

Guidance Counselling in schools Guidance for schools about setting up and improving counselling services for pupils. Published 25 March managers of school counselling services.;

They are sensitive to individual differences. They know that a classroom environment that is good for one child is not necessarily good for another. They help individual students make the most of their school experiences and prepare them for the future. A Brief History of School Guidance and Counseling in the United States The history of school counseling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counseling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counselors were practiced by Catholic priests in the Middle Ages , as can be seen by the dedication to the concept of confidentiality within the confessional. Near the end of the sixteenth century, one of the first texts about career options appeared: Nevertheless, formal guidance programs using specialized textbooks did not start until the turn of the twentieth century. The factors leading to the development of guidance and counseling in the United States began in the s with the social reform movement. The difficulties of people living in urban slums and the widespread use of child labor outraged many. One of the consequences was the compulsory education movement and shortly thereafter the vocational guidance movement, which, in its early days, was concerned with guiding people into the workforce to become productive members of society. The social and political reformer Frank Parsons is often credited with being the father of the vocational guidance movement. In the Boston Vocation Bureau helped outline a system of vocational guidance in the Boston public schools. The work of the bureau influenced the need for and the use of vocational guidance both in the United States and other countries. These early psychological assessments performed on large groups of people were quickly identified as being valuable tools to be used in the educational system, thus beginning the standardized testing movement that in the early twenty-first century is still a strong aspect of U. At the same time, vocational guidance was spreading throughout the country, so that by more than high schools had some type of vocational guidance system. In the National Vocational Guidance Association was formed and helped legitimize and increase the number of guidance counselors. Early vocational guidance counselors were often teachers appointed to assume the extra duties of the position in addition to their regular teaching responsibilities. The s and s saw an expansion of counseling roles beyond working only with vocational concerns. The Great Depression of the s led to the restriction of funds for counseling programs. Not until , after a recommendation from a presidential committee and the passage of the George Dean Act, which provided funds directly for the purposes of vocational guidance counseling, did guidance counselors start to see an increase in support for their work. After World War II a strong trend away from testing appeared. One of the main persons indirectly responsible for this shift was the American psychologist Carl Rogers. Many in the counseling field adopted his emphasis on "nondirective" later called "client-centered" counseling. These two works defined a new counseling theory in complete contrast to previous theories in psychology and counseling. This new theory minimized counselor advice-giving and stressed the creation of conditions that left the client more in control of the counseling content. Instituted primarily to stimulate the advancement of education in science, mathematics, and modern foreign languages, NDEA also provided aid in other areas, including technical education, area studies, geography, English as a second language, counseling and guidance, school libraries, and educational media centers. Hence, by providing appropriate funding for education, including guidance and counseling, it was thought that more students would find their way into the sciences. The work of C. Gilbert Wrenn, including his book *The Counselor in a Changing World*, brought to light the need for more cultural sensitivity on the part of school counselors. It was during this time that legislative support and an amendment to the NDEA provided funds for training and hiring school counselors with an elementary emphasis. In the s the school counselor was beginning to be defined as part of a larger program, as opposed to being the entire program. There was an emphasis on accountability of services provided by school counselors and the benefits that could be obtained

with structured evaluations. This decade also gave rise to the special education movement. The educational and counseling needs of students with disabilities was addressed with the passage of the Education for All Handicapped Children Act in 1975. The 1970s saw the development of training standards and criteria for school counseling. This was also a time of more intense evaluation of education as a whole and counseling programs in particular. In order for schools to provide adequate educational opportunities for individuals with disabilities, school counselors were trained to adapt the educational environment to student needs. The duties and roles of many counselors began to change considerably. The ASCA compensated partially with the development of national standards for school counseling programs. These standards clearly defined the roles and responsibilities of school counseling programs and showed the necessity of school counseling for the overall educational development of every student.

Major Roles and Functions for School Counselors

The roles of a school counselor are somewhat different at various grade levels. In elementary schools, counselors spend their time with children individually, in small groups, or in classrooms—thus having some connection with every student in the school. Although the roles of school counselors vary among settings, common tasks include individual counseling, small-group counseling, large-group or classroom presentations, involvement in schoolwide behavior plans for promoting positive and extinguishing negative behaviors, and consulting with teachers, parents, and the community. Additional duties might include developing classroom management plans or behavior plans for individual students, such as conducting SST and IEP meetings.

Middle and high school level.

Like elementary school counselors, the roles of middle and high school counselors vary depending on the district and the school administrators. Counselors deal with a vast array of student problems—personal, academic, social, and career issues. Typically, these areas get blended together when working with a student on any one topic; hence, it is impossible to separate the duties of a counselor on the basis of a particular problem. Counselors in middle and high school have experience with all these areas and work with others in the school and community to find resources when a need arises. It is common for a school counselor to be the first person a student with a difficulty approaches. The school counselor then assesses the severity of the problem in order to provide appropriate support. School administrators sometimes assign counselors such responsibilities as class scheduling, discipline, and administration. These tasks can be integrated with the goals of school counseling but can also dilute the time available for helping individuals.

Training Requirements

The requirements for the credentialing in some locations called certification, licensure, or endorsement of professional school counselors vary from state to state. All states and the District of Columbia require a graduate education in counseling. A majority of states also require that graduate work include a certain number of practicum hours, ranging from 300 to 600, in a school setting. Additionally, a majority of states require applicants to have previous teaching experience. Some of these states allow students to gain experience through the graduate program by means of internships. Half of the states require standardized testing as part of the credentialing process. Many of these tests simply cover basic mathematics, writing, and reading skills, while some states require more specialized tests covering the field of guidance and counseling. Nineteen states require a minimum number of course credit hours specifically related to guidance and counseling. Fourteen states require students to take courses in other subject areas, such as education of children with disabilities, multicultural issues, substance abuse, state and federal laws and constitutions, applied technology, and identification and reporting of child abuse. Thirty-eight states recognize credentials from other states. Another thirty-eight states require applicants to undergo a criminal background check.

Major Trends, Issues, and Controversies

Among the many issues facing the school counseling profession are the following three: Some professionals in the field prefer to be called guidance counselor, while an increasing number prefer the term school counselor. The growing trend is for counselors to be seen as professionals in a large system, working fluidly with all aspects within the system. The expected duties are more extensive than those practiced by vocational guidance counselors of the past, hence the feeling of many school counselors that the name of the profession should reflect its expanded roles. A major trend in education is the demand for accountability and evaluation. School counselors have not been immune to this demand. Since the early 1970s there has been a growing concern with this issue and numerous criteria have been developed to help school counselors evaluate their specific intervention techniques. Similar to the academic standards used nationally by state departments

of education, the counseling standards provide a blueprint of the tasks of and goals for school counselors. The standards have not been adopted by every state. The average state student-counselor ratio varies from a high of about 1, to a low of about , so the evaluation of counselor performance with different workloads is a difficult undertaking. A growing trend in the field of counseling is the focus on prevention instead of remediation. In the past it was not uncommon for counselors to have interactions with students only after some crisis had occurred. There is now a shift for school counselors to intercede prior to any incidents and to become more proactive in developing and enacting schoolwide prevention plans. The schools, community, and families are requesting assistance in preventing students from being involved with many difficulties, such as participating in gangs, dropping out of school, becoming a teenage parent, using drugs, and participating in or becoming victims of acts of violence. Students as early as third grade are being taught gang-type activities. Students are more likely to end up in a gang if family members and peers are already involved in gang activity. It is difficult for children to leave a gang once they have been actively involved. Antigang resources are often focused on fourth and fifth graders—an age before most students join a gang. Counselors are in a position to ascertain whether a child is "at risk" of gang-type activity. The counselor can also be influential in working with the family to help the child avoid gang activity. In many large metropolitan school districts, over 25 percent of students do not complete their high school education. Premature school termination is becoming an increasingly more difficult problem as more careers require education well beyond the high school level. Counselors are in a unique position to assist students with career guidance and help them establish meaningful goals including the completion of a basic education. Teen pregnancy continues to be a societal concern. Precipitating factors are visible prior to middle school. Counselors are often the liaison with community agencies that work to prevent student pregnancy and assist with students who do become pregnant. Drugs, including alcohol and tobacco, continue to be a serious problem for youth. Despite national efforts to eradicate these problems, many students still find their way to these mindaltering chemicals. Counselors are trained to understand the effects of different drugs and can assist with interventions or community referrals. The counselor is also essential in developing substance abuse prevention programs in a school. School violence can range from bullying to gunfire. Counselors have training to assist teachers and students in cases of violence and to establish violence prevention programs. Counselor leadership in making teasing and bullying unacceptable school behaviors is a powerful way to provide a safer and more inclusive environment for students. Tolerance of diversity is an important goal in a multicultural society. School counselors help all students to be accepting of others regardless of sex, age, race, sexual orientation, culture, disability, or religious beliefs.

Chapter 2 : School Guidance and Counseling Services

Guidance And Counselling In Schools - Search for a higher education and take a look at most popular university and college lists. You can look by a keyword, location, state and rank. By doing basic research online, offline or by talking to former students it can be easy to ascertain the value of a school.

The educational, academic, career, personal, and social needs of all students within the school setting, from Kindergarten to Grade 12, are the focus in planning and delivering a developmental, comprehensive guidance and counselling program. The diverse needs of students may require specific counselling expertise and school counsellors recognize their boundaries of competencies by providing only those services for which they are qualified by training or experience. When students require specialized, intensive or long-term counselling beyond what the school may reasonably be expected to provide, appropriate referrals are made. Collaboration with parents in the best interest of students is a key activity of school counsellors. School counsellors do not provide family counselling. The focus of school counselling is on the personal, social, educational, and career development of the student. Providing parents, as appropriate, with accurate information in a caring manner is part of working with minors in a school setting. The open sharing of guidance education activities with parents is separate from the confidential nature of a counselling relationship. Working with students to keep parents appropriately informed without breaching confidentiality is an important responsibility. School counsellors bridge communication with parents at every opportunity. Working with Colleagues and Professional Associates Guidance and counselling services are part of a broader delivery system designed to enhance the success of all learners. The school counsellor establishes and maintains an ongoing professional, collaborative relationship with school staff, clinicians, and other service providers who work with students in the school. Colleagues and professional associates are consulted and provided with professional information related to the educational success and well-being of students who are also in their care. Educational planning and services are coordinated in the best interest of the student. Information is shared with adherence to appropriate guidelines for confidentiality. School counsellors must work within the limits of the law, within the policies and procedures of school divisions and schools, as well as within the ethical requirements of the association of which they may be members. Working with the School and Community School counsellors serve a dual role of educator through guidance education activities and counsellor through counselling services merging when the counsellor is involved in prevention work. As a result of such interrelationships, the school counsellor supports the integration of guidance and counselling services to address school and community needs. The school counsellor develops a comprehensive, developmental guidance and counselling program with their school team to meet the needs for their context and specific school population. This development process includes identifying needs, implementing and monitoring programs, as well as adjusting plans based on the developmental needs of students. Regular evaluation of the plan and its implementation are important to ensure the school and community are being served. Consultation Support Provided School counsellors are staff members who work together with other certified teachers and clinical professionals to increase opportunities for success in the lives of all learners. School counsellors provide education, guidance, and counselling to all students in the school through activities such as:

Chapter 3 : Difference Between Guidance and Counseling (with Comparison Chart) - Key Differences

Guidance and Counselling in Schools: A Response to Change is a comprehensive account of the origins and basis of guidance and counseling in British schools, as well as the principles underlying developments in guidance and counseling.

Uganda mandates school counseling. Davis was the first to provide a systematic school counseling program focused on career development. In 1911, he became the principal of a high school and encouraged the school English teachers to use compositions and lessons to relate career interests, develop character, and avoid behavioral problems. Many others during this time focused on what is now called career development. For example, in 1908, Frank Parsons, "Father of Career Counseling" established the Bureau of Vocational Guidance to assist young people transition from school to work. From the 1910s to the 1930s, school counseling grew because of the rise of progressive education in schools. This movement emphasized personal, social, and moral development. Many schools reacted to this movement as anti-educational, saying that schools should teach only the fundamentals of education. Combined with the economic hardship of the Great Depression, both challenges led to a decline in school counseling. At the same time, the National Association for College Admission Counseling was established as the first professional association focused on counseling and advising high school students into college. In the early 1940s, psychologists and counselors selected, recruited, and trained military personnel for war. This propelled the school counseling movement in schools by providing ways to test students and meet wartime needs. Schools accepted military tests. In 1957, the Soviet Union launched Sputnik I. Out of concern that the Russians were winning the space race and that there were not enough scientists and mathematicians, the government passed the National Defense Education Act, spurring growth in vocational and career counseling through larger funding. In the 1960s, new legislation and professional developments refined the school counseling profession Schmidt, [35] In the early 1970s, Dr. But school counseling in the 1970s and early 1980s was absent from educational reform efforts. In response, [40] [who? Martin developed focus groups of K students, parents, guardians, teachers, building leaders, and superintendents, and interviewed professors of School Counselor Education. The NCTSC focused on changing school counselor education at the graduate level and changing school counselor practice in local districts to teach school counselors how to help recognized, prevent, and close achievement and opportunity gaps. Too many school counselors used inequitable practices, supported inequitable school policies, and were unwilling to change. This professional behavior kept many students from non-dominant backgrounds i. By 1990, NCTSC consultants had worked in over school districts and major cities and rural areas to transform the work of school counselors nationwide. Trish Hatch and Dr. A framework for school counseling programs [44] comprising key school counseling components: The model drew from major theoreticians in school counseling with four key areas: Foundation school counseling program mission statements, vision, statements, belief statements, and annual goals ; Delivery direct services including individual and group counseling; classroom counseling lessons; planning and advising for all students ; Management use of action plans and results reports for closing gaps, small group work and classroom lessons; a school counseling program assessment, an administrator-school counselor annual agreement, a time-tracker tool, and a school counseling data tool; and Accountability school counselor annual evaluation and use of a School Counseling Program Advisory Council to monitor data, outcomes, and effectiveness. Jay Carey and Dr. In 1996, the ASCA Ethical Standards for School Counselors was revised to focus on issues of equity, closing achievement and opportunity gaps, and ensuring all K students received access to a school counseling program. Jay Carey and colleagues focused on innovations in selected College Board "Inspiration Award" schools where school counselors collaborated inside and outside their schools for high college-going rates and strong college-going cultures in schools with large numbers of students of non-dominant backgrounds. The perspectives and promise of school counselors in American education, the largest survey of high school and middle school counselors in the United States with over 5, interviews, was released by Pat Martin and Dr. School counselors suggested changes in their role to be accountable for the success of all students and how school systems needed to change so school counselors

could be key advocates and leaders in student success. Implications for public policy and district and school-wide change were addressed. *How School Counselors Can Drive Career and College Readiness*, challenging all schools to utilize school counselors for equity and access for challenging coursework AP, IB, honors for all students and ensuring college and career access skills and competencies as a major focus for school counselors K Twenty universities were represented and four School Counselor Educator faculty mentors were named. From , the White House, under the leadership of the Office of the First Lady, Michelle Obama, partnered with key school counselor educators and college access professionals nationwide to focus on the key roles of school counselors and college access professionals. The initiatives culminated in an unprecedented collaboration among multiple major professional associations focused on school counseling and college access including the American Counseling Association, the American School Counselor Association, the National Association for College Admission Counseling, the College Board, and ACT raising the profile and prominence of the role of school counselors collaborating on college access, affordability, and admission for all students. In , in response to a call from a report issued from the Reach Higher initiative, American University created the Center for Post-Secondary Readiness and Success, a national research center charged with identifying new and effective models to strengthen post-secondary pathways for all students, especially low-income and first-generation students.

Chapter 4 : School counselor - Wikipedia

School counseling takes place in public and private school settings in grades K Counseling is designed to facilitate student achievement, improve student behavior and attendance, and help.

Good conduct is coveted, but sometimes young minds need guidance to polish their personality. Through counselling, children are given advice on how to manage and deal with emotional conflict and personal problems. Proper counselling will help incorporate valuable lessons in their daily life. Some sessions should involve career guidance, where the students are advised on the selection of courses and different career paths. Students are given proper guidance on how to deal with psychological problems which can badly impact their studies. Through these sessions, the students will be able to develop certain problem-solving skills which to an extent help them deal with particular issues surrounding their lives. The students are advised on how to cope with different situations they tend to face in their school life. For instance, how should they talk politely or relate with their peers. This advice will give them perspective on how should they behave in certain scenarios. Students learn how to live in peace and harmony with others in the school community. Thereby, they also learn to appreciate other people in their class. It helps to bridge the gap between students and the school administration, since they are able to guide their problems through a proper counselling channel in the office. Students get comprehensive advice on career, courses and jobs that enable them to make a proper and informed choice and understand what they can do after they are done with school. It allows students to talk to teachers about various experiences that make them uncomfortable. They can openly share problems that they cannot share with their parents. Talks related to alcohol, drugs, personal feelings or any kind of abuse, can be openly discussed. Guidance and counselling also make students better human beings since they are counselled on how to act and behave in a particular situation 9. It enables students undergoing certain difficulties in their lives, to ask questions and clarify them through guiding and counselling. Therefore, counselling helps them ask without any fear since the person in charge is willing to help. Nalanda International School, Vadodara is one of the schools that provide students with educational counselling in the senior years of school when students come face-to-face with some important decisions in their life. These are crucial years of their teenage life, so they naturally have many questions.

A comprehensive school counseling program is standards-based and data driven, and an integral component of the school's academic mission. It focuses on academic, career, and social/emotional curriculum that is delivered through classroom lessons, small group, and individual consultation.

June 26, Definitions of guidance Guidance is a process through which an individual is able to solve their problems and pursue a path suited to their abilities and aspirations. Hamrin and Erikson Meaning of guidance Guidance is all round assistance to individual in all aspect of his or her development. It makes use of the science of psychology to determine the attitude, interest , intelligence, personality and the discipline of the education for providing right and suitable assistance. It has the characteristic of It is a process of helping or assisting an individual to solve their problems. It help them to identify where to go, what to do and how to do for post accomplishment of their goals. It is a continuous process which start right from childhood , adolescence and continues over in old age. It is assistance to the individual in the process of development rather than direction of that development. It is a service meant for all: Guidance is an organized service not in incidental activity of the school. Guidance is more an art than science. Guidance is centered around the needs and aspiration of students. Guidance service which are aimed at bringing about desirable adjustments in any particular area of experience must take in to account, the all round development of the individual. Although all human beings are similar in many respect, individual difference must be recognized and considered in any effort aimed at providing help or guidance to a particular child. The functions of the guidance is to help a person Formulate and accept stimulating , worthwhile and attainable goals of behavior Apply the goals to conduct his behavior. Existing social, economic and politic unrest is giving rise to many maladaptive factors that require the cooperation of experienced and thoroughly trained guidance workers and the individuals with the problem. Guidance should be regarded as a continuing process of service to an individual from young childhood through adulthood. Guidance service should not be limited to the few who give observable evidence of its need, but should be extended to the all person of all ages who can benefit there from either directly or indirectly. Curriculum materials and teaching procedure should evidence a guidance point of view. Parents and teachers have guidance appointed responsibilities. To administer guidance intelligently and with as thorough knowledge of the individual as is possible , programs of individual evaluation should be conducted and accurate consultative records of progress should made accessible to guidance workers. An organized guidance programme should be flexible according to the individual and social needs. The responsibilities for administration of guidance programme should be centered in a personally qualified and adequately trained person, working cooperatively with his assistance and other community welfare and guidance agencies. Periodical appraisal should be made for existing guidance programmes. Specific guidance problems on any age level should be referred to persons who are trained to deal with particular areas of adjustment. Difference between guidance and counseling Guidance is mainly preventive and developmental where as counseling is remedial as well as preventive and developmental. Intellectual attitudes are the raw material of guidance but emotional rather than pure intellectual attitude are the raw materials of counseling process. In guidance decision making operable at intellectual level, where as in counseling it operate at emotional level. In educational context, counseling service is one among various service offered by guidance programme. Functions of guidance and counseling Guidance and counseling have three fold functions namely adjustmental , orientational and development. Adjustmental They help the student in making the best possible adjustment to the current situation in the educational institution in the home and the community. It enable the student to accept the things which they cannot change in life and differentiate what they can change and cannot change in life. Orientational They orient the student in the problem of career planning, educational programming and direction towards long term personal aims and values. Developmental It is concerned with helping the people to achieve self development and self realization. Need of guidance and counseling The need for guidance and counseling can be summarize as To help is the total development of the students. To arise students in leading a healthy life by abstaining from whatever is detrious to health. To help the proper selection of educational

programme. To select career according to their interest and abilities. To help students in vocational development. To develop readiness for change and to face challenges. To help freshers to establish proper written. To identify and motivate students of the weaker society. To help the students to overcome the period of turmoil and confusions. Ensure proper utilization of time â€”spend outside the class. To help in tackling problems arising out of student exploration and co-education. To minimize the indiscipline. To motivate youth for self employment. Amanda Johnson is a senior nursing professional in a tertiary level health care institute.

Chapter 6 : Guidance And Counselling In Schools

GUIDANCE AND COUNSELING, SCHOOL School counselors help to make learning a positive experience for every student. They are sensitive to individual differences. They know that a classroom environment that is good for one child is not necessarily good for another.

It is a service that assists students in selecting the most appropriate course for them, to discover and develop their psychological and educational abilities and ambitions. Guidance results in self-development and helps a person to plan his present and future wisely. It aims at discussing those problems which are related to personal or socio- psychological issues, causing emotional pain or mental instability that makes you feel uneasy. The counselor listens the problems of the client with empathy and discusses it, in a confidential environment. It is not a one day process, but there are many sessions. The counselor also changes the viewpoint of the client, to help him take the right decision or choose a course of action. It will also help the client to remain intuitive and positive in the future. **Key Differences Between Guidance and Counseling** The significant differences between guidance and counseling are given in the following points: Advice or a relevant piece of information given by a superior, to resolve a problem or overcome from difficulty, is known as guidance. Guidance is preventive in nature, whereas counseling tends to be healing, curative or remedial. Guidance assists the person in choosing the best alternative. Guidance is a comprehensive process; that has an external approach. On the other hand, counseling focuses on the in-depth and inward analysis of the problem, until client understands and overcome it completely. Guidance is given by a guide who can be any person superior or an expert in a particular field. As opposed to counseling, which is provided by counselors, who possess a high level of skill and undergone through professional training. Guidance can be open and so the level of privacy is less. Unlike counseling, wherein complete secrecy is maintained. Guidance can be given to an individual or group of individuals at a time. On the contrary, counseling is always one to one. In the guidance, the guide takes the decision for the client. In contrast to counseling, where the counselor empowers the client to take decisions on his own. **Conclusion** Therefore, after reviewing the above-given points, it is clear that guidance and counseling are two different terms.

Chapter 7 : Importance Of Guidance & Counselling In A Student's Life with Nalanda School

The Master of Education in Professional School Counseling at City University of Seattle prepares graduates to work as school counselors and can be taken in conjunction with a state residence certification.

Chapter 8 : Student Services | Manitoba Education and Training

guidance and counseling, concept that institutions, especially schools, should promote the efficient and happy lives of individuals by helping them adjust to social realities.