



S.Y.B.A.
SEMESTER - IV (CBCS)

EDUCATION (PAPER-III B)
GUIDANCE AND COUNSELING

SUBJECT CODE : DSC-EDU-III B

Prof. Suhas Pednekar

Vice Chancellor

University of Mumbai, Mumbai.

Prof. Ravindra D. Kulkarni

Pro Vice-Chancellor,

University of Mumbai.

Prof. Prakash Mahanwar

Director

IDOL, University of Mumbai.

Programe Co-ordinator

: Dr. Santosh Rathod

Associate Professor,

IDOL, University of Mumbai, Mumbai.

Course Co-ordinator and Editor

: Mr. Rajesh Singh

Assistant Professor, Education,

IDOL, University of Mumbai, Mumbai.

Course Writers

: Dr. Pooja Manghirmalani Mishra

Asst. Professor, Education,

IDOL, University of Mumbai,

Mumbai.

: Dr. Viraj Pandagle

Asst. Professor,

Dept. of Education,

University of Mumbai,

Mumbai

: Ms. Kasturi Kulkarni

Assistant Professor,

CCYM'S Hashu Advani College of Special education

Chembur, Mumbai 74.

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Syllabus for S.Y.B.A. (Education) Course under Choice Based Credit System
Fourth Semester
Core Course Title: Guidance and Counseling- Part II
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Objectives:

- i. To develop understanding of the testing and non testing devices of guidance and counseling
- ii. To orient students to areas of guidance and counseling.

Module 1: Testing devices and Non testing techniques for Guidance and Counseling

Unit1: Testing devices -Purpose and Uses

- a. Psychological Test: Meaning , need , limitations
- b. Intelligence test, Aptitude test, Attitude test
- c. Interest test, Achievement test, Personality test.

Unit2: Non testing Techniques: Uses and Procedure

- a. Interview and case study
- b. Cumulative record and Anecdotal record
- c. Diary and student portfolio

Module 2: Areas of Guidance and Counseling

Unit 3: Career Guidance

- a. Job analysis: concept and need
- b. Job satisfaction: Concept and factors affecting on job satisfaction
- c. Occupational information(Concept, need)

Unit 4: Counselor and Counseling for special needs

- a. Counseling for children with special needs
- b. Counseling for adolescent issues (Bullying, Academic Stress, Addiction)
- c. Ethics of counseling.

Practicals

- To submit a complete report on being familiarized with the administration of a standardized intelligence test, an attitudinal scale and an achievement test.
- To submit a complete report on attending a career counseling session and following it, one's own career decisions making process

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TESTING DEVICES -PURPOSE AND USES

Unit Structure

- 1.1 Objectives
- 1.2 Introduction
- 1.3 Psychological Test
 - 1.3.1 Meaning of Psychological Test
 - 1.3.2 Need for Psychological Test
 - 1.3.3. Limitations of Psychological Test
- 1.4 Intelligence Test, Aptitude Test and Attitude Test
 - 1.4.1 Intelligence Test
 - 1.4.2 Aptitude Test
 - 1.4.3 Attitude Test
- 1.5 Interest Test, Achievement Test, Personality Test
 - 1.5.1 Interest Test
 - 1.5.2 Achievement Test
 - 1.5.3 Personality Test
- 1.6 Summary
- 1.7 Questions
- 1.8 References

1.1 OBJECTIVES

The following are the objectives of this unit:

- to understand the nature of psychological tests
- to realise the limitations of a psychological test
- to differentiate between aptitude and attitude test
- to understand the nature and scope of interest tests
- to gain knowledge of the functioning of personality test
- to comprehend achievement test
- to evaluate intelligence test

1.2 INTRODUCTION

The education in any country aims at developing an individual at his/her fullest potentialities. The various activities are conducted in the schools and colleges to achieve this aim. Guidance is one of the important

activities at school level. Good education and good guidance are interrelated. They support and complement each other for the students' benefit. The school guidance programme occupies prominent position because. It recognizes the right capabilities of an individual to make decision a plan. It recognizes the uniqueness of the individual It recognizes and respect the worth and dignity of the individual. It is therefore very important to assess an individual or a group so that a proper guidance programme can be planned. The various tools and techniques are used for the assessment of an individual's competencies. The tools are commonly used are discussed in the following paragraph.

1.3 PSYCHOLOGICAL TEST

What is a psychological test? This seems to be a difficult question to answer when one examines the plethora of published tests in the market and finds that they can differ in so many respects. While some psychological tests take only a few minutes to complete, others can take hours to administer. For some psychological tests, a respondent is required to provide only a simple yes/no answer; other tests are designed in such a way that a person has to navigate and respond in a virtual reality environment. Some psychological tests can be administered to hundreds of people at one time and scored and interpreted by a computer, but other tests require face-to-face administration and individual scoring and interpretation that require years of training and experience. Despite the above wide-ranging differences, all psychological tests are considered to have one thing in common; that is, they are tools that psychologists use to collect data about people.

1.3.1 Meaning of Psychological Test:

More specifically, a psychological test is an objective procedure for sampling and quantifying human behaviour to make an inference about a particular psychological construct using standardised stimuli, and methods of administration and scoring. In addition, to demonstrate its usefulness, a psychological test requires appropriate norms and evidence (i.e., psychometric properties). To elaborate, the defining characteristics of psychological tests and their associated advantages are discussed below. First, a psychological test is a sample of behaviour that is used to make inferences about the individual in a significant social context. The behaviour sample may be considered complete in itself or, as is more often the case, as a sign of an underlying disposition that mediates behaviour.

For example, a psychological test that is used to decide whether an individual will be able to understand instructional material to be used in job training. The test for this purpose may consist of sample passages from the daily newspaper.

The test taker's task is to read each of the passages and report their meanings. If comprehension of most of the passages is accurate, the test taker can be judged to read well enough for the purposes of the job. As

long as the difficulty level of the passages approximates that of the instructional material, the test provides a basis for inferring adequate performance in training. In a clinical setting, a test may provide a sample of the behaviour that the client finds disturbing.

For example, a client may suffer an irrational fear of an object that is not actually dangerous, such as harmless spiders. As a result of the fear, the client cannot enter a darkened room or clean out cupboards because of the likelihood of confronting a spider.

To assess the magnitude of the irrational fear, the tester may ask the client to approach a harmless spider being held in a glass case. The distance from the spider that induces a report of anxiety is taken as an indication of the severity of the client's avoidance behaviour. This can be used to judge the effectiveness of any subsequent planned intervention to reduce the problem. After treatment the client should be able to approach the spider more closely than before. In both of these cases, the sample of behaviour is complete in itself, in that it assesses directly what the tester wants to know; namely, comprehending common passages of English text or avoiding an object of a phobia.

The samples could be used, however, as the basis for indirect inferences, by arguing that each in its own way reflects an underlying disposition that is responsible for the individual's behaviour. Thus, the comprehension test might be used to infer the individual's level of general mental ability or intelligence, and the avoidance test may be used to infer the individual's level of neuroticism; that is, the likelihood that they will suffer an anxiety disorder.

In these cases, the content of the particular sample is incidental and can be replaced by a different sample that is also thought to reflect the disposition. Thus, a sample of mathematical problem solving could be substituted for the test of verbal comprehension as a sign of general mental ability, or a set of questions about episodes of anxiety and depression may be substituted for the avoidance test as a sign of the individual's level of neuroticism. Such substitution would make no sense if the tests were being used as a sample rather than a sign.

1.3.2 Need for Psychological Test:

- **Identifies Weaknesses and Strengths:** Norm- referenced and group-administered achievement tests are the most common types administered in schools.
- **Supports Individualized Lesson Plans:** Psychological testing in schools can identify students with disabilities or delayed skills and determine their eligibility for receiving individualized lesson plans free of charge to families.
- Enables Placement Decisions
- Monitors Progress

- **Identifying Disabilities:** Learning disabilities can be very hard to identify, but psychological testing helps in detecting areas in which students are having difficulties.
- **Advancement:** Psychological testing is also important in helping the school administration and teachers to evaluate students' academic achievements and make decisions about their advancement.
- **Vocational Ability:** The results of a psychological test can also assist parents, teachers and students ascertain the vocational ability of the child.

1.3.3 Limitations of Psychological Test:

- **Uncertainty of Measurements:**

Because psychological tests are attempting to measure things that are not directly observable, there is always going to be a gap between what a test is attempting to measure and what it actually measures.

- **Changing Circumstances:**

As time goes on, because of changes in psychological theories and advancements in technology, psychological tests only remain relevant for a time. Social or cultural changes can lead to test items becoming obsolete, or new psychological theories may replace the founding theories of the tests. To remain valid and reliable, psychological tests must be updated often.

- **Cultural Bias:**

Because all widely used psychological test instruments in the United States were standardized in English, test results are often not accurate for people who speak another language. Even when tests are translated into native languages, problems occur with words that have multiple meanings and idioms specific to one language or culture.

Check Your Progress

1. What is the meaning of Psychological Test?

1.4 INTELLIGENCE TEST, APTITUDE TEST AND ATTITUDE TEST

1.4.1 Intelligence Test:

The most common type of intelligence test is the Intelligence Quotient, or IQ. This test does not test specific knowledge. Instead, the questions are very generic and meant to gain an understanding of the person's ability to

learn. Subjects are asked to answer questions and complete tasks. The tests are a ratio of ability to chronological age, with 100 being normal. The results are used often in education, commonly when students need to be placed for special services. Occasionally, employers might use these tests as well.

Intelligence is a general capacity or potential for learning. According to Cleary, Humphrey's Kendrick and Wesman (1975) 'intelligence is the entire repertoire of acquired skills, knowledge, learning sets and generalization tendencies considered intellectual in nature that are available at any one period in time'. Thus, it can be said that intelligence includes problem –solving ability, verbal ability, and social competence. Jensen (1985) suggested that the standard tests of intelligence reflect individual differences in the speed and efficiency to basic cognitive processes more than they reflect differences in the information content to which test takers have been exposed. Eg. Cognitive ability test, differential aptitude test (DAT). The differential aptitude test has eight subjects verbal reasoning (VR), numerical ability (NA), abstract reasoning (AR), clerical speed and accuracy (CSA), mechanical reasoning (MR) space relations (SR), spelling (SP) and Language usage (LU), Here, VR + NA interpreted as a measure of general scholastic aptitude. The sub scores on DAT predict the different abilities of an individual.

Uses :

- It helps teacher to decide on instructional material to be used in the class or for an individual.
- It can be used in forecasting of future area of study or career.
- It can be used in vocational. Educational, personal guidance.
- It can be also used for selecting an individual for a job.

Limitations

- Intelligence measures are not very stable in childhood.
- Specialized training required for administering the test.

1.4.2 Aptitude Test:

Aptitude tests differ from IQ tests because though they are testing ability, they are testing specific abilities in specific areas. According to Psychometric Success, there are over 5,000 different aptitude tests on the market. Some test only one specific skill set and some test a variety. Aptitude tests look for strengths in numbers, verbal strengths, mechanics and other areas. These tests are often timed, and used for a more specific purpose, like job placement or college admission. The SAT and ACT would be considered 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 an

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 cannot 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 counsellors 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 an 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 an 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 carburettor. Besides this, there are differential tests Batteries as well.

A commonly known 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 occupations. Such test batteries can give comprehensive information about the relative picture of the student's 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 counsellors 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.

1.4.3 Attitude Test:

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, shun or reject things we do not like. Attitude represents 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, favouring - disfavouring or positive - negative. By restricting the term attitude to evaluation, we distinguish attitudes from beliefs or opinions. Attitude includes 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 tested.

Types of Attitude Scales:

Attitudes need to be tested because our social life depends on some desirable attitudes. The successes 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 consists 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 sale.

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 ends, it is described as "unfavourable". In the "method" of summated ratings developed by Likert, the item sore 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 some more techniques, such as, Error Choice Technique, Free Response Technique, Paired Comparisons, Opinion Polling or Surveying, diaries, auto-biographic etc. used for testing attitude.

Uses:

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.

Check Your Progress

1. Write a short note on Aptitude Test

2. Discuss the Attitude Test

1.5 INTEREST TEST, ACHIEVEMENT TEST AND PERSONALITY TEST

1.5.1 Interest Test:

Interest assessments usually ask you a series of questions about what you like and don't like to do. Then they match your likes and dislikes to careers. When you choose a career that matches your overall **interests**, you're more likely to enjoy your job.

Your interests can tell you more on who you are and what suits you. They provide information necessary for making the right career choice. Obviously, your interests indicate what you like and what occupations interest you. If the profession you choose connects with these interests, you will find a lot more pleasure in your work.

Interests tests help you define your interests and determine what you like most. This could help you when making a career choice.

Most interest tests provide you with a list of two activities at a time. You then indicate which of these activities appeals to you the most. Based upon your choices, a result with your strongest interests is reported. Sometimes statements are given, for which you indicate whether they apply to you or not.

Uses:

- It gives idea about liking of students for activities, subjects etc. which is helpful teacher indecision making.
- It motivates individual to action
- It provides valuable information to counselor
- It helps in guiding students with unrealistic expectations from self.
- It helps to take better decision for occupation.

Limitations:

- One cannot rely on scores on interest forever because preferences, liking may change. Intensity of interest vary.
- Interest inventory can be affected by the ambiguity of questions asked.
- Interest inventories are not very satisfactory in predicting job success, job satisfaction, personality, and adjustment and academic success.

1.5.2 Achievement Test:

Achievement test is most probably the very important area of appraisal for a guidance programme for the benefit of the individual. Scores on

achievement test are excellent means for evaluating educational (academic) attainments and for the individual in the concerned area of the subject covered by the test. It involves a determination of how quickly, how accurately and at what level an individual can perform the tasks taken to represent accomplishment.

Achievement test measures present proficiency, mastery and understanding of general and specific areas of knowledge. Achievement tests attempt to measure what and how individual has learnt, viz. his present standard of performance. Scores of achievement test indicate the academic status of the individual learner in different subjects as a whole or individually.

Achievement test scores are quite helpful clues for vocational guidance since these mostly related to aptitudes and interests. In the circumstances the achievement test should be based on systematic testing programme of every school that desires to undertake suitable guidance service for the individuals.

Types of Achievement Test:

Achievement tests can be of various categories basing on form, purpose, time, method and subject area. Achievement test can be of different forms like oral test, written test and practical test. Items of achievement test can be essay type questions or short answer questions or objective type of questions or combination of all these types.

Achievement test may be of different types on the basis of the purpose for which it is administered. They are diagnostic tests, prognostic test, accuracy test, power test, spit test etc. Achievement tests can be administered in different period of time. When it is based on time or period factor, the test is summative test, daily test, weekly test, fortnightly test, monthly test, quarterly test, half yearly test, annual test or final examination at the end of course of study of an academic year.

On the basis of content or subject matter, achievement tests are categorized as language test, reading test, spelling test, history test, geography test, mathematic test, science test etc. Broadly speaking, all these achievement tests can be divided into two on the basis of quality that is standardized test and teacher made test. Here let us have a discussion on the objective type of achievement test.

The traditional system of examination or the essay type of examination has come under heavy fire. Students reject it because of its heavy strength or pressure. The parents criticize it because of its injurious effect on the physical and mental health of children.

The teachers complain because of its harmful effect on school work. The practical psychologist speaks ill of it because of its unreliability and

invalidity and the educational theorist attacks it because it lacks definiteness in aim and purpose.

To remove some of the evils of the essay type examinations, objective tests seem to be very useful. Modern educationists give much stress on this type of tests to supplement the traditional type of tests. The All India Council for Secondary Education has set up an “evaluation unity.”

Many workshops and seminars have been organised during the past 10 years with a view to preparing new type tests. The services of Dr. Bloom of America, an expert in evaluation were secured for some time for the purpose of popularizing the new type of tests and given training to a large number of teachers in the use of these tests.

Classification of standardized achievement test, the standardized achievement tests are classified into i) standardized performance tests ii) Standardised diagnostic tests. Iii) Criterion-reference standardized achievement test. Performance tests measure the student’s achievement in a single subject. Diagnostic tests are constructed to identify the student’s learning difficulties.

Criterion-referenced tests have been deliberately constructed tests have been deliberately constructed to yield measurement that are directly interpretable in terms of specific performance standards.

Uses:

- It helps is provide information about the extent of learning and the rate of learning.
- It gives the relative performance of an individual in a class.
- It helps to identify strengths and weakness of student in various subjects.

Limitation:

- Teacher made achievement tests are unable to provide correct information.
- There are other factors like motivation, fatigue, mood which can influence the achievement.
- They are not very reliable in predicting job success, job satisfaction.
- They give picture of only cognitive development. It does not give any idea about emotional quotient and other personality traits.

1.5.3 Personality Test:

Personality can be defined as the individual’s unique pattern of traits; the pattern that distinguishes him as an individual and amounts for his unique and relatively consistent way of interacting with his environment. The tools used to study and understand personality are as follows:

- Structured self-reporting inventory
- Problem checklists
- General adjustment inventory
- Auto biography
- Sociometric peer perception
- Cumulative records
- Projective tests

Uses:

- It helps to understand individuals
- It provides information about individual
- The information can be used by teacher to develop an individual personality at its fullest. Limitations
- Most tests have inadequate norms
- Trained qualified person only should interpret the information.

Check Your Progress:

1. What is meant by Interest Test? Where can it be used?

1.6 SUMMARY

In this unit we have studied the testing devices to know the intelligent, interest, achievement, aptitude, attitude and personality of an individual which is helpful to you to guide an individual on the basis of the data.

1.7 QUESTIONS

- 1 Write the uses of any two-testing device in guidance with example.
- 2 Write short notes on: a) Types of Achievement test b) Types of Interest test
- 3 Discuss the need for Psychological Test.
- 4 Differentiate between aptitude test and attitude test.
- 5 Discuss in detail about the Psychological Test.

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NON TESTING TECHNIQUES: USES AND PROCEDURE

Unit Structure

- 2.1 Objectives
- 2.2 Introduction
- 2.3 Non-Testing Techniques
- 2.4 Interview
- 2.5 Case Study
- 2.6 Cumulative Record
- 2.7 Anecdotal Record
- 2.8 Diary Record Method
- 2.9 Student Portfolio
- 2.10 Summary
- 2.11 Questions
- 2.12 References

2.1 OBJECTIVES

After going through the unit, the students will be able to:

- state the meaning of an interview and parts of an interview
- discuss the different types of interviews
- explain the steps of an interview
- discuss the advantages of an interview
- discuss the limitations of an interview
- state the different types of observation
- state the importance of a diary
- explain the meaning of case study
- describe the importance of case study in guidance
- discuss the uses & limitations of anecdotal record
- understand the need for student portfolio

2.2 INTRODUCTION

Children come into the world genetically endowed with all their human potential for growing, developing and learning. You, as a teacher have an

exciting opportunity to become part of a team of adults interacting with young children and stimulating the development of their human potential through careful and thoughtful guidance techniques. A child's natural endowment requires a rich environment and thoughtful nurturing and guidance if the human potential contained in each child so to reach full bloom and contribute fully to improving the quality of human life. Guidance is one of the means employed by educationists to develop the human potential. The child learns from a teacher not only mastery over a particular subject, but also develops proper values, attitudes and habits.

2.3 NON-TESTING TECHNIQUES

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in independence and ability to be responsible for one's own self. It is a service that is universal – not confined to the school or the family. It is found in all sectors of life – in the home, in business and industry, in government, in social life, in hospitals and in prisons; indeed, it is present wherever there are people who need help and who provide help.

The techniques which are generally employed by guidance workers for collecting basic data about a person are either standardized or non-standardized ones. The non-standardized techniques are case study, interview, rating scales, questionnaire, observation, sociometry, biography, cumulative record, and anecdotal records. The standardized techniques are tools of measuring interests, intelligence, aptitudes and personality traits. Both the categories of techniques are used in getting primary data. All the techniques are useful. The only consideration which the guidance worker should keep in mind is that the techniques employed should give reliable and objective information. Standardized tests of intelligence, interests and aptitudes provide reliable and valid information. They are reusable, less time consuming and can be scored easily. Non-standardized techniques used in the study of human beings are also helpful, and sometimes give more useful information than that given by standardized tests.

For example, autobiography which is a non-standardized technique does provide clues and insights into the emotional problems of a person as well as hopes and aspirations. Similarly, case study helps the counsellor in understanding the whole individual. The use of a technique, however, depends upon what the guidance worker wants to get out of it.

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

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

Check Your Progress

1. What are non-testing techniques?

2.4 INTERVIEW

Introduction Students' answers on tests don't always show their true level of understanding. Sometimes they understand more than their answers indicate, and sometimes, despite their regurgitating the correct words, they don't understand what they write. The interview discusses a method to probe what they actually understand.

Meaning:

Face to face personal conference, in which the required information is obtained directly from an individual.

An interview is a conversation with a purpose. According to Bingham and Moore, it is a serious conversation directed toward a definite purpose other than satisfaction in the interview itself. The purposes for which interviews are arranged are introductory, fact finding, evaluative, informative and therapeutic in nature. Another characteristic is the relationship between the interviewer and the interviewee. The occasion should be used for a friendly informal talk, the interviewee should be allowed to talk in a permissive atmosphere with confidence and freedom.

Parts of an Interview

- Developing rapport & Clarifying purpose
- Data gathering
- Summarizing different types of interviews differ with respect to the purpose that is kept in view.

If the purpose is to select a candidate for a post, it is an employment interview, but if the purpose is to gather some facts or verify them it will be called a fact-finding interview. So, the interviews are classified on the basis of purpose. Interviews are categorised on the basis of the nature of

relationship between the interviewer and the interviewee. Sometimes it is the form of the interview that determines its type.

Types of interviews:

- 1. Employment Interview:** The purpose of a fact-finding interview is the verification of facts and data collected from other sources.
- 2. Fact-Finding Interview:** The purpose of a fact-finding interview is the verification of facts and data collected from other sources.
- 3. Diagnostic interview:** The purpose of a diagnostic interview is remediation. An effort made by the interviewer to diagnose the problem of the interviewee and find out symptoms. Necessary information is collected to help the interviewee in solving a problem.
- 4. Counseling Interview:** The purpose of a counseling interview is to provide an insight, a suggestion, or a piece of advice to the interviewee. The counseling session begins with the work of collecting information and proceeds with guidance and finally ends with psychological treatment of the problem.
- 5. Groups Vs. Individual Interviews:** When several persons are interviewed in a group such an interview is known as a group interview, but basically all group interviews are individual interviews because it is not the group that is interviewee. The purpose behind a group interview is collecting information and the knowledge of common problems facing the group. In the individual interview the emphasis lies on the problems faced by the individual. Carl Rogers holds a divergent view about an individual interview. He says that in an individual interview it is not the problem faced by the individual which lies in the centre. The focus is on the individual himself. The aim of an individual interview is not to solve one problem, but to help the interviewee to grow so that he may cope with the present and with problems that may arise in future in a better integrated manner.
- 6. Authoritarian Vs. Non-authoritarian Type:** In the authoritarian types of interview, the client and his problems are submerged and the interviewer dominates the interview because of the elevated position that he holds. The non-authoritarian rejects the authoritarian role. The interviewee may still regard the interviewer as a man of authority, but the interviewer does not act as an authoritarian. He accepts the feelings of the client and does not reject them. He uses a variety of techniques during the interview such as suggestion, persuasion, advice, reassurance, interpretation and giving information.
- 7. Directive Vs. Non-directive Interviews:** In the directive interview the interviewer directs, shows the path through advice, suggestion, persuasion or threat. But in a non-directive interview it is assumed that the interviewee has the capacity to grow and develop. He has complete freedom to express his feelings and emotions. The interviewer does not try to probe into the past of the client, makes no suggestion. He does not try to re-educate or change the climate.

- 8. Structured Vs. Unstructured interviews:** In the structured interview a definite set of questions is predetermined. The interviewer confines himself to only those points which he decides to discuss in the interview. In a structured interview definite questions are asked. In an unstructured interview there is no such restriction. The interviewer is free to give expression to his ideas. The subject to be discussed is not determined in advance. The unstructured interview sometimes provides an information which on the fact of it, may appear to be trivial, but is extremely useful when and interpretation is made.

Method of Interview:

Using interviews to examine student understanding involves several steps. Identifying the goals of the interview. Before beginning to construct an interview schedule, the interviewer needs to clarify the goals for the interview. Designing an interview schedule of questions to be asked an interview schedule is a set of directions for the interview, including questions that the interviewer plans to ask, directions for how to follow-up, and tasks to be posed during the course of an interview.

The schedule should include a core set of questions or tasks that will be posed to every interviewee and a set of potential follow-up questions or tasks – items whose use would depend on the interviewee’s initial set of responses. The schedule should also include a plan for what the interviewer will do under different circumstances. Piloting and revising the interview schedule. Just as for any assessment instrument, interview schedules need to be piloted and revised based on the success of those pilots in achieving the goals of the interview.

After conducting a pilot interview, ask questions such as:

- Were the questions understood as intended?
- Were the questions adequate catalysts for finding out about the student’s understandings?
- Were the planned follow-up questions useful?
- Are there additional follow-up questions that should be included?
- Was the sequence of questions appropriate for the purpose of the interview? Preparing for and conducting the interviews

It is useful to prepare, before each round of interviews, an “interview box” which contains a copy of the interview schedule, tapes, batteries, an accordion pocket folder for each interviewee, a pen, blank paper, graph paper, a straightedge, and an appropriate calculator.

Knowing that needed supplies are ready allows to focus attentions on the interview. Conducting the interviews continue to probe as long as the probing seemed to produce additional information about the interviewee’s understandings, ask the interviewees to share their rationales for each answer, regardless of the “correctness” of the response.

At every perceived opportunity as interviewees responded to these initial questions, encourage them to talk openly and freely about their understanding. When their answers contained phrasing that appeared to be personal, probe to understand its meaning. When they made statements that resembled the language of their textbook ask them to explain their ideas in another way. When they made generalizations, ask them to give instances and to explain them. Interviews like these were designed to allow each student's personal understandings to emerge.

Analysing the results of the interviews:

When possible and reasonable, it is useful to watch interview tapes with a colleague who is willing and able to engage in an in-depth discussion of what the tapes seem to indicate about the interviewee's understandings.

Advantages:

1. It is a widely used technique in guidance because personal data can be more easily collected in much shorter time by using this technique.
2. It is very flexible. It is useful in almost all situations and with all people having different backgrounds.
3. It serves a variety of purposes.
4. It has a great therapeutic value. An interview establishes a face-to-face relationship between the interviewer and the interviewee. The direct relationship gives a great insight into the problem faced by the client. The interviewer gets about the client knowledge which has a great therapeutic importance.
5. Interview is helpful in diagnosing a problem. it is very helpful in revealing the causes of a problem faced by the client. Hence some psychologists regard interviews a very useful technique for diagnoses and remediation.
6. The face-to-face contact gives very useful clues about the client's personality. The facial expressions, gestures, postures convey meaning and reveal feelings and attitudes indirectly.
7. Interview is useful to the client also because it enables him to think about the problem. It is the most useful situation in which the client gets a better understanding of his 'self; his abilities, skills, interests and also of the world of work, its opening and their requirements.
8. Interview provides a choice to the client and the counselor to exchange ideas and attitudes through conversation.

Limitations:

1. An interview is a subjective technique, It lacks objectivity in the collection of data about the client. The bias and the prejudices of the interviewer enter into his interpretation of the data collected through an interview.
2. The personal bias makes the interview less reliable and valid.

3. The results of an interview are very difficult to interpret.
4. The usefulness of an interview is limited. The success of an interview depends on the personality qualities of the interviewer, his preparation for the interview and the way in which he interviews. If the interview monopolises talking or does not listen patiently to what the client says. The interview loses value.

Check Your Progress

2. Discuss the types of interviews

2. Write a note on advantages and limitations of interview method.

2.5 CASE STUDY

Every individual is a unique creation of nature. The individuals vary in perceptions, interests, attitude, beliefs and so on. Many times, it becomes essential to guide an individual separately and for that one must understand the individual in totality. The method used to study an individual or an institution in totality is a case study. The essential elements of a case study are:

- Diagnosis
 - treatment
 - follow-up Let's study how a case method can be implemented
- a) **Symptoms:** One must gather the information, which indicate that the child is a problem case. This includes the information like chronological age, marks obtained, instances of misconduct, absenteeism, habits etc. It is very necessary to verify the information.
 - b) **Examination:** Collect more information about health, education, psychology, family set up.
 - c) Health and physical history
 - d) School history
 - e) Family history
 - f) Social history and social contacts.

On the basis of verification of the information collected the counselor analyses and diagnose the problem. Then the treatment is decided on the intensity of the problem. The follow-up is done continuously to study the improvement in an individual.

Uses:

- It helps in the individual guidance.
- It gives in depth information about an individual
- It can be sent in diagnosing the problem.
- The information can be used to suggest remedies.

Limitations:

- It should be carried out with great care
- The information must be interpreted carefully.
- The information verification is very necessary.

Check Your Progress

1. Elaborate on the case study method.

2.6 CUMULATIVE RECORD

It is a record of information concerned with the appraisal of an individual student. The information which is obtained periodically through 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 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 card supplies information on points such as the following:

a. Personal:

- name,
- date of birth,
- place of birth,
- sex,
- colour,
- residence.

b. Home:

- names of parents,
- occupations of the parents,
- parents alive or dead,
- economic status,
- number of siblings, older or younger,
- language spoken at home.

c. Test scores:

- general intelligence,
- achievement,
- other test scores, and
- personality traits.

d. School attendance:

- days present or absent each year,
- schools attended with dates.

e. Health: record of physical disabilities, vaccination record, diseases suffered from.

f. Miscellaneous:

- vocational plans,
- extracurricular activities,
- employment during studies, and
- counsellor's note. If we analyse 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 checklists, questionnaires, autobiographies do not find a place in the record card file. It must be remembered that recording and filing of information are not as important as using the information. Need and Importance of Cumulative Record The cumulative records about students provide useful information to teachers, counsellors 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 individual differences. Every individual differs from the other in some psychological character, quality or trait. For example, no two individuals are alike. They differ from each other as far as interests, aptitudes and abilities are concerned. Cumulative records reveal such individual differences and indicate the nature and amount

of professional assistance needed by individual students at various stages of their development.

- The cumulative record is a permanent history of the educational development of the individual student. It indicates his/her attendance, health, achievement and various other aspects of school life. Hence it is useful in analysing the future needs of the individual student and proper educational and occupational guidance can be offered on the basis of his needs. For example, if it indicates the weaknesses in the physical development of the student, steps to remove those weaknesses can be suggested.

Importance in Teaching:

- The cumulative record of an individual student indicates if the achievements are in proportion to his/her mental abilities. If the student is under achieving he/she can be guided as to what steps he/she should take to remedy the defect.
- The cumulative records of different students help the teacher in classifying students in accordance with scholastic aptitudes and mental abilities.
- The cumulative records of different students of a class help the new teacher in understanding the needs of students.
- They are diagnostic tools to analyse a behaviour problem or an educational one. For example, why is a student backward in academic performance? What steps can be taken to remove his/her backwardness?
- Cumulative records indicate to teachers about students who need individual attention.
- Cumulative records help the teachers in writing reports about individual students, and the principal in writing a character certificate most objectively.
- Teachers can locate children needing special help and adjust the teaching accordingly.
- For making case studies the cumulative record is very useful to teachers, because there is some similarity of items collected.

Importance to Administrators:

Cumulative records give enough information to the juvenile courts, probation officers for understanding the delinquent behaviour of a student. The cumulative record is needed by teachers/counsellors for the same reason as that a cumulative record is maintained by a physician. Records maintained over a long period of time tell the story of growth and deterioration of the client.

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. It should be more comprehensive than the progress report. Since the record is a permanent history of the educational growth of a student it should give all types of relevant information needed by a teacher or a guidance worker. For example, it should indicate the vocational plans, the vocational choices, the assets and liabilities of the student needed in vocational guidance.
- 2) Information recorded should be true and valid. Any information received second-hand may have limited validity and reliability. Before preparing a comprehensive model of a cumulative record, for example, for a high school student who needs the guidance for a job, it should be decided what items are needed for such a schedule. 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 compiled. The reliability of a cumulative record depends upon the caution with which information on different aspects of student growth are gathered and assembled. All information so collected should come as a result of personal contact with the student, not by one teacher but by a number of teachers, who come in close contact with the student. Information received second-hand should be verified.
- 4) A cumulative record should be re-evaluated from time-to-time.
- 5) A cumulative record should be objective and free from personal opinions and prejudices. If bias, likes and dislikes enter in the collection of data, the record will be unreliable.
- 6) It should be usable. A cumulative record may be card type, folder type or booklet type. The folder type cumulative records are more popular because they permit the inclusion of comprehensive information about the student.

Check Your Progress

1. Discuss the importance of cumulative records in teaching and administration.

2.7 ANECDOTAL RECORD

An anecdotal record contains short descriptive accounts about some events regarding a student. Every account is a report of a significant episode in

the life of a student. It is a simple statement of an incident deemed by the observer to be significant with respect to a given student. When such reports describing, on the spot, some incidents are recorded so that they may be of some significance, they are collectively known as an anecdotal record. An anecdote may be compared to a snapshot of an isolated incident of the behaviour of the student, which suggests some special significance. Just as a camera catches the pose of an individual at a given time, similarly the anecdote should report exactly the behaviour observed.

If we accept the uniqueness of the individual as a basic principle of guidance, this word snapshot is of immense significance to us for guidance purposes. An individual's behaviour is always in response to some felt need. For example, desire for affection or threat to his/her security may cause him/her to show certain strange behaviour. A teacher should note it down at once, i.e. he/she should have a word snapshot. Such word snapshots written by as many teachers as they meet individual students, in as many situations as possible, give a true picture of the students' behaviour pattern or his/her personality. Maintaining anecdotal records: An anecdotal record is the result of observation by a teacher about the specific behaviour of the student in a situation. It is written down to get a better understanding of the student because the teacher may forget the incident if it is not written down.

The teacher writes down what s/he observes and does not give any remarks. S/he may describe the behaviour and say something by way of comment or s/he may describe the behaviour and suggest possible remedial measures.

What to observe:

A proforma is supplied to each teacher to note down his/her observation. It contains date, place, incident and remarks on the proforma supplied. Directions to the teachers are given indicating that they must record the child's behaviour, by making their statements descriptive and specific to avoid vague/general remarks. Their descriptions should be statements of what happened, for example, came late by half an hour without an excuse for previous day's absence, did not obey instructions and showed defiance.

Areas to be noted down:

Haphazardly noting down bits of information serves no purpose. Hence, in the proforma supplied, areas are clearly marked, on which observations are to be made. An anecdotal record is a record with a purpose. For example, a boy's interest in industrial work may be exhibited by his article on the visit to a local factory. A girl's interest in a literary magazine may be indicative of her literary taste. A teacher can find many such occurrences in the life of his/ her students, of which he/she has to make a note. For example, a boy's comment on a radio newscast is a good item for an anecdotal record if he is interested in studying the text for current history. A girl's comment on some recent scientific invention may show her interest in science. An anecdotal record is of special interest in

understanding social and emotional behaviours. If a boy is found sitting alone when all are rejoicing and making merry in a holiday excursion, shows that he has some emotional problems.

Longitudinal Approach:

Only those anecdotal records are of any help to the guidance worker, in which behaviours of an individual are described over a long period of time. Longitudinal anecdotal records maintained from the nursery school to the high school are very useful. The anecdotal record file should not contain irrelevant material. The file should be scrutinized from time-to-time and irrelevant material may be removed. Anecdotal records pertaining to all aspects of life should be maintained. Every teacher in the school should be provided with forms to write down the incidents about students as and when they occur.

A few basic considerations to be kept in mind are given below:

- 1) The form should be short and informal.
- 2) Reports should be of some significant episodes. The episode described should show a marked tendency from the norm of the individual or the group.
- 3) The anecdotes should be written about all students and not just about the high achiever or the problematic ones i.e., stereotypes.
- 4) The anecdotes should be the reports of the actual observations and written just after the events.
- 5) A single incident is of no value.
- 6) Both positive and negative incidents of behaviour should be noted down.
- 7) We should know what to look for, where to look for and how to record.

Uses:

- If properly used, it can provide a factual record of an observation of single, significant incident in the pupil's behaviour, which may be useful for teacher in understanding growth, development of an individual.
- Useful in maintaining cumulative records.
- Useful for counselor.

Limitations:

- It is time consuming
- It only gives facts & not causes.
- It may be difficult for the observer to maintain objectivity.

Check Your Progress

1. Discuss the anecdotal records.

2. What is the longitudinal approach in anecdotal records?

2.8 DIARY RECORD METHOD

Detailed observation of one child is usually for the purpose of comparison with other data already at hand, and to determine the kinds of situations in which he has difficulty. For this purpose, a running diary account of the pupil's behaviour is usually the most length of time and in a variety of situations.

The elementary child may be watched in class, on the playground, in the halls of the child, on the way home, and if possible in the home; the secondary pupil, in the home-room, in various classes, during examinations, in the study hall or library, at a club meeting, or in a child dance, in the child criteria, and in games or sports with his peers.

Importance

- Throws light on important and vital aspects of the personality.
- Personal documents and contains the record of events, thoughts and feelings.
- Contains reflection of the emotions of an individual.
- Writer freely and frankly expresses
- Enters Comments
- Describes details of the Situations.
- Writes the interests and feelings of the writer
- For great person, it becomes an imp source of inf.
- A Natural record

2.9 STUDENT PORTFOLIO

The portfolio demonstrates student progress in the mastery of the knowledge, skills, and dispositions required of the combined inputs from

different teachers mentoring the student and the counsellor guiding the student.

A portfolio is:

- ✓ a visual show case of student work that demonstrates professional growth, achievement, and competence in the field of clinical mental health counseling and substance abuse/behavioural addictions counseling;
- ✓ an instrument designed to facilitate self-reflection, self-improvement, intrapersonal understanding, conceptual understanding, and skill development; and
- ✓ a tool used to document student philosophies of counseling as well as understanding and application of the CACREP standards in the area Clinical Mental Health and the 12 core functions of addiction counsellors.

Importance:

- ✓ Students are active participants in their learning as they collect, select, reflect, and assess the work in their portfolios. Students learn to assess their growth in the field of clinical mental health counseling and substance abuse/behavioural addictions counseling.
- ✓ Faculty use portfolios as a tool to provide feedback to students on progress and performance standards.
- ✓ Portfolios provide students with a visual representation of their competencies as a counselor when seeking employment.
- ✓ Portfolios document a student's achievements in the Clinical Counseling Program

Check your progress

1. Discuss the importance of diary record method.

2. Discuss the need for student's portfolio.

2.10 SUMMARY

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

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

2.11 QUESTIONS

1. What are non-testing techniques?
2. State and explain types of interviews?
3. 'Before beginning to construct an interview schedule, the interviewer needs to clarify the goals for the interview.' Justify.
4. State and discuss the advantages and limitations of Interview method.
5. Discuss the importance and characteristics of Cumulative Record method.
6. Short Note:
 - a. Case Study Method
 - b. Diary Record Method
 - c. Student's Profile Method
7. Discuss in brief Anecdotal Records method.

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CAREER GUIDANCE

Unit Structure

- 3.1 Objectives
- 3.2 Introduction
- 3.3 Job Analysis
 - 3.3.1 Concept of Job Analysis
 - 3.3.2 Need for Job Analysis
- 3.4 Job Satisfaction
 - 3.4.1 Concept of Job Satisfaction
 - 3.4.2 Factors affection Job Satisfaction
- 3.5 Occupational Information
 - 3.5.1 Concept of Occupational Information
 - 3.5.2 Need for Occupational Information
- 3.6 Summary
- 3.7 Questions
- 3.8 References

3.1 OBJECTIVES

After reading this unit you will be able to:

- define job analysis
- understand the need job analysis
- describe the importance of job analysis and job satisfaction
- analyse the concept of job satisfaction
- understand the need of occupational information
- state the concept of occupational information
- describe the sources of occupational information
- explain the methods of disseminating occupational information

3.2 INTRODUCTION

Man, and his work are linked up by job functions, job demands and job satisfaction. There are number of jobs and occupations. The role of the guidance worker is to analyse the job & give accurate occupational information which helps to solve the problems in checking of occupation & get satisfaction. In this unit we will read above job analysis, it's types, purposes and uses, we will also read about occupational information, it's need & sources and dissemination of occupational information.

3.3 JOB ANALYSIS

The vocational guidance; is related to the person's aptitude and nature of the job. In organizing vocational guidance two types of analysis is required.

1. Identifying the person's abilities, interests and other qualities.
2. Analysis of activities of jobs. Job analysis is concerned with tasks, which are related to some professional and social activity.

3.3.1 Concept of Job Analysis:

Meaning of Job Analysis:

Job analysis has been defined as "the scientific study and statement of all the facts about a job which reveals its content and modifying factors which surround it."

J. D. Hackett defines Job Analysis according to mental requirements, physical requirements and working conditions. Thus, a man may be rated on the job according to his personality, physique, attitude etc.

Analysis has been defined 'Ordway' as "the scientific study and statement of all the facts about a job which reveals its content and modifying factors which surround it."

J. D. Hackett defines Job Analysis according to mental requirements, physical requirements and working conditions. Thus, a man may be rated on the job according to his personality, physique, attitude etc.

Characteristics of Job Analysis:

There are three essentials of Job Analysis.

1. The job must be accurately and completely identified.
2. The tasks of the job must be completely and accurately described.
3. The requirements of the job make upon the worker for successful performance must be identified.

Types of Job Analysis:

According to F Meine, job analysis can be classified into four types with respect to purpose-

1. Job Analysis for the purpose of improving working 'methods' & 'processes'.
2. Job Analysis for the purpose of protecting health and safety.
3. Job Analysis for the purpose of training.
4. Job Analysis for employment purposes, a) In guiding pupils in selecting proper vocation. b) In helping employees to select, transfer and promote employees. c) In establishing salary schedule.

3.3.2. Need for Job Analysis:

Job analysis has the following needs:

1. Job analysis assists in knowing the personal specifications for various jobs.
2. Job analysis helps in bringing together the right worker for the right job.
3. Job analysis helps in job satisfaction and job efficiency.
4. Job analysis assists in the accurate determination of job opportunities for various types of manpower in the industries.
5. Job analysis helps in planning appropriate training programmes.
6. Job analysis defines labour needs in specific terms.

Blum and Balinsky point out the importance of job analysis as “An attempt to relate the curriculum of both high school and colleges to a series of job analysis-imposed by industries may make for more meaningful and highly motivated education.”

Advantages of Uses of Job Analysis:

Job analysis is a scientific approach for providing vocational guidance. It brings efficiency in functioning of human being. The following are the main advantages and uses of job analysis.

1. Manpower Planning: Job analysis is the qualitative aspect of manpower requirement because it determines the demands of the job in terms of responsibilities and duties and then translates these demands in terms of skills, qualities and other human attributes. It also determines the quantum of work, which an average person can perform on the job in a day. It facilitates the division of work into different job.

2. Recruitment, Selection and Placement: In order to hire a right person on the job, it is essential to know requirements of the job and the qualities of the individual who will perform it. This information is procured from job description and job specifications respectively and helps the management in matching as closely as possible the job requirements with worker's aptitude, abilities, interests, etc, to facilitate the execution of employment programme.

3. Training and Development: Job analysis determines the levels of standard of job performance. It helps administering the training development programme. If the contents of job descriptions, and job specification are known the employees, they will try their level best to achieve the skills, and knowledge required to perform the task assigned to them efficiently. They may also prepare themselves for the higher post.

4. Job Evaluation: Job analysis provides a basis for job evaluation. Job evaluation aims at determining the relative worth of the job, which in turn helps in determining the compensation of job.

5. Performance appraisal: Job analysis data provide a clear-cut standard of performance for every job. The performance of employee can be appraised objectively with the standard of job performance so established. A supervisor can very easily compare the contribution of each man with the set standards.

6. Job Designing: Industrial engineers use the job analysis information in designing the job by making the comprehensive study of the job elements. Human engineering activities such as physical, mental and psychological and studied with the help of job analysis information.

7. Safety and Health: The job analysis uncovers the hazardous and unhealthy environment factors such as heat, noise, fumes, dust etc. The management can take corrective measures to minimize the chances of various risks to ensure safety to workers and to avoid unhealthy condition.

8. Discipline: Job analysis provides the information regarding characteristics of various jobs, and the job holders. It studies the failure of the workman to meet the required standard of performance. Corrective measures may be taken in time to avoid untoward situation. In this way, it helps in maintaining the discipline in industry.

Check Your Progress

1. Discuss the concept of Job Analysis.

2. List and explain some advantages of Job Analysis.

3.4 JOB SATISFACTION

Job satisfaction means the individual should like his job. There are many factors which cause one to get satisfaction from the job. That differs from individual to individual. One may satisfy with salary whereas other with the position.

3.4.1 Concept of Job Satisfaction:

An acceptable definition of job satisfaction runs like this, 'Job satisfaction is the whole matrix of job factors that make a person 'like' his work situation and be 'willing' to head for it without distaste at the beginning of his work day.'" This means that job satisfaction includes two aspects:

1. Liking and enjoying the job.
2. Going to one's job with the head erect and with smile Job satisfaction results from successful adjustments in following three areas:
 - a) Adjustment of self
 - b) Adjustment of society
 - c) Adjustment to work

Importance of Job Satisfaction Investigations have shown that when a man is satisfied with his work, the employer profits by greater output, fewer quits and many other tangible and intangible results accrue. A person satisfied with his job is likely to profit by having high morale in his life. A developing society like ours must ensure maximum job satisfaction of our workers.

3.4.2 Factors Affecting Job Satisfaction:

It is very important for the guidance worker to be conversant with the factors on which job satisfaction depends. Job satisfaction depends upon many inter related factors and it is very difficult to isolate these factors. Broadly speaking it depends on:

1. Personal factors
2. Factors inherent in the job
3. Factors controlled by the management (Government)

1. Personal Factors:

These include the following factors:

- ✓ **Sex:** it is generally found that women are more satisfied with their jobs than are men. This is perhaps due to the fact that women's financial needs and ambitions are less.
- ✓ **Number of Dependents:** It is a well-known fact that more the dependents the lesser the job satisfaction.
- ✓ **Age:** age has little relationship with job satisfaction.
- ✓ **Time on Job:** according to 'Hall and Kolastad', the highest morale is reached after the 20th year.
- ✓ **Intelligence:** level of one's intelligence has great deal to do with job satisfaction.
- ✓ **Education:** right placement of workers in the light of their professional education leads to job satisfaction.
- ✓ **Personality:** personality maladjustments is the source of job dissatisfaction.

2. Factors inherent in a job:

Some of these factors are:

- ✓ Type of work
- ✓ Skills required
- ✓ Occupational status.
- ✓ Size of the plant

3. Factors Controlled by Management Authority (Government):

These factors are:

- ✓ Security
- ✓ Pay
- ✓ Fringe benefits
- ✓ Opportunities for advancement
- ✓ Working conditions
- ✓ Co-workers

Check Your Progress

1. What is understood by Job Satisfaction?

3.5 OCCUPATIONAL INFORMATION

The term Occupational Information means any and all kinds of information regarding any position, job or occupation provided that the information is potentially useful to a person who is choosing an occupation. Occupational Information includes accurate and usable information about industries, processes and training facilities to the extent that such information is related to jobs. Occupational Information also includes pertinent and usable facts about occupational trends and supply of and demand for labour. Occupational Information does not include the study of abilities, aptitudes and other characteristics of individuals, workers, job seekers or students.

Occupational information service serves the following purposes:

- ✓ To develop a broad and realistic view of life's opportunities and problems at all levels of training.
- ✓ To create an awareness of the need for accurate and valid occupational educational and personal-social information.

- ✓ To provide an understanding of the wide scope of educational, occupational and social activities in terms of broad categories of related activities.
- ✓ To assist in the mastery of techniques of obtaining and interpreting information for progressive self-direction.
- ✓ To promote attitudes and habits which assist in making career choices and adjustment.
- ✓ To provide assistance in narrowing choices progressively to specific activities which are appropriate to attitudes, abilities and interests manifested.

3.5.1 Concept of Occupational Information:

Occupational information refers to the collection of details about occupational and educational opportunities. Gathering and using occupational information is essential if an individual is to select options that fit his or her interests, values, aptitudes, and skills.

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

Hence for providing detail information relating any matter, a service may be meant for this. Similarly, for giving detail information to pupils on different occupations a service is meant for it which is called “occupational information service.” This information service provides a variety of information to the pupils on various occupations as and when needed.

3.5.2 Need for Occupational Information:

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

1. Pupils of secondary and higher secondary schools have to make choices relating to their future occupation, choice always involves knowledge and idea. It means one can't choose what one doesn't know. A pupil may join in an occupation by virtue of mere love. But the wise choice of an occupation requires accurate information about an occupation. Thus, selecting an occupation without accurate information results in square pegs in round holes and round pegs in square holes.
2. The guidance worker or counselor may be a highly qualified and trained person, but without adequate information about various occupations his services will be like an out worldly showing good thing

having no value in reality. Vocational guidance without adequate occupational information in fact has no value.

3. Occupational information makes the guidance service informative, motivational, adjective and evaluative and is accepted as helpful for the pupils.
4. Now there are more than 400 occupations in the world of work. Each occupation is different from the other in terms of characteristics and requirements. Every pupil should be helped to choose an occupation, prepare for it, enter into the occupation and make satisfactory progress in it in accordance with his ambition, interests, abilities and limitations. Collection, classification and dissemination of occupational information are therefore important to assist students in their vocational choices, vocational planning and vocational placement.

Check Your Progress

1. Discuss the concept of Occupational Information

2. State the need for Occupational Information

3.6 SUMMARY

In this unit we have studied job analysis it's need & job satisfaction it's importance in life. We also read about the factors that affect job satisfaction. So, you can analyse you job & try to solve the problems that affects job satisfaction. Guidance is concerned with educational, vocational and other problem. these services help students to make proper adjustments with the environment. Educational guidance refers to guidance to the students in all aspects of education.

Vocational guidance is concerned with enabling students to acquire information about career opportunities, career growth and training facilities. The student's abilities, interests, attitude, aptitude and reeds and identified to understand, accept and utilize his traits, opportunities for learning about areas of Educational and Vocational endeavour, obtaining experiences, assisting him in making of free and appropriate choices, developing his potential to the optimum so that they may be a capable individual.

3.7 QUESTIONS

1. Indicate the need of educational guidance.
2. Discuss scope of educational guidance.
3. How is educational guidance important at different stages of educational?
4. Define and explain meaning of vocational guidance. Enumerate various objective of vocational guidance.
5. “Vocational guidance dominates educational guidance.” Discuss & Justify.
6. Write short notes on:
 - a) Collection of occupational information
 - b) Dissemination of occupational information.
7. What is job analysis? Explain it’s relation with job satisfaction.
8. Write short notes on
 - a. Need of job analysis
 - b. Uses of job analysis
 - c. Factors affecting job satisfaction.

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COUNSELOR AND COUNSELING FOR SPECIAL NEEDS

Unit Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Counseling For Children With Special Needs
 - 4.2.1 Counseling Children With Different Types Of Disabilities
- 4.3 Counseling For Adolescent Issues (Bullying, Academic Stress, Addiction)
 - 4.3.1 Bullying
 - 4.3.2 Counseling Strategies To Overcome Bullying
 - 4.3.3 Academic Stress During Adolescence
 - 4.3.4 Counseling Techniques For Overcoming Academic Stress
 - 4.3.5 Counseling For Addiction
 - 4.3.6 Principles Of Treatment: Adolescent Addiction Issues
 - 4.3.7 Strategies Of Counseling For Overcoming Addiction
 - 4.3.8 Recovery Support Services
- 4.4 Ethics Of Counseling
 - 4.4.1 Section 1: The Counseling Relationship
 - 4.4.2 Section 2: Confidentiality And Privacy
 - 4.4.3 Section 3: Professional Responsibility
 - 4.4.4 Section 4: Relationships With Other Professionals
 - 4.4.5. Section 5: Evaluation And Assessment
 - 4.4.6. Section 6: Supervision, Training, And Teaching
 - 4.4.7. Section 7: Research And Publication
 - 4.4.8 Section 8: Distance Counseling, Technology, And Social Media
 - 4.4.9 Section 9: Resolving Ethical Issues
- 4.5 Summary
- 4.6 Unit Exercise
- 4.7 References

4.0 OBJECTIVES

After studying this unit, you will be able to:

- Plan and undertake counseling for children with special needs

- Plan and undertake counseling for adolescent issues (bullying, academic stress and addiction)
- Make a list of ethics of counseling

4.1 INTRODUCTION

Dear students, guidance and counseling services are vital services which may be needed by any individual at any point of time in his or her life. Students generally require guidance in the context of education and selecting appropriate carrier. Adults depend on guidance and counseling while selecting a particular job, enhancing job satisfaction and maintaining marital relationships. From the previous unit you have learnt that person-job fit is the underlying principle of job satisfaction. In order to be successful, the person should be ‘fit’ for a particular job and vice-versa. Many factors are present within the person as well as in the job-environment which affect a person’s job satisfaction. People need guidance in narrowing down areas of job as per their preferences. As such, career guidance is one important area of guidance and counseling.

In this unit we are going to focus on one more area of guidance and counseling. Are you aware about the term ‘Divyangajan’? Yes, this term is used to represent children and persons with disabilities. They are known as ‘special’ children. What is ‘special’ about them? Did you think about it? They have needs like any other normal child; like need for affection, care, play, etc. However, apart from these regular needs, they also have additional or extra needs as a result of their disability, like need for auditory training for deaf children, braille-text books for blind children. Some children may need physiotherapy and occupational therapy as per the specific type of disability. These additional needs are known as ‘special educational’ needs or ‘special needs’. This unit will empower you with the knowledge about counseling children and adolescents with special needs.

4.2 COUNSELING FOR CHILDREN WITH SPECIAL NEEDS

Children with special needs are characterized by heterogeneity. They have diverse learning needs. Each child is unique with a set of specific strengths and weaknesses. Two boys of same age may have same degree and type of hearing loss. However, their academic achievement will vary depending upon many other factors like their onset of hearing loss, identification of hearing loss, the age of intervention, their own personality traits, amount of family support, socioeconomic status, parental education and parental involvement. Therefore, counseling is an essential service needed by children with special needs. Although important, counselors may have less contact with children having special needs due to a variety of reasons. One

reason is that, some counselors may not feel confident in dealing with this group. They may be trained in counseling, but not in handling children with disabilities. Tucker, Shepard, & Hurst (1986) indicated that some counselors may not have complete information about a particular disability or they may hold some prejudice about children with disabilities, which acts as a barrier in the way of effective counseling. Others may believe that counseling children and persons with disabilities is the duty of special educators from special schools (Tarver Behring, Spagna, & Sullivan, 1998). Counselors need to have additional set of skills while counseling children with special needs.

The following are the steps to acquire this additional set of skills:

Step 1: Favourable attitude:

Baker (1992) indicated that counselors need to have proper attitude towards children with disabilities. Incomplete information, holding low expectations from them, focusing on their inabilities rather than their abilities, pity, etc work as barriers in the way of effective counseling.

Step 2: Acceptance of children with disabilities:

Counselors need to collect accurate information about each and every child from different sources like parents, special educators, children themselves, their academic and disability related assessments. This will facilitate acceptance of children with disabilities and enable counselors to deal effectively with them.

Step 3: Obtaining training:

Counselors can attend short term training courses about skill-development involved in handling children with special needs. Many professionals with psychology background are interested in special education courses like B.Ed in learning disability, hearing impairment, etc. These training courses not only provide an opportunity to establish good rapport with the children having disabilities but also empower an individual with in-depth knowledge about the disability. Counselors can apply the theory to practice. They get an opportunity to identify the needs of children and families. Only having theoretical knowledge is not enough. A good counselor needs to possess appropriate skills. These skills are discussed in detail in the unit 4.2.1 below.

4.2.1 Counseling children with different types of disabilities:

The different types of disabilities can be classified into following groups:

- Sensory disabilities
- Neuro-developmental disabilities
- Loco-motor disabilities
- Multiple disabilities

The counselor may come across a child belonging to any one of the above disability-groups. Hence, he/she should be aware about the basic characteristics, symptoms, challenges involved in each of the above disability. Only then a counselor will be able to design appropriate counseling plan. Let us read about different types of disabilities in brief.

What are Sensory disabilities ?

In sensory disabilities brain finds it difficult to process sensory information which we gather from sensory organs like sight, hearing, taste, touch, and smell. This is the result of defects in the normal functioning of the sensory organs. This group of disabilities contains children and persons with deafness, low vision and blindness. The definitions of each of the disabilities is provided in the Rights of the Persons with Disabilities Act (2016). Kindly refer to the same for the definitions.

Counseling children with sensory disabilities:

Children with sensory disabilities face communication and mobility issues to a great extent. If the child is having blindness, then the child and its parents need counseling about mobility-training. The child as well as the family members may need to be trained in using the tactile sign boards or communication boards. Hearing impairment primarily affects language and communication skills of a child. Hence, counselor needs to provide information about different techniques of restoring communication link between the child and the family-members. The counselors need to refer the child to appropriate professionals like audiologist, speech therapist, special educator, so that future course of rehabilitation can be determined for the child.

During the early years, human brain is characterized by plasticity. It means flexibility. As a result, young children learn at a much faster rate than adults. Young children spend most of their time with the parents. Hence, counselors need to empower parents as soon as the disability is identified. Parents need counseling in accepting their child's disability and planning intervention activities of the child. As far as deaf children are concerned, parents may need assistance in selecting appropriate communication options for their child. The counselor should inform parents about all the three options and allow them to decide one communication option which is most suitable for their child.

'Whether to place the child in special school or mainstream school?' is another important question where in caregivers need counseling. The counselor should provide information about all the available school options to the parents. However, it is the parents who will decide the best school placement for their child from among the options available to them.

What are Neuro-developmental disabilities?

Neuro-developmental disabilities result from damage to the brain and / or central nervous system. This is a broad term which includes learning

disability, autism spectrum disorder (ASD), intellectual disability, Attention Deficit Hyperactivity Disorder (ADHD) and cerebral palsy. These group of disabilities greatly affect the child's cognitive processes and academic achievement. Social skills may also be affected to some extent in children with autism, ADHD, intellectual disability. Children with severe degree of autism and intellectual disability may have gross communication impairment and they may not be able to express using fluent speech. As such they need support of a counselor at many instances.

Counseling children with neuro-developmental disabilities:

The role of a counselor starts, once a specific disability has been diagnosed. The counselor can help parents in following ways:

• **Referral:**

The parents have knowledge about upbringing regular children. However, when a child is born with a disability, they get confused and face many challenges. They are not aware about the nature of disability and where to take the child for intervention. Counselor can refer the parents to different professionals like psychologists, special educators, audiologists, speech therapists, as per the needs. Some children may require further assessments. Counselors can refer parents to appropriate professionals and enable them to reach perfect diagnosis.

• **Networking:**

Counselors can help in establishing networks between special educators, parents and community sources for better rehabilitation of the child. The children with mild to moderate disabilities, whenever possible should be included in the decision making process. Counselors can assist the special educators and the expert team of professionals in making an individualized educational plan (IEP) for students with disability.

• **Development of social skills:**

The counselors can plan a social skills program for developing age-appropriate social and emotional skills for children with neuro-developmental disabilities. Such programs can be organized for children, parents and teachers. Counselors with the help of class-teachers can design a social skills program for entire class. E.g. class teacher can form some rules for classroom communication and reinforce the non-disabled students who interact with or help students with disabilities in the class.

• **Use of modelling and reinforcement:**

Some children and adolescents with disabilities may face social and emotional problems, such as depression, low self-esteem. Counselors can model expected behaviour patterns which will help to build positive self-esteem in these children. They can model appropriate ways of expressing ones emotions and feelings and can empower the youngsters

with alternative solutions to solve the problems. You must be aware about the power of reinforcement. Counselors can reinforce the appropriate behaviour by using tokens and rewards for sustaining positive behaviour. Opportunities for learning the desirable behaviour can be created for them.

• **Counseling family members:**

The counselors need to work with all the family members containing a child with disability to foster acceptance, communication, optimum conditions for the child. They can help family members to have positive feelings towards each other and especially towards child with disability. If the child is having ADHD, then counselors can refer the parents to a psychiatrist. Counselors can offer specific need-based support and guidance to parents. This will help in reducing stress level of parents to a great extent.

What is Loco-motor Disability ?

‘Loco-motor Disability’ refers to a person’s inability in making body movements and mobility. Out of the total persons with disabilities in India, loco-motor disability constitutes 20.3 percent of the population. The persons with loco-motor disability may face issues in walking, grasping and lifting objects. They need assistive devices like crutches, Jaipur foot, wheelchair to aid in mobility. Loco-motor disabilities may be congenital or acquired as a result of some accident. Poliomyelitis is an example of acquired loco motor disability.

Counseling children with loco-motordisability:

Counselor plays a very important role initially while collecting the case-history details of a person with loco-motor disability. They need services from three types of professionals: neurologists, orthopedics and physiotherapists. The problems related to brain and spinal cord may be taken care of by a neurologist, while the problems related to muscles, joints, bones, movements may be taken care of by physiotherapists and orthopedics. The counselor plays role of a net-worker between the different professionals and the persons with disability and their family. The counselor also helps the family members and the persons with disability to know about the schemes, concessions and facilities provided by Central and State Governments. For adolescents with loco-motor disability, the counselor can help by providing vocational guidance along with a list of vocational training institutes. The counselor needs to provide counseling services about following:

• **Medical management and corrective surgery:**

These surgeries are required for treatment of contracture and deformities. The counselor can refer the persons with loco-motor disabilities to medical professionals as per the needs of the client.

- **Physical therapy:**

This is provided for enhancing muscle movements and fine and gross motor skills. The aim is to restore the physical abilities. The counselor can connect the persons with loco-motor disabilities to the physiotherapists and explain the importance of regular physical exercise to the client.

- **Occupational therapy:**

Counselor can make the clients aware about the need of occupational therapy for development of daily living activities and fine motor skills. The aim is to enable them to use functional activities primarily using hands and arms. The counselor can connect them to the occupational therapist as per the client's needs.

- **Prosthetics and Orthotics:**

Prosthetics implies the science of dealing with artificial replacement of the lost body part either congenitally or due to amputation which includes total limbs, fingers, partial hand, partial foot, eyes, nose, ear, breast and so on. Whereas Orthotics implies the science of dealing with mechanical correction of orthopedic deformities, realignment, redirection of lines of force action in the body, support of weak parts, prevention of unwanted movement, relieving weight borne by certain body parts, and so on. The persons with disabilities need counseling with respect to acceptance of these prosthetic aids and their use.

Check Your Progress

1. Who are children with special educational needs? What is 'special' in them?

2. How will you counsel children with special needs? Write with reference to different disabilities.

4.3 COUNSELING FOR ADOLESCENT ISSUES (BULLYING, ACADEMIC STRESS, ADDICTION)

Adolescence is a period between childhood and adulthood. It is a period of transition and lot of changes take place in the body during this period. As per WHO, adolescents are persons between the age-group of 10 to 19 years. This period includes the ‘teenagers’. It is the period of puberty and both girls and boys pass through physical and psychological changes. Age is only a rough benchmark about adolescence. These are not water-tight compartments. Some children may show signs of maturity earlier in life, while some may reach puberty a bit later. The development of self-concept, sexual orientation, self-esteem, body-perception progresses during this stage. Hormonal changes also take place during this stage. These physical and psychological changes may lead to different types of behaviour problems and issues during adolescence. In case of children with disabilities they have distorted perception about their body. Children with sensory disabilities may have communication issues and as a result they may develop inferiority complex during adolescence. Barriers in expressing oneself makes them susceptible to issues like bullying, academic stress, addiction, aggressive behaviours, eating disorders, etc. In this unit we are going to study the issues faced by adolescents with disabilities and how to solve them.

4.3.1 Bullying:

You must have heard this term ‘bullying’ during your college days. It involves a group of students dominating other weak students in class. Bullying involves a range of behaviors that take place in class. In order to offer counseling services in this respect, counselors should be able to identify the behaviours that come under ‘bullying’. Bullying is defined as intentional behaviors which are unwanted and aggressive and these behaviors are often repeated in relationships with a perceived power difference. (Midgett, 2016). Midgett (2016) has given four types of bullying behaviors: physical, verbal, relational and cyber bullying.

- **Physical bullying:** It primarily involves any kind of physical assault on the child like pushing, hitting, kicking, slapping, snatching hearing aids, breaking assistive device, etc. It also includes behaviours which involve damage to other property or things used by other students.
- **Verbal bullying:** This involves making verbal assault, like statements which will hurt a person, name-calling, making comments which are often negative, threatening a person verbally, teasing, passing comments about a child’s disability, assistive devices.
- **Relational bullying:** In this case the target is not the weaker student directly, but an attempt is made to spoil his/her reputation in the eyes of others around the victim. It includes spread of rumours, creating a

negative image of a person in front of others, asking other students to stop making friendship with this particular student with disability.

- **Cyber bullying:** At present young generation is addicted to using mobile phones and apps based on the use of internet. As a result knowingly or unknowingly there is increase in the rate of cyber crimes. Cyber bullying involves the use of electronic media such as posting photos of a person with disability or writing comments on social networking sites without his/her permission with an intention to harm other student's sentiments.

4.3.2 Counseling strategies to overcome bullying:

Bullying can have many long term and short term effects, not only on the person who are victims of bullying, but also those who bully and those who are silent observers. The students who fall prey to bullying may experience a range of negative emotional states like depression, increased suicidal tendencies, suicide attempts, lack of confidence, problems related to academic performance, school attendance and social relationships. The students who indulge in bullying others are more likely to have problems like substance abuse in adolescence. As adults they may get into violence, disruptive and criminal behaviours. Apart from the students who are directly involved in bullying, the bystanders also experience increased levels of stress. Therefore, the counselors need to be competent in identifying bullying in its different forms and be aware about how different forms of bullying affect the lives of students with disabilities.

Midgett (2016) developed an intervention program for making the school-students aware about the different types of bullying and ways to prevent it. It was named as 'STAC'. In this acronym 'S' stands for 'stealing the show', 'T' stands for 'turning it over', 'A' stands for 'Accompanying others' and 'C' stands for 'coaching compassion'. They represent the three strategies the counselors can use to prevent occurrence of bullying in class.

- **Stealing the show:**

In this strategy humour is used to divert attention of students away from the bullying situation. The students, who are defending, do not feel that they are separated from the peer-group and at the same time they can protect their friend who is the victim of bullying. E.g. In a fourth standard class few students are making fun of a boy wearing hearing aids and who is not able to speak clearly. Another student (defender) enters in and tells a joke. The attention of all the students including the students who were teasing turns away from the target and it makes the environment lighter. All the students laugh at the joke.

- **Turning it over:**

It includes giving information to a responsible adult about the bullying situation and asking him/ her for help. In this strategy, counselor trains the students in identifying safe adults in the school when they are themselves

not able to decide intervention or coping strategies to prevent bullying. E.g. the defender finds a photo and a post about his classmate who is using a wheelchair for mobility on a social networking site. He takes print out of hard copies of the post and submits it to the class-teacher. In this way the incident was reported and the class-teacher took appropriate action.

- **Accompanying others:**

In this strategy, the defender stands by the student who was the victim of bullying to communicate that this behaviour is not acceptable and that the student is not alone and that the defender cares about him or her. This strategy can be implemented by the counselor during bullying as well as after bullying is over. The defender can invite the victim for a walk or a play and share his/her feelings about bullying. E.g. During PT period all the students were left free to play the game of their choice on ground. All the girls purposefully left one girl with low vision alone and started playing a group game. The girl with low vision also wanted to join the game, but the group didn't allow her to participate. One student from a higher class was observing this scene from classroom window. She came down to help the student with low vision. She started playing another game with this girl and also told her that whatever the girls did was not correct. Later, the senior student also informed the students who were bullying that they were wrong.

- **Coaching compassion:**

This is a direct way of preventing bullying. The student who is involved in bullying is directly confronted either during or after the incident. He / she is communicated that this behaviour will not be accepted in future. This involves gently confronting the bully either during or after the incident and communicating that his or her behaviour is not acceptable. This strategy generates the feeling of empathy among the students who get involved in bullying. E.g. A defender is sitting in canteen with his friend. The friend intentionally laughs and passes a comment about a student who is deaf and uses sign language. After this incident, the defender questions his friend about his behaviour. He shares one incident in which he was targeted by another student and how negative he felt after this incident.

4.3.3 Academic Stress during Adolescence:

When there are too many demands from the environment and individual lacks the resources to cope up with these demands, it gives rise to stress. These demands are known as stressors. (Roberson, 1985). Adolescents are at increased risk of getting confronted with these stressors. As we have already studied, adolescence is a period of transition and is accompanied by various physical and biological changes. Apart from the changes taking place in the body, transition also takes place from school to college level. Children with disabilities have to put in lot of efforts to achieve basic functional skills which children without disabilities achieve naturally without any efforts. They are constantly bombarded with different stressors in the form of expectations from the parents, special educators, and therapists. Their life is directed by goals set by different professionals

and this creates lot of academic stress for children with disabilities. Many research studies indicated that when the children undergo high level of stress, they are vulnerable to getting indulged in different types of maladaptive behaviours like consumption of alcohol, drug addiction, involving in unprotected sexual activities, physical in-activity, eating disorders and sleep disturbances. (King, Vidourek & Singh, 2014; Bennet and Holloway, 2014). Busari (2012) indicated that many children with disabilities are victims of depression because depression is associated with problems in concentration, fear of failure, negative picture of future, etc. These stressors affect students' academic performance to a great extent. Hence, the counsellor needs to intervene and explain the strategies of coping with academic stress. The few strategies are given below:

4.3.4 Counseling techniques for overcoming academic stress:

The counselor may use any one or group of techniques to help the child with disability overcome the academic stress. These techniques are given below:

- **Time management skills:**

The adolescents need to be trained about time management skills. Many a times they take longer time to comprehend instructions and finishing the task on time. The counselors need to train the parents as well as the vocational instructors in making effective use of the time management skills. This is because these individuals deal on a face to face basis with adolescents having disabilities. Hence, they should adopt a more stringent time schedule and make these children complete their tasks on time.

- **Organizational skills:**

Counselors can help students with disabilities in planning their daily activities and studies. This will help children with disabilities to plan and execute activities.

- **Good study habits:**

Majority of students with disabilities do not feel interested in literacy related activities. Counselors can instil in them, good study habits by including literacy related activities in their daily routine life.

Other simple techniques are:

- Regular exercise and enough sleep
- Avoid drug abuse
- Learning to think rationally and optimistically
- Practicing yoga, meditation and dance activities.
- Involve children in a variety of physical activities like walking, swimming, running, etc.
- Relaxation helps a lot in reducing the amount of academic stress.

- Problem solving skills-training
- Cognitive re-structuring which involves purposefully thinking about something else when the thoughts which provoke stress come in our mind.
- Self-control training
- Having realistic expectations from the child

4.3.5 Counseling for addiction:

What is addiction?

With the launch of 4G and innovation in mobile phones, majority of us are victims of addiction to mobile phone. Range of people including children, youngsters and senior citizens are dependent and addicted to different types of apps available on mobile phone. Therefore, let us begin by understanding what ‘addiction’ is? Felmen (2018) defined addiction as a psychological and physical inability to stop consuming a chemical, drug, activity, or substance, even though it is causing psychological and physical harm. The term is not limited only to substance abuse, but, it also includes addiction to involvement in certain activities like eating, working, gambling, watching porn sites, etc.

Sharma & Joshi (2013) conducted a study on drug addiction among street-children in India. They indicated that, almost eighteen million children dwell on streets and are involved in some kind of street-jobs in India. This group of children is vulnerable to drug abuse and Indian studies have reported that almost 40% to 70% of children living on streets in India are victims of drug addiction. Johnston & O’Malley Et.al (2013) highlighted that out of the total number of high school students, almost seventy percent would have tried an alcohol, fifty percent would have consumed an illegal drug, forty percent would have entered into cigar-smoking and twenty percent would have tried some prescription drug for non-medical purpose. When a person becomes addicted to certain substances or an activity, he / she does not understand how to come out of it or control it. The person becomes more and more dependent on the source of addiction with each passing day to get relief from mental stress and work-pressures.

All the adolescents are not vulnerable to addiction. This is because there are risk-factors; presence of which increases the vulnerability to addiction. First and foremost, human brain is not fully developed during ‘teenage’. It is characterized by neural plasticity (flexibility). The pre-frontal cortex is not fully developed at this stage. This area in the brain is responsible for assessing situations, making sound decisions, and controlling our emotions and impulses; typically, this circuitry is not mature until a person is in his or her mid-20s (National Institute of Drug Abuse, 2014). This affects their ability to weigh risks and make rational decisions including the decision to consume drugs. Apart from this biological factor, teenagers have an

increased urge to seek ‘new’ and ‘cool’ experiences. They may try out drugs out of this curiosity, but it has long term negative consequences on their health. Many other factors like availability of drugs in the environment, presence of a drug-addict person in the family, school or college, violence, physical or emotional abuse, mental stress at home increase the risk of addiction among adolescents. (National Institute of Drug Abuse, 2014). Counselors can rescue adolescents from any form of addiction. They should be aware about the principles of treating the addiction in adolescents which are given below:

4.3.6 Principles of Treatment: Adolescent addiction issues:

- **The source of adolescent-addiction needs to be identified and addressed at the earliest:**

Many adults who go on to become drug-addicts, enter into over use of drugs, substances during their teenage. Hence, one should identify the source of addiction at the earliest and try to prevent its use during the adolescent age itself.

- **Drug abuse intervention may be useful even though adolescents are not addicted to drugs:**

Exposing adolescents to intervention programs which spread awareness about harmful effects of consuming drugs play a very important role in preventing drug addiction among youngsters.

- **Routine medical check-ups are an opportunity to screen adolescents about drug use:**

Medical professionals like doctors, dentists, psychiatrists, other clinicians have standardized screening tests which will help to determine the level of teenager’s involvement in smoking, drugs, tobacco, alcohol and such other substances. If the teenager talks about consumption of alcohol or drugs, the medical professional may provide face to face intervention or refer the person to addiction-treatment program.

- **Treatment is successful with family pressure and family involvement:**

Many a times adolescents hesitate and deny entering into addiction treatment programs. However, when the family members intervene and make the treatment programs mandatory, the youngsters enter, sustain and complete these programs.

- **The treatment program for addiction should be as per the individual needs of the adolescents:**

The first step in treatment program is conducting comprehensive assessment about a person’s strengths and weaknesses, his/her relations with family, peer group, job stress, etc. The person’s behavior is viewed in relation to his/her family, peer group, work group. Then the next step is to develop a treatment plan as per individual’s needs.

- **Family and community are the two important aspects of treatment:**

Many evidence based programs have indicated that the support and communication with the family members is essential for speedy recovery and abstinence from drugs.

- **Identifying and treating any other mental health condition:**

Adolescents who are involved in drug-abuse frequently suffer from some kind of mental illnesses (Chan,et.al, 2009) like depression, or ADHD, or communication issues like in case of deafness. Treatment or intervention for these issues should be incorporated with the treatment for substance abuse.

- **Identifying and addressing sensitive issues:**

Many teenagers who enter into substance abuse may have history of sexual assault, abuse, either physical, sexual or emotional. If the counselor suspects about the presence of abuse, the same case should be referred to social and protective services.

- **Continuous monitoring of addiction treatment is necessary:**

Teenagers taking up the addiction recovery program may experience ‘relapse’ or fallback and may start consuming drugs again. ‘Relapse’ in drug or addiction treatment indicates that the person needs more amount of treatment and a modified treatment plan. Hence, continuous monitoring of addiction-recovery treatment is necessary. Similarly, post treatment care and monitoring also play an important role in preventing relapse of addiction.

- **Testing adolescents for sexually transmitted diseases:**

Consuming drugs either through injection or without injection increases the risk for sexually transmitted diseases that pass through blood stream including HIV, hepatitis B and C. All types of addiction limit a person’s ability to take decisions and hence, it increases the risk of adolescents getting involved in unprotected sexual behaviors, sharing same contaminated drug instruments, unsafe tattoo designing, body piercing art, etc. Counselors can help adolescents in altering these behaviors and thereby improve their quality of life.

4.3.7 Strategies of counseling for overcoming addiction:

Overcoming addiction among adolescents involves counseling the teenagers as well as their family members. A number of need-based treatment options are available to help the adolescents as well as their parents deal with the challenge of addiction. These programs have three main agendas. First is to motivate the teenagers to stop using drugs. Second, to work upon the recovery plans and third, to develop a positive home environment for the teens where the family members accept and support the adolescents to cope with the addiction. The following are the three main types of treatment options for overcoming addiction among adolescents (Hamptom, 2019):

1. Behavioural treatments
2. Family based therapies
3. Use of medications

1. Behavioural treatments:

Many a times the teens who are involved in drug addiction may suffer from underlying mental disorders like depression, anxiety or frustration. Behavioural therapy enables the adolescents to deal with psychological problems that lead to drug abuse or addiction. In this treatment, the adolescents are trained to identify the psychologically stressful events which trigger the cravings for consuming drugs. They are taught how to overcome the cravings and avoid the use of drugs during such situations. Along with the adolescents, their parents are also offered counseling. The family members are asked to improve their communication with the adolescents at home. They are asked to form close relationships with the teens so that they can share and release their emotional burden at home and do not take support of drugs to overcome the stressful event. The counselor may use any one of the three types of behavioural treatments or an eclectic approach (combination of any two approaches) for treating addiction. They are given below:

- **Motivational Enhancement Therapy (MET):**

The main purpose of this therapy is to develop realization among the teens that drug-addiction is not good for health and to motivate them to participate in the drug addiction treatment program. It involves one to three sessions which often take place in addition to other treatment options. The recovery is faster, only when the teens themselves feel the need for leaving drugs. This objective is achieved through MET.

- **Adolescent Community Reinforcement Approach (A-CRA):**

The main target of this therapy is not the adolescent involved in drug addiction, but, the environment and the people surrounding him/her. It tries to remove the negative factors like peers who promote drug-use from the adolescent's environment. The counselor works on building healthy relationships between the adolescent and the family members. This will help to develop problem-solving skills, coping skills and communication skills among the adolescents. It primarily focuses on enhancing the adolescent's support system.

- **Contingency Management:**

This treatment option is based on the concept of reinforcement given by Skinner. When the adolescent follows the drug-addiction treatment plan and shows resistance to the use of drugs, their behaviour is rewarded with a prize or usually the thing which the adolescent desires to get. This method is used in combination with other methods.

2. Family-Based-Therapies:

In these therapies, the adolescent remains at his residence among the family members. At home, the parents monitor and supervise the teen's behaviour and the counselor works on improving the amount of emotional support that the teen gets from the family members. Thus, the addiction-treatment takes places in a natural setting. The following are the types of family-based therapies:

- **Family Behavioural Therapy:**

In this therapy both the teens as well as the parents receive rewards for showing appropriate behaviours. The teen receives reward on showing resistance to drugs, while the parents receive reward on providing the much needed support during the stress-provoking situation. This emotional support helps the teen to rely on parents and not on drugs during the stressful event. Thus, it aims to establish a positive home environment and healthy family-relationships.

- **Brief Strategic Family Therapy (BSFT):**

This method is similar to the earlier method. However, it can be practiced in outpatient (drug-addict teen is at home), inpatient (the drug-addict teen is placed in the program away from family members) as well as post-rehab care option.

- **Multidimensional Family Therapy (MDFT):**

This treatment option is basically for treating violent adolescents who are involved in drug abuse. It establishes network between family members and a juvenile home where the teens are taught socially acceptable behaviours.

3. Use of addiction medications:

Many medications are available to provide treatment to the adults with addiction. However, not a single medicine from these options is prescribed for adolescents. Some counselors do use medications to treat addiction in adolescents especially to resist the teens from using opioids, nicotine, and alcohol. Currently, FDA has not approved a single medicine for treating drug addiction among adolescents. Some of the commonly used medications are buprenorphine, naltrexone, methadone, etc.

4.3.8 Recovery support services:

Many a times there is a fall back and the adolescents again resume to consuming drugs after the treatment. This relapse indicates that the earlier treatment program was not effective and that there is a need to continue the treatment program with modified methods. Recovery support services are provided to prevent this relapse. These services enable the adolescents stay without drugs for a long period of time after treatment is complete. Have you heard about narcotics anonymous and alcoholics anonymous? These groups allow the adult drug addicts to share their experiences about how adverse their life was because of drug-addiction with others sailing in

the same ship. The following are the three options for recovery support services:

- **Assertive Continuing Care (ACC):** A recovery program in which medical practitioner assists the teen to stay healthy and prevent addiction at the residence itself. The focus is on developing communication and problem solving skills.
- **Peer Recovery Support Services :** It is a group of teens who are recovering from addiction. It is led by teens who are fully recovered and they share their experiences with one another about overcoming addiction.
- **Recovery High Schools :** It is a school, especially created to provide educational services to the adolescents who are recovering from addiction. Adolescents who are recovering, usually find it difficult to concentrate on studies. Recovery high schools help to bring the adolescents who may be lost, back to the mainstream of education. This option is used to supplement the earlier two options namely behaviour treatments and family based therapies.

Check Your Progress (Self -Evaluation Questions)

1. What is bullying? Explain few strategies to prevent bullying among adolescents.

2. Discuss few strategies to overcome academic stress among adolescents.

3. What are the treatments for overcoming addiction among adolescents?

4.4 ETHICS OF COUNSELING

American Counseling Association (ACA, 2014) has provided Code of ethics for counselors. Counseling is a separate profession and hence, the counselors have to follow code of professional ethics. Code of ethics are the guiding principles or rules which inform the counselors what they can do and what they cannot do as a part of their professional practice. The Code of Ethics (ACA, 2014) are spread across nine sections given below:

1. The Counseling Relationship
2. Confidentiality and Privacy
3. Professional Responsibility
4. Relationships With Other Professionals
5. Evaluation, Assessment, and Interpretation
6. Supervision, Training, and Teaching
7. Research and Publication
8. Distance Counseling, Technology, and Social Media
9. Resolving Ethical Issues

Let us study the important code of ethics from each of the above sections:

4.4.1 Section 1: The Counseling Relationship:

The counselor-client relationship is the backbone of healthy counseling. The counselor should be able to develop trust in clients about the entire counseling process. Maintaining confidentiality about the information shared by the client is of utmost importance.

- **Welfare of the client:** The primary responsibility of the counselor is to protect the dignity of the client and promote his/her welfare.
- **Obtaining informed consent from the client:** The counselors have an obligation to communicate verbally and in writing the information about the counseling process to the clients. It is the right of the client to have information about the counselor and the counseling process. After getting the information, they can choose whether to continue or quit the counseling process.
- **Avoid harm to the clients:** Counselors do not harm clients or trainees or research participants during a counseling session by their innovative methods or experiments.
- **Non-counseling roles and responsibilities are prohibited:** Non-counseling roles and responsibilities which includes sexual or

romantic relationships with the current clients or their partners or their family members are prohibited in person as well as electronic form (through social networking sites).

- **Multiple clients:** If the counselor is offering services to two or more individuals who are related to each other (husband and wife, mother and daughter, etc) then the counselor makes it clear in the beginning as to who are the clients and what role the counselor will play for each of the client separately.
- **Group counseling:** Counselors screen participants before selecting them for group counseling; They see to it that the needs and goals of all the members in the group are more or less homogeneous. The individuals with separate goals who do not fit into the group are not included in group counseling.
- **Fees and Business practices:** Counselors who are working with a counseling firm are not supposed to refer the clients to their own private clinics. They can do so only if the organization they are attached to grants permission.
- **Termination of counseling:** If counselors do not possess the professional competence to counsel a particular client, they should either not enter into or stop the counseling sessions. In this case, the counselors can refer the client to other sources for counseling.

4.4.2 Section 2:Confidentiality and Privacy:

- **Respect multicultural considerations:** Counselors have to address clients of different cultural backgrounds. Hence, they hold discussions regarding what confidentiality is for each client and ensure what, how and with whom information can be shared during the counseling process.
- **Respecting client's privacy and confidentiality:** Counselors ask for client's private information when it is going to be useful in the counseling process. Whatever information is shared by the clients is kept confidential and is shared only with the prior consent of the clients.
- **Disclosure of information:** When the situation needs the counselor to disclose the information about client, then the client is involved in the disclosure process and only that part of the information which is essential is disclosed with client's consent.
- **Disclosure of information with team-members:** If an inter-disciplinary team is involved in the counseling process, then the client will be informed about the members in the team and what

information will be shared with them along with the purpose of sharing that information.

- **Clients who are not able to give informed consent:** There may be clients who are not able to provide voluntary informed consent like the children with severe disabilities. The information obtained from these clients is also kept confidential by the counselors as per the code of ethics.
- **Release of confidential information:** When the clients are minor or adults not in a position to give consent to release confidential information, then the counselors obtain consent from a third party.
- **Confidentiality or records:** Counselors maintain confidentiality about records or documents in any form whether print or electronic form. Only individuals who are authorized are allowed to access these documents.

4.4.3 Section 3: Professional responsibility:

- **Responsibility to follow the standards:** Counselors have the responsibility to read, understand and follow the standards and code of ethics prescribed by ACA.
- **Boundaries of competence:** Counselors are aware about the boundaries of their competence and function within these boundaries based on their training, education, observation, experience, professional credentials. Counselors need to gain lot of professional experience in order to work with multicultural client population.
- **Accurate advertising:** While advertising about the counseling services in public, counselors always present true credentials and not information which is false.
- **Accurate representation of professional qualifications:** Counselors represent only those professionals qualifications or degrees which are completed, accurate and authentic.
- **Non-discrimination:** Counselors do not discriminate among their clients on the basis of age, gender, disability, race, religion, language, marital status, socio-economic status, nationality, or any other factor.
- **Evidence based treatments:** While providing services, counselors tend to use only evidence-based techniques, methods or procedures.

4.4.4 Section 4: Relationships with Other Professionals:

Counselors understand that the quality of their interactions with other professionals, staff, colleagues, influence the quality of services offered to the clients. Hence, counselors have to maintain professional, healthy relationships with other professionals.

4.4.5. Section 5: Evaluation and assessment:

This section contains ethics pertaining to administration of assessments as to who can administer tests, selection of assessment tests, scoring, sharing results, documenting the results, interpreting them and so on. Few important ethics are given below:

- **Competence:** Counselors administer only those assessment tests in which they are trained and competent.
- **Selection of instruments:** Counselors carefully check the psychometric properties of the assessment tests (reliability and validity) before selecting the instruments for assessment.
- **Decisions based on results:** Counselors who are involved in making decisions about the individual clients are trained, experienced and have complete knowledge about psycho-metrics.

4.4.6. Section 6: Supervision, Training, and Teaching:

Counselors also work as supervisors, teachers and trainers for their students. In performing this duty, they need to be fair, un-biased, honest and accurate. This section involves code of ethics pertaining to supervision, training and teaching.

4.4.7. Section 7: Research and Publication:

- Counselors undertake research as per the norms set by the funding agency or the host institute.
- They are supposed to keep the information pertaining to the research participants confidential.
- Counselors should think about the welfare of the participants and should not harm them either physically, psychologically, emotionally through their experiments.
- The client has the right to withdraw from the research at any given time.
- Informed consent needs to be obtained from the clients who are willing to participate in the research.
- Counselors who undertake joint research with their students, fellow professionals, or superiors plan the work-load distribution, credits of publication and acknowledgments in advance.

4.4.8 Section 8: Distance Counseling, Technology, and Social Media:

At present, internet is used to offer a variety of services like medical, banking, education, communication across the globe. Counselors understand that even counseling services can be provided using internet. Counselors use distance counseling by adopting technology, social networking sites to connect with their clients. This section deals with the

ethics related to the use, concerns, ways to maintain confidentiality, authenticity of information available from internet and its use in counseling.

4.4.9 Section 9: Resolving Ethical Issues:

The ACA policy and procedures for resolving complaints of violating professional ethics are provided in the ACA manual. The counselors need to refer to these procedures while resolving complaints.

Check Your Progress (Self -Evaluation Questions)

1. What are Counseling ethics? Explain counseling ethics as prescribed by ACA(2014).

4.5 SUMMARY

- ❖ Children with special needs are called as ‘special’ because apart from regular needs, like need for care, affection, play, they also have additional or extra needs as a result of their disability like need for auditory training for deaf children, braille-text books for blind children. As a result of these special needs, they are called as children with special needs.
- ❖ Children with special needs are characterized by heterogeneity. They have diverse learning needs. Each child is unique with a set of specific strengths and weaknesses. However, their academic achievement will vary depending upon many other factors like their onset of hearing loss, identification of hearing loss, the age of intervention, their own personality traits, amount of family support, socioeconomic status, parental education and parental involvement. Therefore, counseling is an essential service needed by children with special needs.
- ❖ Counselors need to have additional set of skills while counseling children with special needs. Counselors should have favourable attitude, acceptance of children with disabilities, and they need to obtain training regarding how to guide and counsel different types of children with disabilities.
- ❖ The different types of disabilities can be classified into following groups:
 - Sensory disabilities
 - Neuro-developmental disabilities

- Loco-motor disabilities
- Multiple disabilities
- ❖ We studied about children belonging to different groups of disabilities like sensory disabilities, neuro-developmental disabilities, loco-motor disabilities, multiple disabilities. Then we discussed issues these children face and how to counsel them. Counseling parents of children with disabilities is an important part of counseling process.
- ❖ Towards the end of the unit, you were oriented to the three common issues faced by adolescents namely, bullying, academic stress and addiction. Bullying is defined as intentional behaviours which are unwanted and aggressive and these behaviors are often repeated in relationships with a perceived power difference. (Midgett, 2016). Adolescents mainly resort to four types of bullying: Physical, verbal, relational and cyber bullying. Then you were introduced to the strategies for intervening bullying. It includes STAC program developed by Midgett (2016). STAC represents the strategies for overcoming bullying.
- ❖ **Academic stress:**When there are too many demands from the environment and individual lacks the resources to cope up with these demands, it gives rise to academic stress. These demands are known as stressors. (Roberson, 1985). Training the adolescents about time management skills, organizational skills and good study habits can help to reduce academic stress.
- ❖ Addiction to drugs, mobile phones, alcohol, smoking is very high among adolescents. The risk factors which increase the vulnerability to addiction among adolescents involves factors like neural plasticity of brain, availability of drugs in the environment, drug addiction among family members, etc. Later, we studied about the principles of addiction treatment which a counselor needs to keep in mind while counseling. At the end we discussed three main types of treatment options for overcoming addiction among adolescents: Behavioural treatments, family based therapies and use of medications.

4.6 UNIT EXERCISE

Q1. Fill in the blanks with correct alternative from among the three options given below:

1. Children with special educational needs are called ‘special’ because, they have _____
- A. Special skills which are God’s gift
 - B. Additional needs
 - C. Special powers

2. **When a child is born with disability, parents are not aware about where to go.** Counselor should _____
- Listen to the child's issues.
 - Refer the child to appropriate professionals
 - Himself do all the counseling
3. **There is a need to counsel about medical management and corrective surgery when the child has _____**
- Sensory disability
 - Neuro - developmental disability
 - Loco-motor disability
4. **In 'STAC' program introduced by Midgett (2014) 'S' stands for _____**
- Starting the intervention
 - Searching the source of stress
 - Stealing the show
5. _____ **is one of the important code of ethics which counselor needs to follow:**
- Obtaining informed consent
 - Disseminating client's information without his/her knowledge
 - Continuously gathering private information about the client

Q2. Write short notes (5 marks each)

- What is bullying? How will you overcome bullying in classroom with special reference to children with disabilities? Explain with suitable examples.
- Discuss any three principles of addiction treatment programs.

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PRACTICAL WORK

Unit Structure

- ✓ **Practical Work - 1**
- **Meaning of Standardized Test**
- **Meaning of Standardized Intelligence Test**
- **Meaning of Standardized Attitudinal Scale**
- **Meaning of Standardized Achievement Test**
- **Administration of a Standardized Test**
- **Sample of a Report on Administration of a Standardized Test**

- ✓ **Practical Work – 2**
- **Meaning of Career Counseling Session**
- **One’s Own Career Decision Making Process**
- **Format of a Report on a Career Counseling Session and One’s Own Career Decision Making Process** (YOU may include some other points in the report as per the counselor apart from those mentioned)

Practical Work – 1: *To submit a complete report on being familiarized with the administration of a standardized intelligence test, an attitudinal scale and an achievement test.*

➤ **Meaning of Standardized Test**

Standardized test is tool of assessment that is used to administer in the same way that enables to compare the scores across all the test-takers. It means that the students or the test-takers are expected to respond to the same questions, common instructions and guidelines, fixed time limits and the scoring of the tests are based on certain set criteria. It is developed by an expert/s.

➤ **Meaning of Standardized Intelligence Test**

Standardized Intelligence Test is a standardized test specifically designed for assessment and evaluation of human intelligence. Some commonly used standardized intelligence tests are Stanford-Binet IQ test, Wechsler Intelligence Scale for Children (WISC) and Wechsler Adult Intelligence Scale (WAIS).

➤ **Meaning of Standardized Attitudinal Scale**

Standardized Attitudinal Scale is a standardized test specifically designed to measure attitude of an individual towards a particular concept. It is believed that the first attitude scale was first developed by Louis Leon Thurstone in 1928 to measure attitudes towards religion. A standardized

attitude scale consists of items or statements related to a particular issue or concept. Every item or statement is assigned with a numerical value. The numerical value indicates how unfavorable or favorable the statement is to the respondent. Scores assigned to each and every item or statement is checked and calculated and a mean score is computed that indicates the respondent's attitude.

➤ **Meaning of Standardized Achievement Test**

Standardized Achievement Test is a standardized test specifically designed and constructed for the assessment and evaluation of the student or the test-takers achievement with respect to the classroom instruction provided by a teacher in the school for a particular subject. Standardized achievement test are constructed by experts with the guidance and assistance of curriculum designers, teachers and the school administrators. The main objective of such test is to determine the student's performance level in relation to the performance level of other students of the similar age group and same standard.

➤ **Administration of a Standardized Test**

Administration of a standardized test needs to be done very carefully and with utmost care in order to get the correct result and outcome of a test. The best way to safeguard against any error in the administration of a test is to follow the guidelines and instructions as per the directions given in the test. At times, it is observed that the researcher who is administering the test helps the respondents who are slow to get the test completed quickly. Such act by the administrator or the researcher violates the standardized procedure of administration of a standardized test. It is called a standardized test as the administration and scoring procedures are same for all the respondents. Therefore, the researcher or the administrator of a standardized test must follow all the instructions and guidelines as per the directions mentioned in the standardized test.

➤ **Sample of a Report on Administration of a Standardized Test**

The present report is based on the administration of a standardized achievement testing tool (Mother Tongue Test by Shrivastava) on secondary school students from Greater Mumbai region. Collection of data for a research by doing the following steps or points mentioned below shall ensure a more reliable and generalizable result of the study.

Administrators General Preparation:

- Understands and becomes familiar with the achievement testing tool herself/himself.
- Reads the test manual, if any, and takes the test, self before administering it to the respondents.
- Decides on providing adequate and sufficient time to the test-takers/respondents/students to answer/attempt/fill the achievement testing tool.

- Checks for basic error in the tool, if any.
- Writes clearly all the instructions on the tool in simple language as per the research needs.
- Reviews the specific directions and procedures, if any, one last time immediately before the test begins.
- Be ready with the appropriate number of tools and keeps few extra copies of the tool in case of any emergency if the need arises.

Administrators Pre-Test Role:

- Administrator makes required changes in seating arrangements, if permissible, as per the need of the research.
- Administrator provides comfortable testing environment i.e. cohesive classroom with minimized distractions.
- Administrator provides readable and understandable testing materials to the respondents.

Administrators During-Test Role:

Administrators Role:

- ✓ Establishes a good, not being a friend, but a friendly relationship with the respondents.
- ✓ Behaves authoritatively, objectively and politely with the respondents.
- ✓ Dresses appropriately and carries good mannerism in behavior and gestures.
- ✓ Motivates the respondents by clarifying their doubts with respect to the meaning of any statement in the tool.
- ✓ Encourages at regular intervals to respond to all the statements and not to leave any statement unattempted or blank.
- ✓ Never forces the respondent to do anything against their will.
- ✓ Remains alert all the time to avoid cheating or peer influence or disturbances in any form.
- ✓ Maintains a calm and composed behavior with the respondents and maintains discipline in the classroom.
- ✓ Explains the statements to the students in local language, if required.
- ✓ Remains pro-active to deal with any unforeseen circumstance that may arise due to any reason.
 - ✓ Answers all the questions reasonably related to the achievement testing tool.

Administrators Instruction:

- ✓ Ethically, the administrator informs the respondents about the tool and study of research, even if the respondents consent is not required

legally, (permission already taken from the respected principal to collect the data from the students).

- ✓ Instructs the respondent to return all the tools as soon as the test is over.
- ✓ Ensures all the respondents are given the proper instructions.
- ✓ Responsibly ensures that all the respondents follow the instructions correctly.
- ✓ Instructions mentioned in the tool must be read aloud, slow at pace and in easy to understand tone.

Administrators Post-Test Role:

- Collects the achievement testing tool from all the students carefully.
- While collecting the achievement testing tool the administrator makes sure that students have not left any statement/item/question blank or unanswered, if so, she/he returns the tool and ask the particular student to answer it and return.
- After the tool is collected, administrator returns the classroom, the seating arrangements, etc. as it was before.

Administrators Role after Scoring/Study: After the scoring, administrator provides the test score information, its interpretations (as per the need) to the students, teachers, parents or curriculum developer in simple language.

(Note: a) There exist some factors that an administrator cannot control that may influence the scores or the result of the study that are anxiety level and motivation level of the respondents, anxiety related to a particular subject or topic on which the achievement test is being conducted.

b) As we know there exist several factors that affect the test scores other than ability of the respondents, the administrator seek to standardize all the aspects of the test under her/his control to minimize variability due to uncontrollable factors.)

Practical Work – 2: *To submit a complete report on attending a career counseling session and following it, one's own career decision making process.*

➤ Meaning of Career Counseling Session

Career counseling session means a gathering or an assembly where a career expert explains the significance of career guidance and its ways and means of selecting a particular career in life to the students. Career counseling is the need of the hour because we may have employees but they may not be employable. Career counseling prepares employees with employability skills. Generally, students are confused between their

various interests; hence, majority of the counselors prefer psychometric tests to analyze interests of students as these tests help students to figure out their capabilities towards each of their interest. It is an effort to guide students, especially standard tenth, for their selection of the stream of academics with the available career options as per their interest levels.

➤ **One's Own Career Decision Making Process:**

Career counseling helps the students in their decision making process with respect to their future career in the following manner:

- ✓ Students would be able to know their interests and aptitude.
- ✓ Students would be able to know their weaknesses and strengths.
- ✓ Students would be able to make a choice of stream for education after standard tenth.
- ✓ Students would be able to know the career options available as per the academic choice.
- ✓ Students would be able to know the career options available as per their interests.
- ✓ Students would be able to decide back-up career options if they decide to change their stream of choice in future.

All these can happen only with proper guidance about rightful career options available as per their interest and different education stream of the student.

- **Format of a Report on a Career Counseling Session and One's Own Career Decision Making Process** (YOU may include some other points in the report as per the counselor apart from those mentioned)

A career counseling session was conducted by Mr. ABC, Mumbai for students who has appeared for the board exams and waiting for their results. The following is a report on a Career Counseling Session and One's Own Career Decision Making Process.

Path to Success: The very first and foremost of all was to understand the significance of Career Counseling. It is the pivotal part in a student's journey. The career counselor said, "I would like to present a perfect roadmap for you and based on which you can achieve your goals". Generally career counseling gives right direction to the student and also advises parents to take up progressive decisions. The choice of career should be based on the interest and aptitude of the student.

Building Awareness: Career counselor acts as a teacher and a motivator, thus, building awareness about different career fields and prospects add on to student's career decision making process. The counselor also listed down the variety of career options ranging from traditional courses such as

medicine and engineering to modern ones such as art-director, film-maker and graphic-designing.

Important Step: The first step towards successful career option is to get a comprehensive view of the subjects and the counselor gave a comprehensive view of the subjects. In order to get a clear picture that what all career options are associated with which stream of education. Then he urged the students to set a priority order, which includes the first preferred and second preferred options along with several backup plans.

Means of Assessments: The counselor said if any student goes in for career counseling, as a best practice, the student shall be put on a psychometric assessment to dig deeper into their personality. The counselor explained about the psychometric test and its assessment. This way, the counselor comes to know about the student's abilities and interests. The counselor said that there are many psychometric assessment plugins that enables them to run assessments from their platform. Once the results of the assessment are out, they give clarity and offer expert guidance accordingly to the students.

Suggesting Apt Career Choices: The next step was to provide with ample choices based on the student's personality assessment. The counselor also said that they shall link the student's attributes to the available career options in order to create a personalized roadmap.

Education after School: After school life, the most important question that comes to a student's mind is 'college'? After identifying the college in which you wish to take admission, you must also list back up options of the colleges. The career counselor said that they advise on the ways and means to crack entrance examinations and the need for building academic profile. This is because, recently, many national and global institutions demands for a statement of purpose and portfolio based on the course selected. This makes it necessary to have an academic profile as it contains all the requisite attributes for a college-ready profile.

Profile-Making and Interviews: If a college emphasizes more on building a portfolio, career counselors do guide the students to work towards it. Along with it they also give counseling for interview guidance, statement of purpose, etc. Their attempt is to offer best personalized framework to students of roadmap towards success. They do this by a keen understanding of the student profile over multiple interaction sessions. Utmost care is given in keeping an unbiased approach and placing students in a better position for decision making process in choosing one's own career.

Concluding Remarks: It is important on the part of parents to discuss with their children about career planning right from standard tenth. At this level only a particular stream could be followed and then onwards career

options will be limited to their choice of the stream only. The stream of choice must be dependent on student's interest and career planning and interests.

Q&A: Finally, the career counselor confidently answered the questions raised by students and parents and clarified their doubts with respect to their career path. Therefore, for career counseling, it is always better for a student to take one-on-one sessions to discuss various factors affecting choices with respect to the prospects of the future.

One's Own Career Decision Making Process:

After attending the career counseling session it made it very clear to 'Student A' the path to success. Career counseling created awareness in 'Student A' with respect to the apt choices of career options available according to her interest and parents ability to continue for her education. Career counseling session helped 'Student A' in the decision making process with respect to decide about her future career in the following manner:

- ✓ Now, 'Student A' was aware of her interests and aptitude.
- ✓ Now, 'Student A' was aware of her weaknesses and strengths.
- ✓ Now, 'Student A' was able to make a choice of stream for education after standard tenth.
- ✓ Now, 'Student A' was able to know the career options available as per the academic choice.
- ✓ Now, 'Student A' was able to know the career options available as per her interests.
- ✓ Now, 'Student A' was able to decide back-up career options if she decided to change her stream of choice in future.

Therefore, now, 'Student A' it made it clear to her that her interest and aptitude is in humanities and inter-disciplinary subjects.

'Student A' knew that she was not confident in mathematical formulas and scientific terminologies rather she was very much strong in social sciences.

Thus, 'Student A' decided to choose 'Arts' as a stream of education. By now, 'Student A' was aware that by choosing 'Arts' she can be a Historian, Geographer, Economist, Political Scientist, Psychologist, Philologist (one who studies literature), etc.

Now, 'Student A' decided to do her master in History after five years as she aspires to be a Historian.

'Student A' was also aware if in case, during her college years she re-think about her career options, with the same field or stream of education she can choose to be an Geographer, Economist, Psychologist, Philologist, etc.

All these can happen only with proper guidance about rightful career options available as per their interest and different education stream of the student. Hence, career counseling should be done in the school itself for standard tenth because that is the time where students tend to choose the stream of education after tenth. This shall be helpful to the students to beforehand, decide the specialization, also, they can have back-up plans for switching career options right away with proper guidance and counseling.
