencies involve a sudden onset of a contagious disease that affects health but also disrupts services and businesses, brining economic and social costs.

Any disaster can interrupt essential services, such as the provision of health care, electricity, water, sewage/garbage removal, transportation and communications. The interruption can seriously affect the health, social and economic networks of local communities and countries. Disasters have a major and long-lasting impact on people long after the immediate effect has been mitigate. Poorly planned relief activities can have a significant negative impact not only on the disaster victims but also on donors and relief agencies. So it is important that physical therapists join established programmes rather than attempting individual efforts.

Local, regional, national and (where necessary) international organizations are all involved in mounting a humanitarian response to disasters. Each will have a prepared disaster management plan. These plans cover prevention, preparedness, relief and recovery (see below).

Disaster prevention

These are activities designed to provide permanent protection from disasters. Not all disasters, particularly natural disasters, can be prevented, but the risk of loss of life and injury can be mitigated with good evacuation plans, environmental planning and design standards. In January 2005, 168 Governments adopted a 10 year global plan for natural disaster risk reduction called the Hyogo Framework. It offers guiding principle, priorities for action, and practical means for achieving disaster resilience for vulnerable communities.

Disaster preparedness

These activities are designed to minimize loss of life and damage – for example by removing people and property from a threatened location and by facilitating timely and effective rescue, relief and rehabilitation.

Preparedness is the main way of reducing the impact of disasters. Community based preparedness and management should be a priority in physical therapy practice management.

Disaster relief

This is a coordinated multi-agency response to reduce the impact of a disaster and its long-term results. Relief activities include rescue, relocation, providing food and water, preventing disease and disability, repairing vital services such as telecommunications and transport, providing temporary shelter and emergency health care.

Disaster recovery

Once emergency needs have been met and the initial crisis is over, the people affected and the communities that support them are still vulnerable. Recovery activities include rebuilding infrastructure, health care and rehabilitation. These should blend with development activities, such as building human resources for health and developing policies and practices to avoid similar situations in future.

Disaster management is linked with sustainable development, particularly in relation to vulnerable people such as those with disabilities, elderly people, children and other marginalized groups.

Check Your Progress - IV

1. Write short notes on:
 - a) Disaster prevention
 - b) Disaster relief

8.6 LET US SUM UP

In this unit we have studied:

Intervention

It is an act performed to prevent harm to a patient or to improve the mental, emotional or physical function of a patient.

Crisis Intervention

Counseling or psychotherapy for patients in a life crisis that is directed at supporting the patient through the crisis and helping the patient cope with the stressful event that precipitated it.

Intervention Strategies

In the sequence of examination, diagnosis, treatment and control, it is necessary, especially in herd problems, to design a strategy for intervening, either to test the hypothesis or to plan the treatment and control sequence which may require a change in the environment, the feeding regime or the breeding practices, for most efficient use of resources the intervention may need detailed planning.

Rationale Emotive therapy

It is a psychotherapeutic approach which proposes that unrealistic and irrational beliefs cause many emotional problems. It is a form of cognitive behavioral therapy the primary focus of this treatment is to suggest changes in thinking that will lead to changes in behavior.

Grief and Bereavements Intervention Strategies

How individuals and families cope with dying, death grief, loss and bereavement is as unique as a fingerprint. The response to the death of a family member , relative or close friend places one in the category of “bereaved”. Those who are bereaved experience grief, a person’s response or reaction to loss, which encompasses physical, psychological social and spiritual components. How one cope with other life events and adapts to one’s present and future is also part of the grieving process.

Disaster Management

Disasters whether natural or manmade can strike at any time. They are not limited to specific parts of world, though certain area might be more prone to certain specific type of disaster. In general, the response to a disaster is in terms of relief and rescue operations after the event. The main motivation behind disaster management is to minimize the losses at the time of a disaster as well as ensure most efficient utilization of resources which are already scarce.

8.7 UNIT END EXERCISE

- Q1. Explain rational emotive therapy
- Q2. Write short notes on:
- a) Purpose of crisis intervention
 - b) Phases of CISD
 - c) Models of bereavement intervention
 - d) Disaster management

8.8 SUGGESTED READINGS

1. Robert L. Gibson/ Marianne H. Mitchell Introduction to counseling and guidance
2. McMilan Publishing Company , New York



WORK, MENTAL HEALTH AND GUIDANCE PERSONNEL

Unit Structure

9.0 Objectives

9.1 Introduction

9.2 Meaning of work, Compensation and Incentives.

9.2.1 Meaning of work.

9.2.2 Meaning of Compensation

9.2.3. Meaning of Incentive

9.3 Relation between work and Leisure, Work and Incentives

9.3.1 Work and Leisure

9.3.2 Work and Incentives

9.4 Meaning, Characteristics and Need for Mental Health

9.4.1 Definition and Meaning of Mental Health

9.4.2 Characteristics of Mental Health

9.4.3 Need for Mental Health

9.5 Role of Guidance Personnel in promoting and preserving Mental Health

9.6 Let us Sum up

9.7 Unit End Exercises

9.0 OBJECTIVES

After reading this unit, you will be able to :

- Define work, compensation and incentive
- Explain the relation between work and leisure and work, and incentives
- Define mental health
- Explain need of mental health

- Discuss the role of guidance worker in promoting & preserving mental health with relation to one's nature of work.

9.1 INTRODUCTION

Work has evolved a lot since the industrial revolution partly due to the progress of sciences and technologies. Major transformations happened in the organizational structure and culture, with their consequences on the organizations of work. In this unit you will learn about work and its relation with leisure and incentives. You will also learn about mental health, its need and role of guidance personnel in promoting and preserving mental health.

9.2. MEANING OF WORK, COMPENSATION AND INCENTIVES

9.2.1 Meaning of work

“Work is life, idleness is death”

With a few exceptions, nearly everyone has to work in order to make a living. The most obvious reason to work is the sheer necessity for survival. For those who wish to live a more affluent life, they work harder and longer to get extra income or overtime remuneration. Work, then, is equivalent to a higher standard of living.

“Work is either paid or unpaid. Paid work is what most people associate with term ‘work’”

“Unpaid work, includes housework and school work. Most people in full time employment work 5 days a week, although there has been an increase in the number of people working at weekends and part time. In recent years the ability to work flexible hours has grown its importance”.

“People do not necessarily enjoy work but they all enjoy the reward of their work and the reward is so tangible and immediate that no one can fail to appreciate it. Therefore it can be said that the primary objective of the multitude to work is for survival and for tangible material reward”.

Major approaches to study of meaning of work:-

There are three major approaches to the study of the meaning of work, the definitions of work, the orientations of work and the coherence of work. As such we can define the meaning of work in three ways, as illustrated in figure

The significance of work:

The concept of “meaning of work” can be defined as the significance of the subject attributes to work, his representation of work, and the importance it has in his life.

Work is central in many cultures, although every culture has its own values and conceptions about it. However, it seems that work is important and significant for a majority of people considering the time that individuals devote to work in their lives, the numerous functions which it accomplishes for them and the fact that work is closely linked with other important aspects of daily life such as family, leisure, religion and community life.

The notion of “work” has several definitions but they all share the idea of a purposeful activity. This notion generally refers to expanding energy through a set of co-ordinated activities aimed at producing something useful. Work may be pleasant or unpleasant and may or may not be associated with monetary exchanges. Moreover it does not necessarily have to be accomplished in the context of a job.

9.2.2 Meaning of Compensation-

In financial terms, the salary and wages you pay to your employees for the work they do, no financial forms of compensation can also be offered to attract and retain staff.

Ask any human resources consultant where financial compensation ranks in the hierarchy of employee requirements, and you’re likely to get a range of answers. Some say it’s the most important thing others declare wages are the only important thing. Still others say that while financial compensation isn’t the most important thing it’s important enough that if your paid isn’t fair, all the other employee benefits in the world may not be enough to keep employees on board.

Obviously it’s important to know whether you are paying enough and how to get the most for what you are paying. In addition, you have to know how to bolster the actual dollars you lay out in salary and wages with non financial compensation.

You don’t pay employees in a vacuum. That’s another way of saying that the level of compensation that will attract and keep employees is set primarily by other employers. While there’s no formula that will tell you the ideal salary for each position within your company there are appropriate ranges. Some of the key sources for determining suitable salary ranges for your employees are –

1. Classified advertisement listings for specific positions both in your daily newspaper and on the internet.
2. Professional and trade organizations for the specific fields in which you’re hiring. Most organizations regularly publish salary data.
3. Human resources consultants.
4. Specialized recruiters in the appropriate fields.

While no one can discount the importance of financial rewards, keep in mind that today's job candidates are more concerned with corporate environment and quality of life issues than over before. In our executive survey conducted by Robert half. International Corporate Culture rivaled employee benefits are important for candidates during job interviews. Many small businesses use this trend as a competitive advantage, offering such non financial perks as flexible work schedules, casual dress days, additional vacation time and tele commuting opportunities. The costs of this approach are minimal, particularly when compared to the value added benefits of improved recruitment, productivity and retention.

Regardless of the monetary and non-monetary ways you compensate your employees, creating an employee-friendly environment and determining competitive compensation ranges take time Both require being flexible and adaptable to changing workplace trends and local conditions. The investment is worth the difference between a good company and a great company is its people.

9.2.3 Meaning of Incentive

A reward for a specific behavior designed to encourage that behavior also called inducements.

Can you motivate employees during a recession with a successful employee incentive plan?

By Stuart Jennings:

Bonus plans Pay for performance programs MBO programme commission plans stock option stock appreciation rights.

Employee incentive plans go by many different names, you've undoubtedly seen your share. But, with our economy struggling, how should you approach your employee incentive plans differently to reach your organizations goals? Or can an employee incentive plan actually create the results you need?

9.3 RELATION BETWEEN WORK AND LEISURE, WORK AND INCENTIVES:

9.3.1. Work and Leisure

Work – work plays a major role in people's like. When you think of work there are several definitions depending upon your own experiences and the society in which you live. In western societies, paid employment is considered to be the most important type of work. Work is socially defined and needs to be understood in particular contexts work provides an individual with income, self identity and status.

Leisure :

Leisure is also an important aspect of people's lives. Leisure activities are those associated with the beach, outdoor living and sport and form an important part of an Australian identity.

Leisure can be defined – “as time not spent working or meeting the necessities of life”. It is also linked to quality of life issues. There is strong relationship between the type of work an individual does and the way they spend their leisure time.

Leisure has become a commodity to be purchased and this results in the exclusion of some groups in society. Market forces exclude the unemployed the poor and elderly from participation.

Leisure can be divided in active and passive forms.

Interrelationship between work and leisure –The differentiation between work and leisure is basic to all definitions. Generally work is understood to be remunerative, required by social norms and necessary for the maintenance of the self and family Leisure is “non work i.e. leisure is not remunerative, not required by social expectations, and not necessary for status or survival. However, all non work is not considered leisure.

The relationship between work and leisure – work is dependent upon quality of life issues and varies with each individual depending upon their choice of work. For some groups of people leisure is an extension of their work activities. Leisure activities are related to job satisfaction and involvement in work. Work also provides the financial means with which to participate in leisure

Leisure activities engaged in by individuals are dependent on the work undertaken and level of education. Professional sports people engage in leisure activities and also receive monetary payments. For some people the skills they have also extend into a means of earning a living. Educational institutions provide individuals with necessary skills and the means to participate in meaningful employment. This in turn also influences the types of leisure activities undertaken and often provides status, control and a degree of choice about participation in leisure activities. The media is increasingly influencing leisure activities.

9.3.2. Relationship between work and Incentives-

Managing employee performance is steadily rising to the top of many senior leaders' agendas. The fast pace of business, an ultra-competitive marketplace and increasing customer demands have made it difficult for leaders to quickly and effectively respond to ever-changing market conditions. Compounded by declining workforce productivity, escalating employee disengagement and the forthcoming retirement of 76 million baby boomers, companies are being forced to finally focus their attention on their most valuable assets: their employees.

Corporations worldwide are scrambling to find effective ways to attract and retain the best talent, but also to elevate their performance, productivity and service levels to new heights. Embodied in this quest is the ability to align individual behaviors with strategic corporate objectives and, importantly, to motivate and reward those who meet or exceed those objectives. In today's business climate, organizations must achieve maximum return on investment (ROI) in their people to boost corporate performance and gain a competitive advantage.

The new 'must have'

Employee performance is everything – it's what distinguishes top performing companies from those who are struggling. Statistics show that companies who recognize their people outperform companies that don't by 30 to 40 percent. Businesses are beginning to understand the value of investing resources to establish, market and support improved performance improvement strategies for one compelling reason: satisfied, motivated and dedicated individuals are increasingly critical to corporate survival and imperative for growth.

When senior management discusses motivating employees, the conversation typically turns to 401k plans, health care benefits, stock options and other compensation vehicles. Recognition and incentive programs are rarely mentioned in the context of that conversation, despite the fact that 78 percent of companies have at least one performance-related program in place. This must change if leaders expect to take advantage of the full arsenal of tools available to help them achieve their corporate objectives. Research is proving that recognition and incentive programs are powerful and effective vehicles for boosting corporate performance and the bottom line. Smart Human Resource executives are taking the cue and expanding their portfolio of solutions to include incentive programs, as well as recognition programs in that arsenal.

Incentives are commonly associated with sales initiatives; so few professionals outside of the sales arena have fully embraced them as tried-and-true methods for raising overall employee productivity. This is a missed opportunity because we have learned that incentive programs can be used to inspire employees throughout the enterprise. A recent study found that 88 to 95 percent of all incentive programs reach or exceed their goals, and that the ROI on non-sales employee programs (200 percent) is actually greater than the ROI on incentives directed to sales staff (134 percent).

Exploring the broader use of incentives complements another innovative corporate trend – aligning internal and external branding efforts to maximize customer satisfaction and profitability. Internal branding is defined as motivating internal audiences (employees) to deliver the quality service promised by advertising and sales. Research by The Forum for People Performance Management & Measurement at Northwestern University discovered a direct link between employee satisfaction,

customer satisfaction, and a company's profitability, even when the employees did not have direct customer contact.

If you want employees to understand the corporate message and to treat your customers the right way, you have to set the example by making sure they have that message and they're treated with the same care and respect you want them to demonstrate to customers. Internal branding also thrusts motivation and performance improvement into the C-suite because brand equity is a C-level priority, giving HR professionals an opportunity to demonstrate the strategic value of recognition to the CEO.

Proven results = C-suite interest

We now have a growing body of compelling research from credible sources around the world on the positive – and significant – impact of recognition and incentive programs on a company's financial performance. The research demonstrates that companies who engage in incentive and recognition programs are significantly outperforming their competitors (who don't run programs) in bottom line savings, contributions to the profit line and shareholder return. This is important news for companies seeking every possible advantage in the marketplace.

The research has attracted the attention of business leaders and helped them to realize that everyone in their company is affecting the organization's ability to compete and thrive. There's no better vehicle for a CEO to communicate what's important to the company than to recognize and reward people for the behaviors and results that drive the company towards success. Recognition programs have proven to be a highly effective means of aligning the boardroom and the lunchroom and cascading the company's strategic imperatives throughout the organization and into the hands of the people who can make them a reality.... people who are often anxious to make a meaningful contribution.

Maximizing ROI

Frequently, companies run a number of disparate recognition and incentive programs that span various departments. A common approach has been to allow each department to implement a unique program with goals and rewards specific to the individuals in that unit.

However, when you have independent programs within an organization there is often poor accountability for ROI or clear line of sight to overall results. Most companies don't really know how much they're actually spending on programs let alone how much value they're extracting from them. Running a multitude of disparate programs also undermines the opportunity for creating a consistent, over-arching performance-based culture throughout the company. Additionally, there's the danger that employees will perceive that one department is favored over another or that some managers are offering more generous awards.

Companies are consolidating many of their programs to decrease expenses and increase effectiveness. Multiple programs are being pulled into one

corporate-wide program with numerous sub-programs and variations to address the specific needs of different business units or geographical locations. This consolidation helps strip-out cost and administrative burden while insuring a unified message and application throughout the enterprise.

Organizations are also becoming much more aware of all the contributors to corporate success and are implementing performance and recognition programs to help align and recognize more employees for their contributions to those successes. Employers have realized that everyone in the company – not just the sales team – can contribute to revenue growth and operational efficiencies that help a company prosper. Leaders need to gain the support and buy-in from everyone who can influence company results. Keep in mind that if you're not actively engaging employees in your goals, they may be working against your efforts – even if it's done unintentionally and inadvertently.

Nowadays, some of those additional participants are likely to be based around the world. The internet allows us to easily execute programs across borders and many HR professionals are delighted to finally be able to offer something better than watered down versions of their domestic programs to those employees who live and work beyond the corporate office. Offshore employees are pushing for these programs as well, unwilling to be bystanders in the company's recognition efforts any longer. Online program technology does the heavy lifting of language translation, currency conversions, and creating multiple award catalogs that reflect the brands and types of awards that will be compelling and relevant in different countries.

Track and measure

Demand is rising steadily for more measurement in recognition and incentive programs. Companies are looking to reward the quantifiable, actionable behaviors of their employees and more metrics are being introduced into programs. There's also a growing interest in tracking program performance throughout its course, rather than waiting until the end to assess the results.

Sales incentive programs have always been focused on measurement, usually on revenue growth or sales. Traditionally, recognition programs have been more discretionary: you catch someone doing something beyond the call of duty and reward them. Now many recognition programs are also focusing on very specific corporate goals or initiatives to avoid being viewed as an entitlement or risking programs being eliminated due to ambiguous results.

Tracking metrics during the program allows you to quantify the end result and also affect the outcome – you can intercede if a group is not performing well and provide extra training or assistance. Or, you can spread the word about a successful initiative so that everyone can benefit from the example.

Inspire – reward – achieve

As workplaces change, employees are asked to adapt, learn, re-adapt, and re-learn in order to ensure that companies themselves retain a competitive edge. Recognizing these employees for service, achievement or performance is vital to corporate health. A well-known veteran of recognition, Herb Kelleher, former CEO of Southwest Airlines believes that “anyone who looks at things solely in terms of factors that can easily be quantified is missing the heart of the business, which is people.”

Herb has it exactly right on a number of levels. First, as companies have automated their back offices with Enterprise Resource Planning (ERP) solutions and implemented Customer Relationship and Supply Chain Management systems (CRM), they have benefited significantly from the efficiencies and cost savings of these applications. The next ‘big thing’ is to focus on implementing and improving those processes and programs that manage our people assets. Recognition and incentive programs are a proven, strategic opportunity to do just that. Few initiatives can deliver such significant ROI and also advance the company’s reputation as a great place to work in the process.

Secondly, as people performance is increasingly being recognized as the means with which companies can gain competitive edge, people are also identified as the “method” to achieving those results. As more and more leaders make the shift to a strategic view of recognition and incentives, and the powerful dynamics of rewarding those individuals who directly contribute to the success of the organization, the gap will widen between the companies who thrive and those that will struggle or disappear.

Outdated view: Strategic view:

Employees as expenses Employees as assets and profit drivers
Recognition and incentive programs as a discretionary cost Recognition and incentive programs as a major source of shareholder value
Recognition and incentive program owners as administrators Recognition and incentive program owners as thought leaders

Finally, Herb’s words remind us that the people we influence with recognition and incentive programs are busy spending their day influencing other vital corporate assets – customers! The link between customer satisfaction and loyalty, and employee satisfaction and loyalty has been firmly established: happy customers are a result of happy and engaged employees. That means that putting performance programs to work for you is far more than a nice idea. It’s the strategic and profitable thing to do.

Check your Progress - I

1. Define work, compensation & incentives.
2. Differentiate between compensation and incentives.
3. Relate work with leisure.
4. Relate work with incentives.

9.4 MEANING, CHARACTERISTICS AND NEED FOR MENTAL HEALTH

It has always been easier to define mental illnesses than to define mental health. More recently many have recognized that mental health is more than the absence of mental illness. Even though many of us don't suffer from a diagnosable mental disorder, it is clear that some of us are mentally healthier than others.

9.4.1 Definition and Meaning of Mental Health

Mental health is a concept that refers to a human individual's emotional, psychological and intellectual well being.

A branch of medicine that deals with the achievement and maintenance of psychological well being.

1. Definition:-

“A state of emotional & psychological well being in which an individual is able to use his or her cognitive and emotional capabilities function in society, and meet the ordinary demands of everyday life.”

2. Dianne Hales and Robert Hales define mental Health as “ the capacity to think rationally and logically and to cope with the transitions, stresses, traumas and losses that occur in all lives, in ways that allow emotional stability and growth. In general mentally healthy individuals value themselves, perceive reality as it is, accept its limitation and possibilities, respond to its challenges carry out their responsibilities, establish and maintain close relationships, deal reasonably with others, pursue work that suits their talent and training and feel sense of fulfillment that makes the efforts of daily living worthwhile.

Definitions of mental health are changing. It used to be that a person was considered to have good mental health simply if they showed no signs or symptoms of a mental illness. But in recent years there has been a shift towards a more holistic approach to mental health.

Today we recognize that good mental health is not just the absence of mental illness. Nor is it absolute – some people are more mentally healthy than others, whether you are mentally ill or not. These realizations are promoting a new kind of focus on mental health that identifies components of mental wellness and mental fitness and explore ways to encourage them.

It is commonly known in the mental health field that in order to achieve good mental health, you also need a healthy dose of self esteem. However what has not been stressed adequately is the importance and need to nurture such traits such as positive emotional wellness, optimism, memories and happiness.

9.4.2. Characteristics of mental health:

Ability to enjoy life – The ability to enjoy life is essential to good mental health, can you live in the moment and appreciate the “now”? Are you able to learn from the past and plan for the future without dwelling on things you can't change or predict James Taylor wrote that “ the secret of life is enjoying the passing of time. Any fool can do it. There ain't nothing to it” The practice of mindfulness, meditation is one way to cultivate the ability to enjoy the present. We of course need to plan for the future at times and we also need to learn from the past. Too often we make ourselves miserable in the present by worrying about the future.

Resilience – The ability to bounce back from adversity has been referred to as ‘resilience’. Are you able to bounce back from hard times. Can you manage the stress of a serious life event without losing your optimism and a sense of perspective?

It has been long known that some people handle stress better than others, ‘why do some adults raised in alcoholic families do well, while others have repeated problems in life? The Characteristic of resilience’ is shared by those who cope well with stress.

Balance : Balance in life seems to result in greater mental health.

Are you able to juggle the many aspects of your life? Can you recognize when you might be devoting too much time to one aspect, at the expense of others? Are you able to make changes to restore balance when necessary?

We all need to balance time spent socially with time spent alone. e.g Those who spend all of their time alone may get labeled as “loners” and they may lose many of their social skills. Extreme social isolation may even result in a split with reality. Those who ignore the need for some solitary times also risk such a split. Balance these two needs seems to be the key – although we all balance these differently.

Other areas where balance seems to be important include the balance between work and play, the balance between sleep and wakefulness, the balance between rest and exercise, and even the balance between time spent indoors and time spent outdoors.

Flexibility- Do you feel and express a range of emotions? When problems arise can you change your expectations – of life, others, yourself to solve the problem and feel better.

We all know some people hold very rigid opinions. No amount of discussion can change their views.

Such people often set themselves up for added stress by the rigid expectations that they hold working on making our expectations more flexible can improve our mental health.

Mental healthy people experience a range of emotions and allow themselves to express these feelings. Some people shut off certain feelings finding them to be unacceptable. This emotional rigidity may result in other mental health problems.

Self actualization – Do you recognize and develop your strengths so that you can reach your full potential?

What have we made of the gifts that we have been given? We all know people who have surpassed their potential and others who seem to have squandered their gifts. We first need to recognize our gifts, of course, and the process of recognition is part of the path toward self actualization. Mentally healthy persons are in the process of actualizing their potential. In order to do this we must first feel secure.

There are just a few of the concepts that are important in attempting to define mental health. The ability to form healthy relationships with others is also important.

Adult and Adolescent mental health also includes the concepts of self esteem and healthy sexuality. How we deal with loss and death to also an important of mental health.

Mental Health is more than just the absence of mental illness. It includes how you feel about yourself and how you adjust to life events. However, the National Mental Health Association cites 10 characteristics of people who are mentally healthy.

1. They feel good about themselves
2. They do not become overwhelmed by emotions such as fear, anger, love, jealousy, guilt or anxiety
3. They have lasting and satisfying personal relationships
4. They feel comfortable with other people
5. They can laugh at themselves and with others
6. They have respect for themselves and for others even if there are differences.
7. They are able to accept life's disappointments
8. They can meet life's demands and handle their problems when they arise.
9. They make their own decisions
10. They shape their environment whenever possible and adjust to it when necessary.

9.4.3. Need for Mental Health

Many people are reluctant to use mental health services because of the stigma of having an 'emotional problem'. Society has a tendency to view mental health issues differently from medical ones. When someone breaks a leg, has chest plains, or needs to get a prescription, they'll see a doctor.

However, when they experience depression, excessive fears, or a problem with alcohol, they may be embarrassed to seek help. Many people view these conditions as ‘weaknesses’ they should handle themselves, unfortunately, this view prevents them from getting professional assistance that may alleviate their problems.

To recognize an emotional problem and receive help is not at all a sign of weakness. Rather, these positive actions are characteristics of strong individuals. Also, seeing a therapist at a mental health clinic or student counseling centre is completely confidential. No information will be released without your permission except in situations involving child, or elder abuser or suicidal intent.

9.5 ROLE OF GUIDANCE PERSONNEL IN PROMOTING AND PRESERVING MENTAL HEALTH.

The main purpose of the Mental Health Act is to provide authority, criteria and procedures for involuntary admission and treatment. However, the Act also contains protections to ensure that these provisions are applied in an appropriate and lawful manner. Safeguards for the rights of people involuntarily admitted to a psychiatric facility include rights notification, medical examinations at specified time periods, second medical opinions on proposed treatment and access to review panels and the court guide to the Mental Health Act 2

Most people in British Columbia requiring hospital treatment for mental disorders are voluntarily admitted to hospital, just like people with other illnesses. A sizable number of people with serious mental disorders, however, refuse to accept psychiatric treatment. (In 2003 there were approximately 8,000 involuntary admissions.)

Without involuntary admission and treatment made possible by the Mental Health Act, these seriously mentally ill people would continue to suffer, causing significant disruption and harm to their lives and the lives of others.

With involuntary hospital admission and treatment, most people quickly improve to the point that they can continue as voluntary patients or resume their lives in the community. The majority of people involuntarily admitted are discharged within one month.

A person can only be admitted as an involuntary patient under the Mental Health Act to facilities designated by the Minister of Health. The term “designated facility” in the Act and in this Guide refers to designated inpatient “Provincial mental health facilities”, “psychiatric units” and “observation units”. A list of hospitals and other facilities designated as psychiatric units, Provincial mental health facilities (inpatient) and observation units is in Appendix 1.

Observation units are short stay units in small hospitals, where the person is stabilized within a few days and, if continuing inpatient treatment is necessary, transferred. Section 22(7) of the Act and Section 2(2) of the Regulation require that a patient admitted to an observation unit must be transferred to a Provincial mental health facility or a psychiatric unit within 5 days after a second Medical Certificate is received by the director of the observation unit. This transfer requirement applies only to patients who need further inpatient care and does not apply if the patient is discharged, or released on extended leave (Section 6.0).

There is no legal authority for a hospital or any other health care facility that has not been designated as a provincial mental health facility or a psychiatric unit or observation unit to hold or admit a person for whom a Medical Certificate has been completed. The hospital or certifying physician may have the patient transported to the designated facility. It is the mutual obligation of the closest designated facility and the non-designated hospital to find a bed for the patient. A non-designated hospital should only care for the patient while “in transit” to a designated facility. As an example, it is usually preferable to temporarily admit to hospital someone awaiting transportation to a psychiatric unit than to hold them in a jail cell. Non-designated hospitals are advised to develop protocols with the closest designated facility.

The person responsible for the operation of a designated facility is referred to in the Mental Health Act as the “director.” The director is responsible for ensuring each patient is provided with professional service, care and treatment appropriate to the patient’s condition (Section 8 of the Act).³
Guide to the Mental Health Act

Job stress can be defined as the harmful physical and emotional response that occurs when the requirements of the job do not match the capabilities, resources or needs of the worker (18). Job stress can cause poor health and can increase rates of work-related injuries and accidents.

Some potential causes of work related stress are overwork, lack of clear instructions, unrealistic deadlines, lack of decision-making, job insecurity, isolated working conditions, surveillance, and inadequate child-care arrangements. Although sexual harassment and discrimination are often excluded from lists of traditional job stressors, they must be included in any comprehensive analysis of the causes of workplace stress. Sexual harassment is a stressor for women in the workplace; and discrimination is a stronger predictor of health outcomes, including mental ill-health, for ethnic minorities than traditional job stressors (20). Some of the many effects of stress include numerous physical ailments as well as mental health problems such as depression and increased rates of other possible stress-reducing accommodations include:

- altering the pace of work;
- lowering the noise level of work;
- providing water, tea or soda and crushed ice to combat a dry mouth caused by some medications;

- extra encouragement and praise of job performance, but only if warranted and not obviously excessive;
- while taking steps to reduce stress, avoidance of over-protection of the employee;
 - making sure the employee is treated as a member of the team and not excluded from social events, business meetings or other activities relevant to the job.

Mental health at work

Should you mention your panic attacks at the interview? Can you take time off sick with depression? What are the pros and cons of telling your employer, and what are your rights?

If you have a mental health condition such as depression, anxiety or bipolar disorder, you may not feel you want to tell current or prospective employers. When mental health charity Rethink surveyed 3,000 mental health service users, half the respondents said they felt they had to hide their health problems and 41% were put off applying for jobs in the first place.

But it doesn't have to be like that. Good employers realise that a staff member who has experienced mental illness such as depression can be an asset. They often have a better understanding of their own strengths and weaknesses and can help and support other members of staff with similar problems. And new legislation currently going through the House of Lords means you won't have to answer questions about your health before being offered a job.

Positive employers

Some employers go out of their way to show their commitment to equal opportunities. For example, over 590 organisations have signed up to the Mindful Employer Charter for Employers who are Positive About Mental Health. Jobcentre Plus awards the 'two ticks' symbol to companies in England, Scotland and Wales who have shown they are positive about employing disabled people, which applies to some mental health conditions, and committed to supporting their needs in the workplace.

"Having experience of mental distress does not mean you can't have a successful career"

"This doesn't mean employers who aren't involved in the scheme can't be supportive," says Emma Mamo, senior policy and campaigns officer at mental health charity Mind. "The important thing to remember is that having experience of mental distress does not mean you can't have a successful career. Many high achievers have a mental health problem so if you're a career-driven person, don't let it stop you from pursuing your chosen path."

Support in the workplace

"One in four people experience a mental health problem in any one year, so it's by no means rare to develop a problem while you are at work," says Emma. "Telling your employer what you are going through can help them to support you through tough times. Employers will often work with individuals to make adjustments that are mutually beneficial, for example support managing your workload, working from home, or even small things like changing where your desk is."

"If you qualify for protection under the *Disability Discrimination Act*, your employer should make reasonable adjustments to support you in the workplace. This could include relaxing absence rules and limits, or allowing you to work flexi hours to make up the time."

The legal situation

- An amendment to the Equality Bill bans employers from asking applicants about their health until after a job offer has been made. Under this legislation, you can choose to tell a prospective employer that you have a mental health condition, for example if they are part of the 'two ticks' scheme, but they can't ask about it at the application or interview stage.
- Information about your mental health is considered to be 'sensitive personal data' under data protection legislation. Employers should ensure only appropriate access is given to any information they hold about your mental health.
- The main body of legislation concerning unfair treatment in the workplace is the *Disability Discrimination Act 1995*, which covers mental illness and related problems. Your employer has a duty to ensure the health, safety, and welfare of their employees, and must not discriminate against mentally ill/disabled staff or applicants (provided they employ more than 15 people). If you're worried about your rights or feel you're experiencing discrimination, you can get advice from your local Citizens Advice Bureau, your trade union if you belong to one and charities such as Mind.
- If you think you have been unfairly dismissed, you can take your employer to a tribunal, but you must act quickly as there's a three-month time limit.

Directors are appointed by the authority, usually a health authority (i.e., the Board), operating the designated facility (Section 3 of the Regulation). The director may authorize specific individuals or positions to carry out the director functions. For example, physicians may be authorized to admit and discharge. The senior nurse on duty in the hospital or the ward or a physician could be authorized to sign consent forms for involuntary treatment or warrants after regular business hours. These authorizations should be in written form, signed by the director.

Check your Progress – II

1. Define mental health & state it's characteristics.
2. Explain the role of Guidance personnel in promoting and preserving mental health.

9.6 LET US SUM UP

The central themes of this monograph were: to address the importance of work for people with mental health problems; to discuss the different vocational strategies and programmes for people with a mental health disorder; and to consider the role of the workplace in promoting good mental health practices for employees. Integral to these themes is the identification of good practices by employers as well as vocational rehabilitation agencies and professionals. It is clear that there are many factors involved in addressing the importance of work for people with mental health problems, as well as identifying effective practices that encourage employment, re-employment and retention. Social support systems, mental health professionals and employers all have a significant role in helping individuals define options, make choices, learn to manage potentially disabling conditions, and avoid long-term hospitalization. The ultimate goal is for individuals to obtain and/or return to gainful, worthwhile activity, such as meaningful work. Access to satisfying work remains one of the most sought-after goals of the adult population of most countries. Employers, employees and unions are starting to realize that, for this population, mental health problems are the single most important cause of disability responsible for a global burden of disease larger than that due to infections, AIDS, cancer and physical accidents. The impact of mental health problems on absenteeism, productivity and job satisfaction is only starting. Given the importance of work, and due to advances made in the prevention, treatment and rehabilitation of persons with mental health problems, it makes eminent sense to address all aspects of the mental well-being of employees. For the same reasons, the disability associated with severe mental health problems can no longer serve as an excuse to deny those who so wish reasonable access to competitive employment.

9.7 UNIT END EXERCISES:

- Q.1 What is work? Explain the relation of work with leisure & incentives.
- Q.2 What is mental health? Why it is necessary? How can you preserve mental health?

References:

www.google.com



OCCUPATIONAL INFORMATION AND JOB SATISFACTION

Unit Structure

10.0 Objectives

10.1 Introduction

10.2 Need and Sources of Occupational Information

10.2.1 Concept

10.2.2 Need and importance

10.3 Collection, Filing and Classification of Occupational Information

10.3.1 Sources of Occupational Information

10.3.2 Types of Occupational Information Materials

10.3.3 Methods of Collection of Occupational Information

10.3.4 Classification of Occupational Information

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10.4 Dissemination of Occupational information

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10.5 Job Satisfaction

10.5.1 Meaning of job satisfaction

10.5.2 Factors of Job satisfaction

10.6 Job Analysis, Job Specifications and Job Profile

10.7 Let us Sum Up

10.8 Unit End Exercises

10.9 Suggested Readings

10.0 OBJECTIVES

After going through this unit you will be able to:

- Explain the need and importance of occupational information in the present day
- List different sources of occupational information i.e. primary secondary, international, national and local
- List different methods of collection of occupational information
- Describe various techniques of dissemination of occupational information
- Identify various factors of job satisfaction
- Point out the relationship between job analysis, job specifications and job profile.

10.1 INTRODUCTION

Tremendous explosion of knowledge in science and technology in the modern days has enriched the store house of information. The scientific and technological advancements have brought in many changes in social and economic structure of our country. Among the many challenges faced by our youths today is the choice of a right career. The occupational information, one of the important components of guidance programme is basic to career planning and adjustment.

This unit provides you an overview of meaning, need and sources of occupational information, methods of collection, classification and filing of occupational information, and techniques of dissemination of occupational information. It also familiarizes you with factors affecting job satisfaction, job analysis, job specifications and job profile.

10.2 CONCEPT AND NEEDS OF OCCUPATIONAL INFORMATION

10.2.1 Concept:

Occupational information is information about the 'world of work'. Occupational information covers pertinent and reliable information relating to various occupations e.g. job contents, training and preparation for the occupation, entry in to occupation, working conditions, salaries, emoluments, employment outlooks and prospects etc.

10.2.2 Need and Importance:

Occupational information service is one of the important guidance services. The need and importance of occupational information is as follows.

Career Planning:

Due to vastness of educational and occupational opportunities available today the student needs accurate reliable and useful information. Occupational information is one of the essential aspects of career planning.

Career Development:

Occupational information is also essential for career development of students. The individual's appropriate skills, attitudes, interests, abilities, values and self concept depend upon accurate information about specific jobs.

Vocational thinking:

In the early stage i.e elementary stage, occupational information helps to widen the vocational thinking .This helps them to explore the vocational world.

Changing Perceptions:

Occupational information helps to check the pre conceived distorted notion of individual regarding some job.

Placement:

As the student gets reliable and accurate information about the job, through occupational information it helps in placement. The student gets information about personality traits required for a particular job, which helps in getting the job.

Apart from this, occupational information has important role in preparation of selection tests for jobs, upgradation of skills of employed manpower and international comparison of occupational data.

10.3 COLLECTION, FILING AND CLASSIFICATION OF OCCUPATIONAL INFORMATION

10.3.1 Sources of Occupational Information:

There is array of sources for bringing occupational information materials in different forms for use by teachers, counselors and students. These sources can be classified on the basis of nature and scope of information.

- On the basis of nature of the source of occupational information it is classified as **Primary** and **Secondary** source of information
- On the basis of the scope of information it is classified as **International, National** and **Local**

Primary and Secondary Sources: The primary source is the original or direct source from here we get the relevant occupational information. The information collected from the employer, employee/worker, and government bodies/agencies are example of primary sources.

The secondary sources of information are those which use information collected or published by the original sources. These are also called indirect sources.

International, National, Local Sources: Many international, national and state/local level organizations/agencies n bring out publications related to occupations. Some of the International, national and state/local level sources are given below.

Different agencies:

Level	Organisation / Agencies
International	a)United Nations Organization <ul style="list-style-type: none"> •United Nations Educational, Scientific and Cultural Association(UNESCO),Paris(www.unesco.org) •United Nations Industrial Development Organizations(UNIDO) www.unido.org •International Labour Organisation(ILO)
National	<ul style="list-style-type: none"> •Directorate General of Employment and Training(DGE&T),New Delhi www.dget.nic.in •Directorate of Audio Visual Publicity(DAVP) ,New Delhi www.davp.nic.in •Union Public Service Commission(UPSC) , New Delhi www.upsc.gov.nic.in •National Council of Educational Research and Training(NCERT) , New Delhi www.ncert.nic.in •All India Council of Technical Education(AICTE) New Delhi www.aicte.ernet.in •University Grants Commission(UGC) New Delhi www.ugc.ac.in •Indira Gandhi National Open University(IGNOU) ,New Delhi www.ignou.ac.in •National Institute of Rural Development(NIRD),Hyderabad •National Institute of Health and Family Welfare(NIHFW), New Delhi

State/Local	<ul style="list-style-type: none"> • State Guidance Bureaus • SCERTs/SIEs • State government departments (Revenue, Health, Industry, Labour, Social Welfare, Mining etc) • State /District employment offices • Non Government Organisations • University Employment Information Cells and Guidance Bureaus
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10.3.2 Types of Occupational Information Materials:

The materials prepared by different agencies, institutions for occupational information broadly classified in to three types’ i.e print material, audiovisual materials and electronic materials

Print Materials	Audio/Visual	Electronic
Occupational Monographs	Career films	Radio
Employment News	Career photographs	Television
News Paper and Magazines	Posters and charts	Computers
Recruitment Literatures	Audio Recording	
Occupational reviews		

Before using any material, you need to evaluate the accuracy, relevance, format and usefulness of the information.

10.3.3 Methods of Collection of Occupational Information:

How can you collect occupational information? The occupational information can be collected through various methods i.e follow up surveys, community occupational survey, community educational survey and want ad survey.

Follow up Survey:

The follow up survey can be conducted to find out career adjustments of school leavers. These provide information about educational and employment opportunities in the community. The occupational facts provided by the survey help the school students to plan their career realistically.

Community Occupational Survey:

The community educational survey is an enumeration and description of jobs in a geographically defined area. The survey provides an overview of occupational information about community specific occupations, man power trends and requirements. If you want to conduct a community occupational survey, you have to visit with your colleagues to a near by office/agency/industry and obtain relevant information on name and address of the organization, existing occupations, man power requirements i.e. job openings, eligibility, requirements and salary.

Community Educational Survey:

A community educational survey is conducted to collect detailed information about educational institutions in a particular geographical area. This survey covers all types of educational institutions such as schools, colleges (medical, engineering, vocational), distance education centers etc. Relevant information collected on courses offered, number of seats, procedure of admission, fees, hostel, scholarship etc will give insight. The prospectus, information bulletin of different institutions can be studied and analyzed to compare educational facilities.

Want –Ad Survey:

This is the simplest and least expensive survey. It is a periodic (weekly, monthly, quarterly) tabulation of the job openings as advertised in news papers. Here two types of advertisements i.e. “help want ads” and ‘situation vacant ad’ appearing in local news papers or neighboring metropolitan news papers are used. While the first type advertisement provides information regarding job openings the second type of ads provide data of supply of workers for possible job openings. The tabulation of data in this survey may be done according to broad group of classification (NCO), based on interest, curricular streams etc. Want ad surveys are of great value to metropolitan and small cities.

10.3.4 Classification of Occupational Information:

Collection of a lot of occupational information necessitates storing it in a systematic manner so that that can be used by others with out difficulty whenever required. For a meaningful storage of occupational information we have to know different ways of classifying information. Occupational information can be classified in a number of ways such as by occupation, industry, socio-economic status, interests, and educational levels etc. All these classification schemes have their own merits and limitations. Some of the Classification schemes are discussed below.

Classification by Occupation:***National Classification of Occupation (NCO-2004)***

As per the NCO-2004 occupations have been classified into the following nine divisions and skill levels.

Division	Title	Skill Level
1.	Legislatures, Senior Officials and Managers	Not defined
2.	Professionals	IV
3.	Technicians and Associate professionals	II
4.	Clerks	II
5.	Service workers and shop, market sales workers	II
6.	Skilled agricultural and fishery workers	II
7.	Craft and related trade workers	II
8.	Plant and machine operators and assemblers	I
9.	Elementary Occupations	

NCO-2004 groups together 2945 occupations, each occupations has been assigned a six digit code, a distinct title and a definition. The occupations have been first assigned to ten occupational divisions (identified by the initial digit in the code number) that are comprised of 30 sub-divisions (identified by first two digit of the code number).The subdivisions have 116 groups (identified by first three digit of the code number)

Classification by Industry:

National Industrial Classification-2004(NIC-2004)

The Central Statistical Organization (CSO) has developed the NIC-2004 in India . It has 17 sections, 62 Divisions, 161 groups, 310 classes and 1191 subclasses. The 17 sections are listed by one letter alpha code from A to Q as below.

- A. Agriculture, hunting and forestry
- B. Fishing
- C. Mining and quarrying
- D. Manufacturing
- E. Electricity, gas and water supply
- F. Construction
- G. Wholesale and retail trade; repair of motor vehicles, motor cycles and personal and household goods
- H. Hotels and restaurants

- I. Transport ,storage and communication
- J. Financial intermediation
- K. Real estate, renting and business activities
- L. Public administration and defence; compulsory social security
- M. Education
- N. Health and social work
- O. Other community, Social and personal service activities
- P. Activities of private households as employers and undifferentiated production activities of households
- Q. Extraterritorial organizations and bodies

The NIC-2004 adopts a five digit classification where the first 2 digits indicate Division, the first three digits represent Group, and four digits indicate Class. The subclasses (if exists) are indicated by all the five numbers. The NIC-2004 has been used in the country for population census, industrial survey etc.

Classification Based on Interest:

In this classification scheme, occupations are categorized according to interest areas .Comprehensive Interest Schedule by Vohra (1993) lists eight interest areas i.e. influential, venturous, artistic, scientific, analytical, social, nature and clerical. The type of occupation related to interests are administrative and enterprising (Influential), Defence and Sports (venturous), Creative and performing (Artistic), Medical and technical (Scientific), Expressive and computational (analytical), Humanitarian and education (social).

10.3.5 Filing of Occupational Information:

In school situation educational/occupational information may be available in both bound and unbound form. The unbound materials may include leaflets, folders, news paper clippings, notice etc. Similarly the bound materials include proseptus, hand book, information brochures etc. Some popular filing plans for unbound information materials are alphabetic Plan, Classification based upon educational level , based on academic subjects or Curricular stream and geographical files etc.

Alphabetic Plan:

In this system, occupational information is classified according to the first alphabet of each occupation. Here occupational headings to be used are collected from occupational or industrial classification.

Classification based upon Educational Level:

Various Levels of education i.e. elementary school, secondary school, higher secondary school, post school diploma certificate, graduation, post graduation and M.Phil/Doctorate.

Classification based on academic subjects or Curricular Stream

Specific requirement of subjects of study for particular occupation is the basis of this classification.

Geographical Files

Occupational information can also be filed geographically by city or state

Characteristics of a good filing system:

In order to select a filing system for the school, the guidance worker should examine all the classification system available .Then a filing plan needs to be selected suitable to the requirements of the school. Following are the characteristics of a good filing system suggested by Hoppock (1976, 1.63):

- It should provide a safe place for housing written and printed documents, clippings from newspapers and magazines, posters, pictures, films tape-recording, pamphlets, books and anything else that may contain useful occupational information.
- It should provide one and only one designated location for each item to be filed, so that there may be no confusion where to file an item or where to find it.
- It should be easy to use, so that all who use it can find what they want with a minimum time and effort.
- It should bring together as many as possible of the materials on any one occupation or industry or employer.
- It should bring together related occupations or industries or employers
- It should provide some means of quickly finding material in omnibus books and other publications which describe several different occupations.
- It should be expandable, so that it can grow as the collection grows.
- It should provide for filing and finding related materials, such as the results of follow up studies and community occupational surveys.

Check your Progress-I

1. What is occupational information? State the various sources of occupational information.
2. What are the different types of occupational information? How can you collect & classify it?
3. What is filling of occupation? Explain the characteristics of a good filling system.

10.4 DISSEMINATION OF OCCUPATIONAL INFORMATION

Dissemination of occupational information about various educational and occupational opportunities and their requirements is necessary to give exposure to students. The dissemination of occupational information helps student to be informed about different careers, to make an appropriate career choice and to apply the information to solve various career related problems. Occupational information can be effectively disseminated to students through group as well as individual techniques.

10.4.1 Group Techniques:

In school much of the information on career in general is disseminated through group activities. Group techniques are used in guidance to help the normal individuals to understand themselves, acquire information and learn to analyse problems in order to make realistic educational and vocational choices. Following are some of the group techniques of dissemination of occupational information.

Career Talk: It is a popular technique of dissemination of career information. As per students needs professionals, school alumni can be invited to deliver career talk in regular classroom. The topic of the career talk should be carefully decided keeping in view the age group, interest and educational level. Generally a career talk contains the following-

1. Introduction about the occupation
2. General and specific nature of work
3. Work conditions
4. Earnings
5. Qualifications required[age, education, skills/aptitude]
6. Methods of entering the job
7. Advancement/Promotions
8. Employment outlook
9. Sources of Further information

Group Discussion: In group discussion the group of members share information collected by each one of them and gain insight about a particular occupation. The group discussion should start with prior information to the group about the occupation to be discussed, initiative by group leader, interaction among students [groups] and reflection of discussion.

Field Trips: Field trips provide a pragmatic, interesting, enjoyable and extremely useful method of learning and imparting occupational information (Jones, 1997). The students get relevant information about different occupation by visiting industries and offices. While selecting the industry/organization/place the objective/purpose must be taken into account. Such places may be selected where ex students are working, because they will be able to provide more information and help in making the tour/trip effective. It requires a lot of planning and preparation. After the trip group wise presentation needs to be organized.

Career Exhibition: It is one of the important techniques of disseminating occupational information. A great variety of career information materials are available from various sources. Exhibition of career information materials may be arranged by the teacher/counselor in the school library, guidance room, hall, and corridor or in classroom or at any other place where all students can see them.

School Assemblies: School assemblies being a regular feature of secondary and senior secondary schools, can provide opportunities for effective dissemination of occupational information which may be of interest to most of the school students.

Subject Teaching: There is also scope for dissemination of Occupational information in secondary school through subject teaching. In Language, social science, mathematics, science there is maximum scope for diffusion of occupational information. The dissemination of occupational/career information by subject teachers motivate the students to learn the subject matter with interest and to explore further information(NCERT,2008).

Publications: The educational institution may publish “Guidance Newsletter” periodically for teachers and students of the institution.

10.4.2 Individual Techniques:

Individual methods of dissemination of occupational information are used to help different types of student to develop an understanding of themselves, and make career related decisions and adjustments .Individual counseling sessions are helpful for dissemination of occupational know how. However, as this needs one to one interaction professional expertise is essential on the part of teacher to disseminate career information. Group techniques are more useful and economic.

10.5.1 Meaning of Job Satisfaction:

Job satisfaction is a person's attitude towards the job. Positive attitude towards job are equivalent to job satisfaction where as negative attitude are equivalent to job dissatisfaction. Job satisfaction describes how content an individual is with his/r her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked.

For the first time in 1935 ,the concept of job satisfaction gained momentum through the publication by Hoppock on "job satisfaction". Hoppock in his monograph has defined job satisfaction as any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say "I am satisfied with my job".

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job (Locke, 1976) an affective reaction to one's job (Cranny, Smith & Stone, 1992) and an attitude towards one's job (Brief, 1998). Weiss (2002) argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

Job satisfaction may also be defined as summation of employee's feelings in four important areas.

10.5.2 Factors of Job satisfaction:

Job satisfaction can be influenced by a variety of factors, e.g. the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc. Numerous research results show that there are many factors affecting the job satisfaction.

There are particular **demographic traits** (age, education level, tenure, position, marital status, years in service, and hours worked per week) of employees that significantly affect their job satisfaction.

Motivating factors are achievement, recognition, the job conducted, responsibility, promotion and the factors related to the job itself for personal development. Motivating factors in the working environment result in the job satisfaction of the person while protective ones dissatisfy him/her.

Maslow connects the creation of the existence of people's sense of satisfaction with the maintenance of the classified needs. These are: physiological needs (eating, drinking, resting, etc.), security needs (pension, health insurance, etc.), the need to love (good relations with the

environment, friendship, fellowship, to love and to be loved), need to self-esteem (self-confidence, recognition, adoration, to be given importance, status, etc.) need of self-actualization (maximization of the latent [potential] power and capacity, development of abilities, etc). Insufficient education, inability to select qualified workers for the job, lack of communications, lack of job definitions, all affect job satisfaction negatively. It has been asserted that participating in the management, having the decision making power, independence on the job and the unit where the individual works, have positive impact upon the job satisfaction.

The job itself (the work conducted), and achievement and recognition at work result in satisfaction while the management policy, relations with the managers and colleagues result in dissatisfaction. Factors related to the job itself such as using talents, creativity, responsibility, recognition have influence on the job satisfaction.

Age is one of the factors affecting job satisfaction. Studies conducted in five different countries prove that the elder workers are more satisfied. The role people play and the status they enjoy are all too often determined by age. Besides other things, age is also an important consideration in determining a person's promotion or his/her failure to receive it. Length of service is also a factor affecting job satisfaction.

Similarly, by some researchers, sex is also found to have an influence on job satisfaction. Besides. Job satisfaction and devotion to the job, affected each other reciprocally, and they have great impact upon performance. The most significant of the factors affecting performance are economical, technical, socio-political, cultural and demographical ones. However, most efforts to improve performance seem to center on improving the conditions surrounding the work. These are worthwhile efforts, but they usually result only in short-term improvements in attitudes and productivity, and the situation often returns quickly to normal.

10.6 JOB ANALYSIS, JOB SPECIFICATIONS AND JOB PROFILE

10.6.1 Job Analysis:

Job analysis is the process of objectively determining the specific duties, responsibilities and working conditions associated with a specific job, as well as the personal skills and qualifications required to perform that job satisfactorily. It is the process of getting information about the job. Thus, the purpose of job analysis is to establish and document the 'job relatedness of employment procedures. It investigates exactly:

- What the worker does in a particular job?
- How s/he does that particular job?
- Why s/he does it ?and
- How much skill is required to do it ?

- What are the physical demands, environmental conditions associated with this specific job?

Some of the methods of job analysis are:

1. Review of job classification system
2. Interviews: Incubement interviews and supervisor interview
3. expert panel
4. observation
5. Incubement work logs

Advantages of Job analysis:

1. Job analysis helps the personnel manager at time of recruitment and selection of right personnel in right job
2. Understanding the extent and scope of training required in the field
3. It helps in chalking out the compensation plan for employees
4. It helps the personnel in performance appraisal of employees.

These may be used individually or in combination. Job analysis can be done in two ways: job description and job specifications.

10.6.2 Job Specifications:

Job specification is a statement which tells us minimum acceptable human qualities which helps to perform a job. It helps in selecting an appropriate person for an appropriate position. The components covered under job specifications are:

1. job title and designation
2. educational qualification for that title
3. physical and other related attributes
4. Mental Health
5. Special attributes and abilities
6. maturity and dependability
7. Relationship of that job with other jobs

Advantages of Job Specifications

1. It is helpful in preliminary screening in selection procedures
2. It helps in giving due justifications to each job
3. It helps in designing training and development programmes
4. It helps the supervisors for counseling and monitoring performance of employees
5. It helps in job evaluation

6. It helps the management to take decisions regarding promotions, transfer and giving extra benefits to employees.

10.6.3 Job Profile:

Job Profile is a breakdown of the duties and tasks required of and performed by a person for a specific title. Job profile or the Key Result Areas indicate a list of activities that you are doing or will be doing in any job. It defines your job responsibilities (the activities you are authorized to do in any job). Whenever you wish to switch to new job, your existing and previous experience is counted on the basis of your job profile and that is why job opportunities depend on the job profile.

Job profiles list a general description of the work position including required duties, position goals and departmental placement. Also, job profiles list candidate educational and experience requirements. For example, the candidate "must have three years of sales experience." Many job profiles also list the position's salary or hourly wage.

A job profile presents a clear picture of the position to the candidate. After reading the job profile, job seekers can make an informed decision as to whether the job is right for them. For applicants, a well-written job profile serves as a valuable interview preparation tool.

Check your Progress-II

Q.1 Write short notes on the following :

- a) Job analysis
- b) Job satisfaction
- c) Job profile
- d) Advantages of job analysis
- e) Advantages of job specifications.

10.7 LET US SUM UP

Occupational information, one of the essential guidance services is helpful for career development, career adjustment, vocational thinking and changing perceptions of students. Occupational information is collected from primary and secondary sources. Agencies / organisations working at international, national and state/local level bring publications pertaining to occupations from time to time. Occupations are classified based upon Occupation, Industry, educational level, interest etc. Different methods like follow up survey, community occupation survey, community education survey and want on ad are used to collect relevant data on occupational information.

Occupational information is disseminated by individual and group techniques. Job satisfaction is related to many factors like motivation,

demographic factors, gender etc. There is relationship between Job analysis, job specification and job profile.

10.8 UNIT END EXERCISES

1. What is occupational information? Discuss the need and importance of occupational information.
2. Prepare a list of national level organizations/agencies working for publication and dissemination of occupational information.
3. What are different types of occupational information materials available? Discuss with example any five forms of each type of material.
4. What is the classification scheme of NCO-2004
5. Discuss various factors responsible for job satisfaction
6. Write short notes on a)Job Profile(b)Job Specifications

10.9 SUGGESTED READINGS

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GUIDANCE AND COUNSELLING: PSYCHOMETRIC METHODS AND TECHNIQUES

Unit Structure :

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Psychological Tests
 - 11.2.1 Intelligence Test
 - 11.2.2 Interest Inventories
 - 11.2.3 Aptitude Test
 - 11.2.4 Achievement Test
 - 11.2.5 Attitude Scale
 - 11.2.6 Personality Test
- 11.3 Let us sum up
- 11.4 Unit End Exercises
- 11.5 Suggested Readings

11.0 OBJECTIVES :

After completion of this unit, you would be able to :

- Describe the meaning and uses of different psychological tests in guidance and counseling
 - Intelligence Test
 - Interest Inventories
 - Aptitude Test
 - Achievement Test
 - Attitude Scale
 - Personality Test

11.1 INTRODUCTION :

The goal of assessment is to help counselors to develop an understanding of the client or an individual. By using assessment and appraisal procedures, you will be able to gain understanding of the individual and in turn foster individual's understanding himself or herself. In this sense, you will appreciate that assessment and appraisal processes and procedures are the means of obtaining comprehensive understanding of students thereby fulfilling the goal of counseling.

It is essential that, you need to be familiar with the major tools and techniques of assessment, the purpose for which they are used and how the information provided by these can be used in understanding the individual. Psychological testing is one of the ways of assessment.

The selection of any tool whether quantitative or qualitative depends on the type of information the counselor is interested in gathering. In most cases both are required to be used for holistic assessment and appraisal. In this unit, you will read about psychological tests, which are the tools for quantitative assessment.

11.2 PSYCHOLOGICAL TESTS :

Psychological tests are designed to assess the characteristics of people such as their abilities, attitudes, motivations, interests, needs and values and so on. Psychological test can be defined as a sample of an individual's, behaviour, obtained under standard conditions and scored according to a fixed set of rules that provide a numeric score (Anastasi, 2003).

In a standardized test, individual scores are compared with a norm or standard arrived at on the basis of performance of sample of individuals of the same age or grade level from around the country who took the same test when it was first developed. Good standardized tests are the result of years of research. Tests may take many forms. Usually, they comprise of a series of items / questions with well-defined correct answers such as in case of tests of intelligence or achievement, while others such as personality inventories, do not have right or wrong answers, but are designed to assess person's pre-dispositions, tendencies and preferences.

Tests can be used to compare the same individual on two or more traits and also compare two or more individuals on the same trait. Such an assessment is usually quantitative. Although most of the psychological tests provide relatively objective and quantifiable scores such as tests of intelligence abilities / aptitudes. Some other tests may also provide descriptive and qualitative interpretations. You will learn about these in Unit 7.

A standard test has a manual which provides complete information of how the test was developed, evidence of its consistency, accuracy and objectivity. It also consists of detailed instructions for administering,

scoring, interpreting the test, its uses and possible misuses. The test manual thus, provides you the requisite information to allow you to make an informed judgement as to whether the test is suitable for your use. Besides, the requirement to select the appropriate psychological test, a counselor needs to develop various skills in test administration, scoring, interpretation and communicating results to clients.

The following section will describe some type of tests and the purpose for which they are used.

Psychological tests are classified into different types depending on their content and the way they are administered. Tests vary in their content depending on the aspect of behaviour that is assessed, for example, some tests are designed to assess abilities, others assess motivation, personality characteristics etc. Psychological tests are also classified into individual and group tests, verbal tests and non-verbal tests and performance tests. Let us discuss one by one quantitative methods and techniques.

11.2.1 Intelligence Tests :

Intelligence has been one of the most popular psychological terms used in identifying individual differences. It has helped to explain that people differ from each other in their ability to understand complex ideas or to learn from experience. Different theorists have tried to explain intelligence in different ways following different approaches. Theories by Binet, Weschler Spearman and Thurstone are based on the psychometric approach where intelligence is considered as an aggregate of abilities. It is expressed in terms of a single index of abilities. Howard Gardener's theory of multiple intelligences puts forth that intelligence is not a single entity and there exists multiple intelligences, each distinct from others. According to him, there are nine distinct intelligences that are relatively independent of each other. These different types of intelligences interact and work together to provide a solution of a problem. The nine types of intelligences proposed by Gardener are briefly discussed below.

1. **Linguistic Intelligence** : The capacity to use language fluently and flexibly, to express one's thinking and understanding others. Used in reading a book, writing a paper, a novel or a poem; and understanding spoken words. Poets and writers exhibit this ability.
2. **Logical Mathematical Intelligence** : Thinking logically, critically, using abstract reasoning to manipulate symbols and solve mathematical problems.
3. **Spatial Intelligence** : Abilities involved in forming, using and transforming mental images. Used in getting from one place to another, in reading a map, and in packing suitcase in the trunk of a car so that they all fit into a compact space. Pilots, sailors, interior decorators, surgeons, fashion designers generally exhibit this ability.

4. **Musical Intelligence** : Capacity to produce, create and manipulate musical patterns. Used in singing a song, composing a sonata, playing a trumpet or even appreciating the structure of a piece of music.
5. **Bodily-Kinesthetic Intelligence** : Ability to use one's body and muscle structure in a coordinated planned way. Used in dancing, playing basket ball, running a mile or throwing a javeline. Athletes, dancers, actors, gymnasts, sports person, surgeon exhibit this more than others.
6. **Interpersonal Intelligence** : Used in relating to other people, such as when we try to understand another person's behaviour, motives or emotions, counselors, psychologists, politicians, social workers, religious leaders are shown to be high on this ability.
7. **Intrapersonal Intelligence** : Knowledge of one's internal strengths and limitations and using that knowledge to relate to others.
8. **Naturalistic Intelligence** : Complete awareness to our relationship with the natural world, useful in recognizing the beauty of different species of flora and fauna and making a distinction in the natural world.
9. **Existential Intelligence** : Can be defined as the ability to be sensitive to, or have the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as the meaning of life, why are we born, why do you die, what is consciousness or how did we get here.

The multiple intelligences approach focuses on ways in which people can be intelligent.

Theorists have also tried to explain intelligence in terms of information processing approach wherein the focus is on how an intelligent person thinks, acts and solves problems. Sternberg's information processing approach focuses on how solutions are arrived. According to Sternberg, the critical aspect of what constitutes intelligence is not necessarily the speed with which one arrives at a solution but the processes one uses. Processing information quickly does not mean it was done accurately or correctly. A relative rather than an impulsive style of problem solving has been associated with higher ability to solve problems. Jumping to conclusions without adequate reflection can lead to erroneous thinking. The notion of emotional intelligence broadens the concept of intelligence and involves ;

- i) perceiving or sensing emotions,
- ii) using emotion to assist thoughts,
- iii) understanding emotions, and
- iv) managing emotions.

The concept of IQ dominated intelligence testing for a long time. With the emerging view of intelligence as multifaceted, the concept of intelligence as a single unitary ability or a composite of scores on different abilities is not considered valid. The concept of IQ has been found to be misleading. As counselors, the focus should be on a holistic assessment focusing on strengths and weaknesses of the client. This would help to plan remedial measures for intervention. The multiple intelligences approach is an alternative approach to assessment of intelligence. It emphasizes a variety of abilities and skills (and not just an aggregate of mental abilities), which are required for success in life situations.

As the meaning of intelligence differs from one culture to another there is a need to understand the cultural context for measuring intelligence. Even though tests of intelligence assist counselors and other personnel in providing a view of the clients abilities, the scores of these tests need to be used with caution.

11.2.2 Interest Inventories :

In order to help students make vocational and educational choices, the counselor needs to know his/her interest for activities. The study of interest would help you as counselor to better understand the students in terms of his/her likes and dislikes. In this section, you will learn about the concept of interest and its assessment.



You might have observed in your class that some students show more inclination to mathematics, while others in computers, some in literary activities, in painting etc. Interest is an expression of our likes and dislikes or our attractions or aversions. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities etc. and consequently desires satisfaction, success and happiness out of the activities selected. It is because of his or her natural liking fro these activities over others. Interest refers to activities that on individual likes to engage in enjoys.

Types of Interest :

Interest can be classified in different ways. Supper (1990) classified interest as (i) expressed (ii) manifest or observed and (iii) measure or tested.



Interest testing is done to achieve some purpose such as :

- To provide teachers and counselors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
- To enable teachers, counselors and parents to assist the testes to prepare his educational and vocational terms consistent with his interest.
- To help in the selection of the right person for the right work, and thus same frustration, unhappiness and disappointment in the live of the individuals and increase productive capacity of individual.

Methods of Assisting Interests

We can use (i) formal assessment techniques and (ii) informal assessment techniques to discover a student's interest.

i) Formal Assessment Techniques :

Interest inventories are formal techniques for measuring interests. They are considered more reliable at discovering on individuals interest than interviews as the inventories address a large number of questions representing a broad range of carriers. There are many inventories now in use and majority of them deal with occupational interest.

Interest Inventories

The Strong Vocational Interest Bank (SVIS) and Kuder preference Record (KPR) are significant milestones in the area of interest measurement and a number of revisions of the original forms have been undertaken. Both the interest inventories however better in terms of approaches in construction and purpose for which they are used.

The SVIB is based on the assumption that a person who has the interest typical of successful people in a given occupation will enjoy and find satisfaction in that occupation.

The KPR constructed by G. Frederic Kuder, assets preferences for specific activities. Each item contains three choices. The subject has to select one of the three choices as his first choice, and another as his third choice.

An example of the choices given in an item are :

- Build bird houses
- Write articles about birds
- Drawn sketches of birds.

This particular item aims to test three types of interests, namely mechanical, literacy and an artistic.

The main difference in the two types of inventories is that in Kuder preference record the subject is forced to say which one of the three activities he likes best and which one he likes least, even though he may not like any of the that, hence it is called forced choice pattern type. In Strong Vocational Interest blank, the subject has to differentiate between L (like), I (indifferent) or D (dislike). Hence it is called category-response type of assessment. As counselor if you want a description of a persons so that inferences could be done regarding suitability for one of the very large number of jobs, Kuder Preference Record is your preferable tool of interest assessment. On the other hand if the purpose is to appraise the individually interest for a limited number of specific jobs, then strong Vocational Interest Blank is more useful. It is important to remember that the SVIB and KPR tell nothing about the ability or aptitude of an individual. These to be assessed by other methods.

Results of interest inventories or tests are particularly useful to the counselor as :

- The items of interest inventories are non-threatening and so the student is more likely to respond honestly.
- The student, with the assistance of the counselor, is helped to see the discrepancy, if any, between his/her view of one’s interests and those assessed by the interest inventories.
- It also provides the counsellor a view into whether the clients expressed interests are shifted to what s/he **is pursuing**.

You have read about two distinct types of interest inventories. Besides, these two, some tools are available and used by the counselor and the individual her / himself.

Informal Assessment Techniques :

It includes client’s expression of interests and observation. The clients interviews regarding his/her interests provide the counselor a good beginning for understanding the client. For example, the books s/he reads, and the amount of time spent on reading provides on indication of clients interests on the kind of reading s/he does. As counselors you can supplement this information by using qualitative techniques of assessment such as observation of the activities a client participates in or information gathered from anecdotal records and written works as sources informal information regarding client interests



Cautions on the use of Interest inventories

As counselor, you should keep in the following cautions in mind while using the results of interest inventories.

- Interest data of an individual provides a profile of the pattern of their interests (what they like doing) and should not be taken as the strength of the individual).
- Interest results tell us only about the likelihood of an individual finding enjoyment in a particular type of activity or occupation and not s/he is capable of.
- A high score on an interest inventory so should not be considered analogues to success in a career.

You have read in the above section that assessment of interest indicates of a simple level what a person likes to do and enjoy. It is important to remember interests indicate the clients and not his or her strength. The emphasis of interest inventories is on self-exploration. One should know about one self and be able to relate this information to what one is doing. Thus the results of interest inventories should not be seen in an isolate manner but should be supplemented with information from other techniques such as observation, interview, informal talk etc. interest results are of little value themselves. They should be considered with achievement and aptitude scores to help individuals make educational and career choices.

11.2.3 Aptitude Tests :

Aptitude is thought of as a natural tendency, special ability, or capacity or cluster of abilities. Often these natural abilities are looked at in relationship to a person's readiness to learn or their suitability for a particular career. For example, in order to be successful architect, one must possess the cluster of abilities such as a keen sense of observation, a sense of aesthetic visual memory, abstract reasoning, and an ability to sketch free hand. So, aptitude may be defined as a trait that characterizes an individual's ability to perform in an area or to acquire the learning necessary for performance in a given area. It presumes an inherent or native ability that can be developed to its maximum through learning or other experiences. However, it can not be expanded beyond a certain point, even by learning. Although that may be a debatable concept, it is stated here as a basis on which aptitude tests are developed. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity.

Aptitude tests may potentially be used by counselors and others because.

- They may identify potential abilities of which the individual is not aware;
- They may encourage the development of special or potential abilities of a given individual.

- They may provide information to assist on individual in making educational and career decisions or other choices between competing alternatives;
- They may serve as an aid in predicting the level of academic or vocational success on individual might anticipate; and
- They may be useful in grouping individuals with similar aptitudes for development and other educational purposes.

Types of Aptitude Tests :

There are different types of aptitude tests. Some of them are single aptitude tests like tests of mechanical aptitude, clerical aptitude, teaching aptitude, musical aptitude and so on. Such tests covering a group of related abilities are necessary for performing in an occupation like becoming a mechanic, clerk, teacher, musician etc. Another type of aptitude test is work sample aptitude test. It requires the individual to perform all or part of a given job under the conditions that exist on the job. An example of a work sample test for the job of automobile mechanic is to repair a faulty carburetor. Besides this, there are differential tests Batteries as well. A commonly know Differential Aptitude Tests (DAT). Bennett, Seashore and Wesman (1984) battery consists of eight subtests of verbal reasoning, numerical reasoning abstract reasoning, spatial reasoning, clerical speed and accuracy, mechanical reasoning, language usage, spelling, grammar, combination of such abilities is required for success in different occupations. Such test batteries can give comprehensive information about the relative picture of the students specific abilities. Administration of total battery can prove to be costly in terms of time but one can make selective use of certain sub tests. For example, a student trying to explore whether s/he will have the required aptitude to go to engineering, may not be required to take tests like clerical speed, language usage, grammatical or verbal reasoning tests but may be required to take numerical abstract and spatial reasoning tests. Most of the batteries of tests available for assessment of aptitude at school stage are in the form of test batteries consisting of the underlying abilities required for success in different occupations rather than direct assessment of job aptitudes.

Caution in the use of Aptitude Test Data :

- It is important that counselors select and use aptitude tests carefully, keeping in view the student's/clients needs. If aptitude test data must be used, it should be used along with previous achievement data, present interests, leisure time activities and work habits etc. in order to guide the students into various occupational possibilities.
- The aptitude test samples certain abilities of the individual and helps to find what he/she can do now and how well it can be done further. On the basis of present performance, estimate of his/her future achievement is inferred which is in terms of probability only.

- It may also be kept in mind that aptitude tests score only provide leads or suggestions or to help in career planning and do not automatically match individuals to suitable courses or studies, and occupations. These are factors like willingness, hard work, that contribute to or one's success in a career which are not measured by aptitude tests.

Check your Progress-I

1. What is Psychological Tests? State the name of different types of Psychological.
2. What is interest inventories? What cautions you should take while using it?
3. Explain various types of Test.

11.2.4 Achievement Tests :

Achievement is what one successfully accomplishes in an area of study / activity / domain. In the case of students, it may be conceptualized as successful learning of the assigned educational material. Such learning is usually demonstrated to teachers and others either through a verbal presentation or a written examination.

An achievement test measures knowledge and skills attained by the student in a particular area, usually acquired after classroom teaching or training. In an educational system, achievement test scores are often used to determine the level of instruction for which a student is prepared, to indicate academic strengths and weakness, and to indicate the relative standing of the student in a group/class. Achievement test data, in combination with other data, is used to help guidance counselors plan students future educational programmes.

Types of Achievement Test :

Achievement tests are of different kinds, each scoring a different purpose and providing different information on students' academic proficiency. These have been classified in various ways, and understanding of which helps the counselor to understand their functions.

Formative and Summative Tests : Formative tests are used to measure progress made in knowledge and skills before and during instruction. Summative achievement tests are given at the end of course instruction, so as to assess the outcome of the instruction.

Prognostic tests : Readiness or prognostic tests are used to predict how well an individual is expected to profit from training.

Diagnostic Test : Diagnostic achievement tests provide information on performance of the students in different subjects and indicate their strengths and weakness in reading, arithmetic and language usage.

Achievement test can be either criterion referenced (CRT) or norm referenced (NRT). The two tests differ in their intended purposes, the way in which content is selected, and the scoring process which defines how the test results must be interpreted. Norm Referenced Tests (NRTs) are designed to highlight achievement differences between and among students and provide a rank order of students across a continuum of achievement from high achievers to low achievers. These types of tests are used to help counselors/ teachers to clarify students for remedial or gifted programmes. Criterion-reference tests (CRTs) determine the strengths of the test taker i.e. what they can do and what they know, not how they compare to others. They report how well students are doing relative to a predetermined performance level on an specified set of educational goals or outcomes included in the school curriculum.

An achievement test is designed to measure how much a person knows about a specific topic or area such as math, geography or science. Achievement tests can be standardized test or teacher-made tests.

Uses of Achievement Test Data

Data from standard achievement tests can be used for promoting, classifying, diagnosing or evaluating students. Counselors can also use the achievement tests for :

- Helping clients in decision making. A counselor can use the achievement test scores to initiate decision on taking appropriate choices for a career.
- Assisting in diagnosis counselors can make use of achievement test data to diagnose problems faced by the students in different subject areas. Accordingly corrective remediation can be planned and carried out.
- Encouraging self-study. The student through achievement data, is able to gain insight into his/her strengths and weakness in different subjects which can motivate him/her to put in the desire effort.
- Achievement test are used as learning measures of (1) the amount of learning, (2) the rate of learning (3) comparisons with others or with achievement of self in other areas, (4) level of learning in sub-areas, and (5) strengths and workers in a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

Achievement tests of both kinds i.e. standardized and teacher –made tests are based on the content taught and are considered valid. These are used to assess the level of overall proficiency to meet the entry requirements to certain/ programmes or the proficiency in a particular subject. The informal classroom achievement test is suited to a select performance of a group of students. It is flexible and accommodates testing students on a

local curriculum. The two types of tests can be used in a complementary manner.

11.2.5 Attitude Scale :

Attitudes are expressions of how much we like or dislike various things. We tend to approach and seek out to be associated with things we like, we avoid, or reject things we do not like. Attitudes represent our evaluations and performance towards a wide variety of objects, events, persons, and situations. The defining characteristics of attitudes is that they express evaluations along the lines of liking-disliking, pro-anti, favoring – disfavoring or positive – negative (Petty and Cacippo, 1981). By restricting the term attitude to evaluation, we distinguish attitudes from beliefs or opinions. Attitudes include certain aspects of personality as interests, appreciations and social conduct. Attitudes are learnt, they are adopted. They have aspects as directions, intensity etc. In the following section we will know how attitudes are tested.

Types of Attitude Scales :

Attitudes need to be tested because our social life depends on some desirable attitudes. The success in certain vocations also depends on some attitudes. Attitudes can be tested through various techniques. Various scaling techniques have led to the development of different types of attitude scales which provide quick and convenient measure of attitudes. However, the ‘method of equal appearing intervals’ and ‘method of summative ratings’ have been extensively used in attitude or opinion research. The attitude scales which are developed using these scaling techniques consist of a number of carefully edited and selected items called ‘statements’.

The method of ‘equal – appearing intervals’ was originally developed by Thurstone and Chave. The attitude score of an individual obtained by this method has an absolute interpretation in terms of the psychological continuum of scale value of the statements making up the scale. If this score falls in the middle range of the psychological continuum, the attitude of the individual is described as “neutral”. If it falls towards the favourable end of the continuum, it is described as “favourable” and if it falls towards the unfavourable end, it is described as “unfavourable”.

In the “method” of summated ratings developed by Likert, the item score is obtained by assigning arbitrary weights of 5, 4, 3, 2 and 1 for Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) for the statements favouring a point of view. On the other hand, the scoring weights of 1, 2, 3, 4 and 5 are used for the respective responses for statements opposing this point of view. An individual’s score on a particular attitude scale is the sum of his rating on all the items.

In addition to the above two scales, there are some more techniques, such as, Error Choice Technique, Free Response Technique, Paired Comparisons, Opinion Polling or Surveying, diaries, auto-biographic etc. are used for testing attitude.

Attitude scales are used to measure the degree of positive or negative feeling associated with any slogan, person, institution, religion, political party etc. Attitude scales are also used in public-opinion surveys in order to make some important and crucial decisions. Educationists, for example, conduct opinion surveys to find out how people feel about educational issues.

11.2.6 Personality Test :

Often by persons use the term personality to indicate the physical make up of an individual. The term “Personality” however, signifies much more than simply the physical looks of a person and has a very broad meaning. It includes the emotional, motivational, inter-personal, attitudinal and even moral aspects of a person. Some researchers have included intelligence also as part of personality. Personality refers to a unique combination of characteristics of an individual, which pre-disposes the person to behave in a particular and consistent way. Personality testing is necessary to achieve the following purposes.

- It helps the students in proper educational and vocational choice. Personality plays an important role in an individual, personal, educational and vocational adjustment and success. It is, therefore, important to diagnose the individual’s personality pattern to see whether he possesses the traits which are likely to contribute significantly to his adjustment to the course or career he is choosing.
- It helps the individual in resolving emotional conflicts. Personality diagnosis becomes essential when the difficulty the individual encounters in making proper adjustment with the educational and occupational choices, lies in emotional conflict about which the client has no knowledge. When the cause of the mental conflict is diagnosed, it may be possible for him to solve his problem in his own way.
- It helps the clinical psychologist. A clinical psychologist can use personality assessments to help choose the best therapy for his clients. Thus, personality assessment is important for educational, career, personal and social counseling.

Techniques of Testing Personality :

A number of techniques are used for testing personality. The techniques are :

- Interview
- Observation
- Self-report Measures
- Checklists
- Rating Scales
- Situational Tests or Behavioural Tests

- Projective Techniques
- Anecdotal Records
- Autobiography
- The Daily Diary

Here we can discuss some of the techniques of assessment of personality like self-report measures, projective techniques and behavioral assessment.

Self-Report Measures : Self-report measures are personality scales that ask individuals to answer a series of questions / statements about their characteristic behaviour. When you respond to a self-report personality inventory, you endorse statements as true or false as applied to you. You indicate how often you behave in a particular way or you rate yourself with respect to certain qualities. The logic underlying this approach is simple. Who know you better than you do ? A variety of personal characteristics can be measured through self-report inventories.

Projective Technique : Projective techniques focus on a composite picture of the personality as a whole. This method is called the projective techniques because the individual is stimulated to project his personality into



An Illustration of Rorschach Inkblot



An Illustration showing the Drawing of a Card of TAT

the test exercises. The stimuli used in projective techniques attempt to arouse responses that are a projection of the inner self or motives and personality traits that are usually hidden and often even unsuspected by the individual himself. The subject may be asked to respond to series of picture, inkblots or similarly ambiguous stimuli. The interpretation of responses requires a long period of training and should be done only by those who are specially qualified. The most popularly known projective technique is the Rorschach Inkblots Test and Thematic Apperception Test (TA).

Behavioural Assessment : The manner in which a student / client behaves in different situations can provide you with meaningful information about his / her personality. Observation of behaviour, teacher reports, interviews, ratings and situations tests serve as the basis of behavioural analysis.

The choice of a specific personality test is difficult but extremely relevant as different tests yield somewhat different, yet overlapping types of information. Some provide limited information while other provides a lot of information, some of which is very technical to understand. Of course, the more the information available, you may be able to help in more

domains. You should choose a test that is relevant to clients. The test must have norms available. You should also be aware of the limitations of the test, particularly the conditions in which it may mislead the respondents or you. Even when a test is used the counselor may interpret and use the test scores along with non-test information, keeping in mind the age, gender, social group, culture, language of the client.

Check your Progress-II

Write short notes on the following :

- a) Types of achievement tests.
- b) Uses of achievement test data
- c) Techniques of testing personality
- d) Types of attitude scale.

11.3 LET US SUM UP :

Psychological test is an objective and standardized measure of a sample of behaviour. Tests are used for selection, classification, diagnosis and prediction. School counselors, teachers and administrators use test data for different purposes. The essential characteristics of standardized psychological test are : objectivity, reliability, validity and norms. Counselors need to develop skills in test administration, scoring, interpretation of test results, and communicating results to their clients. General considerations for counselors in the appraisal process relate to being in good psychological health, developing sensitivity for the client, showing open mindedness, respecting the client, having attentiveness and showing empathy towards the client.

Tests and testing have been criticized because of their misuse and issues like labeling, inaccuracy, culture bias, invading privacy, encouraging competition. There is a need for standardization of all procedures and scoring of psychological tests for accuracy in results. Counselors need to take cautions in using psychological tests like interest inventories, aptitude tests, achievement tests, intelligence tests, attitude scale, personality tests.

11.4 UNIT END EXERCISE :

1. Explain the meaning of a psychological test
2. Name three types of aptitude test
3. How does the notion of intelligence changed over the years.
4. List five techniques for testing personality
5. State the four key abilities of Emotional Intelligence

Answer Key to Self-Evaluation Exercises :

1. Elaborate on the following points
 - Define psychological test

- Covers both the qualitative and quantitative aspects of measurements.
- 3. Elaborate on the fact that a good IQ and scholastic record are not the only indicators of intelligence in a student, but the concept today has broadened to include multiple and emotional intelligence. As is sometimes seen, an academically bright person may be facing a lot of problems in inter-personal relationships.
- 5. Elaborate on the following points :
 - Perception, appraisal and expression of emotion
 - Emotional facilitation of thinking
 - Understanding and analyzing emotions; employing emotional knowledge
 - Reflective regulation of emotions to promote emotional and intellectual growth

11.5 SUGGESTED READINGS :

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GUIDANCE AND COUNSELLING: QUALITATIVE ASSESSMENT TOOLS AND TECHNIQUES

Unit Structure :

12.0 Objectives

12.1 Introduction

12.2 Qualitative Assessment Test and Tools

12.2.1 Socio-metric Technique

12.2.2 Case Study

12.2.3 Cumulative Record Card

12.2.4 Autobiography

12.2.5 Observation

12.2.6 Interviews

12.2.7 Home Visits

12.3 Ethical basis in the use of Psychological Tests and Tools

12.4 Let us sum up

12.5 Unit End Exercises

12.6 Suggested Readings

12.0 OBJECTIVES :

After completion of this unit, you will be able to :

- Describe the important characteristics of seven qualitative methods
 - Sociometric Technique
 - Case Study
 - Cumulative Record Card
 - Autobiography
 - Observation
 - Interviews

- Use qualitative methods to develop a holistic understanding of the client
- Describe ethical basis in the use of psychological tests and tools

12.1 INTRODUCTION :

You have read in the previous unit about the uses of psychological tests which are the tools for quantitative assessment of an individual / client. As you know, tests provide a score related to a particular area of the individual. This score in itself does not tell everything about the individual. To enhance your understanding about an individual / client, you will need to use other assessment techniques that provide explanations of both the why and how of a particular situations or incident. This is the basis of the qualitative assessment. The focus of qualitative enquiry is not on highlighting differences among the individuals but on the uniqueness of individuals. Qualitative assessment helps to understand an individual's behaviour in relation to the context and situation.

In this unit, you will read about qualitative assessment tools. There are a number of standard techniques used to form a qualitative assessment. Observation, interviews, sociometry, case study, analysis of documents, informal talks, artifacts, rating scales, checklists, self-descriptions etc. are all sources of data in qualitative. You will study in this unit how the techniques of sociometry, case study, cumulative record card, autobiography, observation, interviews and home visits are used for qualitative assessment to develop a holistic view of the client. You will also read about ethical basis in the use of psychological tests and tools.

12.2 QUALITATIVE ASSESSMENT TECHNIQUES :

Qualitative assessment techniques are commonly employed for various settings. These techniques provide a broader, variable and more subjective approach to data gathering and interpretation for human assessment. There are different types of qualitative assessment, techniques used by the guidance worker and counselors. We shall now discuss various qualitative assessment techniques for guidance and counseling.

12.2.1 Sociometry Techniques :

The purpose of this technique is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejects. The technique is a useful source of information for appraisal of social behaviour of students.

Various aspects of personal-social development of the client can be more effectively evaluated by using sociometric technique. You too may have observed that in certain areas like leadership ability, concern for others, or effectiveness in doing group work etc. peers often know each others strengths and weakness better than the teacher or the counsellor. The

intimate interactions that occur in the give-and-take of peer relations seldom fully visible to an outside observer. Hence peer appraisal is important to build an understanding of the client. You shall now learn about sociometry which can be effectively used with clients and their peers. Sociometry is a technique for evaluating the social acceptance of the client or individual student. It also provides information on the social structure of a group or class of which client is apart. It provides information relating to how each individual is perceived by the group/class. Students are required to give their choices of companions for some group situation or activity. In the example given below children's acceptance is assessed for choices of sitting companions, work companions and play companions.

Example :

Name _____ Date _____

Some new arrangements will be made for sitting, working in small groups, and playing group games. I would like to know the names of those children you would like to sit with, to play with you and to work with you. You may choose anyone in your class you wish, including those students who are absent. Your choices will not be seen by any one else. Make the choices carefully so that the groups can be arranged the way you really want them. At times it is not possible to give everyone their first choice so make sure you give three choices for each question. I would choose to sit with those children.

I would choose to sit with these children.

1. _____ 2. _____
3. _____

I would choose to work with these children.

1. _____ 2. _____
3. _____

I would choose to play with these children.

1. _____ 2. _____
3. _____

As you may have observed, that given example illustrates some important principles of sociometric choice, these are :

- i) The choices should be real choices that are natural part of classroom activities.
- ii) The basis of choice and restrictions on the choices made should be indicated clearly.

- iii) All students should be equally free to participate in the activity.
- iv) Choices made by the students should be kept confidential.

Although some differences in choice can be from one situation to another, a large element of social acceptance runs through all the choices. It is suggested by sociometric experts that negative choices should be avoided unless absolutely essential. Questions such as “Whom they would not want as comparison may disturb both the group morale and the emotional development of students / client.

It is important to keep in mind that the number of choices made by the student is restricted. Two or three choices for each activity is considered as a suitable number for children otherwise they find it difficult to discriminate when number of choices is large.

The sociometric data is provided in the form of a sociogram which shows attractions and repulsions within a group and helps the teacher and the counsellor in discovering the problems of students in relation to the group.

Use of Sociometric Results

Counsellors and teachers can use sociometric results for :

Organizing classroom groups, Improving individual students social adjustment, Improving groups social structure, and Evaluating the influence of school practices on students social relations.

12.2.2 Case Study :

A case study is an in-depth, intensive and detailed study of an individual or the client. The focus in case study is on factors contributing to the development of particular personality patterns and /or problems. The case study employs all possible tools and techniques that seem appropriate to understand an individual (e.g., observation, interview, self-reports, teacher’s ratings, checklist, sociometry, document analysis, anti-biographics etc.). It gives detailed information regarding different perspectives that can not be attained by any other methods. Case study is the most comprehensive of all analytical techniques because it makes use of all other assessment techniques.

Case study as an assessment technique is used by counselors to provide a means of integrating and summarizing all available information about the client in order to determine what further steps should be taken to enhance his or her development. Remember that collection of case study data is not simple stockpiling of information. Rather, the purpose of a case study is to present the client as a fully functioning totality” within his her environment. Therefore, a case may be selected to understand the mechanism by which problems accrue or a case study may attempt to achieve a better understanding of the problems of a child. For example, a case study may be conducted on student who has a problem in reading or in arithmetic. We employ case study method to study the whole individual (in her dynamic developmental process) so that we may better understand

his concerns, the reasons for his actions and behaviours and plan the course of action, which is appropriate for him.

Therefore we may say case study is a synthesis and interpretation of information about the client and his/her relationships to his / her environment. As counselors it would help you to understand the nature and cases of the client's behaviour, personality trends and difficulties in adjustment. Then the question arises how to conduct a good case study? You will now learn about the characteristics of a good case study, types of information used, how a case study is organized and how to report a case study.

Characteristics of a Good Case Study :

- A good case study is concerned with the individuals' past, present and future. The data collected from different sources, at different times through various tools and techniques, should be analyzed synthesized and presented in a manner to present a complete view of the individual/ clients life.
- A good case study is dynamic and longitudinal and not static and cross sectional.
- The focus of the case study may be the whole individual or a small part. The focus of the study varies widely and depends on the age of the client, the purpose of assessment, the working situation and the experience of the counselor.

Types of information used in a Case Study :

You have learnt that the aim of gathering information about a person is to develop a holistic perspective, to be able to understand him / her and provide proper guidance and counseling. The various kinds of information used in a case study are gathered from all reliable sources. Cumulative records, observations, interviews, self reports, tests, peer appraisal data, teaches perceptions, from parents, friends, relatives.

Organization of a Case Study :

The organization of case study depends on two major factors :

- The purpose for which the case study is being prepared. This depends upon the heads of the client, counselor, parents, referral agency or purpose of study.
- The competencies and skill of the counselor/researcher in collecting, organizing and using information.

Organization involves providing an outline or format and developing and executing a logical plan such as to present the information in an integrated manner.

An Outline for a Case Study Report :

An example of proforma for reporting a case study of a client is given below :

i) Identification of data : should consist of

Name of the Client : _____

Sex : Male / Female

Father's Name : _____

Mother's Name : _____

Father's occupation : _____

Date of Birth : _____

Class : _____

School : _____

Language used at home : _____

Present and permanent address : _____

ii) Referral Source

Personal history : _____

Date of assessment _____ Duration :

Nature of problem _____ Opinion of parents: _____

Onset and teachers : _____

Seriousness : _____

Frequency of occurrence of problem: _____

iii) Educational History and Record

Cumulative record card/anecdotal record : _____

Is there any change school with reason.

iv) Health background

v) Home and family background and neighborhood

vi) Friends and acquaintance

The steps in developing a case study are given below.

- Recognition and determination of the status of the problem to be investigated.
- Collection of data relating to the factors and circumstances associated with the given problem.
- Diagnosis or identification of causal factors as a basis for remedial or developmental treatment.
- Application of remedial or adjustment measures.
- Subsequent follow-up to determine the effectiveness of the treatment.

Caution in using Case Study :

A counselor may guard against errors which creep in unknowingly.

- The case study should penetrate into the problems under study. It should not be superficial.
- Parents should be contacted. Medical opinion should be sought. All those who come into contact with the individual should be approached. The study not be one sided.
- All possible details should be gathered and not even the slightest detail should be over looked.

12.2.3 Cumulative Record Card :

Cumulative record cards, personal data cards and permanent data cards are some of the synonyms to denote a record system which gives us a picture of the student from many different sources. It is progressively developed and maintained over a longer period of time, and gives a summarized “growth record” indicating the direction and rate of development. It shifts the emphasis from one-time or once a year performance in a few academic subjects to the full development regarding all the important aspects of education and general, physical, social and mental development over a longer period of time. Essentially meaningful and functionally adequate information is collected from various sources, techniques, tests, interviews, observations, case study and the like, is assembled in a summary form on a cumulative record card, so that it may be used when the student needs our advice for the solution of some educational or vocational problem.

The cumulative record has been defined as “a method of recording, filing and using information essential for the guidance of students. A cumulative record and supplies information on points such as the following.

- a) **Personal :** (i) name, (ii) date of birth, (iii) place and evidence of birth, (iv) sex, (v) colour (vi) residence

- b) **Home** : (i) Names of parents, (ii) occupation of the parents, (iii) parents live or dead (iv) economic status, (v) number of siblings, older or younger, (vi) language spoken in the house.
- c) **Test Scores** (i) general intelligence, (ii) achievement, (ii) other test scores, (iv) personality traits.
- d) **School Attendance** : (i) days present or absent each year, (ii) schools attend with data.
- e) **Health** : record physical disabilities, vaccination record, diseases suffered from.
- f) **Miscellaneous** : (i) vocational plans (ii)extra curricular activities,(iii) counselors note.

If we analyze the items recorded on a cumulative record card, we find that only such items are included as are recorded in a case study. Data collected through non-standardized techniques like check lists, questionnaires, autobiographies do not find a place in the record card file. It must be remembered that recording and filing of information are not so important as using the information.

Need and Importance of Cumulative Record :

The cumulative records about students provide useful information to teachers, counselors and administrators. The need and importance of cumulative records in guidance are given below :

Importance in Guidance :

The basic principle and assumptions of guidance take into consideration the individual differences. Cumulative records reveal such individual differences and indicate the nature and amount of professional assistance needed by individual students of various stages of their development.

It is useful in analyzing the future needs of the individual student and proper educational and occupational guidance can be offered on the basis of his needs.

Importance in Teaching :

- The cumulative records of different students help the teacher in classifying students in accordance with scholastic attitudes and mental abilities.
- They are diagnostic tools to analyze a behaviour problem or an educational one. For example, why is a student backward in the class? What steps can be taken to remove his / her backwardness?
- Cumulative record indicate the students who had special help and adjust the teaching accordingly.

Characteristics of a Good Cumulative Record :

The following are the characteristics of a good cumulative record.

1. Information gathered should be complete, comprehensive and adequate so that valid inferences may be drawn.
2. Information recorded should be true and valid. Like other tools of measurement, a cumulative record can be valid only when it measures what it intends to measure.
3. Information to be reliable should be collected by a number of teachers and then pooled.
 - A cumulative record should be reevaluated from time-to-time.
 - A cumulative record should be objective and free from personal opinions and prejudices.
 - It should be usable. A cumulative record may be card types, folder type or booklet type.

Check your progress-I

1. Uses of sociometric techniques
2. Cautions in using case-study.
3. Characteristics of a good cumulative Records.

12.2.4 Autobiography :

You might have read a number of autobiographies of great personalities, some of the common are “My Experiments with Truth” by Mahatma Gandhi, autobiography of an unknown Indian by Niral C. Choudhury. An autobiography is a description of an individual in his own words. As a guidance technique for studying the individual, it gives a valuable information about the individual’s interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc. In guidance, structured autobiographic items are given to the individual and he is asked to write them out. The autobiographical material is verified by various other means. Since feelings, values and attitude can not be measured by any other technique, autobiography appears to be the one technique for appraising these characteristics.

12.2.5 Observation :

Observation is the most direct method of learning about the development of children. Since it requires focus on the child’s behaviour, observation allows the counselor to know the child as a unique individual, rather than as a member of a group. One of the most accurate ways to learn about children is to observe them in their daily activities. It requires systematic and rigorous observation, which involves far more than just being present and looking around. To understand fully the complexities of many

situations, direct participation and observation of the student/client is considered one of the best approaches.

What to Observe :

Observation is often used by teachers to understand the cognitive, affective, and motor development of children. What kind of individual actions are important for a counselor to observe and record, what has to be observed would depend a lot on the problem faced by the client, no exclusive list of indicators can be given.

How to Observe :

Systematic and objective observation requires preparation and training. Training includes how to write descriptively, recording field notes, using method for validating observations. Preparation for observation has mental, physical, intellectual and psychological dimensions. The quality of information gathered from observation can be increased with training in the observer's skills. The observer must know what to look for, how to record desired information and how to explain the behaviour. The accuracy, validity and reliability of observations can be improved through rigorous training and careful preparation.

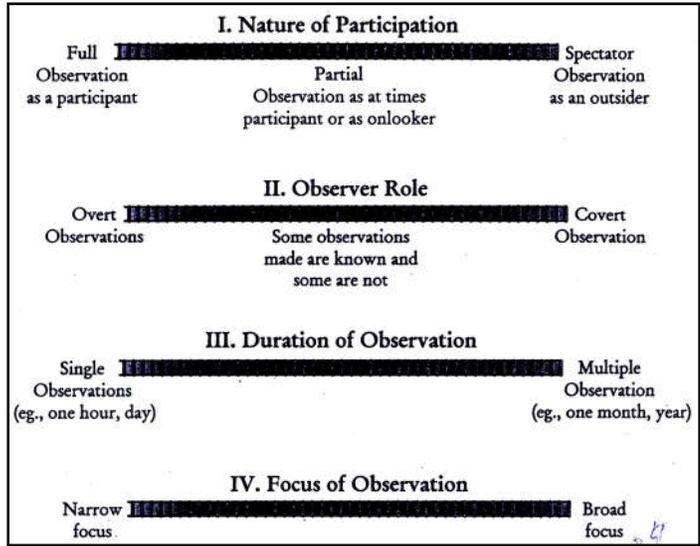
It is important to remember that the purpose of observational data is to describe.

- the setting that was observed,
- the activities/behaviour that took place in the given setting,
- the people who performed the behaviour or participated in the activities, and
- the meaning of what was observed from the perspective of those observed.

As counselors you can make use of different sources for collection of observational data. These sources could be documents (such as personal diaries, registers, or memos, etc.) interviews, informal talks, physical settings (how space is used, lighting etc.), social settings (communication pattern, how decisions are taken etc.), non-verbal cues, or unobstructive indicators (equipment in the laboratory, books used in the library, conditions of carpets etc.).

Variations in Observation :

Counsellors can make observations in a number of settings such as homes, schools, classrooms, communities and organizations depending on the needs of the student. Variations occur due to a number of factors associated with nature of counselors participation, extent of involvement, duration of observation, duration and focus of observation (Patton, 1990) these five factors can cause variations in an observation.



Nature of Participation :

Observation can be made by being part of clients setting i.e. full participant or it can be made by observing from distance i.e. as a spectator. The extent to which the counselor or observer participates in the setting /case being studied can also cause variations in observation. A counselor can start as a spectator and gradually become a full participant or vice versa.

Portrayed of Observer Role :

The observations made can be overt i.e. purpose of making observation is not revealed to the client or it can be covert i.e., clients know that observations are being made.

Duration of Observation :

Observations can vary from one hour to one year. However, all the observations should last long enough to get the answers to client’s problem.

Focus of Observation :

The focus of observation could be to gain holistic view of the client, therefore, all the necessary aspects of the client have to be considered, or on the other hand, one single aspect can be studied.

Methods of Recording Observation :

After having learned about what and how to observe, you now read to learn about the technique to record observations i.e. field note taking.

Field Note :

Field notes contain the description of what has been observed. They are descriptive, should be dated, should contain basic information about when and where the observation took place, who was present, what the physical setting was like, what activities took place, and what social interactions occurred. It should permit the counselor, as observer, to experience the activity observed while reading the observation and analyzing the data collected. There are a number of ways for developing field notes. Anecdotes records and critical event records are two examples of field notes.

Guidelines for Observation :

There are a few rules to follow when making observations as part of a qualitative enquiry.

- Be descriptive in taking field notes (anecdotal records, critical incidents).
- Gather information from different perspectives (client, peers, parents, and teachers etc).
- Cross-validate and triangulate by using data from different sources; observation, interview and documents, etc. and using more than one investigator.
- Present the views of the people, their experiences in their own words.
- Separate description from interpretation and judgement.

12.2.6 Interviews :

The purpose of interviewing is to know what going on in a person's mind. You interview people to find out from them those things you can't directly observe such as feelings, intentions and thoughts. You can not observe things that happened in the past, or the meanings attached to things or incidents going on around. To obtain information about these you have to ask questions. This helps you to know another's perspective.

In-depth, open-ended interviewing aims to capture the clients' experiences and perspectives on their problem in their own terms. Open-ended interviewing is based on the assumption that other's perspective is meaningful. It is important to remember that skillful interviewing involves much more than asking questions. Now, you will learn about the types of interviews content of interview, and guidelines on how to question to conduct an interview with the client.

Types of Interviews :

You will now read about the different types of interviews.

Informal Conversational Interview :

It relies on spontaneous questioning which may take place as part of the counsellor's participant-observation. Over the course of an informal talk, the client may not even realize that she / he is being interviewed. In such interviews, the data gathered would be on aspects that differ for each client depending on the issues that emerge from the conversation. The major advantage is that the interview is highly individualized to the client and produces information or insights that the counselor/ interviewer may not have anticipated. This type of interview requires the counselor to be experienced in the content area and strong in interpersonal skill.

Interview Guide Approach :

It involves deciding before the interview, the issues that are to be explored with the client i.e., identifies topics, but not actual wording of questions, thereby offering flexibility. These identified issues are used to guide the interview and keep it on track and ensure that they are covered. This kind of interview is focused and hence the data collected are more systematic and comprehensive than informal conversational interview.

Standardized Open-ended Interview :

This interview consists of set of questions arranged in a sequence, which are asked to each client. It minimizes the variation in the questions passed to the client at the same time provides scope to the client to give responses that are open-ended. This reduces the possibility of biases that come from having different types of interviews with different people. Data obtained from such interviews are systematic and thorough for each client but it reduces flexibility and spontaneity because the questions are predetermined thus leaving little scope for issues that may emerge during the course of the interview. The advantage of these type of interview is that it is the most structured and efficient of the qualitative interviewing techniques.

The Focus Group Interview :

In the interview the counselor becomes a facilitator among the interviewees in a group setting where they hear and react to one another's responses. Focus groups can be used by counselors to assess the needs of a student group, obtain general background information about a topic or diagnose the potential problems of a group of students. In this type of interview the counsellor's role is of a moderator, directing the interaction and inquiry in a manner that the purpose of interview is served.

The common characteristic of all qualitative approaches to interviewing is that the people being interviewed respond in their own words and provide own personal perspectives.

Content of Interviews :

Before an interview is conducted it is important to plan the type of interview whether it will be the informal conversation, the interviewing

guide approach, the standardized open-ended interview or the focus group. Then it is important to know about the different kinds of questions that could be asked while interview the client. The counselor must decide what questions are to be asked, the sequence of questions, the details required, time of the interview and how to word the actual questions. The different kinds of questions that could be asked by the counselor are behaviour / experiential questions, opinion/ values questions, feeling questions, knowledge questions, sensory questions, demographic questions.

How to Question :

The way the question is worded is important. There are no fixed rules of sequencing questions for an interview. Informal conversational interviews are flexible and, therefore, fixed schedule is not required. However, standardized open-ended interviews must have a sequence because of their structural formed.

General Principle of Interview :

The following are the guidelines to make an interview successful.

- The counsellor should feel the need of interview and counseling.
- The counselor should have all relevant data about the client before he starts counseling.
- A rapport should be established between the counselor and the counselee. It is a sort of personal relationship of mental trust and respect based on the feelings of confidence and security.
- Discussion should be restricted to issue at hand.
- When the counselee expresses himself he should be accepted. The counselor will gain nothing by antagonizing or embarrassing the counselee.
- The counselee should be allowed to take the lead in making decisions.
- The interview should end with a constructive note.
- Interview is an art and a skill that is developed with practice.

Home Visits

Home Visits Therapy for Mental and Emotional Treatment!

The importance of family has been well recognised by the personnel in social work, specially those in the mental health field. Study of the emotional, social and physical aspects of family life is necessary to plan the treatment effectively. It is also very important to gather sufficient details of information so that our prediction has less chance of being based on hunches or prejudices, and this is achieved easily and effectively through home visits.

Home visits aim at therapeutic, sustaining and preventive measures as well. At the WHO European Conference on Mental Hygiene Practice (1959) it was recommended that home visits should be used for diagnostic purposes, as well as for treatment and supervision of long-term patients in their own homes.

Bernard (1964) states that by making home visits one sees the environment in which the patient lives, observes family and other relevant social interactions at first hand and develops a fuller diagnostic understanding of the patient for appropriate treatment planning. Home visit has thus become an effective tool in total treatment (intervention) programme.

In the following paragraphs the purposes of home visits are described:

1. Getting Detailed Information about the Client and his Family:

In medical and psychiatric setting, it is often impossible for the psychiatrists or the psychologists to obtain an adequate picture of the family background by interviewing the child, the parents and others concerned in the clinic. At best, according to Yapp (1959), such a method is laborious, uncertain, and may involve many interviews and a gradual piecing together of the various contributions, and at worst there is a risk of undermining the child's confidence in the therapist.

On the other hand, according to Cameron (1961), "in a few minutes in home, an experienced observer can gain more pertinent information about the patient and his environment than can be gained during hours of probing in an office."

2. Home visits help a great deal in assessing the:

- (a) Problems of the child, and the relevance of family interaction to these problems;
- (b) Personality characteristics of the parents and siblings and studying the patterns of intra-familial, interpersonal relationships; and
- (c) Socio-economic status of the family and the pattern of interaction with the external world.

3. Persuading the Patients to Utilise the Services to the Maximum Extent:

In my experience with the clients of the Child Guidance Clinic, it was often observed that patients do not turn up after one or two visits to the clinic. On further investigation, one gets the impression that they lack motivation to get themselves (or their wards) treated. This lack of motivation results in their not using the therapeutic resources adequately. So, the home visits in such cases will help in adequately motivating the patient and family for seeking treatment.

Educating the Family Members in Matters of Health and Illness and for Allaying Anxiety of Relatives the relatives of the patients harbour many wrong notions about various services including medical and psychiatric treatment mainly because of lack of knowledge. The social worker can play a significant role in educating the public in matters of various illnesses and their treatment through home visits and can allay their irrational fears and remove misconceptions etc.

4. Strengthening Ties between the Client in the Institution and Family:

According to David (1965), pre-release home visit by the social worker strengthens the ties between the patient and his family that are often strained to the breaking point, or it prevents further deterioration in the relationship. The home visits also help in preparing the family to receive the clients after discharge from the institution.

5. Facilitating Rehabilitation of the Discharged Clients from Institutions:

Sheeley (1962), in an address to the New Mexico Medical Society, quoted Bourestom that the patient's failure to make a community adjustment was more apt to be due to community hostility than to continuing mental illness (or the problem).

Home visits help in bringing this to the notice of the relatives and helping them in resolving the same. In addition, the family members may be counselled on reorienting their attitude to the clients and their problems so as to facilitate rehabilitation.

6. Family Therapy and Aftercare Services to the Discharged Patients:

Ferriera and Winter (1965), on the basis of their clinical impressions derived from family therapy and the results of a handful of experiments, have come to the conclusion that the family of an individual patient is an abnormal one, different in some way from normal families.

This conviction has led the workers in mental health field to include the whole family in treatment, if the patient is to be treated successfully. May et al (1962) have also found that home visits with support and advice to the family and relatives or anyone else in the immediate environment is a factor of major importance in the treatment of psychiatric patients.

Discussing the problems of the client with the leader of the team is the first step in planning the home visit. The worker should take care not to impose his own judgements, values, prejudices, etc., on the client. However, the worker should not be too formal in his behaviour.

Informality in the relationship, interest in helping the patients and his family, and genuinely respecting the patient and his family in spite of his handicaps will enhance the usefulness of home visits. The language of communication should be such that the patient and his family members understand it without difficulty.

Home visits are particularly valuable in the treatment of:

- (1) Emotional problems of children and adolescents,
- (2) Habit disorders and conduct disorders in childhood and adolescence,
- (3) Educational problems,
- (4) Delinquency and other behavioural disorders in children,
- (5) Social maladjustment,
- (6) Psychoneuroses, and
- (7) Difficulties in family adjustment.

12.3 ETHICAL BASIS IN THE USE OF PSYCHOLOGICAL TESTS AND TOOLS :

Guidance like other professions has its own ethics, the core of which is respect for the individual. Every counselee is equal in the eyes of the counselor. Further the action of the counselor is governed by the belief that every individual possesses certain strengths. A good counselor helps to facilitate the strengths of the individual and overcome his / her weaknesses. Another important aspect of guidance ethics is that the counselor regards all information or data about the individual as strictly confidential and never tries to misuse the data. The counselee confides everything to the counselor, and it is the moral duty of the counselor to maintain confidentiality. Besides, the counselor should never use the counseling session for the purpose of indoctrination or for the satisfaction of his own needs. He must always respect the freedom and dignity of the counselee. It is also important for the counselors to adhere to the ethical norms in the use of psychological test scores.

Check your progress-II**1. Write Short notes on:**

- a) Autobiography
- b) Focus group interview
- c) Content of Interview
- d) Principle of interview

12.4 LET US SUM UP :

Qualitative assessment provides an in-depth understanding and a holistic perspective about a client.

The qualitative approach differs from a quantitative approach in its methodology of studying people. In fact, they provide answer to different questions.

Qualitative approach is known to be descriptive, flexible, subjective, in-depth, interpretive and holistic in nature. The focus is on the uniqueness of an individual. One way to strengthen qualitative analysis is to use triangulation i.e. use of several methods to study the same behaviour / phenomena.

Observation and open-ended interview are two important tools of qualitative inquiry. Systematic and objective observation requires preparation and training. The observer must know what to look for, how to record the obtain information and how to explain.

Interviews help to obtain the client perspective. Those are different approaches to collect qualitative data through open-ended interviewing. Before conducting interview, it is important to decide the kind of questions to be asked, their sequence, thinking and wording them.

Sociometry is a technique for evaluating the social acceptance of individual students and the social structure of a group i.e. how each individual in a group is perceived.

Case study is an in-depth, intensive and detailed study of each and every pertinent aspect of an individual or phenomenon. Case study method is used for summarizing and integrating assessment information. The information used in a case study gathered from all reliable sources, cumulative records, observations, interview, task, peer appraisals, home visit and teacher's perception etc. Ethical codes and standards have been developed for proper use of psychological test. It is important for the counselors to adhere to the ethical norms while using the tools.

12.5 UNIT END EXERCISES :

1. How can be inaccuracies in observations be reduced ?
2. What are the characteristics of a good case study ?
3. Discuss in brief the importance of cumulative records in teaching.
4. List any five qualitative assessment techniques you would like to use in your school.
5. Fill in the blanks with appropriate answer given below.
 - a) Sociometry is a method for evaluating the _____ of an individual and the _____ of a group.
 - b) Peer appraisal technique life sociometric procedures are especially useful in evaluating _____ development.
 - c) Sociometry is based on student's _____ of comparisons for some activity.
 - d) In order to organize and classroom groups, teachers can make use of _____ technique to know this group structure.

(a) Sociometric (b) Personal – Social (c) Social acceptance, social structure (d) Choices

Answer Key to Self-Evaluation Exercises :

1. By being descriptive in taking field notes (anecdotal records, critical incidents)
 - By gathering information from different perspectives (client, peer, parents, teachers etc.)
 - By cross validating and triangulating data from different sources such as observation, interview, documents etc. and by using more than one investigator.
 - By presenting the views of the people, their experiences in their own words.
 - By separating description from interpretation and judgement.
2. Elaborate on the following points
 - A good case study is always concerned with the individual's past, present and future i.e. it should provide complete view of an clients life.
 - A case study should be dynamic and longitudinal and not static or cross-sectional. It should provide all the necessary information to plan remediation and it should provide scope to review the effects of remediation programme.
 - The focus of case study should vary widely i.e. it may focus on whole individual or small selected segment of an individual or client such as aggressive behaviour of the individual or client.
3. Indicate the relationship scholastic attainment and the mental abilities
 - In classifying pupils in accordance with scholastic aptitudes and mental abilities.
 - Help in identification of students who need individual attention, remedial teaching, enrichment teaching etc.
 - Helps the teachers in writing reports about individual students.
5.
 - a) - c
 - b) - b
 - c) - d
 - d) - a

12.6 SUGGESTED READINGS :

- Stake, R.E., 1995. The Art of Case Study Research. Sage, London
- Wragg, E.C., 1994. An Introduction to Classroom Observations. Routledge, London
- Manual for Guidance Counsellor, NCERT, New Delhi
- Anastasi, A. 2003. Psychological Testing (5th ed.), Mc. Millan, New York
- Hood A.B. and Johnson, R.W., 1997. Assessment in Counselling (2nd ed.). American Counselling Association, Alexandria, VA
- Assessment and Appraisal in Guidance and Counselling –I, NCERT, New Delhi
- Assessment and Appraisal in Guidance and Counselling – II, NCERT, New Delhi
- Kochar, S.K. (1985). Educational Guidance and Counselling
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