



## **Part- 1**

# **Guidance and Counseling at school**

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Guidance can be defined as a developmental process.

When guiding your pupils you will be helping them to:

1. Understand themselves.
2. Develop their talents.
3. Understand their abilities and shortcomings.
4. Plan a career in life.



By guidance, it means preventive measures which are taken to help an individual avoid getting into problems.


Counseling is a healing process through which the teacher seeks to establish a relationship in which the children can express their thoughts and feelings on their own situation. Hence counseling helps individuals make their own decisions from among the choices available.



# Importance of guidance and counseling

1. Help children to handle interpersonal relationships.
2. Develop the whole child.
3. Contribute towards their academic performance.





# Role of the teacher in guidance and counseling

1. Plan guidance and counseling services
2. Organize guidance and counseling services
3. Assist other members of staff in their interaction with pupils.
4. Keep pupils' confidential records
5. Make referrals.
6. Evaluation.



# Planning guidance and counseling services

There are three aspects involved in planning guidance and counseling services in your school. These include:

- a. Identifying guidance and counseling needs
- b. Formulating objectives
- c. Assessing the available physical facilities.



# Identifying guidance and counseling needs.

In your daily interaction with your pupils in school you will come across pupils with various problems which affect their learning. Some pupils may have educational problems, like reading, writing or expressing themselves in class. Others may fail to complete their homework, sickly, stressed etc.





# Formulating objectives

When planning the guidance and counseling services, you will have to formulate objectives. These will help you achieve your goals in guidance and counseling.



# Assessing the physical facilities



This is another need to consider. You will require a room where you can do your work quietly without interruptions. In this connection, you will find it useful to assess the existing facilities and work on the gaps you need to fill.



# Organizing guidance and counseling services

In a room you will need:

1. Two chairs without a table in between.
2. A cupboard to lock up your pupils' confidential records
3. A bulletin board to display educational materials in guidance and counseling
4. Your personal timetable.



In relation to human resources the guidance and counseling you will find it fruitful to:

Appoint a committee amongst the teaching staff and select teachers who are interested in guidance and counseling. Include support staff too if the school is boarding.

In service teachers, support staff and parents at the school level on the need for guidance and counseling.





# Assisting other members in their interaction with pupils

If you are to produce good results, i.e. change pupils' behavior, you need to create awareness in guidance and counseling amongst other members of staff through in service.



# Keeping pupils' confidential records

It will be fruitful to keep your pupils' confidential records in a lockable cupboard. In preparation for the records you may use a file or a card. The record file should bear a name or a code. Use of a code number will give you better results in relation to confidentiality.



# Information to capture on record card

The card should give the pupil's name, code number, sex, and age. You will also require address and telephone number for contact when need arises. You will need to keep a record of the nature of the problem for each individual child. You will also need a space on the card to indicate referral cases and to whom the referral is been made to.





# Making referrals

From time to time you will come across cases you may feel you cannot handle. This may be in relation to a child with severe emotional disturbance, extremely aggressive behavior, or one who has been sexually abused.

If you come across a problem which you cannot adequately handle, the best you can do is to make a referral to the experts.



# Evaluation

It is important to reflect from time to time on the guidance and counseling services you are providing to evaluate the extent to which you are reaching your objectives. Ask yourself the following questions:

- Was the problem identified quickly?
- What are the strategies used to address the problem?
- What were the strengths and weaknesses of the strategies?
- What lessons have we learnt?



# Types of counseling

Depending on the number of pupils you are counseling and why there are several types of counseling. Some of them are, individual counseling, small group counseling, pupils' parents and family counseling.





# Individual counseling

In individual counseling you work with one pupil because the pupil may have a unique or specific problem, or is not ready to disclose the problem in the presence of others.



# Small group counseling

Sometimes you will find it necessary to work with several pupils in one given session. These are pupils facing a similar challenge and they can help each other in understanding their problems in the healing process.

Make sure that you don't force pupils who are not ready to share their problems to attend group sessions. However, encourage them to do so.



# Family counseling

This involves either, working with the parents, or a number of family members in a session to ensure family support.





# Skills of guiding and counseling pupils

## 1. Active listening

The basis of helping skills is active and effective listening. Effective listening is more complicated than it seems on the surface. Listening is more than just hearing. It requires the following skills:

- Attending skills
- Reflecting skills
- Paraphrasing skills
- Effective questions



# Attending listening

It is essential that as the pupil talks, you assure them that you are giving them your full attention. This is essential in building a rapport with your pupil which is the central ingredient that will enable your pupils to feel safe enough to open up.

The sitting position, posture and eye contact will be an indicator that you are together with the pupils. Again convince them that you are genuine by being natural and unassuming. Show respect by receiving the pupil with warmth and encouragement.





# Reflecting skills

Reflecting back on what your pupils have said demonstrates that you are listening and it also allows the pupils to build a clear picture of their situation.

Also, after the pupil has gone, you need to reflect on the jumble of conversation, sift through it, and make a concise recap of the major themes to build up a reflective summary.





# Paraphrasing skills

Summarize your discussion with the pupils in your own words. This enables you to check that you have got the right impression at that stage. If you feel that some points are not clear, then you have to seek further clarity of what the pupil had said.





# Effective questions

Questions are like keys, they will either lock or unlock the door of understanding. The technique of asking questions will provide an opportunity for your pupils to learn how to solve their own problems.

Good questions will provide you with important information about your pupils and their situation. Avoid closed questions and more importantly avoid 'why' questions e.g. why did you become pregnant?

# Qualities of a good counselor

- 
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- A good listener
  - Pleasant and warm
  - Able to establish rapport
  - Able to maintain confidentiality
  - Able to show empathy
  - Able to inspire confidence in others
  - Able to make referrals to more competent people.





# Being a good listener

If you are a poor listener you need to make a deliberate effort to listen more attentively. Ask your colleague to narrate the same story again and see if you have improved your score.

It is important for you as a counselor to be a good listener, as this skill is the basis for being able to assist your pupils in solving their various problems.



# Being pleasant and warm

It is very important to meet someone who gives you a warm welcome, listens and talks kind words to you. This relieves tension and makes the person feel appreciated and that someone cares.

By being warm and pleasant to the pupil, you will have established a base for good working relationship with the pupils.





# Establishing rapport

Creating rapport lays the foundation for a warm working relationship. You can establish rapport with your pupils by doing the following:

**Being interested in them and being non-judgmental**

Once you have established rapport with your pupils, they will be more likely to trust you and will hopefully, find it easier to tell you about their problems. This in turn makes it easier for you to assist them accordingly.





# Maintain confidentiality

This means keeping all information secret and not revealing it to others. You should not discuss with a third person any personal information a pupil may give you as their counselor



# Showing empathy

This means you have the ability to understand what your pupils, or any other person with a problem, feels and why they feel that way.

Reassure by affirming that you understand what they are going through.



# Inspiring confidence

Here are some of the ways that you can use to build confidence of your pupils.

- Encourage the pupils to talk freely
- Give them time
- Be non-judgmental
- Reassure the pupil





# The root cause of behavioral differences

In the staffroom teachers often comment on the way the pupils behave. These comments show the pupils' behavior is a matter of concern to the teacher. This is because behavior is usually instrumental in good, or bad academic performance.

the root cause of behavioral differences in children are:

- Problems in the families (environmental factors)
- Growth and development (individual differences)



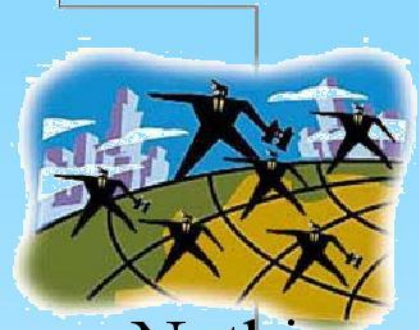
# Family problems

Parent-child relationship remains the most significant environmental factor in determining the kind of person the child will develop into.

Environment has a significant influence on children's behavior and attitudes.

Lets consider the following poverty, domestic violence, absent parents, drug abuse and child abuse.





# Extreme poverty

Nothing makes an individual as humble and unsure of themselves as poverty does. When a family is extremely poor, it means that the basic necessities and other needs cannot be provided and this affects the child's education. Such children may experience problems like:

- Unable to relate to other children from affluent families
- Being tempted to steal from those who have more
- Truancy, absenteeism and hunger
- Lack of concentration in class work





# Domestic violence

The common reason for domestic violence is alcoholism. Violence affects the children's emotional development, as they are often abused and lack of proper care



# Absent parents

These are parents who have no time for their children, or do not have quality time with them. This may be because they have commitments and engagements in various activities because they work away from home, have no time for their children, and leave home very early in the morning and come so late when children are a sleep.



# Drug abuse

Drug abuse interferes with physical, social and mental well-being. The effects of drug abuse can be seen in petty thefts among the young, disobedience, violent group behavior and inability to concentrate on their studies.





# Child abuse

In your experience, you may have noticed a child who is withdrawn, reserved, shy, or dozing in class. The reason leading to such behavior might be child abuse.

# Child labor



This can either be physical, sexual, neglect and emotional harassment.



# Growth and development

The onset of puberty, at about the age of eleven, marks essential changes in an individual. The child changes physically, psychologically, socially and becomes an adolescent.

Adolescence is generally viewed as a time of the greatest stress when compared to other periods of life.






# Common behavior problems

The most common behavior problems include:

1. Stealing.
2. Truancy
3. Cheating
4. Smoking
5. Drinking alcohol
6. Sex offences
7. Fighting
8. Harassment
9. Rudeness
10. Disobedience
11. Lateness



# Modifying children's behavior

1. Positive reinforcement
2. Extinction or ignore technique
3. Modeling technique
4. Punishment technique
5. Negative reinforcement technique
6. Assertive technique



# Problem solving

When dealing with problem behavior you will find it necessary to employ the following steps in systematic manner.



# Goal setting

Define the problem in behavioral terms and focus on what solution you are aiming for.

# Establishment of the baseline

You will need to assess the baseline data regarding the occurrence and the intensity of the pupil's problem



# Selection of intervention

You will then select an appropriate action which you expect to lead to the goal. This is actually the plan of action. With older children, this is most effective when done in cooperation with the pupils themselves





# Evaluation

You will find it useful to follow-up your intervention to find out whether it has been successful



## References

<http://www.slideshare.net/JamlickBosire/guidance-and-counselling-at-school>

# Thank you