School Counseling
(412 Edu.)
Fourth year, Basic Education
(Program of Teaching Science in
English Language)

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First Term 2023-2024

Course Syllabus

Course Description:

This course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current theories in school counseling and in education, as well as investigating the concept of developmental counseling programs for primary school children and the national model and standards for school counseling programs.

Course Goals:

Students will –

1. Develop a deep understanding of the core and basis of counseling, including what it is, why it works, and how it is customized to individual needs
2. Develop strengths in the foundational skills for counselors serving across settings and task foci
3. Achieve significant personal development toward becoming strong, effective school counselor for their children.

Program Outcomes:

Students who complete this course are school counselors who will be able to promote the success of ALL students by:

1. Delivering a comprehensive developmental school counseling program for primary school children that includes children competency in three domains: (1) academic development, (2) emotional development, and (3) personal/social development.
2. Using knowledge of the beliefs and philosophy of professional school counseling to advocate for the educational needs of students and assuring that these needs are addressed at every level of the school experience.
3. Ensuring the proper management of the school counseling program through the use of data, action plans, and time management.
4. Consultation and collaboration with teachers, students, administrators, other school personnel, parents, and community stakeholders.

References and Textbooks:

1. Cochran, J. L., & Cochran, N. H. (2006). The heart of counseling: A guide to developing therapeutic relationships. Belmont, CA: Thomson Brooks/Cole.

2. Coleman, H., & Yeh, C.(2008). Handbook of School counseling. New York : Taylor & Francis Group, LLC

3. Corey, G.(2009). Theory and Practice of Counseling and Psychotherapy. Belmont : Thomson Higher Education.

4. Erford, B. T. (2007). Transforming the School Counseling Profession (2nd ed.). Prentice Hall.

5. Kolbert, J., Williams, R., Morgan, L., Crothers, L., Hughes, T.(2017). Introduction to Professional School Counseling Advocacy, Leadership, and Intervention. Minion : House Publishing

6. Martin, D. G. (2000). Counseling and therapy skills (2nd ed.). Prospect Heights, IL: Waveland Press.

7. Prout, T & Fedewa, A. (2015). Counseling and Psychotherapy With Children and Adolescents Theory and Practice for School and Clinical Settings. New Jersey: John Wiley & Sons.

8. Sperry, L. (2007). The ethical and professional practice of counseling and psychotherapy. Boston: Allyn & Bacon (Pearson).

Calendar (dates are subject to change; additional readings may be assigned):

Date	Topics and Assignments
Week 1	• Course and assignments overview • Introductions **: What Is School Counseling** • What is the different between Counseling and Counselling?
Week 2	• Discussions of homework and reading reactions. • **The Need for School Counselors.** • Skill practices • Why Do We Need School Counselors?
Week 3	• **Discussions of homework and reading reactions.** • Effective School Counselors. • skill practices • Write on : basic Counseling skills.
Week 4	• **Discussions of homework and reading reactions.** • **Elementary School Counselor** • Skill practices • **Do you want to be elementary school counselor? Why?.**
Week 5	• **Discussions of homework and reading reactions.** • Theories of Counseling: **Psychoanalytical Theory (Sigmund Freud).** • Skill practices • Define: **Ego, Projection, Identification, Rationalization.**

Date	Topics and Assignments
Week 6	• **Discussions of homework and reading reactions.** • Theories of Counseling: **Behavioral Theories**. • Skill practices • Define: **Reinforcement, Environmental planning, Systematic desensitization, Time out.**
Week 7	• **Discussions of homework and reading reactions.** • **Theories of Counseling: Behavior Modification in the Classroom.** • Skill practices • **"Behavior modification techniques never fail" agree or disagree?.**
Week 8	• **Discussions of homework and reading reactions.** • Theories of Counseling**: Rational--Emotive Therapy (Albert Ellis).** • Skill practices • Define: **ABC principle.**
Week 9	• **Discussions of homework and reading reactions.** • Theories of Counseling :**Transactional Analysis (Eric Berne).** • Skill practices • Define: **three ego states.**
Week10	• **Discussions of homework and reading reactions.** • Theories of Counseling: **School--Based**

Date	Topics and Assignments
	Consultation. • Skill practices • Define: **Ego, Projection, Identification, Rationalization.**
Week 11	• **Discussions of homework and reading reactions.** • Theories of Counseling: **schema therapy(Jeff Young).** • Skill practices • Define: **Schema-Focused Therapy consists of three stages.**
Week 12	• **Discussions of homework and reading reactions.** • Theories of Counseling: **Multidimensional therapy.** • Skill practices • Course evaluations
Week 13	• **Discussions of homework and reading reactions.** • Skill practices • Course evaluations

Chapter 1

Introduction

What Is Counseling?

Support process in which a counselor holds face to face talks with another person to help him or her solve a personal problem, or help improve that person's attitude, behavior, or character.

1. A person (with a problem) (Client).
2. Counselor (help him or her solve a personal problem).
3. Counseling relation.

What Is School Counseling?

School counselors work in educational institutions ranging from elementary schools to high schools.

Their objective is to observe students and offer them the support they need to have an optimal experience at school.

School counselors have vastly different responsibilities depending on the age of the students they are working with. For example, counselors working in high schools guide their students through the basics of higher education and career planning, while counselors working with younger students typically focus on developing social skills and study habits. Yet there are many aspects of school counseling that are universally applicable across all age ranges.

All school counselors help students identify and address personal challenges, integrate with their surroundings, and plan for academic success.

A person's school years are often very influential on the rest of his life. It is during these years that a child will grow into adolescence, then into his teenage years. During this time, a person will often further develop his personality, make and break friendships, and decide what he wants to do for the rest of his life.

School, however, can also be a very stressful time in a person's life. Students today have to worry about getting good test scores, completing copious amounts of homework on time, excelling in extracurricular activities, and getting along with their peers. Being pulled in so many directions and having this much on their plates can be very overwhelming for just about anyone, regardless of their age.

Depending on his experiences, a person's school years might be either the best years of his life, or the worst.

School counseling, however, is a type of counseling that focuses on helping students make the best of their education.

Professionals in this field are typically referred to as either school counselors or guidance counselors. They typically work with several different students over the course of a school year, and help them with a variety of different problems, from class scheduling to substance abuse.

Today, school counselors are some of the most important and prominent members of a school's faculty. They're caring, compassionate, and genuinely concerned with the well being of the children they deal with. if you're looking to make a difference in a child's life and want to help him form his future, a school counseling career

might be exactly what you're looking for.

School Counselor vs. School Psychologist

School counselors and school psychologists both provide services that support students and encourage healthy development. However, they typically take different approaches to achieve these goals. School counselors deliver basic services to a broad range of students, but school psychologists provide comprehensive mental health care services to students who are struggling with their mental health.

The difference lies in the fact that counselors offer a more general service, while psychologists are more specialized.

Qualifying for employment as a school psychologist requires extensive education and training. The minimum requirement to become a school psychologist is usually a master's degree in psychology or a more specialized discipline, such as school

psychology or educational psychology. State-issued licenses are also required. In many instances, employers prefer candidates who have a doctoral degree or several years of professional experience.

While school counselors often have a broad scope of job responsibilities, they also follow a specialized educational path. Students must earn a master's in counseling or a related subject and pass an exam to qualify for a school counseling license. Some state licensing boards also require one or two years of teaching experience.

While most schools have at least one counselor on staff, a school psychologist may serve several schools or an entire district. When a counselor determines that a student might require more advanced mental health evaluation, the counselor may ask administrators to arrange visits from a school psychologist.

What is the Difference Between a School Counselor and a Social Worker؟

Counseling

IS & IS NOT

A SAFE SPACE
The process that occurs when a client and counselor set aside time in order to explore difficulties which may include the stressful or emotional feelings of the client.

CLARITY
The act of helping the client to see things more clearly, possibly from a different viewpoint. This can enable the client to focus on feelings, experiences or behaviour, with a goal to facilitating positive change.

CONFIDENTIAL
A relationship of trust. Confidentiality is paramount to successful counselling. Professional counsellors will usually explain their policy on confidentiality, they may, however, be required by law to disclose information if they believe that there is a risk to life

GIVING ADVICE

JUDGING

ATTEMPTING TO SORT OUT THE PROBLEMS OF THE CLIENT

EXPECTING OR ENCOURAGING A CLIENT TO BEHAVE IN A WAY IN WHICH THE COUNSELOR MAY HAVE BEHAVED WHEN CONFRONTED WITH A SIMILAR PROBLEM IN THEIR OWN LIFE

GETTING EMOTIONALLY INVOLVED WITH THE CLIENT

LOOKING AT A CLIENT'S PROBLEMS FROM YOUR OWN PERSPECTIVE, BASED ON YOUR OWN VALUE SYSTEM.

Source: http://www.skillsyouneed.com/general/counselling.html#izz4GXosDpoj

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The main difference between a school counselor and a social worker would lie in the scope of their functions. School counselors play a vital role in the education team, helping students to make the most of their educational opportunities by addressing issues such as conflicting class schedules, behavior modification and even serious issues such as substance abuse.

On the other hand, social workers in the school system help children cope with challenges brought about by socioeconomic factors, including poverty, trauma and disabilities.

Role of the School Counselor

The school counselor, also referred to as guidance counselor, takes charge of designing and overseeing a comprehensive school counseling program that covers all aspects that may contribute to the best outcomes for students in terms of

building academic competencies, developing life skills and guiding social skills as needed. The program should align with the school's mission and should encourage parent or guardian participation. The school counseling program deals with day-to-day as well as long-term issues. The school counselor takes an active role in guiding students through challenges such as peer pressure, family problems, personal and health issues that may be interfering with their ability to cope with their academic goals. They administer or supervise the administration of tests to students.

School counselors may work as part of a team, but they also spend some on-on-one time with students and their families as needed. School counselors are employed by the school districts or directly by private schools. Due to the workload, school counselors are typically assigned to

one school, and it is customary for high schools to have more than one school counselor at each campus to facilitate career counseling and college preparation.

Role of the Social Worker

The general role of the social worker is to assess the needs of students, identifying their strengths and challenges to provide access to appropriate support services. Social workers may be called upon to provide counseling and other support services in crisis situations such as immediately after a traumatic incident affecting the student body. Social workers are the contact points for connecting students and their families to critical community services such as food stamps, healthcare services and childcare alternatives. They may provide psychotherapy and similar therapies with a referral from school guidance counselors.

Social workers may be assigned to the school district as a whole instead of a single campus. They may have a rotating schedule of school visits, or their services may be available when requested by the schools.

How Do I Become a School Counselor؟

To become a school counselor you will need to go through a rather rigorous amount of schooling. This includes obtaining a Bachelor's Degree, then a Master's Degree, and finally entering into a Doctorate or PhD program. Visit our school counseling degree page to learn more about the educational pathway.

Why Do We Need School Counselors؟

While in school, it can be very easy to feel lost, confused, alone, and overwhelmed. School counselors, though, exist to help students through the maze of academia.

The main goal of a school counselor is to help mold today's

young minds into tomorrow's productive members of society.

These professionals work with students on a daily basis in order to help them make the right decisions, meet challenges, and move in the right direction.

Without school counselors, a large number of students might slip through the cracks as they struggle with academics or make less than wise decisions.

What Does a School Counselor Do؟

A school counselor has a number of different job duties and responsibilities; perhaps more responsibilities than any other member of a school faculty. On any given day, these professionals will usually work closely with students, teachers, parents, and school administrators.

Students are typically a school counselor's first priority. In general, these professionals are trained to keep

the best interests of each and every student in mind.

A school counselor will often start by evaluating a student's skills, strengths, weaknesses, career goals, and interests. From there, the counselor can then help the student choose which classes to take.

What Does the School Counselor do?
Cootie Catcher Game Rules

1) In groups of two, Student #1 holds the cootie catcher while Student #2 verbally picks one of the four pictures. Either books, pencil, glue or clock.

2) If the picture chosen is the books, for example, Student #1 spells each letter while pinching and pulling the four corners in and out (b-o-o-k-s).

3) When Student #1 finishes spelling the word, Student #2 picks one of the four exposed words. Student #1 repeats step 2, pinching and pulling once for each letter in the word Student #2 choses.

4) For example, if the word is listen, the student pinches and pulls for l-i-s-t-e-n.

5) Student #2 then picks another word. Student #1 opens the word flap and reads the statement (or question) out loud to Student #2. Student #2 responds while Student #1 listens politely.

6) Continue until you've asked and answered word flap.

The counselor is also usually responsible for creating each student's class schedule, which needs to include all of the necessary classes that are required for graduation.

Career counseling is also another important responsibility of a school counselor. These professionals can help students who are unsure of their career goals choose some possible careers that are right for them. They can also help students take courses and participate in activities that will help them get into good colleges or career programs after graduation.

Social, behavioral, mental, and emotional problems are also often addressed by school counselors as well. For instance, school counselors will often help students who are struggling academically; being bullied by peers; abuse drugs or alcohol; or experiencing abuse or other problems at home. School counselors might also

help students who are dealing with issues such as low self-esteem and time management.

School counselors will also usually stay in close contact with the parents of each student. Parents are usually informed of any problems that students may be having in school, for example. School counselors may also send parents periodic progress reports and give them advice on how to help their children succeed in school and in life.

Teachers may enlist the help of school counselors at times as well. They may ask for help with a problem student, for instance, or work with a school counselor to help a student with a particular problem. School counselors may also be asked to help with ho to discipline students as well.

MRS. MOSS
SCHOOL COUNSELOR

COUNSELING SERVICES
- Classroom lessons
- Small groups
- Individual check-ins
- Community referrals for families

BELIEFS
- Every student deserves to feel loved
- Every student can learn and grow
- Kindness can change the world

OSU ALUMNI
- Bachelor's Degree in Human Development and Family Sciences, minor in Psychology
- Master's Degree in School Counseling

"I serve all students to ensure they feel safe, happy and valued while at school to promote academic success and overall well-being."

Contact me at:
wmoss@junctioncity.k12.or.us

The advice and concerns of a school counselors are also usually taken into consideration when school administrators are creating or reorganizing school policies.

Where Do School Counselors Work؟

As their title suggests, school counselors work in educational institutes of all types. They are employed at both public and private

schools, from the elementary levels to college levels.

School Counseling

School counseling takes place in public and private school settings in grades K-12. Counseling is designed to facilitate student achievement, improve student behavior and attendance, and help students develop socially. Mental health professionals with master's degrees or beyond, school counselors both provide counseling and serve an educational role in and around schools. Many schools have full-time counselors on staff in order to support students who are experiencing personal or academic challenges, help students choose careers and plan for college, and intervene when students face behavioral, physical, or mental health challenges.

WHAT DO SCHOOL COUNSELORS DO?

School counselors, also known as guidance counselors, were first primarily responsible for facilitating

career development. Today, the role of the school counselor is multifaceted and may vary greatly, depending on the requirements of both the state and each individual school .

The duties of school counselors may include:

Providing **INSTRUCTION** on psychological and social issues. School counselors might teach sex education classes, provide **INFORMATION** to students about bullying, or offer seminars on study skills.

VOCATIONAL GUIDANCE. Many school counselors help students prepare for college or select careers.

Counseling. School counselors often help students **MEDIATE CONFLICTS** with their peers, teachers, or parents. Many school counselors also provide therapy and counseling services to students during school hours .

EARLY INTERVENTION. School counselors receive training about learning difficulties and psychological

concerns that commonly manifest in children and adolescents. They may also provide referrals, recommendations, and education to parents about mental health concerns.

SPECIAL NEEDS SERVICES. Counselors often help special needs students integrate into classrooms and may oversee programs that address requirements for students with special needs or learning difficulties.

Further, counselors often help students:

MAINTAIN ACADEMIC STANDARDS and set goals for academic success.

DEVELOP SKILLS to improve organization, study habits, and time management.

Work through **PERSONAL PROBLEMS** that may affect academics or relationships.

IMPROVE SOCIAL SKILLS.

Cope with school or community-related **VIOLENCE**, **ACCIDENTS**, and **TRAUMA**.

IDENTIFY INTERESTS, **STRENGTHS**, and aptitudes through assessment.

School counselors offer **INDIVIDUAL COUNSELING** to help students resolve personal or interpersonal problems. They may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. For students who are otherwise unable to access mental health services, school counselors provide support at no cost.

Impact of Effective School Counselors

School counselors make a positive impact in the lives their students. Research supports the value of school counseling External link across a number of domains. According to the American School Counselor Association External link (ASCA), when effective school counseling programs are in place, students experience :

How does the school counselor of 20 years ago compare to the school counselor of today?

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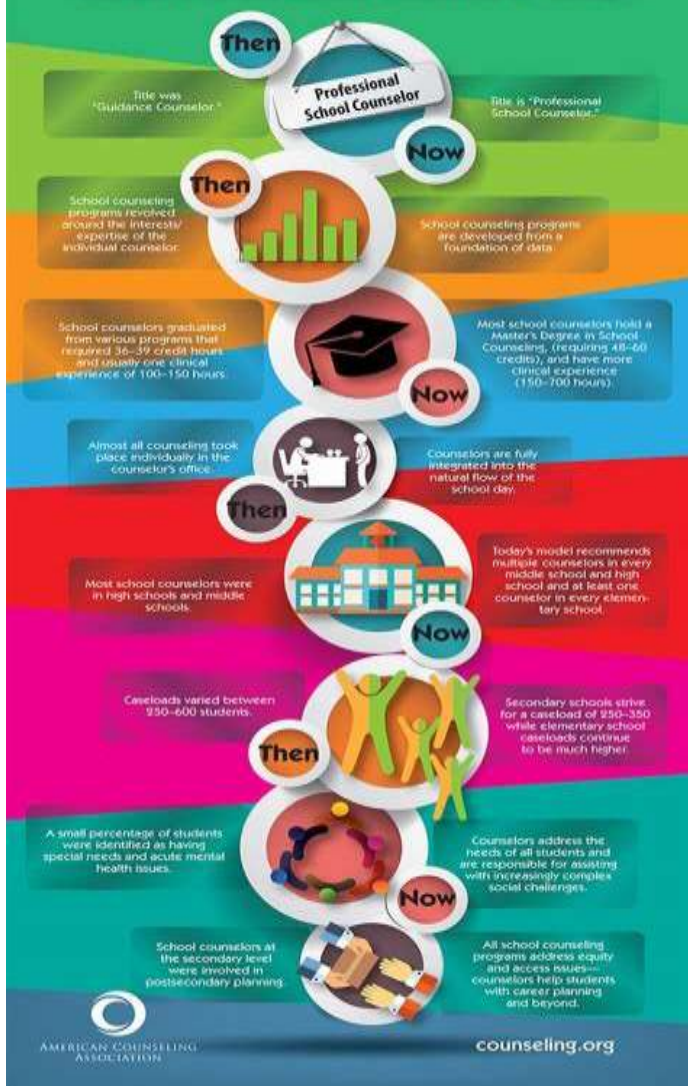
Improved behavior .
1. Improved learning behaviors and academic outcomes.
2. Reduced racial disparities in Advanced Placement courses.
3. Reduced achievement gaps for minority populations with limited English language proficiency.
4. Improved support for the needs of immigrant students.
5. More support for students with autism spectrum disorder preparing for college.

Higher graduation rates.
1. A higher likelihood of enrolling in college .
2. In addition, studies External link indicate that school counselors are critical to school leadership — providing early identification and short-term intervention for students with personal, social, emotional, and academic needs. Counselors play a key role in the college preparation and

admissions process. To learn more about the impact school counselors have on student learning, visit our infographic.

Elementary School Counselor

In elementary schools External link , counselors help students during a time when they are beginning to develop their "academic self-concept," including attitudes about school, self, peers, their social groups, and family — as well as learning competence and confidence. The ASCA says that "the knowledge, attitudes and skills students acquire in the areas of academic, career and social development during these elementary years serve as the foundation for future success ".

Middle School Counselors

In middle school External link , as students pass from childhood to adolescence, they are undergoing rapid physical and emotional change. These students are struggling to find their identities, turning to peers more

than parents, and trying to find the meaning in education in terms of real-life experience — among other issues. As the ASCA notes, "Middle school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population ".

High School Counselors

In secondary school External link , students are facing the final transition from high school into adulthood. Whether this includes plans for starting college or immediately entering the world of work, students spend these years trying to figure out who they are and what should come next in the context of their strengths, skills, abilities, and interests. School counselors work to address the pressures students experience to engage in risky behaviors related to sex, alcohol, and drugs. The ASCA National Model presents a multifaceted role for school

counselors as they "align and work with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century".

School counselors are highly trained to address the variety of challenges that students face today. They must hold advanced degrees and adhere to state-by-state requirements for certification External link and continuing education External link . With the critical role they play, competent school counselors are essential to ensuring that students receive the comprehensive supports and services they deserve to achieve.

Career Pathways

The minimum credential required for school counselors is necessarily stringent because it requires special expertise to cope with the demands of the job. A master's degree in psychology, counseling, educational counseling or similar field

is typically required to be considered for the position. Relevant work experience in the school setting is preferred although some school districts may consider experience in community work as valuable.

Social workers should have completed at least a bachelor's degree in social work, psychology, sociology or a similar field. They should have earned the certifications required to work in a school setting or a community environment.

Related Resource: Top 30 Online Master's in School Counseling

School counselors and social workers play important roles in ensuring that students have a positive experience in schools with productive outcomes for their future. While they have a common goal, the primary difference between a school counselor and a social worker has to do with their access to resources and to the students themselves. The school counselor has

more direct access to the students as well as to school resources while the social worker works at the behest of the school's leadership.

Introduce the School Counselor's Role to Students

There is so much to do at the beginning of the school year! This is definitely the time of year to prioritize school counseling tasks since there are only so many hours in the day. One of your top priorities as a school counselor during Back to School season is to introduce yourself and introduce the school counselor's role to students.

There are three main ways to do this.

INTRODUCE YOURSELF

First, give a brief introduction of yourself to students during the opening week of school, preferably on day one or two. This is important because some of them will need you before they know you! You can do this by taking just 5-10 minutes to talk to the entire grade level during

lunchtime or even hit all the classes in a quick rotation first thing in the morning.

At my school, my admin team talks to all grade levels the first week to set consistent behavior and academic expectations for the entire campus. My co-counselor and I join in this talk, giving us an easy way to speak to the entire student body. During your brief introduction, address three points:

Your name, physical office or classroom location, and grade level or alpha assignment

A sentence or two about how you support students

How students should get to you if they have an emergency (i.e., someone threatens them) versus a non-emergency (i.e., schedule change request).

FIRST GUIDANCE LESSON

SECOND, plan your first guidance lesson to teach students exactly what your role is in the school and how you

can support them. This may come in the form of a Meet the Counselor interactive activity if you work with littles, or a Meet the Counselor PowerPoint in the computer lab.

I create a Meet the Counselor Booklet that I give to each student as a part of my Meet the Counselor September guidance lesson. We discuss each part of the booklet together in the lesson. You can check out this Meet the Counselor guidance lesson with the accompanying booklet here.

School Counselors introducing their role to students

I briefly explain the four aspects of school counseling (guidance curriculum, responsive services, individual planning, and system support) in terms or with activities that they can understand. Then, I explain how I support them in each aspect. During this lesson, I also give them a needs assessment to see what

topics they want me to cover in their guidance lessons throughout the year.

I explain to them that one of my roles is to help them discover ways to learn more about whatever they are most interested in. Here is a link to my website resources page where you can download this student needs assessment.

Be Visible

Third, spend some time in the cafeteria during lunches in the first month of school. At my school, we run a "Counselor Corner" all year long where each counselor takes a day of the week to sit through all three lunch shifts. This gives students a great opportunity to informally come up and chat with us about whatever is on their mind.

Introducing the role of the school counselor

Doing these activities to introduce the school counselor's role to students will pay off in spades

when they have a problem and they know exactly how to get help from you!

Introduce the School Counselor's Role to Staff

Teachers are so focused on getting their rooms ready for the school year that I find it difficult to keep their attention at the very beginning of the year. Therefore, we do a quick intro at the first faculty meeting and leave the formal introduction for later. We send them with a FAQ sheet and student referral forms. After teachers have had a few weeks to settle in, we will do a detailed power point presentation explaining our role to staff in more detail.

What is the School Counselor's Role?

The answer to this question can vary quite a bit depending on your school, your district, or state. It's important to be sure that administrators and teachers know your specific role as defined by the

American School Counseling Association from the very beginning, so that you do not find yourself becoming the disciplinarian, substitute teacher, or hallway monitor.

Because our role with students is to be their advocate and to develop an authentic, trusting relationship with them, we don't want to jeopardize that by being seen as the disciplinarian. The teachers and admin are supposed to be the first line of defense in discipline. Counselors are more like the grandparents of the school.

We are there to nurture, protect, help modify behavior, and give treats when needed. We try very hard at the beginning of the year to make it clear that students are never "in trouble" if they get called to the counselors' office. We are there to solve problems and help students become the best version of themselves. We want all

visitors to our office to feel unconditional acceptance. This becomes critical when students need an adult in the school that they know they can trust if they are self harming or having negative thought processes.

Referrals

We give out referral forms to all staff with a list of reasons that are appropriate for sending a student to the counseling office. Not that they always remember to use it, but we try. This form acts as a guide and a reminder of the reasons why a student may need to see us. It also has a reminder that we are not the first course of action for discipline.

You can come up with any process for your school, but we prefer a form that teachers fill out ahead of time. If they forget and come charging into the office with a student, we will usually talk to the student if we are able and put the form in the teacher's box later as a reminder. The form is

then filed away in the student's counseling file.

We also remind teachers that in our state, we are allowed to see students only one time without parent permission, so it is critical that we follow procedure. In my last school, we sent home a parent permission form to every student at the beginning of the school year. At my current school, we only send the form home after an initial referral from a teacher, peer, or the student. Check with your state for specific laws.

Research Based Program

Getting support for your program can be just as easy as 1, 2... data. The numbers will tell the story. Turn your program goals and statistics into colorful graphs and tables to show your school leaders and staff why you do what you do. While I'm not opposed to covering a classroom when needed, we all know that it's not the best use of our time. Once stakeholders realize that our

methodology makes a real impact on student personal and academic growth, you will find that others begin to value your time more and more.

Chapter 2

Basic Counseling Skills

http://www.communitycounselling.org.uk/wp-content/uploads/2013/07/counsellingis.jpg

The Top Ten Basic Counseling Skills

Research is increasingly finding that the type of therapy used is not a important to outcomes as are specific counselor behaviors such as (1) Enthusiasm, (2) Confidence, (3) Belief in the patient's ability to change.

TOP TEN BASIC COUNSELING SKILLS

1. Listening
2. Empathy
3. Genuineness
4. Unconditional positive regard
5. Concreteness
6. Open Questions
7. Knowledgeable
8. Counselor Self-Disclosure
9. Interpretation
10. Information Giving and Removing Obstacles

Although there is nothing which will ensure change, it would appear that clients are more likely to achieve their goals when a good and positive relationship exists between them and their therapist. In essence the counselor's interactions with the client

are a powerful tool in the helping relationship .

Listening

a. Attending - orienting oneself physically to the patient (pt) to indicate one is aware of the patient, and in fact, that the client has your full, undivided attention and that you care.

   Methods include eye contact; nods; not moving around, being distracted, eye contact, encouraging verbalizations; mirroring body postures and language; leaning forward, etc. Researchers estimate that about 80 percent of communication takes place non-verbally .

b. Listening/observing - capturing and understanding the verbal and nonverbal information communicated by that pt .

TWO PRIMARY SOURCES OF INFORMATION :

CONTENT - what is specifically said. Listen carefully for, not only what a person says, but also the words,

expressions and patterns the person is using, which may give you a deeper insight .

Counselors should develop their ability to remember what was said, as well as to clarify what was said or finding out what was not said .

PROCESS - all nonverbal phenomena, including how content is conveyed, themes, body language interactions, etc. Smiling

Empathy

The ability to perceive another's experience and then to communicate that perception back to the individual to clarify and amplify their own experiencing and meaning. It is not identifying with the pt or sharing

similar experiences-- not "I know how you feel !"

Primary skills associated with the communication of empathy include :

a. nonverbal and verbal attending

b. paraphrasing content of client communications

c. reflecting patient feelings and implicit messages

 a. **ATTENDING** – involves our behaviors which reflect our paying full attention, in an accepting and supportive way, to the client .

b. **PARAPHRASING** - Selective focusing on the cognitive part of the message – with the client's key words and ideas being communicated back to the patient in a rephrased, and shortened form. There are four steps in effective [paraphrasing :

I. Listen and recall. The entire client message to ensure you recalled it in its entirety and do not omit any significant parts .

II. Identify the content part of the message by deciding what e event, situation, idea, or person the client is talking about.

III. Rephrase, in as concise a manner as possible, the key words and ideas the client has used to communicate their concerns in a fresh or different perspective .

IV. Perception check is usually in the form of a brief question, e., "It sounds like...," "Let me see if I understand this," which allows the client to agree or disagree with the accuracy of your paraphrasing .

c. REFLECTING PT'S FEELINGS-Affective reflection in an open-ended, respectful manner of what the client is communicating verbally and nonverbally, both directly through words and nonverbal behaviors as well as reasonable inferences about what the client might be experiencing emotionally It is important for the helper to think carefully about which

words he/she chooses to communicate these feelings back to the client. The skill lies in choosing words which use different words that convey the same or similar. For example, if a poorly skilled helper reflected to the client that he/she was "very angry and depressed," when the client had only said they were irritated by a certain event, and had felt very sad over the death of a family pet, the result could be counterproductive to the process of change .

 Geniuses Ability of counselor to be freely themselves. Includes congruence between outer words/behaviors and inner feelings; nondefensiveness; non-role-playing; and being unpretentious. For example, if the helper claims that they are comfortable helping a client explore a drug or sexual issue, but their behavior (verbally and nonverbally) shows signs of

discomfort with the topic this will become an obstacle to progress and often lead to client confusion about and mistrust of the helper .

Unconditional positive regard An expression of caring and nurturance as well as acceptance .

Includes conveying warmth through :

Also conveying acceptance by responding to the pt's messages (verbal and nonverbal) with nonjudgmental or noncritical verbal & nonverbal reactions. Respect - ability to communicate to the pt the counselor's sincere belief that every person possesses the inherent strength and capacity to make it in life, and that each person has the right to

choose his own alternatives and make his own decisions .

<mark>Concreteness</mark>

      Keeping communications specific -- focused on facts and feelings of relevant concerns, while avoiding tangents, generalizations, abstract discussions, or talking about counselor rather then the client .

3. Concreteness

Includes the following functions :

a. Assisting client to identify and work on a specific problem from the various ones presented .

b. Reminding the client of the task and redescribing intent and structure of the session .

c. Using questions and suggestions to help the client clarify facts, terms, feelings, and goals .

d. Use a here-and-now focus to emphasize process and content occurring in current session, which may of help to elucidate the problem being worked on or improving the problem-solving process .

Open Questions -- A questioning process to assist the client in clarifying or exploring thoughts or feelings. Counselor id not requesting specific information and not purposively limiting the nature of the response to only a yes or no, or very brief answer .

a. Goal is to facilitate exploration – not needed if the client is already doing this.

b. Have an intention or therapeutic purpose for every question you ask .

c. Avoid asking too many questions, or assuming an interrogatory role .

d. Best approach is to follow a response to an open-ended question with a paraphrase or reflection which encourages the client to share more and avoids repetitive patterns of question/answer/question/answer etc .

Counselor Self-Disclosure The counselor shares personal feelings, experiences, or reactions to the client. Should include relevant content intended to help them. As a rule, it is better to not self-disclose unless there is a pressing clinical need which cannot be met in any other way. Remember empathy is not sharing similar experiences but conveying in a caring and understanding manner what the client is feeling and thinking

Interpretation Any statement to the client which goes beyond what they

have said or are aware of. In interpretation the counselor is providing new meaning, reason, or explanation for behaviors, thoughts, or feelings so that pt can see problems in a new way. Interpretations can help the client make connections between seemingly isolated statements of events, can point out themes or patterns, or can offer a new framework for understanding.

An interpretation may be used to help a pt focus on a specific aspect of their problem, or provide a goal . Keep interpretations short, concrete (see concreteness), and deliver them tentatively and with empathy .

Chapter 3

Counseling Process

COUNSELING PROCESS

Counseling Process

A set of professional steps or stages that the psychological counselor must take with the client in order to help him understand himself and develop his abilities and preparations, which helps him to overcome his problem and lead him to achieve personal and social adjustment.

Models Counseling Process

Cormier & Hackney, (1987)
1. Relationship Building
2. Assessment
3. Goal Setting
4. Intervention
5. Termination and Follow Up

STEP1 • Relationship Building

STEP 2 • Problem Assessment

STEP 3 • Goal setting

STEP 4 • Intervention & problem solving

STEP 5 • Valuation, follow-up, termination
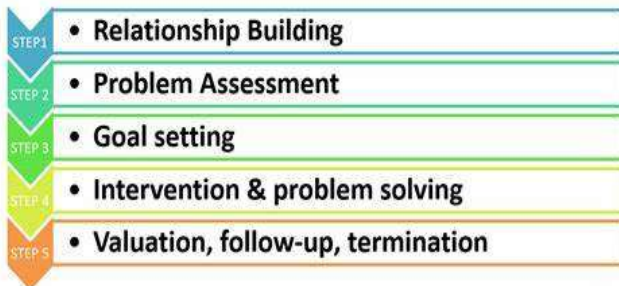
First stage: Relationship Building

Counseling relationship: refers to the psychological climate generated by the interaction between counselor and client.

A good counseling relationship leads to good psychological development, and a weak counseling relationship leads to undesirable outcomes.

Counseling relationship are based on factors such as: respect, trust, a sense of security and psychological comfort.

The psychological climate of counseling relationship is influenced by a number of factors including:

1. Personal and professional characteristics of the counselor .
2. Personal history of the client.
3. The kind of disorder
4. The first impression the client makes about the counselor .

Second stage: Assessment the problem

This stage involves collecting and categorizing information that is

related to the reason that makes the client comes to counselor.

counselor's assessment of the problem depends on two things:

1. Theoretical background of the counselor.
2. Counseling situation and counselor's understanding of this situation .

There are special skills associated with the evaluation process in Counseling :

1. Observation: general emotional state, and to note the verbal and non-verbal.
2. Inquiry: Skill to ask about important points, information that gives meaning to the event.
3. Recording information: The information must be recorded and categorized so that it can be usable.

Third stage : Goal Setting

Counseling objectives: The outputs or outcomes that the counselor wants to achieve with the help of

the client at the end of the Counseling process.

1. Motivational Function : Increased motivation to work towards the objectives of the Counseling process.

2. Educational Function: Goals help client learn new responses, because they provide them with information and criteria by which they can respond.

3. Evaluation Function Measures the difference between the current behavior of the client and the desired behavior.

The counseling process includes two types of objectives:

1. Objectives of the counseling process: providing the conditions necessary for the change to occur in the client, such as building familiarity, and appropriate emotional understanding.

2. Objectives associated with outputs and outcomes of the counseling : It

is directly related to the change that the client must make.

Fourth stage: Interventions

Interventions: The activities that will achieve the objectives of the counseling process; they are therefore action plans developed to assist the counselors in achieving specific types of results.

Views differ as to what a good counselor should do to achieve counseling goals because of there are many and different theories and methods of counseling.

The nature of the problem and the purpose of the counseling decide what kind of interventions can be used.

Identify the appropriate counseling strategy depends on:

1. Knowledge of the previous attempts and methods used by the client to solve or treatment his problem, and the extent of progress made using this strategy.

2. Linking the problems of the client with the strategies and methods of counseling, based on the kind of the problem.

Fifth stage: Termination and Follow-up

3. Termination: A good assessment by the counselor and the client of progress. The counselor tends to either end the counseling or refer the client to other associations.

4. Referral: Transfer the advisor to another person or agency for special assistance that is not available from the original source. Referral includes the following steps:

5. Third: Follow-up: Professional communication that occurs between the counselor and the client after the end of counseling .

6. follow-up process, a period of 3 to 6 months after termination of the counseling to meet the counselor again.

Hill & O'brien Model, (1999)

(The Three Stage Model) It is based on client-centered counseling; analytical counseling; and cognitive-behavioral counseling. It consists of three stages:

1. Exploration Stage .
2. Insight Stage
3. Acting Stage.

Exploration Stage

Exploration refers to helping a client explore his thoughts, feelings, and actions.

The objectives of this phase are:

1. Building the relationship of counseling :

2. Help clients talk about their problems.
3. Explore feelings.
4. counselor knowledge.

<p style="text-align:center">**Insight Stage**</p>

Refers to the client's understanding himself, and can identify the reasons for his behavior, thoughts and feelings, and includes insight on the experience with which the client can perceive himself and the world around him in a new way.

- Insight precedes action
- The theoretical basis for this stage is analytical theory
- When a client has some Insight of his behavior, the process of change is easy.

The main goal of the counselor at this stage is to strengthen the insight of the client and to build a new understanding of him to determine his role in the occurrence and persistence of problems. To achieve these goals, the counselor focuses in

the relationship on education and change .

The counseling skills used by the counselor at this stage are not much different from the skills of the previous stage, in addition to some other skills required by the objectives of this stage such as interpretation and self-disclosure, but the skills at this stage more difficult than the previous stage.

Acting Stage

Assist the client in determining the work he will do based on his exploration and insights; alternatives are selected to face problems, and help the client to start changing ideas, feelings or behavior.

Chapter 4

What Is Normal and Abnormal?

A man kissing another man

A woman slapping a child

A man barking like a dog

A woman refusing to eat for several days

A man driving a nail through his hand

Chapter 1

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What is normal behavior for a child?

Normal behavior in children depends on the child's age, personality, and physical and emotional development. A child's behavior may be a problem if it doesn't match the expectations of the family or if it is disruptive. Normal or "good" behavior is usually determined by whether it's socially, culturally, and developmentally appropriate. Knowing what to expect from your child at each age will help you decide whether his or her behavior is normal.

What can I do to change my child's behavior?

Children tend to continue a behavior when it is rewarded and stop a behavior when it is ignored. Consistency in your reaction to a behavior is important because rewarding and punishing the same behavior at different times confuses your child. When you think your

child's behavior might be a problem, you have 3 choices:

1. Decide that the behavior is not a problem because it's appropriate to the child's age and stage of development.
2. Attempt to stop the behavior, either by ignoring it or by punishing it.
3. Introduce a new behavior that you prefer and reinforce it by rewarding your child.

Path to Well Being

The best way to stop unwanted behavior is to ignore it. This way works best over a period of time. When you want the behavior to stop immediately, you can use the time-out method.

How do I use the time-out method?

Decide ahead of time the behaviors that will result in a time out (usually tantrums, or aggressive or dangerous behavior). Choose a time-out place that is uninteresting for the child and not frightening, such as a

chair, corner, or playpen. When you're away from home, consider using a car or a nearby seating area as a time-out place.
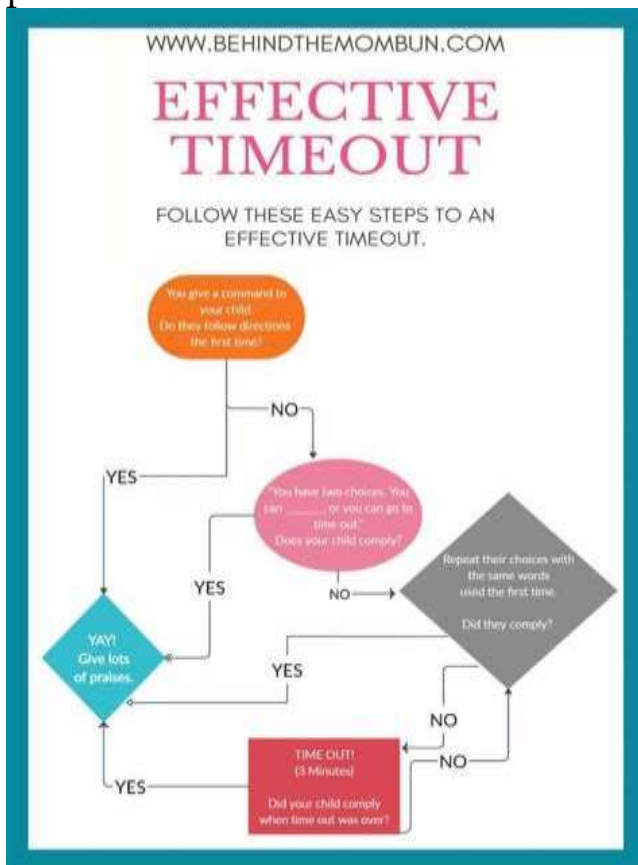
When the unacceptable behavior occurs, tell the child the behavior is unacceptable and give a warning that

you will put him or her in time-out if the behavior doesn't stop. Remain calm and don't look angry. If your child goes on misbehaving, calmly take him or her to the time-out area.

If possible, keep track of how long your child's been in time out. Set a timer so your child will know when time out is over. Time out should be brief (generally 1 minute for each year of age) and should begin immediately after reaching the time-out place or after the child calms down. You should stay within sight or earshot of the child, but don't talk to him or her. If the child leaves the time-out area, gently return him or her to the area and consider resetting the timer. When the time out is over, let the child leave the time-out place. Don't discuss the bad behavior but look for ways to reward and reinforce good behavior later on.

How do I encourage a new, desired behavior?

One way to encourage good behavior is to use a reward system.

Children who learn that bad behavior is not tolerated and that good behavior is rewarded are learning skills that will last them a lifetime. This works best in children older than 2 years of age. It can take up to 2 months to work. Being patient and keeping a diary of behavior can be helpful to parents.

Choose 1 to 2 behaviors you would like to change (for example, bedtime habits, tooth brushing, or picking up toys). Choose a reward your child would enjoy. Examples of good rewards are an extra bedtime story, delaying bedtime by half an hour, a preferred snack, or for older children, earning points toward a special toy, a privilege, or a small amount of money.

Explain the desired behavior and the reward to the child. For example, tell the child, "if you get into your pajamas and brush your teeth before this TV show is over, you can

stay up a half hour later." Request the behavior only one time. If the child does what you ask, give the reward. You can help the child, if necessary, but don't get too involved. Because any attention from parents, even negative attention, is so rewarding to children, they may prefer to have parental attention instead of a reward at first. Transition statements, such as, "in 5 minutes, play time will be over," are helpful when you are teaching your child new behaviors.

This system helps you avoid power struggles with your child. However, your child is not punished if he or she chooses not to behave as you ask. He or she simply does not get the reward.
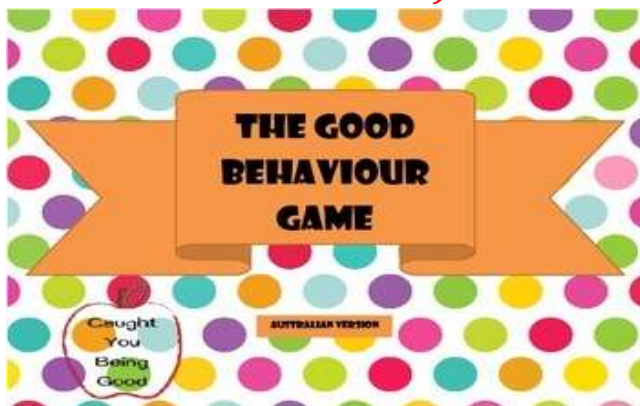
What are some good ways to reward my child?

BEAT THE CLOCK (GOOD METHOD FOR A DAWDLING CHILD)

Ask the child to do a task. Set a timer. If the task is done before the timer rings, your child gets a reward.

To decide the amount of time to give the child, figure out your child's "best time" to do that task and add 5 minutes.

THE GOOD BEHAVIOR GAME (GOOD FOR TEACHING A NEW BEHAVIOR)

Write a short list of good behaviors on a chart and mark the chart with a star each time you see the good behavior. After your child has earned a small number of stars (depending on the child's age), give him or her a reward.

GOOD MARKS/BAD MARKS (BEST METHOD FOR DIFFICULT, HIGHLY ACTIVE CHILDREN)

In a short time (about an hour) put a mark on a chart or on your

child's hand each time you see him or her performing a good behavior. For example, if you see your child playing quietly, solving a problem without fighting, picking up toys, or reading a book, you would mark the chart. After a certain number of marks, give your child a reward. You can also make negative marks each time a bad behavior occurs. If you do this, only give your child a reward if there are more positive marks than negative marks.

DEVELOPING QUIET TIME (OFTEN USEFUL WHEN YOU'RE MAKING SUPPER)

Ask your child to play quietly alone or with a sibling for a short time (maybe 30 minutes). Check on your child frequently (every 2 to 5 minutes, depending on the child's age) and give a reward or a token for each few minutes they were quiet or playing well. Gradually increase the intervals (go from checking your child's behavior every 2 to 5 minutes to checking every 30 minutes) but

continue to give rewards for each time period your child was quiet or played well.

What if my child's behavior is caused by attention deficit hyperactivity disorder or sensory processing disorder؟

Symptoms of
Attention Deficit Hyperactivity Disorder (ADHD)

Attention   Hyperactivity   Acting Impulsively

These symptoms generally begin by age six to twelve and be present for more than six months for a diagnosis to be made

If your child has sensory issues (sometimes called sensory processing disorder or SPD) or attention deficit hyperactivity disorder (ADHD), he or she may be unable to sit still. Children with SPD and ADHD also may have very limited self-control. This can make parenting more challenging. Children who have these disorders often do no respond to punishments or rewards.

Most often, parenting a child with ADHD and SPD requires you to deal with their emotions first and behavior second. There are many ways to help teach a child with ADHD or SPD to deal with their emotions.

These include breathing exercises, using an emotional levels chart, and using deep pressure as a way to calm them. Only after your child is calm can you begin to explain why his or her behavior was not appropriate or unexpected. Over time, he or she may begin to learn self-regulation of emotions. This may help with behavior.

What else can I do to help my child behave well?

Make a short list of important rules and go over them with your child. Rules should relate to safety, health, and how to treat others. The fewer the rules, the less rule-breaking behavior you may have to deal with. Avoid power struggles, no-win

situations, and extremes. When you think you've overreacted, it's better to use common sense to solve the problem, even if you have to be inconsistent with your reward or punishment method. Avoid doing this often as it may confuse your child.

Accept your child's basic personality, whether it's shy, social, talkative, or active. Basic personality can be changed a little, but not very much. Try to avoid situations that can make your child cranky, such as becoming overly stimulated, tired, or bored. Don't criticize your child in front of other people. Describe your child's behavior as bad, but don't label your child as bad. Praise your child often when he or she deserves it. Touch him or her affectionately and often. Children want and need attention from their parents.

Develop little routines and rituals, especially at bedtimes and mealtimes. Provide transition remarks

(such as "in 5 minutes, we'll be eating dinner."). Allow your child choices whenever possible. For example, you can ask, "Do you want to wear your red pajamas or your blue pajamas to bed tonight?" "Do you want me to carry you to bed or do you want to go all by yourself?" "Which book do you want to read"?

As children get older, they may enjoy becoming involved in household rule making. Don't debate the rules at the time of misbehavior, but invite your child to participate in rule making at another time.

Things to consider

Parents may choose to use physical punishment (such as spanking) to stop undesirable behavior. The biggest drawback to this method is that although the punishment stops the bad behavior for a while, it doesn't teach your child to change his or her behavior. Disciplining your child is really just teaching him or her to choose good

behaviors. If your child doesn't know a good behavior, he or she is likely to return to the bad behavior. Physical punishment becomes less effective with time and can cause the child to behave aggressively. It can also be carried too far into child abuse. Other methods of punishment are preferred and should be used whenever possible.
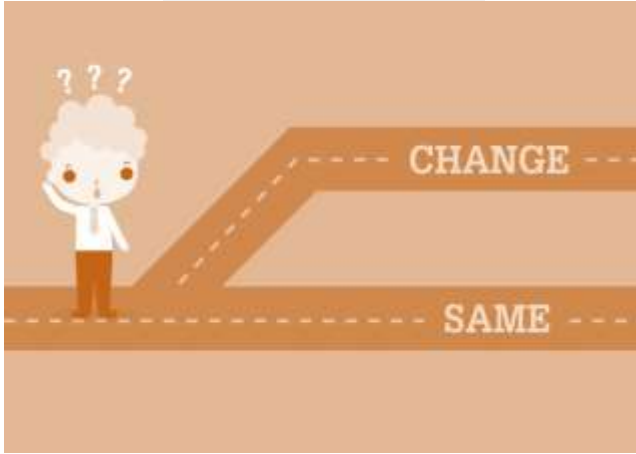
Chapter 5

Behavior Modification in the Classroom

Behaviour Modifications in the Classro...

RESPONSE COST

Definiti on

A punishing technique that is equivalent to the losing what pupils passes or have earned.

Why use?

To reduce off-task behaviour.

To improve complience with directions

Earned consequenc es are consid reinf

When earned consequence

Behavior Modification in the Classroom

Behavior modification assumes that observable and measurable behaviors are good targets for change. All behavior follows a set of consistent rules.

Methods can be developed for defining, observing, and measuring behaviors, as well as designing effective interventions. Behavior modification techniques never fail. Rather, they are either applied inefficiently or inconsistently, which leads to less than desired change. All behavior is maintained, changed, or

shaped by the consequences of that behavior. Although there are certain limits, such as temperamental or emotional influences related to ADHD or depression, all children function more effectively under the right set of consequences. *Reinforcers* are consequences that strengthen behavior. *Punishments* are consequences that weaken behavior. Students' behaviors are managed and changed by the consequences of classroom behavior. To manage behavior through consequences, use this multi-step process:

1. The problem must be defined, usually by count or description.
2. Design a way to change the behavior.
3. Identify an effective reinforcer.
4. Apply the reinforcer consistently to shape or change behavior.

Consequences of behavior are directly related to the events that either come immediately before or

after them. Table 4.2 provides examples of behavioral outcomes as they relate to various events.

Reinforcement and punishment follow a clear set of basic principles:

1. reinforcement or punishment always follows behavior,
2. reinforcement or punishment follows the target behavior as soon as possible,
3. reinforcement or punishment fits the target behavior and must be meaningful to the child, and
4. multiple reinforcers, or punishments are likely more

effective than single reinforcers or punishments.

Reinforcement

Technique, behavior, consequence, and probable effect			
Classification	Exhibited behavior	Consequences	Probable future effect on behavior
Positive reinforcement	Jane cleans her room.	Jane's parents praise her.	Jane will continue to clean her room.
Positive reinforcement	Carmen brushes her teeth after meals.	Carmen receives a nickel each time.	Carmen will continue to brush her teeth after meals.
Positive reinforcement	Rob works quietly at his seat.	The teacher praises and rewards Rob.	Rob will continue to work quietly at

			his seat.
Negative reinforcement	Jason complains that older boys consistently beat him up, and he refuses to attend school.	Jason's parents allow him to remain at home because of his complaints.	Jason will continue to miss school.
Negative reinforcement	Balin complains of headaches when it is time to do homework.	Balin is allowed to go to bed without doing his homework.	Balin will have headaches whenever there is homework to do.
Extinction	Jim washes his father's car.	Jim's car washing behavior is ignored.	Jim will stop washing his father's car.
Extinction	Carmen puts glue on Joe's seat.	Carmen is ignored.	Carmen will stop putting glue on

			Joe's seat.
Punishment	Marta sits on the arm of the chair.	Marta is spanked each time she sits on the arm of the chair.	Marta will not sit on the arm of the chair.
Punishment	Takeo puts Gwen's pigtails in the paint.	The teacher administers the paddle to Takeo's posterior.	Takeo will not put Gwen's pigtail in the paint.

Although reinforcement and punishment can be equally effective in reducing specific target behaviors in the classroom, reinforcement is by far more effective in helping children develop alternative, more functional behaviors. When Jeremy was in third grade, his teacher instituted a procedure in which he would receive a tally mark if she looked over and saw that he was tipping back in his chair. She placed 4 Xs under each chair leg to remind him not to lean

back. A more positive approach would be to let Jeremy earn a tally mark each time she looked over and saw that all four legs were down. This would reinforce the desired behavior. It is important to always begin with a number of reinforcing strategies before resorting to punishment as a means of reducing unwanted or aversive classroom behaviors.

Schedules

Schedules define and identify the amount of work required or the time that must elapse between reinforcers. Some schedules are continuous, providing a reinforcement or punishment every time the target behavior occurs. Fixed or variable interval schedules are time related, and fixed or variable ratio schedules are related to how much work is completed. Fixed schedules result in higher rates of performance than continuous schedules. In classroom settings, most teachers use fixed ratio interval schedules.

Positive reinforcement

The appropriate application of positive reinforcement has repeatedly been demonstrated to increase both on-task behavior and work completion (for reviews, see Barkley, 1990; DuPaul & Stoner, 1994; Goldstein, 1995; and Walker & Walker, 1991). In the early elementary school grades, teachers exhibit a significant degree of positive reinforcement for desired behaviors (White, 1975). That is, when a desired behavior is exhibited, teachers frequently respond with a consequence that is likely to increase the reoccurrence of that behavior. Jeremy's first-grade teacher offered frequent praise when he was sitting quietly in his seat.

By middle elementary school and through secondary school, however, teachers begin paying increasingly greater attention to undesirable behaviors and less attention to appropriate behaviors.

Unfortunately, paying attention to the undesirable behavior causes it to cease in the short run but occur more frequently in the long run.

Positive reinforcement programs should begin at the level at which children can succeed and be positively reinforced. All too often, teachers set up wonderful behavioral programs but set initial criteria for success too high. The child with ADHD in this system rarely reaches success. Problem behavior must be defined operationally and then a level of baseline occurrence must be obtained. At first, provide reinforcement when the child is at or slightly better than baseline. For example, in first grade, Jeremy was out of his seat 10 times during a work period, so his teacher provided reinforcement when he was out of his seat no more than eight times. As the child succeeds, the necessary criteria for reinforcement can be gradually

increased, requiring fewer out-of-seat behaviors during a given time period.

Operational definitions of behaviors in the TOAD system	
Talking Out	Spoken words, either friendly, neutral, or negative in content, are directed at either the teacher without first obtaining permission to speak or unsolicited at classmates during inappropriate times or during work periods
Out of Seat	The child is not supporting his or her weight with the chair. Up on knees does not count as out-of-seat behavior.
Attention Problem	The child is not attending either to independent work or to a group activity. The child is therefore engaged in an activity other than that which has been directed and is clearly different from what the other children are doing. This includes the child's not following teacher directions.
Disruption	The child's actions result in consequences that appear to be interrupting other children's work. These behaviors might include noises or physical contact. They may be intentional or unintentional.

Figure Behavior observation form.

Selection of reinforcements
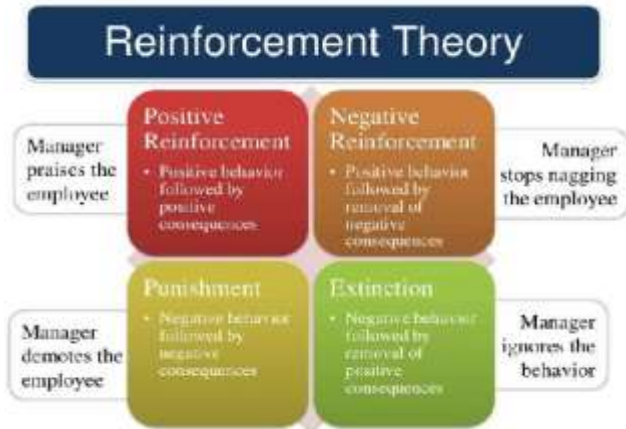
Some consequences that teachers provide for children are irrelevant and neither strengthen nor weaken the behavior they follow (Bushell, 1973). Many teachers believe that placing stars on a chart as a reward or providing a prize are consequences that work with all children. Some children are motivated by these consequences; others are not. Furthermore, children with ADHD may find these consequences salient one day but lose interest in them quickly the next day. Therefore, the

fact that certain consequences follow a child's behavior may neither strengthen nor weaken the chances for that behavior to reoccur. Bushell (1973) referred to consequences that are irrelevant as *noise,* neutral consequences that have no effect on the behavior. Teachers must evaluate whether chosen consequences are positively reinforcing or simply noise. A reinforcement menu or inventory completed jointly by you and the child ensures that the former rather than the latter will occur.

Negative reinforcement

Negative reinforcement requires the child to work for the removal of an in-place, unpleasant consequence. The child's goal is to get rid of something that is unpleasant rather than to earn something that is desirable. In a negative reinforcement model, instead of working to earn a positive consequence, the child works to distance him- or herself from an aversive consequence. Negative

reinforcement is often used in the classroom to manage problem behaviors. Teachers inadvertently pay attention to a child who may not be complying and withdraw their attention contingent on the child's compliance. Surprisingly, this strengthens rather than weakens the noncompliant behavior. The next time a similar situation occurs, the child again will not comply until confronted with the aversive consequence (i.e. the teacher's attention). Negative reinforcement is often seductive and coercive for teachers. It works in the short run but in the long run is likely to strengthen rather than weaken the undesirable behavior.

Many of the same variables that affect positive reinforcement-immediacy, frequency, consistency--- affect negative reinforcement. Behaviors that in and of themselves may not be negative become negative reinforcers when paired with certain

events. For example, a teacher approaching a child who is not working quickly becomes a negative reinforcer, even though the action itself, the teacher walking up to the child, does not have a negative connotation (Favell, 1977). Clark and Elliott (1988) found that negative reinforcement was rated by teachers as the most frequently used classroom intervention.

Modeling

Through modeling, observation, and then imitation, children develop new behaviors. Modeling can be as simple as having a child watch another child sharpen a pencil. By watching the model, a child can learn a new behavior, inhibit another behavior, or strengthen previously learned behavior (e.g. saying "thank you"). To use modeling effectively, you must determine whether a child has the capacity to observe and then imitate the model. In classroom settings, a student's response to

modeling is influenced by three factors: 1) the characteristics of the model (e.g. is this a student whom the other students like and respect?), 2) the characteristics of the observer (e.g. is this child capable of observing and imitating the behavior), and 3) the positive or negative consequences associated with the behavior. Children are more likely to respond to teacher modeling when they view their teachers as competent, nurturing, supportive, fun, and interesting. Children are also more likely to imitate behavior that results in a positive consequence.

Younger children have been reported as more frequently imitating others than older children. Children consistently model someone whom they value or look up to. They also imitate the behavior of a same-sex child more often than that of a different-sex child. They model someone whom they perceive as successful and socially valued regardless of whether the teacher perceives that child as successful and socially valued. Finally, if a child observes a model being reinforced or punished for certain behavior, this influences the likelihood that the child will then model that behavior.

Modeling is a powerful tool, often underutilized by teachers. When teachers are cheerful and enthusiastic, their attitudes are contagious. When they are respectful of students, students respect each other. When teachers are patient, fair, consistent, and optimistic, their students exhibit

these traits as well. Teacher behavior sets the tone for the classroom environment.

Shaping

Shaping behavior

Allow all approximations to access
   reinforcement until a criterion is reached.

Waiting for the appropriate target behavior or something close to that behavior to occur before reinforcing the behavior is referred to as shaping. Shaping can be used to establish behaviors that are not routinely exhibited. Walker and Shea (1991) described the steps to effective shaping:

1. Select a target behavior and define it.

2. Observe how often the behavior is exhibited.
3. Select reinforcers.
4. Decide on close approximations and reinforce successive approximations to the target behavior each time it occurs.
5. Reinforce the newly established behavior.
6. Reinforce the old behavior on a variable schedule, and begin reinforcing the new behavior on an every-time or continuous schedule. The key to successful shaping is to reinforce closer approximations and not reinforce lesser approximations.

Any behavior that remotely resembles the target behavior should initially be reinforced. Prompts can be used and then faded. Shaping can be used for all kinds of behavior in the classroom, including academics. Steps toward successive approximation, however, must be carefully thought

out; otherwise, behaviors that are not working toward the desired goal may inadvertently be reinforced.

Punishment

Punishment suppresses undesirable behavior but may not necessarily eliminate it (McDaniel, 1980). In some cases, suppression may be of short duration, and when the punishment is removed, the behavior may reoccur.

Punishment can involve presentation of an unpleasant consequence or the loss of a pleasurable consequence following

the occurrence of the undesirable behavior.

Punishment is designed to reduce the probability that the behavior that precedes it will reoccur. Although punishment is an efficient way of changing behavior, it can become seductive and reinforcing for classroom teachers and can be overused.

The greatest problem with punishment is that it does not provide an appropriate model of acceptable behavior. Furthermore, in many classrooms, punishment is accompanied by an emotional response from the teacher.

When punishments are used, these guidelines should be followed:

1. All students are aware of which behaviors are punished and how they are punished.
2. Appropriate models for acceptable behavior are provided.

3. Punishments are offered immediately, consistently, and fairly.
4. Punishments are offered impersonally.
5. A natural or logical consequence should be used as often as possible.
6. The student being punished must understand the relationship between his or her behavior and the punishment.

Response cost

Response cost is a punishing technique that translates to the equivalent of losing what you possess or have earned. Earned consequences are considered reinforcers. When they are lost, this is response cost. The child places in jeopardy what he or she has earned as the result of inappropriate behavior. In many situations, response cost in the form of a penalty or fine is combined with positive reinforcement. To be

effective, more reinforcers must be earned than lost. Response cost is often used to reduce off-task behavior and improve compliance with directions.

RESPONSE-COST (Level 3)
3)

☐ **Withdrawal** of specific amounts of a reinforcer contingent on inappropriate behavior
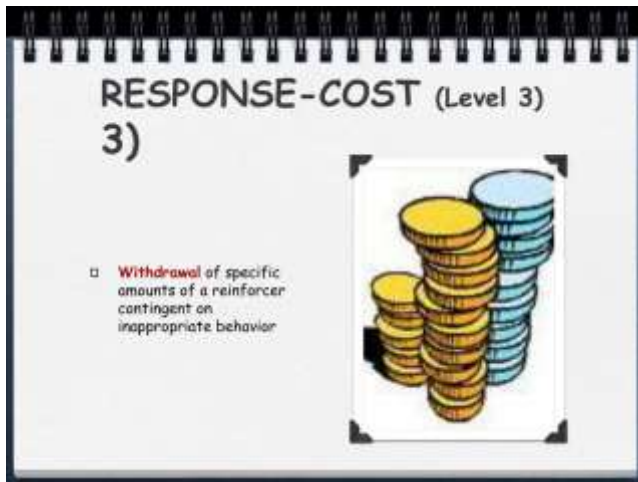
A response cost system can be as simple as chips in a cup, marks on a chart, or marbles in a jar. A more complex means of managing response cost includes electronic devices such as the Attention Training System (Gordon & Davidson, 1981; Rapport, 1987). The Attention Training System is a remote-controlled counter that sits on the student's desk. This device

provides the student with a digital readout showing the number of points he or she has earned. Using a remote control device, points can be added or removed from anywhere in the classroom, contingent on the child's on- and off-task behavior.

By not having to move within physical proximity of the child, the teacher avoids becoming a negative reinforcer when the child is off task. DuPaul, Guevremont, and Barkley (1992) demonstrated the efficacy of response cost contingencies for managing classroom behavior and academic productivity using the Attention Training System. Response cost contingencies led to marked improvements on task-related attention and a reduction in ADHD symptoms during work time.

For response cost to be effective, the procedure must be used for most, if not, all, of the classroom day (Morgan & Jenson, 1988). The number

of students in the program must be manageable, and highly motivating rewards must be provided. If not thought out well and managed effectively, response cost can backfire and increase classroom problem behaviors (Burchard & Barrera, 1972).

Response cost can be difficult to implement. Though it may be as simple as chips in a cup placed on the student's desk, many teachers inadvertently become negative reinforcers when they approach the child to remove a consequence, thereby building failure into a potentially useful model. When students who become bankrupt quickly or who are oppositional from the start are placed in a group contingency situation with built-in failure (e.g. everyone must earn the reinforcer or no one has access to it), the result is often greater rather than fewer classroom problems. Morgan and Jenson (1988) suggested the

following guide-lines for using response cost in the classroom:

1. Use the procedure for most, if not all, of the classroom day for the target behavior.
2. Make certain the number of students with whom you are using the program is manageable.
3. Make certain there are more opportunities for success than for failure.
4. Build in additional incentives, including additional reinforcers that can be earned at the end of the week, by retaining a minimum number of reinforcers through the week.
5. Consider incorporating self-monitoring techniques in which students can administer response cost independently when they recognize a rule violation.

Time-out

Time-out from reinforcement excludes children from the opportunity to participate with others and receive any kind of positive reinforcement. Time-out is by far the best known disciplinary technique among teachers. It is also the most likely to be overused and misused in the classroom. Although a brief time-out of a few minutes duration can exert a positive influence on classroom behavior when applied appropriately, many teachers apply time-out ineffectively as often as effectively (Walker & Walker, 1991).

The least restrictive form of time-out consists of removal of certain reinforcing activities or objects from the misbehaving child for a short period. Time-out, in a restricted environment outside of the classroom is the most extreme form of this type of discipline. The child cannot see the classroom nor interact with others.

The effectiveness of time-out is well established; however, additional research is needed to identify specific situations, parameters, and procedures associated with the success of time-out for children with ADHD. Clearly, time-out holds a low probability of directly affecting children's ADHD symptoms for the better. Time-out can be quite effective for noncompliant children, but for children with ADHD, you must distinguish between noncompliant behaviors and behaviors resulting from ADHD.

In general, for time-out to be effective:

1. students should be separated from reinforcement,
2. the time should be short,
3. confrontation should be avoided,
4. verbal interaction should be limited, and
5. a time-contingent release should be provided (Bean & Roberts,

1981). *Time-contingent release* refers to the amount of time and the contingencies (e.g. sitting quietly) required to earn release. These contingencies should be explained and provided to the child prior to entering time-out. Children warned less in time-out also respond better (Roberts, 1982).

The length of time-out is also critical in determining effectiveness. A 4-minute time-out was found to be significantly better than a 10-second or 1-minute timeout among a group of elementary school students (Hobbs, Forehand, & Murray, 1978). Long periods of time-out constitute seclusion and lose their punishing value. It is also important for the time-out activity to be less reinforcing than the setting or activity from which the child is being removed. If a particular activity the child is leaving is non-reinforcing, this child may in fact

learn to misbehave as a means of going to time-out to do something else. Work should not be missed due to time-out. Time-out should be boring, uninteresting, and something the child places last on his or her list of chosen school activities. The effectiveness of time-out depends on a number of factors, including the child, your ability to apply the intervention consistently, the child's understanding of the intervention, the rules governing the intervention, characteristics of the time-out area, duration of timeout, and the ability to evaluate the effectiveness of time-out quickly. If time-out does not work in the first few interventions, an alternative strategy should be considered. Eight parameters should define the use of time-out (Scarboro, & Forehand, 1975):

1. A warning that time-out may come should be offered.

2. The child should be consistently removed and placed in time-out when the behavior reoccurs.
3. A specific location should be defined for time-out.
4. A specific duration for time-out should be set.
5. The consistent schedule for time-out use should be defined.
6. A defined behavior should lead to time-out.
7. Clear contingencies should be defined for the child to be released from time-out.

Time-out can be effective in typical classroom settings because it restores order by removing the child who is disrupting class, by reducing the opportunity for peer approval that maintains some children who disrupt, by reducing the opportunity for students to manipulate situations, and by allowing the student to demonstrate appropriate behavior before exiting time-out. In elementary

classroom settings, time-out should be from 2 to 5 minutes. If a student is not in control, an additional minute should be added. Teachers should not force resistant students into time-out but should seek help from the principal or other school personnel. Finally, as soon as possible after time-out is over, something positive in the student's behavior should be reinforced. Table 4.4 contains a list of dos and don'ts for time-out. Table 4.5 contains a thorough list of procedures for implementing seclusionary time-out.

There are many things you can do to minimize the need to use time-out. Make sure that classroom activities are more reinforcing than time-out. Provide students with ample but not excessive opportunities to comply. Provide disruptive students with additional positive consequences for not requiring time-out in a given time span.

Table 4.4. The "Dos and Don'ts" of time-out	
Do	**Don't**
Do explain the total procedure to the child before starting time-out.	Don't start the procedure without explaining time-out to the child first in a calm setting that is not emotionally charged.
Do prepare a time-out setting for the child that is clean, well-lit, and ventilated.	Don't just pick any place. Make sure it isn't too dark, too confining, dangerous, or not ventilated.
Do pick a place or situation for time-out that is boring or less reinforcing than the classroom.	Don't pick a place that is scary or that could be more reinforcing than the classroom.
Do use a set of structured verbal requests with the child, such as the recommended precision request format.	Don't threaten the child repeatedly with a time-out.
Do remain calm, and don't talk with the child when he or she is being taken to time-out.	Don't get into a verbal exchange with the child on the way to time-out or while the

	child is in time-out.
Do place the child in time-out for a set period that you control.	Don't tell the child to come out of time-out when he or she is "ready to behave."
Do require the child to be quiet for 30 seconds at the end of the time-out period, before being let out.	Don't let a child out of time-out when he or she is crying, screaming, yelling, or having a tantrum.
Do use a short period of time (e.g. 5-10 minutes).	Don't use exceedingly long periods.
Do require the child to complete the request that led to time-out or missed academic work.	Don't allow the child to avoid compliance to a request or miss academic work by going to time-out.

Table Seclusionary time-out procedures

1. time-out should not be used unless all other procedures have been tried and failed. This should be a last effort technique.

2. time-out should never be used without a parent's written consent.
3. time-out should be used only if it is listed as an approved and agreed-on technique in a student's individualized education plan (IEP) by the IEP team. The student should only be placed in time-out for approved behaviors on the IEP, such as aggression, severe noncompliance, or destructive tantrum-throwing.
4. Seclusionary time-out is defined as removing a student from a reinforcing classroom setting to a less reinforcing setting. This setting can be another classroom, a chair or desk outside the classroom, or a room specifically approved for time-out. If a room is used for time-out, it should be used only for time-out and no other purpose

(e.g. storage, counseling students, special academic work area).

5. The time-out setting should be well-lit, well-ventilated, non-threatening, and clean. It must also have an observation window or device.

6. The entire time-out procedure should be explained to the student before it is implemented, prior to the occurrence of misbehavior that results in its use.

7. If misbehavior occurs, identify it. For example, tell the student in a calm, neutral manner, "That's fighting; you need to go to the time-out room." Tell the student to remove his or her jewelry, belt, and shoes. Tell the student to empty his or her pockets (in order to check for such items as pens, pencils, paper clips, knives, and so

forth). The student's socks should be checked for these types of items also. If the student does not comply with these requests, call for help and then remove the items and check the pockets yourself. No other conversation should ensue.

8. When a student is placed in the time-out room, he or she must be constantly monitored by a staff member. The student must never be left alone.

9. When a student is placed in the time-out room, the following information should be placed in a time-out log:
   o Name of the student
   o Date
   o Staff member responsible for monitoring student
   o Time in and time out
   o Target behavior warranting the procedures

10. The student should be placed in the time-out room for a specific period of time. A recommended formula is 1 minute per year of age (e.g. 10 minutes for a 10-year-old child).
11. If a student is screaming, throwing a tantrum, or yelling, he or she should be quiet for 30 consecutive seconds before being released from the time-out room. This 30 seconds does not begin until the original designated time-out period has lapsed.
12. Communication between the supervising staff member and the student should not take place when the student is in the time-out room (i.e. do not talk with the student, threaten the student, or try to counsel the student at this time).
13. Do remain calm while taking a student to the time-out room.

Do not argue with, threaten, or verbally reprimand the student.

14. If a student refuses to go to the time-out room, add on time to the specified time-out duration (e.g. 1 minute for each refusal, up to 5 minutes).

15. If a student refuses to come out of the time-out room, do not beg or try to remove the student. Simply wait outside, and sooner or later the student will come out on his or her own.

16. If the student makes a mess in the time-out room, require him or her to clean it up before he or she leaves.

17. Once the time-out period has ended, return the student to the ongoing classroom activity, making sure the student is required to complete the task he or she was engaged in prior to the time-out period. This ensures that students do not

purposely avoid unpleasant tasks by going to the time-out room.

18. All staff members should be trained, and this training documented, before time-out procedures are started.

19. To ensure the effectiveness of time-out, the reinforcement rate for appropriate behaviors in the classroom should meet the recommended rate of three or four positive responses to each negative response (and never fewer than four positive responses per contact hour).

20. Data should be collected on target behaviors. If time-out is effective, these behaviors should decrease shortly after the technique is started. If they do not, check that the procedure is being used correctly, and the reinforcement rate for appropriate behavior in the

classroom is high enough; consider another technique for possible use.

21. The use of time-out should not be threatened (e.g. "If you do that again, I will put you in the time-out room"). Rather, the technique should be combined with a precision request, such as "I need you to stop kicking your desk." If the student persists, the time-out procedure should be used, and when the student comes out of the time-out room, the precision request should be restated ("I need you to stop kicking your desk").

22. The student should be reinforced for not needing time-out.

What Role can Reinforcement and Punishment Play in Shaping Your Child's behavior?

Being a parent has been known as the best thing ever BUT

also the most challenging endeavor you will encounter in your lifetime. Parents strive to raise a healthy and happy child that will one day grow up as a full-fledged mature and independent adult. But to successfully accomplish this goal, a parent must set forth structure or rules throughout their childhood to help them understand and be realigned when their behavior needs to be modified. When a parent recognizes the need to change a behavior, they will likely end up using either reinforcement, punishment, or a mixture of both. When we're helping to decrease the frequency of a child's negative behavior, having the reinforcement or punishment methods in our toolkit can help you modify and implement the desired behavior.

How does Reinforcement help with changing behavior?

There are two basic kinds of reinforcement, positive and negative reinforcement. Both can be useful if applied correctly to shape a child's behavior and to help teach them the correct skills to use in the future. To name just a few, reinforcement can be used to teach and implement communication, social, self-help and table manner skills.

Positive Reinforcement: When a parent uses positive reinforcement, what they are essentially doing is providing something, known as an object or stimulus, that will increase the chances of a certain desired behavior to happen again in the future. For example, you might reward polite behavior with access to the child's favorite toy or by giving them a sticker to place on their token board. Praise can also help a child feel

good about doing something right which makes them want to repeat that action. Please note that each child's interests are different, so you'll need to tailor the positive reinforcement accordingly by identifying what motivates them.

Negative Reinforcement: With negative reinforcement, you increase a certain behavior by the removal of a certain stimulus/object. For example, let's assume that a parent is attempting to establish the picture exchange communication system (PECS) and wants to use negative reinforcement to do so. If the child does not like a certain fruit, they may learn that holding up the PECS 'No' card results in the disliked fruit being taken away. In this example the behavior being reinforced is the use of the PECS 'No' card and the negative reinforcement is the removal of the disliked fruit.

The role of Punishment in making behavioral changes.

Punishment does not need be extreme. It is simply a stimulus that is used to discourage or decrease an undesirable behavior. Although punishment does not replace the negative behavior like reinforcement does, it is still a resourceful technique.

Positive Punishment: While this may sound odd, it is actually what most of us are familiar with. It is the introduction of a stimulus/object which will decrease the chances of a specific undesirable behavior from happening again in the future. For example, the verbal warning you received as a child for misbehaving in class, or for doing something inappropriate was the stimulus that discouraged your unwanted behavior.

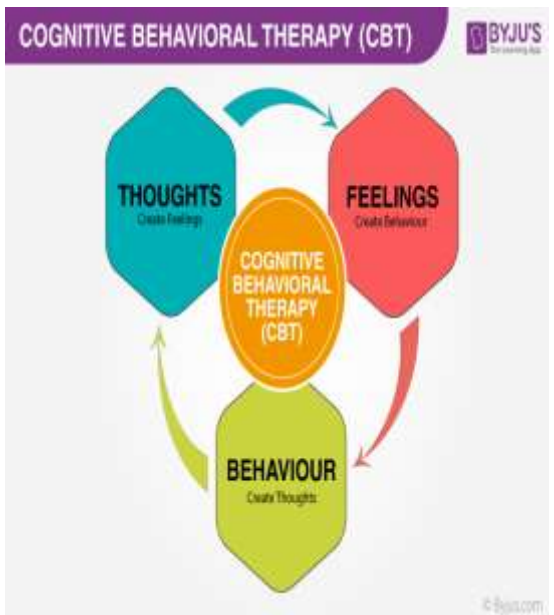**Negative Punishment:** When using negative punishment, the parent or teacher must remove a certain

stimulus to lower the chances of an unwanted behavior from happening again. For instance, a child may find that their favorite toy is taken away from them if they are messy or do not clear up after themselves. This then lowers the chances of the child cluttering up their room or doing a messy job with their work in the future and can be attributed to negative punishment.

It is important to always teach a replacement behavior that serves the same function as the unwanted behavior you are trying to decrease. Since reinforcement focuses on increasing a desired behavior and punishment focuses on reducing an unwanted behavior but does not teach a replacement for it, it is typically recommended to use positive reinforcement when trying to make a behavior change. Yet, whether you choose to use punishment or reinforcement, the key to successfully

using these approaches, is to remain consistent. Remain hopeful even when you don't see results right away; it will take time, patience, kindness, love and understanding. Yet when the desired behavior starts to occur again, it will help you believe in the whole process, so stick with it and know that you're not alone in this journey.

Chapter 6

The use of Cognitive-behavioral counseling in schools

COGNITIVE BEHAVIORAL THERAPY (CBT)

THOUGHTS
Create Feelings

FEELINGS
Create Behaviour

COGNITIVE BEHAVIORAL THERAPY (CBT)

BEHAVIOUR
Create Thoughts

The use of Cognitive-behavioral counseling in schools

It is as true with children as it is with adults, that an emotional disturbance in one area of their lives will affect them in other areas of their lives.

School thus becomes the battleground for many non-school-related problems as well as school-associated ones. This chapter explores the rationale behind cognitive-behavioural therapy (CBT) and shows how by using CBT techniques to identify, challenge and change distorted or maladaptive thoughts, beliefs and behaviours, some children are able to reverse the slow (or sometimes fast) slide towards academic failure exclusion or removal to a special school.

Because of the formally structured style of CBT, which mirrors many of the familiar structures of school, the particular appropriateness

of the CBT approach as a method of counselling in schools will also be considered.

Meeting the demands of the context

Most of my working life has been spent as part of a multidisciplinary team in a child and family psychiatric service and, although my original training was psychodynamic, it became more and more clear to me that, on their own and within the time available, psychodynamic counselling skills were not enough to effect real change. This was particularly so when working with children who could not conform at school or home, many of whom came to us as a last resort and often after waiting some time for an appointment. These children presented with a wide range of difficulties from anxiety to depression, from conduct disorder to school refusal, from violent or emotional outbursts to school-based masturbatory activities. I needed to be

able to offer effective strategies to help them, that could be seen to be working and that could be explained to parents and teachers as well as the child. So I trained as a cognitive-behavioural psychotherapist.

Cognitive-behavioural therapy, with its emphasis on developing effective strategies to learn new cognitive skills (new ways of thinking seemed to offer a real chance of enabling these children, first, to recognize their inappropriate behaviour, and second, to challenge previously ineffective thinking patterns, so allowing them to make new choices about their (to them) confusing, and (to others) disruptive, behaviour.

CBT focuses on the meaning a child gives to events, since it is this meaning that determines our behaviour. A primary task of CBT then is to uncover what these meanings might be, by teaching the

client (child) to become aware of what Beck calls their 'automatic thoughts' – the thoughts and images occurring involuntarily in the 'stream of consciousness' (Beck, 1967) .

If these are always distorted – for example, negative, or highly critical – learning is likely to be hampered and an emotional or behavioural disturbance may result.

Once the nature of the negative thinking has been uncovered, and the feelings and events that have triggered it identified, the counsellor helps the child to understand the connections to the emotional, behavioural or learning problems they may be experiencing. After this, a child's goals can be shaped according to desired outcomes perhaps new feelings and behaviours which are wanted.

Working together with the counsellor, the child's thoughts and beliefs are

treated as hypotheses in scientific experiments, available for testing to discover whether they are true or false. Challenging any unrealistic or self-defeating thinking with contradictory evidence, the child is helped to create and support new more functional ways of thinking.

Referring to the experimental nature of this cooperative counselling method, Beck et al. (1979) use the term 'collaborative empiricism.

Collaboration is key from the start, with counsellor and child participating in setting the agenda for each hour-long session. Homework is also an important element, used in part to reinforce new thinking skills and problemsolving techniques, but also to encourage practicing the practical.

Agreeing on the week's homework during the session enables the child to take some personal responsibility for the material

covered, and so allows for the growth of self-confidence. It also facilitates the counselling to be more effective more quickly, and results in short-term work of, usually eight to twelve sessions. In addition, CBT can usefully contribute to the personal and social education element of a school's curriculum, since it lends itself to being used in an instructive way. Indeed, some young people respond well to the reframing of counselling as coming for 'personal development', or to see a 'development coach.'

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