

GUIDANCE AND COUNSELLING

M O D U L E 1



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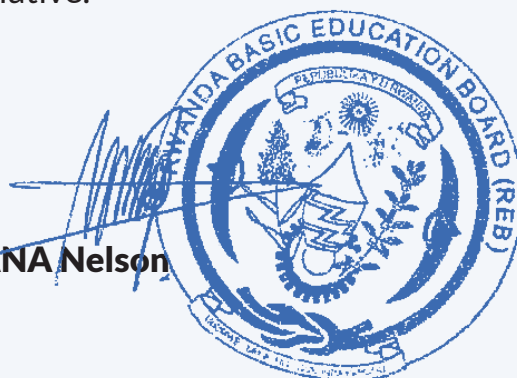
The Rwanda Basic Education Board (REB) is honored to present this training module, which will serve as an official document and guide for the School Guidance and Counseling Program. The program aims to help students in schools develop a positive self-image, a sense of identity, and a set of beliefs and values that will guide their behaviors and actions.

The philosophy of Rwandan education is to ensure that young people at every level of education reach their full potential by acquiring relevant knowledge, skills, and appropriate attitudes, thus preparing them to be well-integrated into society and seize employment opportunities. To support the implementation of this educational philosophy, the Ministry of Education, through the Rwanda Basic Education Board, in collaboration with various Development Partners and stakeholders, has developed the School Guidance and Counseling Module (Module 1) and the School Counseling Facilitator's Guide. These instructional documents provide guidelines for maintaining good counseling practices among school discipline managers and students.

I would like to extend my sincere appreciation to all those who contributed to the development of this document, particularly the Rwanda Basic Education Board staff who oversaw the process from its inception. Special thanks go to our development partners and valuable stakeholders for their unwavering support throughout this initiative.

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Director General



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GENERAL INTRODUCTION

Background

Guidance and counseling services in schools have for long not been formalized and were left in the hands of teachers without training in the area of guidance and counseling. New developments in education, especially the opportunity for free and universal education that was declared in the Dakar Framework of Action in 2000 (World Education Forum, 2000) have resulted in a new scale of problems in schools that required formalization of school guidance and counseling services. Many children go to school with many psychosocial problems. They have little understanding of themselves and their socio-economic and political environment.

School Guidance and counseling programs can help students in schools to develop a positive self-image and a sense of identity as well as establish a set of beliefs and values that will guide their behaviors and actions. The program should engage students in activities and discourses that empower them to make informed decisions and take control of their rights and responsibilities within the family, schools and other social institutions in society.

The school guidance and counseling program is carried out on the sensitization of teachers and other school staff, parents as well as all other educational actors on its importance. The program should help learners to eliminate barriers to academic achievement by offering them with counselors on a personal level or within small groups. School guidance and school counseling entails helping each learner to find his/her own place in school based on the values of work empathize with others, effective learning as well as the choice of studies and profession. For effective delivery of the program, school guidance personnel should be endowed with skills that cover activities such as psychology, career coaching and relationship skills (Gal, 1946).

School guidance and counseling date back to the beginning of the 20th Century. In the 1920s, John Dewey observed that there was a need of accompanying children for their cognitive development, as they encountered various issues that required them to make decisions that were to shape their lives. Later in 1940, Abraham Maslow and Carl Rogers emphasized that guidance should be based on the potentialities of the child, for the counseling should be focused on the child rather than the problem. The aim is to enable children to deal with current and future challenges by improving their potential on the basis of their experiences. Therefore, the school guidance and counseling empathize with the learners and find the domains in which they are more comfortable and effective (Lambie & Williamson, 2004).

One cannot discuss the emergency of guidance and counseling in Rwanda without mentioning the traditional guidance services that existed long before the commencement of the organized (modern) guidance and counseling services in the country. Rwandans usually depend or rely on knowledgeable persons as their

“guides”. Such traditional counselors include parents, elders, friends, teachers, principals, title holders, traditional rulers, religious heads such as priests/pastors, etc. These counselors render their services from either the wealth of knowledge, experience, status or the type of confidence placed in them. In the homes, parents and elders in the family offer some guidance services to the children on how to succeed in life and how to become respectable members of the community. In schools, the teachers serve as guides in career and occupational choices. They do this irrespective of whether they are properly trained to render such services.

The notion of formalizing School Guidance and counseling was initiated by the Ministry of education, through the Rwanda Education Board, by establishing the Unit of career guidance and counseling. This Unit is responsible for conceptualizing, developing and ensuring implementation of strategies, policy guidelines and project proposals aimed at addressing social and professional needs of teachers. So far, some progress have been realized, a manual ‘Teacher’s guide for career guidance and counseling services’ has been developed, career brochures for teachers, posters on various careers, a website www.gostudy.net as well as the training of more than 1,500 teachers on career guidance.

The above-mentioned resources can now be utilized to guide learners properly in making choices of subjects for the junior and senior secondary education. Government will continue to make provisions for the training of teachers and other stakeholders. In this way, guidance and counseling will fully become part and parcel of the educational system.

Rationale

This manual is intended to support teachers and stakeholders in the planning, development and implementation of school guidance and counseling strategies and activities. In this context, MINEDUC, through REB, wants to ensure that teachers have at hand the teaching materials and resources required to carry out guidance and school counseling activities. Thus, it serves as a necessary tool to learners on various aspects of the school and the choice of studies to pursue. The various case studies that are in this document also aim at involving stakeholders in the process of guiding and counseling students.

Though the Government has made enormous efforts in the areas of the quality of education and the provision of school materials as well as the increase of number of schools, problems persist. On the one hand, learners’ expectations in terms of counseling services are not adequately delivered or even provided at some schools. On the other hand, there are difficulties identifying and defining the tasks associated with the different actors on school guidance and counseling. This document provides school counselors with insight into their professional identity and the purpose of their guidance and counseling services. In addition, the establishment of a career guidance and counseling unit in REB which is stipulated in the official gazette number 52 of 25/12/2017 further explains the need for school guidance and counseling services in Rwandan schools.

The school guidance and counseling program needs a particular attention,

especially with the reopening of schools within the COVID-19 pandemic period. Abrupt school closures had repercussions and created various challenges. There were and there are still significant disruptions situations, for example, the unreported abuse of children. All children have been obliged to comply with the demands of political decisions, including wearing masks, staying at home instead of going to school or visiting friends. Others even have lost their family members. All these have had negative effects on their mental health, hence the need to implement the school guidance and counseling program.

Purpose and objectives of School Guidance and Counseling

The purpose of this manual is to equip school counseling personnel (teachers, discipline master, patrons and matrons) with competences in school guidance and counseling to be able to help and follow up learners with academic/educational, career, social, psychological and emotional problems.

This manual is intended to enrich school counseling personnel with knowledge and skills in the area of school guidance and counseling to be able to:

- Identify the need of school guidance and counseling in Rwanda,
- Explain the key areas of school guidance and counseling for student development,
- Identify common challenges of learners in schools,
- Initiate school guidance and counseling activities for addressing student development needs,
- Conduct school guidance and counseling sessions.

UNIT 1

KEY CONCEPTS, APPROACHES AND PRINCIPLES OF GUIDANCE AND COUNSELING

This unit focuses on key concepts, approaches and principles of Guidance and Counseling.

Learning outcomes

By the end of this unit, you should be able to:

- Explain the concepts of guidance and counseling;
- Apply counseling approaches in a school context;
- Identify the principles of guidance and counseling.

1.1 Key concepts of school guidance and counseling

This section intends to help you understand the concepts of guidance and counseling.

Activity 1

What do you think guidance and counseling is about?

1.1.1 Guidance

Literally to guide means to “direct”, “point out”, to “show the path”. Therefore, guidance is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc. Guidance is a concept as well as a process. As a concept, guidance is concerned with the optimal development of the individual. As a process, guidance helps the individual in self-understanding (understanding one’s strengths, limitations, and other resources) and in self-direction: ability to solve problems, make choices and decisions on one’s own (Stanford, 2019).

Guidance in school setting

In a school context, guidance is understood as a program provided for learners by teachers, administrators, guidance specialists and other school personnel on a continuous basis. It is related to every aspect of school life such as learners' wellbeing, the curriculum, the methods of instruction, other curricular activities, disciplines etc.

School guidance is the “assistance given to the individual (i) to understand his/her potentialities (ii) have a clear-cut idea of the different educational opportunities and their requirements (iii) to make wise choices as regards to school, colleges, the course: curricular and extracurricular” (Khatoon, 2014, p.115).

1.1.2 Counseling

Counseling is the process of helping people with physical, emotional and mental health issues improve their sense of well-being, alleviate feelings of distress and resolve crises. It involves assessment, diagnosis, and treatment of more severe psychological symptoms. According to Ojo & Rotimi (2006), counseling is a process by which a troubled person (the client) is helped to feel and behave in a more personally satisfying manner through interaction with an involved person (the counselor) who provides information and reactions which simulate the client to develop behaviors which enable him to deal more effectively with himself and his environment.

School Counseling

In educational settings, School Counseling is a comprehensive program with services aimed at helping students develop their personal, social, and work lives. School Counselors involve parents, teachers, other schools, personnel, and members of the community in assisting students' development into effective members of the community.

As Akinboye (1982) states, the purposes of school counseling are as follows:

1. Helping counselees to obtain information to make decisions, to gain acceptance or clarification of certain personal characteristics that may interfere with, or related to making decisions.
2. Assisting counselees to explore, understand and accept themselves so that they can become self-directing individuals.
3. Helping counselees learn what is needed to solve their various problems.
4. Helping the counselees achieve integration, adjustment and identification with others (Akinboye, 1982, p. 65).

1.1.3 Differences between Guidance and Counseling

Activity 2

Basing on your own experience and on the knowledge acquired in school guidance and counseling, identify the differences between school guidance and school counseling.

The terms counseling and guidance have generated controversies among authorities in the field regarding whether counseling and guidance reflect similar process activities or whether both terms should remain independent considering the fact that there exist some differences between the two. There are varied opinions among writers in this regard.

Guidance covers a comprehensive school program of activities and services aimed at assisting students to be able to make informed choices in life. On the other hand, counseling is part of guidance services, such as appraisal, placement, follow up, orientation, information and referral among others (Odeleye, 2017).

Guidance is recommended for all students on a regular basis while counseling is for only those who are experiencing continuing or temporary problems that information alone will not resolve. Thus, counseling has a therapeutic function.

While guidance is primarily targeted at an individual or 'classroom size' having a need for information, the focus of counseling is primarily individual attention targeted at addressing problems related to a need for self-understanding.

Guidance presupposes direction and casts the client-counselor relation as prescriptive and instructional with the counselor as an authority figure, teacher and expert and the client as helpless, dependent, docile and passive whereas counseling views the client-counselor relationship as a 'partnership that works' with the client actively involved and taking responsibility for his actions and decisions (Singh, 2018).

Guidance could be given by anybody (school leaders, teacher, priest, parent, trained school counselor or any other school personnel) at any setting (school, market place, church, mosque, etc.) using any medium of communication (audio visual, television, radio, bill board, etc.), whereas counseling can only be given by a trained counselor in a school or clinical setting on a face-to-face relationship.

Activity 3

Using the knowledge on the differences between guidance and counseling, identify a concrete example (a case) in your school that requires guidance and counseling.

1.2 Approaches of School Counseling

This section tackles some counseling approaches that counselors use while providing interventions in schools. Wright (2011) explains Adlerian school counseling, behavioral approach, child-centered approach, Rational Emotive Behavior Therapy and, Cognitive Behavioral Therapy in school counseling as follows:

1.2.1 Adlerian School Counseling

Alfred Adler holds the belief that behaviors and actions of all humans are directed by social needs. From infancy onward, children work to understand the world around them and become competent within it. This inevitably leads to the child being blocked in these efforts. One result of being blocked is a belief that one is inferior and weak. The interpretation of the world by the young child may be distorted and very wrong. This is made worse in families where the child never develops the ability to express independence and competence. Primary school students can overcome insecurities developed earlier in their childhoods by learning to work in cooperation with others.

Adlerian counseling is aimed at gaining an insight into self by learning to live effectively in school and in other social settings. It is designed for use with preadolescent students; Adler believes that children misbehave because they are acting out of faulty logic about how the world works.

Children experience 4 groups of problem behaviors:

- 1) **Attention seeking:** This is when children especially at early childhood stage show behaviors such as unjustified crying and other annoying things because of not being given sufficient attention by the caretaker or mother.
- 2) **Revenge:** This is the tendency by early childhood children to strike back or retaliate because of the wrongs done to each other. For instance, if a child damages the things of another, the friend will take revenge by either fighting, or taking away something.
- 3) **Inadequacy:** Children tend to experience feelings of inadequacy due to many reasons including being neglected by their caretakers or parents/guardians, uncompromising peers, or having been denied the opportunity to engage in things that make them feel competent.
- 4) **Power struggles with parents:** This is the tendency by children in the early childhood stage to engage in a scuffle with the caretaker because of egocentric thinking that they can do things on their own. For instance, a child may not accept a caretaker to get him or her dressed on the pretext that he/she can do it by himself or herself.

The goal of counseling is to transform the child's feelings of weakness and turn them into constructive and positive behaviors. Most interventions are designed

to teach children more productive approaches to behaving and interacting with others. Adlerian methods of counseling include role play and storytelling which are simulation techniques that can be used in group counseling.

1.2.2 Behavioral Approach: Operant Conditioning (Skinner)

In operant conditioning theory, Skinner believed that children are likely to repeat an action or behavior (operant) that is closely followed by a pleasant outcome (reward). This behavior–reward cycle will produce frequent recurrences of the behavior. As the child must first operate or provide a behavior, it is referred to as operant conditioning.

The reward that changes behavior is referred to as a reinforcer. A positive reinforcer (a positive and desirable reward) can meet a child's primary and secondary needs. For example, primary needs include food, drink, and sleep. Secondary needs can include affection, praise, or permission to participate in a favorite activity.

A negative reinforcer (removal of an annoying condition following the desired behavior) can also change behavior. For example, when a parent obliges a child to put away all the toys and clean up his or her room, the child may find this annoying. When the child does as asked, no more annoyance till the next time, and being left alone for a while rewards the child. Behaviors that are never rewarded will eventually be extinguished. These reinforcement techniques are also used in school counseling.

1.2.3 Rogers' Child-Centered School Counseling

Counselors employing the child-centered approach of Carl Rogers believe that all children have dignity, value and deserve respect. All children are able to make constructive behavioral changes in their lives and strive to be fully actualized. In Rogers Child-centered school counseling, the focus is on how the child views and understands what he or she is experiencing.

Being an active listener requires the counselor to avoid interpreting what the child means, asking questions, or giving the child advice. This is referred to as non-directive counseling. The goal of Rogerian school counseling is to assist the child to reach a point described by Rogers as congruence. The congruence that is needed is between the child's knowledge of him or herself as a person and the ideal image he or she wishes could be achieved. This difference is known as incongruence, and it represents a source of anxiety, frustration, and maladaptive behaviors. Children being counseled move toward improvement when the counselor is warm and authentic, congruent, and an active listener (paying attention, withholding judgment, paraphrasing, clarifying, summarizing, reflecting, and sharing); provides unconditional acceptance of the client, empathetic, genuine.

1.2.4 Ellis's Rational Emotive Behavior Therapy in school counseling

Ellis believes that psychological problems are the product of misperceptions and irrational cognitions. In a school setting, Ellis' approach teaches students how to think about their lives in productive and qualitatively better ways. Many primary and secondary school students are easily upset and experience inappropriate emotional feelings following interactions with others that do not happen in the desired way. These emotions lead to inappropriate and self-destructive patterns of responses. By learning different ways to interpret and understand his or her world, the student soon feels better and responds to others in more appropriate ways. This led Ellis to describe his approach to therapy as rational emotive behavioral therapy (REBT).

The first phase in REBT involves assessing the problem that is affecting the child/ student. While assessing, getting adolescents to express their feelings and describe what they are thinking can involve Rogerian methods. Students who lack the ability to explain how they feel can be assessed through storytelling. In this assessment, the counselor is listening for irrational thinking that may be highlighted through language patterns. Once the problem has been identified, the next task for the counselor is to find its parameters (the intensity of the distress the child is experiencing, how long it has been going on, and how frequently it occurs). The issue of frequency can provide the counselor insight into what triggers the child's distress (Resnicow & McMaster, 2012).

The two linked goals of REBT:

- 1) To have the students recognize how their thinking is not rational and that the conclusions being reached are wrong.
- 2) To re-educate the student in new thinking patterns and a more rational way of seeing the world around him.

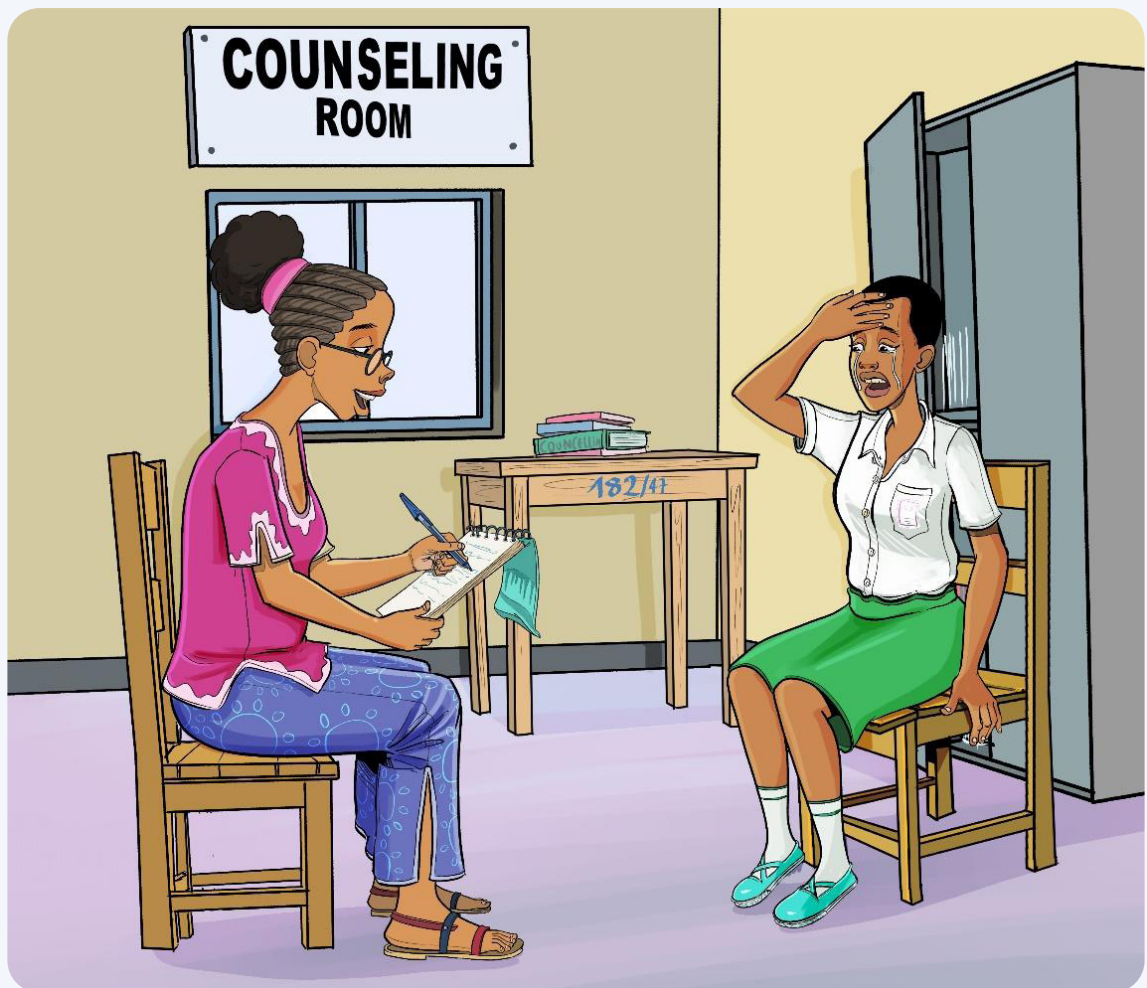
Ellis proposed a series of steps for the counselor to follow in helping the child:

- A. Identifying the activating event,
- B. Identifying irrational beliefs or cognitions about step A,
- C. Identifying the consequences for the irrational beliefs (emotions and feelings),
- D. Disputing the irrational beliefs, and
- E. Employing effective, new, more rational thinking about the original activating incident.

Activity 4

Read the following scenario and suggest steps that should be followed by the school counselor in helping Keza, a student who is experiencing romantic breaks up.

Keza receives a rejection from the first boyfriend for whom she feels romantic love. The boyfriend wants to date other girls; Keza thought they were “going steady.” Keza is crushed by the “break-up” and feels it is all her fault. She feels anger at the boyfriend and has feelings of self-loathing and depression. The school counselor disputes her analysis showing that no one is at fault, and she is a worthy person who is liked by others. Keza replaces irrational thinking with a realization that she is a competent and likeable person who can make and keep friends and that other boys are also available.



1.2.5 Beck's Cognitive Behavioral Therapy in School Counseling

Aaron Beck, a pioneer in cognitive behavioral therapy (CBT), has labeled the irrational thoughts described by Ellis as automatic thoughts. His approach to therapy is assisting the client in setting goals for interacting in the world and then reaching them by changing the distortions in cognition or automatic thoughts. Automatic thoughts occur and run parallel to the person's ongoing interactions in the world. For example, a child sees several other children laughing and has automatic thoughts of being the focus of their humor, a person so unworthy as to be laughed at. These thoughts lead to negative emotions, loss of self-esteem, and self-defeating behaviors such as avoidance of others. The counselor's task is to teach new ways of thinking (Wright, 2011, pp. 183 - 222).

Activity 5

Which approaches of school counseling do you think are applicable in schools in Rwanda? Explain why.

1.3. Principles of Guidance and Counseling

The basic principles of guidance and counseling are the following:

Guidance and counseling services are for all people. A program of guidance services is potentially intended for all people and not only those who have problems. Students, staff, the community and other agencies may benefit directly from a program of guidance services. In a real-life situation, each individual often experiences one type of problem or the other although he may not be aware of or even admit he needs help. Every student is welcome to seek guidance although some students may need it more than others.

Guidance and counseling services are voluntary and not by force. The students may be persuaded but not forced to participate in a counseling session.

Guidance and counseling services are for all school levels. Appropriate types of counseling techniques should be fashioned to suit the needs of counseling at primary school, junior secondary school and post-secondary institutions of our educational system. Counselors should realize that the type of problems and concerns of the clients differ from one age to another.

Guidance and counseling services are aimed primarily at preventing problems than solving them. Indeed, there is a popular saying that "prevention is better than cure" which is a good slogan for counselors.

Guidance services do not provide solutions to all human problems. Unresolved

problems can be referred to more competent agencies for possible solutions. The counselor should recognize his limitations and promptly refer clients to other agencies whose services will better meet the needs of the clients which the counselor has identified.

Guidance and counseling services must ensure the security and confidentiality of personal information revealed either directly by the client during the counseling interview or through data collection process. Confidential information should only be shared with others with the consent of the client or if to do so will serve the interest of the client and the law of the land. If a client confides in the counselor that he or she committed one type of crime, the counselor should strongly persuade him/her to stop such a criminal act; he should not report the confidential information to the police or even to the principal. A counselor should not betray trust and confidentiality.

Guidance and counseling services should be rendered on a continuous basis. As a person grows up, his needs, interests, goals, aspirations, and plans may also change. Guidance services should not be a once and for all affair but should follow up the developmental pattern of an individual as much as it is feasible.

Guidance and counseling services should recognize the worth and dignity of an individual client. Counselors should accept their clients with empathy, understanding, congruence and unconditional positive regard as postulated by Carl Rogers. Other school personnel, such as members of the school disciplinary committee, may be inclined to summarily dismiss a student due to his shortcomings or violation of school regulations, guidance services focus on the reformation of the offender and the need to plan for alternative behavior for the client to adopt. Thus, the counselor holds a positive and patient view that most individuals with maladaptive behaviors could change through an adequate learning process.

Guidance and counseling services are based on the total development of mental, vocational, emotional, and personal social aspects of an individual's intellectual development alone. The cognitive, affective and psychomotor domains of the individuals are all important and should be emphasized.

Guidance and counseling services may manipulate the environment to help the client consider employment opportunities. The counselor may intervene on behalf of his client, to seek for scholarship or prevent other persons from frustrating him.

Activity 6

Explain how you can apply the principles of counseling in school settings.

1.4. Guidance and Counseling areas for Student Development

This subunit introduces the student development needs that have to be addressed through guidance and counseling services. Counselors need to work more closely with stakeholders in identifying school issues affecting student development by planning programs to address these obstacles to learning (Schmidt, 2008). A comprehensive counseling and guidance program provides developmental opportunities and experiences that address three central student-development areas namely, personal/social, academic, and career (Spearman, 2008). The standards for each developmental area provide guidance and direction for schools to develop student competences through effective school counseling programs. Student competencies define the specific knowledge, attitudes and skills that students should be able to exhibit after receiving guidance and counseling services. Various scholars (Bardhoshi, 2016; Kumara, Bhakti & Tentama, 2016; Gysbers, 2013; Fezler & Brown, 2011; Rex, 2008) point out a number of standards for student development which are applicable to the Rwandan context.

Learning outcomes

By the end of this subunit, you should be able to:

Relate socio-emotional development to academic and non-academic success;

Explore teacher's role in relation to student academic, socio-emotional and career development; and

Identify academic, personal/social-emotional, and career development needs of students.

Indicative content

This subunit covers:

- Student development areas (Academic development, Career development and, Personal/Socio-emotional development);
- Student standards in personal/social, career and academic development areas; and
- Student needs assessment tool.
- Student academic, personal/socio-emotional, and career development needs

Activity 7

Think about at least three reasons for provision of guidance and counseling services in your school and write them in your notebook;

Share your findings with colleagues

Classify the reasons into: academic, personal/social and, career development.

1.4.1. Student development areas

In school, home and community there are many problems that affect students. These problems include; lack of educational information, wrong choices of educational courses, gender stereotypes, poor study habits, difficulty in taking examinations, negative school attitudes and behaviors, inappropriate peer relationships, harassment issues, bullying and victimization, gang pressures, conflict, substance abuse, family abuse, depression, attention-deficit/hyperactivity disorder, anxiety disorders, conduct disorder, eating disorders and, above all, lacking someone to whom they can freely confide their concerns (Bhusumane, 2000; TCA, 2018; MINEDUC, 2014). Educational institutions have to provide preventive, remedial and developmental educational guidance to students so that they can make realistic educational plans for their future. This section focuses on the three broad and interrelated areas of student development. Each of these areas of student development, namely, personal/social-emotional development, academic development and career development, encompasses a variety of desired students' competencies (knowledge, attitudes/values, and skills).

a) Personal, Social and Emotional Development

Personal socio-emotional development includes self-confidence and self-awareness, managing feelings and behavior, and making relationships, self-respect, respecting others, skill attainment, goals setting and skills for safety and survival (Langston, 2014).

These are categorized into personal competencies (self-awareness, self-control, and self-motivation) and social competences (Purnama & Rahman, 2014). Students who are personally/socially competent can live independently, are useful for others and the environment, make interpersonal relationships, have better communication skills, respect differences and work together, and have conflict resolution skills. It helps students to interact effectively and develop positive attitudes not only to themselves but also to others. This is dependent on the influence of adults, parents and caretakers providing children with positive feedback and modeling appropriate behaviors. Students' personal social competences are enhanced by implementing effective personal social guidance and counseling programs in schools, thus leading to resilience.

Resilience theory and activation of positive resources

Resilience is defined as the capacity of some individuals to successfully adapt to adversity and to function in a competent manner in face of a traumatic situation to live, to succeed and to develop despite traumatic events experienced in the past (Gilbert 2010).

Resilience is also defined as “the capacity of a system to absorb disturbance, undergo change, and retain essentially the same function, structure, identity, and feedbacks” (Longstaff et al. 2010, p.2). In fact, Bruneau et al. (2003) also asset that resilience is the ability of the system to reduce the chances of a shock, to absorb a shock if it occurs (abrupt reduction of performance) and to recover quickly after a shock (re-establish normal performance).

More specifically, a resilient system is one that shows the following:

- Reduced failure probabilities,
- Reduced consequences from failures, in terms of lives lost, damage, and negative economic and social consequences,
- Reduced time to recovery (restoration of a specific system or set of systems to their “normal” level of performance),

From the above, resilience allows:

- Suffering persons to continue to live, to develop and to build a happy future in spite of the adversity lived in the past.
- Different views on traumatized persons
- Approaching the suffering from the perspective of resources rather than from the perspective of deficits
- People to change the traditional views of trauma which emphasized the disturbances triggered by trauma neglecting the resources and capacities of survivors.

The following are protective factors contributing to resilience:

- A feeling of personal competence,
- Cognitive competences,
- The capacity to solve problems and to cope with stress,
- The capacity to build up relations,
- A feeling of significance and the conviction to have a place in the society,
- A religious or spiritual affiliation, faith in God,
- The capacity to give a sense to events and situations,
- A feeling of optimism,
- A tendency to see the good side of things while disregarding their troublesome aspects,

- An attitude of altruism (acceptance of others),
- A sense of humor,
- Positive relations with others, a favorable family environment, rich and securing relationships,
- A social network and the presence of people who help as teachers, nurses, and members of the extended family.

The result of these is the student's developed self-esteem and self-awareness.

Self-confidence and self-awareness: Students need to develop confidence in who they are and what they can do and in expressing themselves. To be successful in various dimensions, students need to have at least someone to give them their sense of self-worth. Development of self-worthiness in an individual promotes confidence with others and knowing when one needs support from other people. A confident student is capable of expressing own point of view concerning learning needs and advocacy for self and others. An example a guiding phase is the case of two students who are delivering a speech. One does it with high self-esteem and confidence while the other is shy in front of the audience in a hole.



Managing feelings and bad behavior: This includes understanding your own feelings and the feelings of other people. It is related to managing one's own feelings so as to be able to overcome small annoyances one meets and following simple rules in different settings. The steps to be followed are:

- Stabilization of emotions / feelings
- Confrontation of a problem
- Rehabilitation of the person
- Referral for further therapy or intervention

Making relationships: This aspect is about learning to work with others, friendship, and empathy (UNESCO, 2000). Students need role models; adults and peers from whom they learn certain behaviors such as being kind and apologizing when they hurt others' feelings. Making relationships is a life-long aspect in helping students develop personally, socially and emotionally.

b) Career development

The definition of career development encompasses three primary areas which are self-awareness, career awareness, and career decision-making. Career development is a process by which individuals choose a career path or occupation, continue to develop in it throughout their lives, and have several major career changes as personal needs and interests change (Obiunu & Ebunu, 2010).

Ecosystemic approach has been used for understanding factors which affect student career development. Culture and social environment are the interrelated subsystems that influence an individual career choice. According to the Ecosystemic approach (Maree, Hislop-Esterhuizen, Swanepoel & van der Linde, 2009), the study of Maree et al., (2009) conceptualized an individual's career choice as part of a subsystem in interaction with other subsystems such as the home, parents and other persons who influence the learner's career choice. The internal (micro systems) and external (meso and macro systems), such as family, peer group and social support system influence the pursuit of career objectives.

Factors affecting career development

Career choice involves many factors which are interrelated (Kazi & Akhlaq, 2017):

- A student's home environment such as parents' attitudes, parents' educational level influences a child's career choice; parents exert emotional pressure regarding the choice of careers and the child's preferences are never a matter of concern for them;
- Different curriculum options, hidden curriculum, and school culture;
- A student's talents, skills, and academic achievement; talented students may have better career prospects and choices as compared to the struggling ones; students with better academic performance are able to make better judgments about themselves; a well-read person has more information related to career choice, and reads more to make the crucial decision his or her decisions are likely to be correct and wise;
- Financial prospects influence career choice;
- Gender stereotyping of jobs and professions has also been observed influencing career choices;
- Socioeconomic factors (students from poor socioeconomic backgrounds tend to make wrong career decisions (decisions that do not conform to their self-concept), and choose professions which require a short duration of training, primarily due to financial constraints; and
- Developing countries direct their students into careers according to country needs.

The above factors are classified into social and structural influences that can inform career choices positively or negatively (Theresa, 2015). Gender stereotyping, role models, peers, media, and parents are examples of social influences. Structural

influences are manifested in the institutional support available such as teachers and counselors. Teachers' decision making in the career choice process may lead to failure and disappointment of a student. A child's career development is more determined by his or her work at school where he or she is active in learning (Rex, 2008). As shown by research (Lapan, Gysber, & Petroski, 2001; cited in Mau, 2008, p. 501), students are more likely to stay in school and engaged in learning when they see the relevance of their coursework to career work. Therefore, students need career interventions to cater for their career development needs.

c) Academic development

Academic development can be understood as the joint responsibilities of the student and the school stakeholders whereby everyone brings her/his own contribution in the learning process of students (Dixon & Gudan, 2000). Academic development program offers special services and activities, study sessions, language learning, development of skills in time management, acquisition of techniques in memorization, general problem-solving strategies and other diverse learning opportunities. Students are helped to use their skills and knowledge to perform well in school. They may also perform professionally in the workplace later on in life (Rex, 2008).

Factors affecting academic development

There are potential factors that may affect a student's academic development. For instance, some problems can cause a student to become emotional and affect academic development (McLeod & Kaiser 2004), such as:

- Problems at home
- Economic hardships;
- Low parental support; and
- Language barrier.

How can family issues affect student performance in school?

Family problems, like major changes in family dynamic, financial instability, divorce of parents and sibling bullying can have a significant impact on children e.g. children feel guilty, neglected, or unloved and as a result lose focus at school.

Financial strife and sibling bullying can also put stress on a child's emotions and cause them to lose focus or act out at school.

Parent laxity is also linked to poor parenting and consequently detrimental to children's upbringing that later negatively affects their success in life.

How does Poverty affect Academic Achievement?

Poverty negatively affects academic achievement in a number of ways. Poverty retards proper human development in physical, mental language and social domains. One's educational achievement is also grossly affected by poverty in the

sense that poor parents fail to provide adequate financial and material resources that are a prerequisite to admission at school. “The poor tend to suffer from severe health problems directly linked to mental and physical impairments and other birth defects” (Gibson, 1981). This means that the shortage of adequate nutritional food leads to malnutrition which impedes proper mental and physical development. The author points out that poverty is associated with a number of educational disadvantages that entail poor attitudes to school, low academic skills, little interest in formal lessons and pessimism on the part of parents.

Low parental support

Parents’ involvement affects the child’s attitude toward school and classroom conduct. Students who lack supportive parents have to struggle on their own. This affects their performance and their self-esteem.

Language barrier

In order to gain knowledge through independent reading and participate in meaningful discussions in the classroom, students must master the complex words and phrases that characterize the language of school. Therefore, academic language is critical for reading comprehension and overall academic success.

1.4.2. Student standards in personal/social, career and academic development areas

The student standards are public statements of what students should know and be able to do as a result of participating in a school counseling program. Each student content standard includes student competencies. Student competencies are the specific knowledge, attitudes, values and skills students demonstrate as a result of participating in a school guidance and counseling program. This section presents student content standards in personal/social, career and academic development areas (see Tables 1, 2, and 3). The standards are drawn from the international model of school counseling (Fezler & Brown, 2011). According to this model, each counseling program needs to determine how to best deliver the content standards at their school.

Table 1: Student standards related to personal/social development

Students will acquire the knowledge, attitudes/values, and interpersonal skills to help them understand and respect themselves and others
Develop positive attitudes toward self as a unique and worthy person Identify values, attitudes and beliefs Identify and express feelings Distinguish between appropriate and inappropriate behavior Recognize personal boundaries, rights, and privacy needs Understand the need for self-control and how to practice it Demonstrate cooperative behavior in groups Identify personal strengths, assets and areas for self-improvement Identify and discuss changing personal and social roles Identify and recognize changing family roles
Students will make decisions, set goals, and take necessary action to achieve goals.
Exercise decision-making and problem-solving with an understanding of consequences of decisions and choices Develop effective coping skills for dealing with problems Seek help for solving problems and making decisions Apply conflict resolution skills Identify long and short-term goals and alternative ways of achieving them Develop an action plan to set and achieve realistic goal
Students will understand safety and survival skills
– Demonstrate knowledge of personal information eg. home address, emergency contact – Learn about the relationship between rules, laws, safety, and the protection of rights of the individual, – Recognize appropriate and inappropriate physical contact – know when to seek peer support and when to seek professional help • Identify resource people in the school and community, and know how to seek their help • Apply effective problem-solving and decision-making skills Understand the emotional and physical dangers of substance use and abuse • Demonstrate the ability to cope with peer pressure • Understand signs of stress and techniques for managing stress and conflict • Learn internet safety skills

Table 2: Student standards related to students' career development

Students will acquire the skills to investigate the world of work in relation to knowledge of self as it relates to culture and family values, and to make informed career decisions

Develop Career Awareness within a Global Workplace

- Develop skills to locate, evaluate, and interpret career information
- Develop an awareness of personal abilities, skills, interests, and motivations
- Learn how to interact and work cooperatively in teams
- Learn to make decisions
- Learn how to set goals
- Understand the importance of planning
- Develop hobbies and vocational interests

Develop Global Employment Readiness

- Acquire employable skills such as working on a team, problem-solving and organizational skills
- Apply job readiness skills to seek employment opportunities
- Learn about the rights and responsibilities of employers and employees
- Learn to respect individual cultural uniqueness and cultural sensitivity/ understanding in the workplace
- Develop a positive attitude toward work and learning
- Understand the importance of responsibility, dependability, integrity, and effort in the workplace
- Use time and task-management skills
- Understand the importance of being self-directed employees and how to promote initiative in one's work

Students will employ strategies to achieve future career goals with success and satisfaction

- Apply decision making skills to career planning, course selection, and career transition
- Demonstrate knowledge of the career planning process
- Use research and information resources to obtain career information
- Understand how changing economic, societal and cultural needs influence employment trends and future training
- Use research and information resources about post-secondary institutions offering major/course selection leading to desired career

Students will understand the relationship between personal qualities, education, training, and the world of work.

Acquire Knowledge to Achieve Career Goals

- Understand the relationship between educational achievement and career success
- Explain how work can help to achieve personal success and satisfaction
- Understand that the changing workplace requires lifelong learning and acquiring new skills
- Understand that work is an important and satisfying means of personal expression

Apply Skills to Achieve Career Goals

- Learn to work cooperatively with others as a team member
- Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

Table 3: Student standards related to students' academic development

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span

Improve Academic Self-concept

- Articulate feelings of competence and confidence as learners
- Display a positive interest in lifelong learning
- Accept mistakes as essential to the learning process
- Identify attitudes and behaviors which lead to successful learning
- Understand the importance of original work and academic honesty

Acquire Skills for Improving Learning

- Apply time management and task management skills
- Demonstrate how effort and persistence positively affect learning
- Apply knowledge and learning styles to positively influence school performance

Students will complete school with the academic preparation essential to choose from a wide range of postsecondary options, including university.

Achieve School Success

- Take responsibility for their actions
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Develop a broad range of interest and abilities
- Demonstrate dependability, productivity, and initiative
- Share knowledge

Students will complete school with the academic preparation essential to choose from a wide range of options in successive levels of education

Improve Learning

- Demonstrate the motivation to achieve individual potential
- Learn and apply critical thinking skills
- Apply the study skills necessary for academic success at each level
- Seek information and support from faculty, staff, family and peers
- Organize and apply academic information from a variety of sources
- Use knowledge of learning styles to positively influence school performance
- Become a self-directed and independent learner

Establish challenging academic goals in early childhood through graduation

- Use assessment results in educational planning
- Develop and implement an annual plan of study to maximize academic ability and achievement
- Apply knowledge of aptitudes and interests to goal setting
- Use problem-solving and decision-making skills to assess progress toward educational goals
- Understand the relationship between classroom performance and success in school
- Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Relate School to Life Experience

- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- Seek co-curricular and community experiences to enhance the school experience
- Understand the relationship between learning and work
- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- Understand that school success is the preparation to make the transition from student to community member
- Understand how school success and academic achievement enhance future career and vocational opportunities

Students will complete school with the academic preparation essential to choose from a wide range of postsecondary options, including university.

Achieve School Success

- Take responsibility for their actions
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Develop a broad range of interest and abilities
- Demonstrate dependability, productivity, and initiative
- Share knowledge

Students will complete school with the academic preparation essential to choose from a wide range of postsecondary options, including university

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Establish challenging academic goals in early childhood

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Apply knowledge of aptitudes and interests to goal setting

Use problem-solving and decision-making skills to assess progress toward educational goals

Understand the relationship between classroom performance and success in school

Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

Source: Adapted from Fezler, B. and Brown, C. (2011). The International School Counseling Programs. AASSA (pp. 36 – 42).

Having a clear understanding of student development needs helps the counselor design a need assessment tool based on the standards for student personal/ social, academic and career development. Information gathered from need assessment helps counselors identify student development needs (Supriyanto &

Handaka, 2017). Below is the example of student needs assessment related to personal/social development (Spearman, 2008, pp. 81 - 82):

1.5. Student needs assessment tool

To determine student development needs and in evaluating the school effectiveness for facilitating student development priorities for all students, it is important to have a relevant tool to use. The following is an example adapted from Spearman (2008).

Please respond using the following scale to rate your priority by circling your choice:

Personal/Social Development

Students need to	Priority level: 5 = highest priority 4 = very important 3 = necessary 2 = optional 1 = not necessary				
Understand and accept themselves	5	4	3	2	1
Learn how to make and get along with friends	5	4	3	2	1
Develop more self-confidence	5	4	3	2	1
Know how to get along with family members	5	4	3	2	1
Know how to get along with teachers	5	4	3	2	1
Learn how to appropriately deal with conflict and anger	5	4	3	2	1
Understand the consequences of substance use/abuse	5	4	3	2	1
Develop a healthy awareness of their reproductive health	5	4	3	2	1
Exercise self-discipline and behave appropriately	5	4	3	2	1
Become more tolerant of persons whose views differ from theirs	5	4	3	2	1
Take action toward solving their problems	5	4	3	2	1
Learn how to cope with change	5	4	3	2	1

Adapted from Spearman (2008).

After identifying student needs using the above tool, the school counselor makes a list of priorities from highest (5) to necessary (3) and then organizes appropriate guidance and counseling activities. The results of the need assessment constitute a basis for developing comprehensive guidance and counseling programs that encompass guidance and counseling services delivered to students.

Student development needs per level

Rwanda operates an education structure comparable to other education systems regionally and internationally. It includes pre-primary education, primary education, secondary education, and higher education levels. Student development needs vary from one level to another (Fezler & Brown, 2011; Rex, 2008). In this manual focus is put on pre-primary, primary and secondary school levels.

Pre-primary education: Attended by 3-6 year olds, encourages the socialization of young children and ensures that they are ready to start school on time and have begun to develop foundational skills needed for learning at primary school and beyond. Children in pre-primary school begin to acquire academic and personal/social skills.

Primary education attended by 7–12-year-olds ensures that all children receive intellectual, physical and moral education. Statistics from MINEDUC (2018) indicate that very few children who enroll for primary education have had pre-primary education (28.1% in 2017, and 47.7% in 2018). Primary education ends with the national primary leaving examination which determines eligibility for lower secondary education.

Secondary education: This level is divided into lower and upper secondary levels:

Lower secondary level is attended by learners aged between 13 and 15 who have passed primary leaving examination. It is a general academic program that prepares students for upper secondary streams, vocational training courses or early employment. Early adolescents are slowly moving from seeking and meeting adult expectations to seeking and meeting their own expectations through friendships and interactions with their peers. The most notable characteristic of the early adolescent is the physical growth that accompanies puberty.

Upper secondary consists of learners aged 16 to 18 preparing students for different fields; general education, primary teacher education and technical education in preparation for higher education or employment. Some begin to consider marriage and others find themselves attempting to cope with antisocial behavior, drugs, alcoholism, or unexpected parenthood. The greatest challenge during these times is the formation of a stable sense of identity.

Activity 8

List problems that you experienced when you were still a student.

Categorize the problems into academic, personal socio-emotional and, career problems.

Activity 9

Read the following scenario and answer the related questions:

Case Scenario-Teta

Teta, a 14-year-old senior two student at G S Gaturusu, is the first born among 5 siblings. Her father is a casual worker, and her mother is a cleaner at a nearby health Center. Teta has been among the best performers in school. She used to be an active member of the environmental protection club, anti-crime club and a Class-monitor.

Upon her return from COVID19 school closure break, Teta has noticeably changed, and her performance began to drop. During lessons, she is sleepy and has lost concentration. In addition, Teta has withdrawn from club activities, and she seems to have lost interest in being a leader.

The class teacher has concerns regarding Teta due to Teta's recent change in behavior and allegations that she could be pregnant. The class teacher shared his concerns at a recent staff meeting but members in the meeting did not seem concerned about Teta's behavior changes.

The class teacher has approached and informed you that he had tried to talk with Teta about his concerns, but Teta became angry, burst into tears, and stormed out of the room.

Teta has agreed to meet you as a counselor at G S Gaturusu upon the encouragement of her class teacher hoping that you will help her with her issues.

Questions

With reference to the scenario above, identify problems that need to be addressed through guidance and counseling.

Classify the identified problems into personal/social, academic/educational or career development needs

What competences (knowledge, skills, attitudes, values) does the counselor need to develop in Teta to address her challenges?



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UNIT 2

MAJOR CHALLENGES THAT CAN BE ADDRESSED BY GUIDANCE AND COUNSELING IN SCHOOLS

This unit aims at identifying some common issues in schools that militate against student effective learning as well as their psychosocial school wellbeing. It describes some cases that schools should deal with and suggests some strategies to address challenges in schools.

Learning outcomes

By the end of this unit, participants should be able to:

- Identify common problems in schools;
- Determine the appropriate guidance counseling techniques to be used; and
- Provide school guidance and counseling services to learners.

There are many challenges that learners face in their academic pursuits. This unit focuses on the following issues:

- Peer pressure
- Teenage pregnancies
- Sexual abuse and exploitation
- Child labour
- Drug/substance abuse
- Delinquency
- Anxiety
- Stigma
- Psychological trauma
- Family/society issues (family conflicts, divorces, neglect, etc)
- Indecisiveness
- Bullying
- Disruptive behaviors
- Loss and Grief
- Suicidal thoughts

2.1 Peer Pressure

Activity 10

It is said that peer pressure is not always bad for students. Discuss the situations in which you think peer pressure might be helpful to students in school.

2.1.1. Definition and meaning of Peer pressure

Peer pressure is the influence by a social group (classmates or friends) on someone to act in a certain way (Dhull & Beniwal, 2017). Peer pressure is a social part of growing up, especially among teenagers. As they grow up and depend less on their parents or guardians, they show more dependency on their friends that influence their habits, values and behavior in either positive or negative ways. For instance, because of peer pressure by friends, a student may be tempted to start using drugs, drinking alcohol, and having sex before he/ she feels ready. "Due to peer pressure one must do the same things as other people of one's age and social group in order to be liked or respected by them" (Dhull & Beniwal, 2017, p.256).

Peers are people who are friends or family members, who go to school together and work together. Apart from close friends, peers include children who know each other and are of the same age such as children in the same class, church, sports team, or community (Dhull & Beniwal, 2017). These peers influence each other by the way they act, things they're involved in, and the attitudes they show.

2.1.2. Types of peer pressure

Positive Peer pressure: Peer pressure is positive when a student helps or motivates his/her friend to do something good, for example: joining sports clubs, being honest, doing volunteer activities, showing respect, doing community services/umuganda, guiding new classmates, being responsible or being patriotic, etc.



Negative Pressure - Peer Pressure becomes negative when someone tries to influence another to do something that is not right. e.g. taking drugs, committing suicide, being racist/bullying, having sex when you are not ready, shoplifting vandalizing property, drinking underage, cheating, ditching school (Dhull & Beniwal, 2017).



2.1.3. Why do students give in to peer pressure?

There are some reasons which compel students to give in to peer pressure:

Some students give in to peer pressure because they want to be liked by their friends,

They go by peer pressure to fit in, or because they worry that their friend might make fun of them if they don't go along with the group.

They go along with peer pressure because they are curious to try something new that others are doing.

The idea that “everyone’s doing it” can influence some students not to use their common sense or reasoning and follow others.

Some students give in to peer pressure because of experiencing problems in their family, such as divorce in the sense that they have little or no parental / guardian control and support (Dhull & Beniwal, 2017).

2.1.4. How to help students to overcome negative peer pressure

Students in school need to be helped to learn to recognize and respond to negative peer pressure as they navigate through their lives. Below are some of the ways that can help students to overcome negative peer pressure:

Guiding learners to discover their own values and beliefs and resist to negative peer pressure;

Equipping students with skills to have self-confidence;

Guiding students to choose peers with good morals, values and good behavior;

Encouraging students to resist or leave peer groups that pressurize them to do things that are not right or good;

Counseling students to talk to trusted adults, in case they face peer pressure outside school; and enabling school counseling personnel (teacher, patron, matron, etc.) to collaborate with parents and set family rules in relation to resisting negative peer pressure.

2.2 Psychological Trauma

2.2.1. What is Psychological trauma?

Psychological trauma is “a sudden, life threatening event, in which an individual feels horrified, terrified, or helpless” (Jaycox et al, 2009, p. 49). Trauma is a set of reactions that can develop in people after they have been through a physically or emotionally harmful or threatening traumatic event.

Terr (1991) defines trauma as an event outside normal human experience during which the physical and mental integrity of an individual has been threatened. Biological and psychological coping mechanisms do not succeed in integrating the traumatic event. For some individuals however, the experience of a traumatic event or chronic exposure to trauma can trigger symptoms of posttraumatic stress disorder.

2.2.2. Post-traumatic stress disorder (PTSD)

Posttraumatic stress disorder (PTSD) refers to a set of symptoms that can emerge following the experience of a traumatic event that involves exposure to actual or threatened death, serious injury, or sexual violence. Exposure to such events can be through directly experiencing the traumatic event witnessing, in person, the event happening to someone else, learning that the event has happened to a close family member or close friend.

Activity 11

1. Describe the different types of situations that you think may be traumatic for students in your community.
2. How would you help students in your school that may become victims of the traumatic events described above ?

Different authors (Duplechain, Reigner, and Packard, 2008; Little, Aiken-Little, & Somerville, 2011; Sitler, 2009) have identified situations that can cause psychological trauma to students. Some of them include:

- Physical abuse
- sexual abuse
- Abandonment or neglect
- Death of a loved one
- Witnessing domestic violence
- Accidents
- Bullying

- Witnessing or experiencing community violence
- Life-threatening illness
- Natural disasters
- Man-made disasters
- Witnessing shootings (killing of a person or people)
- House fires
- Divorce
- Living with a terminally ill relative
- Displacement from home
- Being rejected by parents/guardians
- War, etc.

Note: “Interpersonal” events or ‘Man-inflicted events’ lead to more severe consequences than natural disasters. Rape, torture and kidnapping constitute the events that result in the highest rate of posttraumatic symptoms.

2.2.3 Categories of trauma

Trauma is categorized into two (Terr, 1991) as explained below:

- Single trauma/Type-1 trauma: This relates to a unique and surprising event. It involves trauma caused by accidents, natural disasters, physical aggression, rape, traumatic grief, etc.
- Complex trauma or Type-2 trauma corresponds to a situation which occurs repeatedly. The individual is again and again exposed to an identical or similar danger, for example, family violence, war, secondary traumatization of helping professionals, etc. Complex trauma is associated with **Traumatic memory where** fragments of sensations and emotions are ‘dissociated. The traumatic memory has been ‘encapsulated’ in deep layers of the brain, in areas of the limbic system. The traumatic memory occurs in the form of intense emotional reactions. In context of Rwanda, intense emotional reactions can be manifested during the commemoration of the genocide against Tutsi especially when there is a **trigger (imbarutso in Kinyarwanda)**.

Triggers (any vision, sound, taste, odor or physical contact similar to the sensations felt during the traumatic incident) may lead to a physical, mental or emotional reaction similar to that experienced during the incident. For example, watching scenes of war on television can remind someone of his/her own experience during war/ violence.

5.2.4. Symptoms of Psychological Trauma

Symptoms of trauma can be described as physical, cognitive (thinking), behavioral (things we do) and emotional.

- Physical symptoms can include excessive alertness (always on the look-out for signs of danger), being easily startled, fatigue/exhaustion, disturbed sleep and general aches and pains.

Cognitive (thinking) symptoms can include intrusive thoughts and memories of the event, visual images of the event, nightmares, poor concentration and memory, disorientation and confusion.

- Behavioral symptoms can include avoidance of places or activities that are reminders of the event, social withdrawal and isolation and loss of interest in normal activities.
- Emotional symptoms can include fear, numbness (lack of sensation) and detachment, depression, guilt, anger and irritability, anxiety and panic.

As long as they are not too severe or don't last for too long, the symptoms described above are normal reactions to trauma. Although these symptoms can be distressing, they will resolve quickly in most people. They are part of the natural healing process of adjusting to a very powerful event, making some sense out of what happened, and putting it into perspective. With understanding and support from teachers, family, friends and colleagues the stress symptoms usually resolve more rapidly. Some people will develop more serious conditions such as depression, posttraumatic stress disorder, anxiety disorders, or alcohol and drug additions.

The following are major symptoms Post Traumatic Stress Disorder (Sachsse, Vogel, Leichenring, 2006):

Reliving of trauma (flashbacks, intrusions) is the case when the survivor/victim suffers from repetitive memories or nightmares of the event. S/he experiences flashbacks of the event.

- S/he feels distressed or scared when facing internal or external cues resembling aspects of the traumatic event.
- The survivor re-lives the traumatic situation not as reminiscence of the past but as if happened once again in the present. The disturbing event has not been integrated in the person's life in form of: images, words, noise, odors, pain, sensations, tensions in the muscles, strong excitation, trembling of knees, nightmares

Avoidance of everything that recalls the trauma: the victim tends to avoid everything like places, words, objects, people that remind him/her of the traumatic experience.

Over-excitement: The victim experiences hyper vigilance and excessive fear and anxiety.

5.2.5. Effects of psychological trauma on students

Kuban & Steele (2011) & Zahradnik et al (2010) have found that trauma can impact on student learning, behavior, and social, emotional, and psychological functioning in the following ways, but not limited to:

- Having attention problems;
- Lower cognitive functioning;
- Behavioral problems;
- Absenteeism;
- Poor school performance;
- Developing delinquent behavior;
- Dropping out of school;
- Violence perpetration;
- Alcohol-related problems;
- Illicit drug use;
- Poor socialization;
- Poor self-efficacy.

How to help students cope with psychological trauma

Below are some of the ways in which the school counselors can support students to cope with psychological trauma.

Talking therapy known as trauma-focused cognitive behavioral therapy (TF-CBT). This technique offers the traumatized person ways of managing his/her emotional responses. It involves supporting and encouraging the person to start to talk about the traumatic event in a way that is safe and allows the mind to pull all the information together, make sense of it, and then store it away in a more organized way.

Encouraging trauma: victims to talk openly about their feelings since the trauma occurrence. This technique enables the school counselor to get an idea about any worries the victims may have or difficulties they are experiencing.

Providing opportunities for trauma victims to talk about what happened and how they are feeling - but only if they want to.

Encourage trauma victims to engage in relaxation activities such as playing, listen to music or other creative activities to help express them.

Professional Treatment: Most people who experience a traumatic event will not require treatment. For some people trauma is debilitating and treatment from a mental health professional will be required.

Other Strategies for trauma Management include the following:

- Avoid making any major decisions
- Avoid overuse of alcohol or other drugs
- Don't be angry with yourself for being upset
- Remind yourself that you are not abnormal
- Do not try to block out thoughts of what happened.
- Share your experiences with others when opportunities arise. Talking to people you trust rather than bottling up your feelings.
- Try to maintain a normal routine. Keep busy and structure your day.
- Doing regular exercise and taking time to rest when tired.
- Do not unnecessarily avoid certain activities or places
- Letting friends and family know your needs; help others to help you by letting them know when you are tired, need time out, or need a chance to talk or just be with someone
- Make time to practice relax; muscle relaxation, or just make time to absorb yourself in a relaxing activity such as gardening or listening to music. This will help your body and mind to readjust.
- **Express your feelings as they arise.** Discuss them with someone else. Expressing feelings often helps the healing process.

2.3 Disruptive Classroom Behavior (DCB)

2.3.1. What is Disruptive Behavior?

DCB is any action that disturbs the class order and prevents the well going of courses (Jacobsen, 2013). Expressing this kind of behaviors creates tensions between the teachers and the students concerned as the students tend to oppose themselves to the teacher (Bru, 2006) by undermining the teacher's authority, demonstrating no interest in the lesson, being busy with things that are not concerned with the lesson and many other similar activities.

DCB is a complex factor that teachers have to face on a daily basis. It has been proved that DCB is continuously increasing as more students show off task orientations and troublesome behaviors.

2.3.2. Causes of Disruptive Classroom Behavior

The following are the main causes of DCB:

Biological factors: For some students, DCB is inherent. For instance, a child with a parent who had schizophrenia, Antisocial Personality Disorder, or if the mother smoked during the pregnancy period. The child will potentially have DCB.

Inadequate parenting: Children who have been in the hands of various caretakers, born in a family that has many children, or with parents who are constantly busy with no time to offer to their children will likely suffer from DCB.

Negative actions of the parents: Children who grow living with parents who are alcoholic and violent, experiencing harsh treatment will start losing interest in various things including academic related activities.

Not being accepted by the peer group. In the case a child is rejected by his/her peer group, he/she may lose interest in many other things, including school.

2.3.3. Symptoms of Disruptive Behavior

There are several signs for teachers to recognize students who have DCB. According to Gathright & Tyler (2014), the symptoms are the following:

Irritable temperament: With this symptom, the student is easily upset, frustrated, agitated and stressed.

Inattentiveness: The student seems busy with other things far from being related to the course. Let it be talking to others, sharing small paper messages, or simply daydreaming.

Impulsivity: These students have problems managing their emotions. For instance, they may not resist to interrupt someone while having a debate in class for instance, suddenly blurt the answer while it was not their turn to respond.

Defiance of adults: this consists of exhibiting disrespect, where the student will do everything but not what the teacher asked for.

Poor social skills: These students have high level of stress and loneliness in their lives. They do lack the communication skills to interact appropriately with others.

Lack of school readiness: most of the time they will be late for class activities, or express no interest in coping up with what is going on.

Coercive interactive style: These students are victims of domestic violence which makes them over aggressive and lose the ability to amicably interact with others.

Aggression toward peers: students with DCB will occasionally look forward to inflicting violence to others, either physically or verbally.

Lack of problem-solving skills: These students lack the ability and skills to determine the source of a problem and devise a suitable solution.

2.3.4. How to address Disruptive Classroom Behavior

There are several rules that can be applied to remedy the DCB:

First, golden rules. Teachers set rules to emphasize mutual respect in the teaching and learning process. These rules aim at clarifying which behavior to have in the class and help students see that they matter to the teacher. The teacher ought to be firm on these rules by making sure students remember and follow them. This may help vis-à-vis to the students with DCB as it will help hinder the escalation of their authority defiance. (Mishra, 1992).

Second, one-on-one discussions: One of the mistakes some teachers commit is humiliating students with DCB before their classmates, with hope that it will push these students to change in case their classmates tease them. That is why another way of dealing DCB is a good discussion between the teacher and the concerned student. Discussions that help the student to open up to the teacher, and the teacher to understand what their student is going through. During these the teacher under no case should show frustration, but instead empathy. And this from this mutual understanding may come solutions for the conflicts between the teacher and the student (Mishra, 1992).

Third, psychological accompaniment: These accompaniments consist of comprehending and evaluating the reasons behind those behaviors. Hence, helping the concerned person rethink on their behaviors and helps them in addressing them and orient them on a better path. This treatment is not there to judge or teach which behaviors to have, but it is a process in which these students understand the effects of their doing, and are helped to change for the better.

Activity 12

Considering that CDB is one of the key issues that affect teaching and learning process in the classroom, give examples of the common disruptive behaviors in classroom and explain how students with such behaviors can be counseled.

2.4 Drug/Substance Abuse

2.4.1. What is drug/substance abuse?

Drug/substance abuse is the persistent excessive use of drugs/substances that are legally unacceptable. Globally, drug and substance abuse has become a serious problem that is ruining the lives of many young people including students (UNODC, 2018). For instance, the Alcohol Use Disorders Identification Test (AUDIT) and the Cannabis Abuse Screening Test (CAST) conducted in 2015 revealed that among Rwandans aged 14-35 years, dependence on alcohol was 7.5% and cannabis 2,5% (Kanyoni et al., 2015).

According to the Ministerial Order N°20/35 of 09/6/2015 determining unauthorized drinks and other controlled Substances, the following drugs and substances are considered illegal in Rwanda: Kanyanga, Mayirungi, Muriture, Chief Waragi, Suzie, Khat, Glue, Gasoline, and any other substance considered as a narcotic drug by Instructions of the Minister in charge of health as well as any liquid substance that contains more than 0.5% of methanol in the composition. Other international non-property names of substances under control include but not limited to cannabis (marijuana locally known as urumogi); cocaine, heroin; and opium among others.

2.4.2. Causes of drug/substance abuse

There are many causes of drug/substance abuse among the youth, especially students in school. However, in this manual, we shall look at some of them:

Easy access to drugs/substances: Drugs/substances especially marijuana are readily available in many parts of the country and it is affordable by many youth. The prices of drugs and substances such as glue, kanyanga and marijuana among others are very low in that students easily access them at an affordable cost.

Peer Group Influence: Peer pressure is another factor that pushes some students into drug abuse. One may be influenced to indulge in anti-social behaviors such as use of illicit drugs.

Lack of parental supervision: Some parents hardly get time to interact with their children and advise them in the pretext of giving them freedom. Sometimes these children abuse their rights and start using drugs illegally.

Idleness especially during holidays/vacations: Some youth fail to get employment after high school; they resort to drug abuse to temporarily get rid of their socio-economic burdens.

The Need to become assertive, courageous, and fearless: Youth especially males held about drugs/substances that they make one to be physically stronger and courageous is in part responsible for youths' use of illicit drugs.

2.4.3. Symptoms of drug/substance abuse

Physical signs

- Odor of drugs/substance
- Poor hygiene due to lack of cleanliness and care
- Loss of weight
- Memory lapses, short attention span, difficulty in concentration

Behavior signs

- Distinct downward performance in school place of work.

- Increased absenteeism or late coming.
- Chronic dishonesty, lying; cheating and stealing.
- Trouble with school authorities
- Change of friends, evasiveness in talking about new ones.
- Increasing and inappropriate anger, hostility, irritability, etc.
- Reduced motivation, energy, self-discipline, self-esteem etc.

2.4.4. Consequences of drug/substance abuse

Abuse of drugs/ substances may result in many problems that affect the abusers, their families and the community.

Criminality: Abusing drugs/substances acts as a catalyst and can push students to commit crimes such as rape, violence, and theft as well as indulging in bad social behaviors like prostitution.

Academic difficulties: As a result of taking drugs, students may fail in school and eventually stop schooling. Similarly, some students become less committed to studies and their academic performance declines.

Mental health-related problems: Excessive use of drugs/substances can result in distortion of some students' mental capacity to rationally think and deal with problems in their lives. It results in anxiety disorder and depression.

Loss of peer relationship: Due to the socially indifferent behaviors, some students lose friendship.

Sexual abuse: Some students do indulge in risky sexual behaviors such as prostitution.

2.4.5. How help students who abuse drugs/ substances

Students who abuse drugs/substance can be helped by applying Cognitive-behavioral therapy (CBT). In this respect, CBT should involve efforts to change thinking patterns (Wenzel, Dobson, & Hays 2016). Some of the CBT techniques that the school counselors can apply include but not limited to:

- Recognizing the students' distortions in thinking that lead them to abuse drugs, and then re-evaluate them considering the reality.
- Gaining a better insight of the influence of the behavior and motivation of other students (peer influence).
- Using problem-solving approach to help the student cope with difficult situations/challenges that compel him or her to abuse drugs.

- Helping students to develop a greater sense of confidence their abilities to cope with challenges and to succeed in studies.

It should be noted that not all CBT above techniques are conventional. The counselor has to work together with the student and other people at school, in a collaborative fashion, to develop suitable CBT strategies depending on the identified causes of drug/substance abuse.

2.5 SUICIDAL THOUGHTS

Suicidal thoughts are feelings or mental preoccupations of wanting to end life. People think about suicide due to emotional disturbance caused by overwhelming social and psychological problems (Kesic, Vucinic, Jancic & Markovic, 2016). Thoughts of suicide range from a wish to die to suicidal attempt with a specific plan and intent. Suicide is one of the most common causes of death among young people.

2.5.1. Causes of suicidal thoughts among young people

Suicidal thoughts may be triggered by many factors. The World Health Organization (2000) identified some of the situations that may make students to develop feelings of committing or attempting suicide. These include:

- Family history of suicide and suicide attempts;
- A violent and abusive family (including physical and sexual abuse of the child);
- Parents'/guardians' failure to observe and deal with the child's emotional distress,
- Being rejected by parents;
- Different types of abuse, including domestic, sexual or physical abuse
- Termination of a love relationship;
- Interpersonal conflicts or losses;
- Peer-group pressure or self-destructive peer acceptance;
- disappointment with school results and failure in studies;
- Unwanted pregnancy;
- Being infected with HIV or other illnesses;
- Having unbearable pain that one can't imagine ending; and
- Feelings of hopelessness, helplessness, guilt, worthlessness.

2.5.2. Warning Signs/symptoms of suicidal thoughts

Feelings of suicide are manifested in different ways some of which may not easily be detected because they are as well characteristics of other psychological/emotional problems such as trauma. Some of the signs of suicidal thoughts are listed below:

- Talking about dying or suicide - Any mention of dying, disappearing, or other types of self-harm.
- Becoming withdrawn or losing touch with friends and family.
- Grief.
- Being less concerned with their personal hygiene and appearance.
- Making a will or giving away possessions.
- Change in personality and behavior: Sad, withdrawn, irritable, anxious, tired, indecisive, or apathetic
- Change in sleep patterns - Insomnia, often with early waking or oversleeping
- Fear of losing control - Acting erratically, harming self or others.

2.5.3. How a school counselor can help suicidal students

- **Talk therapy:** This involves skillful engagement of the suicidal student in a talk about his or her thoughts and feelings to explore their thoughts and feelings and the effect they have on their behavior and mood.
- **Peer support:** This involves bringing together students who had overwhelming similar experiences in their lives to share them with the student having suicidal thoughts. Peer support can happen face-to-face, in groups or one-on-one.
- **Promoting emotional expression:** The school counselor should encourage the student with suicidal thoughts to confide in the parents/guardian and other adults, such as teachers, friends, and religious advisers and express their feelings.
- **Referral to professionals:** It is important that for the school counselor to take the suicidal students to a clinical psychologist/ psychiatrist in the hospital in case he/she finds it difficult to deal with the problem.
- **Collaborative counseling:** The school counselor can invite other people in the community such as social worker, police, and important adults in the suicidal students' life to counsel and support them.

Activity 13

Rwavuba a senior 6 student committed suicide after getting addicted to drugs for nearly two years. As a result, his mother became devastated and nearly lost her life. Her health greatly deteriorated due to grief. In fact, she also developed suicidal thoughts and even stopped working. She became depressed, anguished and helplessness. Rwavuba's mother narrated that in senior one, her son had attention deficit disorder (ADD) and she was compelled to seek parenting skills training as poor parenting was claimed to be the cause of her son's ADD. Despite her improved parenting methods, Rwavuba continuously became difficult to handle at home and at school. The mother eventually came to suspect that her son's problem was possibly due to loss of his father during childhood. In senior four after the loss of his dad, Rwavuba began to smoke marijuana, and to drink a lot of alcohol. This resulted in going to schools late, absenteeism, stealing other students' property and other bad behaviours and he was eventually chased away from school. Rwavuba committed suicide two weeks later after being expulsion from school.

1. From the above story what do you think made Rwavuba to:
 - a) Abuse drugs
 - b) Commit suicide?
2. At what stage(s) in Rwavuba' life history counseling him was needed and why?
3. Did Rwavuba's mother suffer from trauma or anxiety? Explain

2.6 Indecisiveness

2.6.1. What is indecisiveness?

Indecision is the inability of someone to decide about an issue (Gati, Krausz, & Osipow, 1996). In the contexts of learning, it refers to the students' inability to make decisions about academic issues such as choice of school, college, university, technical/vocational institution, subject combinations, or career.

2.6.2. Causes of indecisiveness

Indecisiveness among students is associated with society's expectations and perceptions, as well as the role of the family which may have an impact on the student's ability to make decisions (Creed, Patton & Prideaux, 2006). However, three causes are common:

Personality: Personality traits are linked to indecision especially in terms of choosing career (Feldman, 2003).

Self Esteem: Students with low self-esteem are more likely to prematurely give up on various career paths. They tend to make career decisions that will please others instead of making decisions that will meet their personal needs (Greenhaus, Callahan & Kaplan, 1995).

Self-Identity: Students may be indecisive because of being uncertainty about their self-identity. The indecisive students often lack confidence in their career preferences (Lee, 2005).

How to help students to make reasoned decisions in their academic endeavors

The school counselor should help students to develop their decision-making skills to make sound and reasoned decisions in their academic pursuit.

The school counselor should assess interests and values of the student, how they correspond to his or her abilities and then counsel and/or advise accordingly.

Activity 14

Some students face difficulty in choosing career because their personal desires conflict with what their parents/guardians want them to choose. How would you help students that may be in such a dilemma in your school?

2.7. Child labor

2.7.1. What is child labor?

Child labor means works performed by children below age 18 that physically, mentally, and morally harms them and interrupts their education or social development (ILO, 1998). Most children work in the informal sector to beef up their family economy.

2.7.2. Causes of child labor

There are different reasons that lead to child labor, among others are:

Poverty: Due to poverty, parents encourage their children to seek for employment to contribute to the family income.

Lack of education: Due to illiteracy, some parents do not recognize the importance of sending their children to school.

Broken homes/Divorce: Some children from broken homes face difficulties that compel them to work to survive or keep up with family income. Some run away from home and prefer to fend for themselves.

Lack of awareness and limited information on child labor: The distinction between household chores and domestic work and child labor is not clearly understood by some parents.

Exposure or proximity to economic opportunities: Some children are exposed to child labor because of economic opportunities available to them.

2.7.3. Counseling child laborers that are schooling

Some children face personal, social, and psychological problems that can affect their mental health as well as academic achievement. Therefore, the school counselor should use techniques, such as behavior therapy.

The school counselor should invite the local authorities, the students and their parents or guardians to discuss and devise ways of collaboration to avoid drop out of school.

2.8 Stigma

2.8.1. What is stigma?

Stigma is a community-based problem that targets people with some traits, hence marginalizing them, discriminating them and considering them as abnormal (Byrne, 2000).

Stigmas can be based on visible and invisible facts. Today visible facts lead to stigmatization either physical deformities; skin color in some places; or the use of spectacles or wheelchairs. The invisible factors are mostly associated to medical diagnoses, for example, people with HIV/AIDS where as in many societies they are rejected and isolated (Michaels, López, Rüsçh, & Corrigan, 2012).

Stigma goes into two main ways: public and self-stigma. Public stigma consists of how people react vis-à-vis to people considered as disgraced as they subscribe to the stereotypes and prejudice that are on those people. Self-stigma concerns the way people agree with the prejudices as well as the stereotypes which are about them (Rüsçh, Angermeyer, & Corrigan, 2005).

Schools are far from being stigma free as they will use the stereotypes and prejudices which are on other students to isolate them in the school compounds or to communicate with them through bullying.

2.8.2. Effects of stigmatization

Stigmatization breeds structural discrimination. Given that stigmas are built by the community, the stereotypes bred by this community also influences the institutions found in the place, where they may rely on the prejudice and make the lives of some people impossible, as they will have no jobs, or other facilities they need (Rüsçh, Angermeyer, & Corrigan, 2005).

In addition, through public stigma, stigmatized people are more often to commit suicide as they will be feeling rejected by the community and lonely.

2.8.3. How to address stigma

Two main strategies can be used:

Educational trainings: Schools should prepare workshops in which they will be training their students and help them see the stigmatized groups before all as human beings that have capabilities and potentials like others. Through education trainings stigmas will be unrooted in the school compound, as well as the community at large for giving adequate knowledge to the younger generation is planning in long-term ways for the fruitfulness of the community. In addition, schools clubs should incorporate stigma prevention in their activities.

Media campaign: The school may contribute in having a sane community by starting a media campaign for the stigmatized students, by making posters that

they will see online and flyers that they may see in different corners of the place they live in, hence awaking them and making them realize that even those people are like them (Collins, Wong, Cerully, Schultz, & Eberhart, 2012).

Activity 15

Forming groups based on different aspects: age or gender.

1. People from the same groups expose five stereotypes associated to the other groups, and five positive aspects they can credit them for.
2. Presentation of findings to the whole group
3. Suggestion on the way to avoid stigmatization

2.9 Bullying

2.9.1. What is Bullying?

Bullying is understood as a repeated violence in verbal, physical or psychological form. Several people assert to have been subjected to bullying while at school. When this violence is found in the school, it is the act of one or more students against a victim who cannot defend her/himself. School-based bullying comprises of unscrupulous and unbalanced relationship in which one side systematically abuses the other (Hemphill, Heerde, & Gomo, 2014).

Some people misunderstand school-based bullying to peer conflicts. However, conflicts occur when parties have incompatible goals (Seale, 2004). From this one can deduce that conflicts are neutral while bullying rest on a coercive relationship.

Different activities can be perceived as bullying, but they cannot be classified in a same way. There are three main types of bullying (Arafat, 2012):

Direct bullying: It is done by harming the subject physically, verbally, or psychologically, by beating, insulting, and psychologically intimidating the person (through threats, extortion, etc.)

Indirect bullying: it is done in the back of the subject. The oppressor mainly targets to destroy the social relationship the victim has. It is carried out through gossip, excluding the person from a given group or activity.

Cyber bullying: This consists of electronically blackmail someone. The electronic medium serves to harass, threaten and taunt the subject.

2.9.2. Causes of school-based bullying

School-based bullying is a result of a particular issue. According Jan & Husain (2015) and Oliveira, et al, (2015), there are some reasons behind any school-based bullying:

The thirst for power. Some students will oppress those who seem vulnerable to them so as, demonstrate to others that they are strong, that they are powerful. These students who bully others will look for flaws to exploit so as to oppress the others. For instance, they may look for someone who is physically weaker to themselves, who does not perform well in class, as a breach to finding fame in destroying them.

Inflicting pain to someone else. Children who are bullied by their parents, siblings, or any other person will tend to look for others to bully, to inflict them their pain as a way of compensation.

Succumbing to jealousy. Some students may choose to bully others because of something the other has that they do not possess.

Similarity among themselves. Some students choose to bully others with whom they share similarities or wishes. In case they wish they had the same potentiality, use bullying as a way of correlating to the subject.

Identity-based bullying. Some students are bullied because they have a different religion, race, sexual orientation, etc. from their oppressor.

Creating friendship. Some students bully others because they are lonely and are looking for friends. In some cases, those who bully are people craving for attention, trying to fill the emptiness of their lives, the lack of friends, by accumulating their victims.

2.9.3. Effects of bullying

There are no specific symptoms associated with bullying. However, it has some effects that can be classified in two categories: effects on the bully & effects on the victim.

2.9.4. Effects on the bully

The main effect on the bully is continuous violence. If the students who bully others are not offered help so as to accompany them and push them to change, over years they become more violent (Garbarino & deLara, 2002).

2.9.5. Effects on the victims

Suicide: Children who have been bullied on several occasions are likely to have depression and mostly end up committing suicide (Seale, 2004).

Bad school performance: Children who have been victims of bullying with time start having concentration problems which makes studying more and more difficult. They no longer have time to pay attention to studying, as all what bothers their mind is thinking where the next attack will be from (Jan & Husain, 2015).

2.9.6. How to address school-based bullying

School-based bullying can be addressed by psychological accompaniment of both the victims and the bully. Other ways to intervene are as follows:

Parents' engagement: Whether they are the parents/guardians of the victim or the bully, they should make the first step in trying to collaborate with the school and finding adequate solutions dealing with the health of their children.

Peace education: The school administration alongside its staff members should find ways of implementing a peace education program which involves values required at school. The program should aim at helping the students understand that school is not an arena of bullying but a place where they acquire knowledge for their wellbeing (Fuller, 2013).

School mapping: The school administration should be able to control the entire school without leaving breaches favorable for undertaking the risk of bullying any person (Pepler & Craig, 2014).

Activity 16

To reduce bullying, role plays in which students participate will be organized in order to takeout lessons on bullying. The following questions have to be discussed within groups after which there will be a preliminary:

- How can the bully understand the way they are perceived by their fellow colleagues?
- How should the victims react to bullying?
- Which steps to follow for change?

2.10 Anxiety

2.10.1. What is Anxiety?

Anxiety is the worrying associated to ongoing events, perceived threats, or something bad we think will befall on us. Starting with the nervousness, learners feel at the beginning of the school, or before an exam this anxiety. The complexity of anxiety as a disorder is that it will push the brain parts in charge of regulating anxiety and fear to bring up these expressions even in absence of any threat (Linsam Barth, Moraga-Amaro, Donoso, Rojas, & Stehberg, 2017).

Anxiety is distinguished from fear. Fear or phobia is associated to a specific thing either a snake, to closed places, etc. in case it is not there, we are free from fear. On the other hand, anxiety deals with the way the brain reacts to the signals of our thoughts which are deciphering an imminent danger (Shiri, Akhavan, & Geraian, 2012).

2.10.2. Causes of anxiety

There are several main factors that can trigger anxiety disorder in one's life (Mind, 2017):

The childhood experience is the first place in the triggers of anxiety. It can be associated with physical or verbal abuse, having grown up with parents who neglect their children or worse leaving without them because they died, are in prison, or being a victim of bullying.

The current situation of the individual where a person might be working/ learning for long hours, and this affects the brain as it does not get enough rest. People might also be having financial problems, many responsibilities, and ends up anxious as they are failing to figure out how to deal with them.

The physical or mental health of the person: People with life-threatening physical health conditions are more exposed to anxiety due to the stress associated to what they are facing and may lead to depression and anxiety with time.

2.10.3. Symptoms and Effects of anxiety

The anxiety disorder does not pass unseen. People who have it express several symptoms. These symptoms can be emotional or physical (National Alliance on Mental Illness, 2015):

Emotional symptoms

People with anxiety feel insecure and afraid when they anticipate a danger or are on the watch for any sign of a threat. They mainly become nervous, apprehensive, dreadful, restless, and tense.

Physical symptoms

The physical symptoms include a pounding heart and heaving breathing or shortness of breath associated to the dreadfulness, trouble sleeping (insomnia) which will later on lead to fatigue, churning stomach that will result into frequent urination or diarrhea, sweating, quivering and may even end up fainting. They may also become agitated, as they are unable to stay calm and at ease.

Effects of anxiety

Once anxiety becomes more common and uncontrollable, it results in stress of our body, and makes the body more susceptible to illness and in particular chronic diseases. Besides, it affects the people we live with as it may increase

a reluctance in the relationship we have with them based on one's constant negativity (National Alliance on Mental Illness, 2015).

2.10.4. How to address anxiety?

Cognitive behavioral therapy (CBT): It enables people who have anxiety to understand their worries and help think positively, to suppress the negativity that damages their minds. The aim of CBT is making the individual self-aware, conscious of danger they might be facing but voluntarily opting to think positively (Mental Health Foundation, 2014).

Medication: A patient may be referred to a medical doctor for anti-anxiety or antidepressants which help him or her to have a stable heartbeat, breathing regularly, putting the person at ease, free from worries.

Activity 17

The participants do some relaxation exercises: deep breathing, muscle relaxation, etc. Thereafter, People will work in pairs to share:

1. The thoughts that make them anxious the most
2. The solutions they propose to avoid extreme anxiety
3. The results from all groups to the assembly

2.11 Sexual Abuse

2.11.1. What is sexual Abuse?

Sexual abuse is sexual behavior or act forced upon a woman, man, or child without their consent by a man, woman, or child. It is unwanted sexual activity, with perpetrators that involves use of force, making threats or taking advantage of victims not able to give consent. Examples of Sexual Child Abuse (SCA) include: fondling a child's genital or treating the child in a sexually provocative way, having oral sex with a child, having a child touch an older person's genitals, having sex in front of a child, using a child in pornography (Morris center for healing from child abuse, 1995).

2.11.2. Common causes of child sexual abuse

Some of the common causes include, but not limited to the following:

- Parent(s) with mental illness, or alcohol or drug dependency may sexually abuse their children
- Children who are physically or mentally disabled

- Poverty is a serious cause of child sexual abuse. Poor and needy children become victim to adult abusers, who pretend to help but take advantage of them.
- Children who are homeless are significantly more liable to encounter sexual abuse. Some of them are at a very tender age and become the victims.
- The exploitation of the children by some teachers or in commercial or household work leads to sexual harassment because the child is in the hands of his employer or teacher and away from the family.

2.11.3. How to address child sexual abuse

This gives students the opportunity to share their feelings with the counselor or other victims. They provide an environment in which victims can share their experiences for recovery. Through group counseling, group members find inspiration and motivation in the stories of other victims and get a unique kind of support that helps them return to the lives they led before the assault.

Activity 18

1. Discuss the counseling techniques would you use to help sexually abused students?
2. Describe the skills that young girls should be equipped with so as to overcome the problem of being abused sexually

2.12 Grief and Loss

2.12.1. What is it?

Grief can be defined as a normal psychological and somatic response to a loss that encompasses feelings, thoughts and behaviors exhibited differently by people based on their experiences. Loss is the feeling or sensation of deprivation and detachment from love or security offered by someone or something.

Apart from grief under the normal form as explained above, there are three other types of grief:

Anticipatory grief: This form emerges when one is conscious of the imminence of the loss. This is likely to occur when one has loved ones that are succumbing to a given illness, or the loss of property linked to bankruptcy for instance, etc. (Mind, 2019).

Disenfranchised grief: It occurs when someone has experienced a grief that they cannot publicly express or share. For example, they may have lost a loved one who committed suicide, who succumbed to drugs overdose, loss of a pet, etc. and in some cases they cannot share their grief as some people may not consider it as a valid cause of grief (Petruzzi, 2019).

Complicated grief: This is when an individual fails to surpass their grief and ends up turning into a permanent grief. Complicated grief is different from depression as for it is mainly the failure of an individual to acknowledge their loss.

2.12.2. Causes of complicated grief

There is no precise cause of complicated grief. However, it is likely to be associated with what the individual has experienced throughout their lives, their personality, the environment they live in, or simply the inherited traits.

2.12.3. Symptoms of complicated grief

Below are five main symptoms that can be observed in people who are suffering from complicated grief (Shear, 2003):

- The inability of accepting the loss, mainly characterized by disbelief, intense longing and yearning for what has been lost.
- Persistent intense feelings of grief, which are proved by sorrow and bitterness rumination over the lost person or thing.
- Rumination as the person will try to rethink about the thing on the issue through images and memories.
- Avoidance, as the individual will refuse to associate with anything that may make them realize their loss is real.
- Isolation, whereas the individual will lack trust in others and will prefer to remain alone far from all things and people.

2.12.4. How to address complicated grief

Acknowledge and accept the feelings: The first step is to learn to bring the feeling out. Many people avoid, suppress, or repress these because they feel uncomfortable not knowing that these feelings will only make them feel more uncomfortable in the future if not processed at the right time.

Start taking steps to fill up the void within: Redefining parts of your life after a loss may be needed to compensate for the empty spot. Getting into a good relationship, doing volunteer work that gives your life a new meaning, joining fun recreational activities, or traveling are just some of the examples of how to bring about something positive.

Learn to grow from the loss: The aim of this step is for one to learn to adjust what cannot be changed, or to change something you can; if you can step out of the emotion and observe the message clearly, you can grow out of it with a little more awareness.

Replace the negative feelings with positive ones: Cognitive modification is a great tool to be used here. In this case, a loss is considered as something temporary. For example, 'that was a rough period of my life, but I will move forward.'

Feel liberated and moves forward: You can do this by changing your relationship from an attachment to a detached way of connection. This means you could have a place for it in your heart if you chose a place of peace without the pain. When you get to this place, you can let go when you need to and move forward without feeling like something is holding you back.

Learntobecomemoreemotionallystable: Peoplewithhighemotionalintelligence learn to feel more positive emotions and less negative ones even when life's challenges hit them. They learn to regulate their emotions and become more resilient.

Start evaluating your faith: This is done through meditation, prayers, relaxation, quiet time, or self-reflection; identify what it is that you have or want to have faith in, discovering new things in life and never lose hope since many people have been able to pass through it and there is no reason for you not to be able to do the same.

Activity 19

- Write down what you acknowledge as source of grief in your life
- Assert potentialities you have that may help you in overcoming it.
- Share with the group the challenges you met while writing the letter and how you feel after writing it (bearing in mind that you do not have to mention what you wrote).

2.13 Delinquency

2.13.1. What is delinquent Behavior?

Delinquency is a minor crime, especially one committed by children under the age of 18. From a legal perspective, delinquency can mean a particular violation of the law in society. Delinquent behaviors may range from minor socially unacceptable behavior such as “disrespect for others” to major crimes such as “theft, murder, rape, robbery and infanticide”.

2.13.2. Main causes of delinquency

Generally, most of the delinquent behaviors are not deliberately committed by sober minded children; rather, there are factors behind such behaviors. Below are some of the possible causes of delinquency.

Drug and substance abuse: Children who unrelentingly use and abuse substances often face social problems that may result in delinquency. Abuses of drugs/ substances distort their mental capacity to refrain from acts considered illegal and or against the socially approved norms. In fact, studies have found a link between drug abuse and criminal activity including; theft, drunk driving, rape,

involvement in fights, among others in Rwanda (WHO, 2014 cited by MINALOC, 2016).

Dysfunctional families: A family is the basic source of moral support to its members, particularly children, by protecting, nurturing and teaching morals, values and norms of the society (UNCDP, 1995). However, the breakdown of the structure and the functioning of the family can result in delinquent behaviors especially among the children and even youth.

Poverty: While the direct link between poverty and delinquency is unproven, statistics show that there are high rates of delinquency attributed to poverty and poor welfare. For example, children who are involved in the most serious forms of delinquency are more likely to be members of poor families and those without parents, especially the orphans or those driven out of their homes by unbearable violence (MYICT, 2013).

Peer influence: The influence of peer groups is said to be detrimental to some children in the sense that they are compelled to get involved in delinquent behaviors such as petty theft, alcohol and drug abuse, idleness and disorderly conduct, among others. This is because; the peer group is an adolescent's main source of social interaction (Tate, 2006).

Parental/guardian neglect: children who are not taken care of by their parents/guardians, who are alienated from school, and who lack conventional success goals have fewer social constraints to channel their behavior toward prosocial arenas. They have a lot of behavioral freedom and are more likely to become involved in delinquency (Terence, et al, 2006).

2.13.3. Counseling for delinquent behaviors

Children in school with delinquent behaviors can be dealt with through Correctional counseling by school counselors in collaboration with school administrators and teachers.

The counselor should identify reasons for student delinquent behavior and provide appropriate guidance and counseling interventions. The counseling personnel must collaborate with parents/guardians of the student as well as local community authorities to follow up the student and prevent recidivist activity undertaken by the student. The guidance and counseling interventions may be to individual students or as group using appropriate counseling methods provided in this manual or other methods deemed appropriate.

Referral: Some children may exhibit outrageous delinquent behaviors such as murder, theft and robbery. Such behavior may not be easily desisted and school guidance and counseling personnel may not be in position to counsel students to refrain from them. Therefore, it is important that the school counselor in collaboration with the school administration and local authorities refer the offenders to the children's correctional center which currently is situated in Nyagatare District.

Activity 20

Assuming you are appointed a school counselor in Nyagatare correctional center for children, how would you help the children to refrain from the delinquent behaviors?

2.14 Pregnancy

2.14.1. What is teenage pregnancy?

Teenage pregnancy is associated to the number of conceptions per thousand young women of a specific population, living in a given area who are between the age range of 10-19 by the time they give birth to their child (Department of Child and Adolescent Health and Development, 2004). Teenage pregnancy is extant in every single society world widely, but its occurrence differs from one country to the other (Sarantaki & Koutelekos, 2006).

Today, with the pandemic that ravaged the world and closed all schools, we should note that a considerable number of young women will not be able to resume their studies once the schools reopen due to the rise of teenage pregnancies associated to the COVID-19 especially in Sub-Saharan countries (Baker, 2020).

Here below we will explore the causes behind teenage pregnancy and the interventions that can be done to remediate the issue.

2.14.2. Causes of teenage pregnancy

Low educational background. Many young women have no notion of sexuality, as they do not understand relationships, consent and are unaware of sexually transmitted diseases, or any contraceptive. Due to this, some ladies do sexual intercourses unconscious of the effect it may have on their lives and among others pregnancy. The ice on the cake, some ladies fail to recognize symptoms showing that they are pregnant till it is late, and sometimes opting for abortion when it is no longer possible (Sarantaki & Koutelekos, 2006).

Lack of laws protecting abused girls who are in the adolescence stage are likely to be abused. The impunity of those who abused them is evident especially in Sub-Saharan Countries, as many countries do not have laws protecting the abused young women, and in some few countries where those laws exist, they are not reinforced. This makes adolescents vulnerable as their offenders are conscious that they will be free of charges (Baker, 2020).

Family structure in which teenage pregnancy occurs when some girls engage themselves in relationships, with the aim of covering the affection and love they do not receive from their families. In some circumstances, they engage themselves as a way of demonstrating to people that they are mature enough, hence totally investing themselves without understanding the effects that go with relationships (Domenico & Jones, 2007).

Armed conflicts always go with human rights violations and among others sexual violence against girls and women. Sexual violence is imminent in these conflicts due to the collapse of the countries judicial system and institutions in charge of maintaining sexual abuse deterrence (Baker, 2020).

2.14.3. Effects of teenage pregnancy

There are several effects of pregnancy but here are the main (My Health, 2011).

On the family, teenage pregnancy affects the intra and inters familial relationships, starting with the arousal of the debate of keeping the fetus or not, to the way they react to the community's judgments and in several cases stigmatization.

On adolescents' mental health, these young women are potentially vulnerable to mental health issues as they may succumb to depression caused by stigmatization; intense stress associated with the fear of becoming a parent and the responsibilities it encompasses; drug abuse in which they find refuge, escaping all that bothers them.

On the child, teenagers mostly give birth to children who have relatively a low weight, or prematurely born. Unfortunately, it is worse as prenatal or antenatal death is a possibility as these teenagers do not receive adequate health care let it be before or after giving birth.

Mortality rate: the maternal maternity rate specifically increases with the death of adolescents succumbing to their pregnancy or anemia as they do not get adequate health care.

2.14.4. Teenage pregnancy and school dropout

Below are three main factors associated to teenage pregnancy and school dropout (Baker, 2020):

Shame and stigma: in many developing countries teenage pregnancy is linked to social norms violation. For this reason, the young woman and the child are likely to be banished from the community or stigmatized from their peer groups, with the main reason that letting them interact with others is allowing them to serve as a bad example to the others. What is shocking is that those behind the stigmatization are adults supposed to help them.

Expelling policies: the education systems of some countries comprise policies expelling pregnant young women from school. However, many girls prefer to dropout before being expelled as they are aware that they are first humiliated and subjected to stigma before they leave the school.

Financial barrier: giving birth comes with more responsibilities and more fees to be covered among others caregiving. Besides that, caregiving and school are fees and time consuming. For that, the young women are in an impasse having to choose between school and their child's life.

2.14.5. How to address teenage pregnancy?

First there should be an educational campaign aiming at enlightening the younger generations on sexuality, and the effects that it can have and more specifically pregnancy, for them to be aware of contraceptive tools in case they had sexual

intercourse, hence avoiding having any unwanted pregnancy (Domenico & Jones, 2007).

Second, there should be a personal and community based psychological intervention. The personal intervention will help the young women: learn to accept what happened to them, and assume the consequences; overcome the stigmatization they will be subjected to, and this intervention will reduce the number of young women abandoning their children. In what concerns the community-based intervention, it will consist of workshops and trainings that will target influential people of that precise community, for them to understand that these women need them more than ever rather than stigmatize them (Aslam1, et al., 2017).

Activity 21

Bella, a 16-year-old Senior 3 student got pregnant during third term holiday when she was in Senior 2. After delivering, she went back to school. However, she feels psychologically disturbed because other students in school call her “Mother”. As a school counselor, how would you help Bella?

2.15. Basics of stress

2.15.1. What is stress?

Stress is a normal psychological and physical reaction to the demands of life.

A small amount of stress can be good, motivating you to perform well but can be a problem when you have multiple challenges to surmount, like: getting school fees for children, getting daily food, medical care, paying house rent, working hard, sitting in traffic, meeting deadlines and paying bills, and so on can push you beyond your ability to cope.

Stress may also occur when your brain perceives a threat, then the brain signals your body to release a burst of hormones that increase your heart rate and raise your blood pressure. This “fight-or-flight” response fuels you to deal with the threat.

Once the threat is gone, your body is meant to return to a normal, relaxed state

There are different ways to cope with stress, but most of the time people opt for the unhealthy way. Here below are listed those unhealthy ways that should be avoided at all costs:

- Smoking
- Using pills or drugs to relax
- Drinking too much alcohol

- Withdrawing from friends, family, and activities
- procrastinating (postpone)
- Filling up every minute of the day to avoid facing problems
- Sleeping too much
- Taking out your stress on others

2.15.2. Stress management

Stress management gives you a range of tools to reset your alarm system. It can help your mind and body adapt (resilience). Without it, your body might always be on high alert. Over time, chronic stress can lead to serious health problems.

While stress is an automatic response from your nervous system, some stressors arise at predictable times—your commute to work, a meeting with your boss, or family gatherings, for example. When handling such predictable stressors, you can either change the situation or change your reaction. When deciding which option to choose in any given scenario, it's helpful to think of the four A's below:

The four A's - Avoid, Alter, Adapt & Accept

1) Avoid unnecessary stress.

It's not healthy to avoid a stressful situation that needs to be addressed, but you may be surprised by the number of stressors in your life that you can eliminate.

- **Learn how to say "no."** Know your limits and stick to them. Whether in your personal or professional life, taking on more than you can handle is a surefire recipe for stress. Distinguish between the «should» and the «must» and, when possible, say «no» to taking on too much.
- **Avoid people who stress you out.** If someone consistently causes stress in your life, limit the amount of time you spend with that person, or end the relationship.
- **Take control of your environment.** Learn to know what stresses you and avoid it. For instance, if the evening news makes you anxious, turn off the TV. If traffic makes you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore/task do your grocery shopping online.

2) Alter the situation.

If you can't avoid a stressful situation, try to alter it. Often, this involves changing the way you communicate and operate in your daily life.

Express your feelings instead of bottling them up. If something or someone is bothering you, be more assertive and communicate your concerns in an open and respectful way. If you've got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk. If you don't

voice your feelings, resentment will build and the stress will increase.

Be willing to compromise. When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you'll have a good chance of finding a happy middle ground.

Create a balanced schedule. All work and no play is a recipe for burnout. Try to find a balance between work and family life, social activities and solitary pursuits, daily responsibilities and downtime.

3) Adapt to the Stressor.

If you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

Reframe problems. Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some time alone.

Look at the big picture. Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over it? If the answer is no, focus your time and energy elsewhere.

Adjust your standards. Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with "good enough."

Practice gratitude. When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities. This simple strategy can help you keep things in perspective

4) Accept the things you can't change

Some sources of stress are unavoidable. You can't prevent or change stressors such as the death of a loved one, a serious illness, etc. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than to stop situation that you can't change.

- **Don't try to control the uncontrollable.** Many things in life are beyond our control, particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- **Look for a situation in benefit way**

When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.

- **Learn to forgive.** Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.
- **Share your feelings.** Expressing what you're going through can be very beneficial, even if there's nothing you can do to alter the stressful situation. Talk to a trusted friend or make an appointment with a therapist.
- **Get moving**

When you're stressed, the last thing you probably feel like doing is getting up and exercising.

Exercise releases endorphins that make you feel good, and it can also serve as a valuable distraction from your daily worries.

While you'll get the most benefit from regularly exercising for 30 minutes or more, it's okay to build up your health gradually.

While you're exercising, make a conscious effort to pay attention to your body and the physical (and sometimes emotional) sensations you experience as you're moving. Focus on coordinating your breathing with your movements, for example, or notice how the air or sunlight feels on your skin. Adding this mindfulness element will help you break out of the cycle of negative thoughts that often accompanies overwhelming stress.

2.15.3. Ways to cope with stress

You can deal with stress by doing your preferable activity. Below are some activities you can do:

- Put on some music and dance around
- Cook the food
- Participate in marriage ceremonies
- Take your dog for a walk
- Walk or cycle to the grocery store
- Use the stairs at home or walk rather than an elevator
- Park your car in the farthest spot in the lot and walk the rest of the way
- Pair up with an exercise partner and encourage each other as you work out
- Play Ping-Pong or an activity-based video game with your kids, etc.

Building relationship as a way to cope with stress

1. Reach out to a colleague at work
2. Help someone else by volunteering

3. Have lunch or coffee with a friend
4. Ask a loved one to check in with you regularly
5. Accompany someone to the movies or a concert
6. Call or email an old friend
7. Go for a walk with a workout buddy
8. Schedule a weekly dinner date
9. Meet new people by taking a class or joining a club
10. Confide in a clergy member, teacher, or sports coach
11. Do something you enjoy every day. Make time for leisure activities that bring you joy, playing the piano, or working on your bike.
12. Keep your sense of humor. This includes the ability to laugh at you. The act of laughing helps your body fight stress in a number of ways.
13. Relaxation techniques such as Jacobson, meditation, and deep breathing activate the body's relaxation response, a state of restfulness that is the opposite of the fight or flight or mobilization stress response. As you learn and practice these techniques, your stress levels will decrease and your mind and body will become calm and centered.
14. Manage your time

Poor time management can cause a lot of stress. When you're stretched too thin and running behind, it's hard to stay calm and focused. Plus, you'll be tempted to avoid or cut back on all the healthy things you should be doing to keep stress in check, like socializing and getting enough sleep. The good news: there are things you can do to achieve a healthier work-life balance.

Break projects into small steps. If a large project seems overwhelming, make a step-by-step plan.

Don't over-commit yourself. Avoid scheduling things back-to-back or trying to fit too much into one day. All too often, we underestimate how long things will take.

Prioritize tasks. Make a list of tasks you have to do, and tackle them in order of importance. **Delegate responsibility.** You don't have to do it all yourself, whether at home, school, or on the job. If other people can take care of the task, why not let them? Let go of the desire to control or oversee every little step. You'll be letting go of unnecessary stress in the process.

Maintain balanced with health styles

In addition to regular exercise, there are other healthy lifestyle choices that can increase your resistance to stress.

Eat a healthy diet. Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.

Reduce caffeine and sugar. The temporary «highs» caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed and you'll sleep better.

Avoid alcohol, cigarettes, and drugs. Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.

Get enough sleep. Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

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UNIT 3

KNOWLEDGE, SKILLS, AND ATTITUDES/ VALUES OF A SCHOOL COUNSELING PERSONNEL

Every school has different people whose job involves assisting students in their day-to-day and long-term needs and challenges. These people help students set their academic goals, determine their future career and foster their social and emotional development. School counseling personnel are required to provide different services. To this end, effective school counseling personnel possess a set of knowledge, skills/abilities, attitudes and values. These skills enable establishing an effective working relationship with a student. In any interaction, the content and the psychological environment with another human being should exist. This unit covers skills that are required of a school counseling personnel, the process of conducting counseling and ways of handling ethical issues that face students in their academic settings.

Learning outcomes

By the end of this unit, you should be able to:

- Demonstrate understanding of the basic counseling skills;
- Apply the basic counseling skills in a school context;
- Examine common ethical problems faced by school guidance and counseling professionals.

Indicative content:

- Counseling skills
- Steps of counseling process
- Ethical issues in counseling

3.1. Major skills of counseling

Every school counseling personnel, regardless of the age of learners they serve, needs to have fundamental skills. These skills commonly known as “helping skills” are displayed through verbal and nonverbal ways. Below are the top ten basic counseling skills a competent counselor should possess:

3.1.1. Active listening

Active listening is the ability to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully. This highly valued interpersonal communication skill ensures that one is able to engage and later recall specific details without needing information repeated. It requires the listener to fully concentrate, understand, respond and then remember what is being said. Active listeners use verbal and non-verbal communication to show and keep their attention on the speaker.



There are many benefits of active listening, these include:

- **Builds deep trust** - the habit of listening sincerely invites people to open up. They realize that you care enough about them to listen attentively. Thus, building trust takes time and leads to lifelong friendships and a promise of help in difficult times.
- **Broadens your perspective** - Listening to other people's perspectives allows you to look at life from different perspectives, some of which you may not have thought of before.
- **Strengthens your patience** - The ability to be a good listener takes time and you need to develop it with regular efforts. But as you gradually get better and better at listening, an automatic benefit is that you develop patience to let other people express their feelings and thoughts honestly while you don't judge.
- **Makes you approachable** - As you present yourself as an active listener, people feel free to communicate with you and express freely their feelings.
- **Increases competence and knowledge** - The more an individual can get information out of the meetings, the instructions, and reports, etc., the more efficient and successful one will be at completing the task. Listening builds knowledge and helps fulfill work requirements through progressive learning.

The people listening are likely to display at least some of these signs. However, these signs may not be appropriate in all situations and across all cultures.

- **Smile** - small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.
- **Eye Contact** - it is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers – measure how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.
- **Posture** - can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand.
- **Attentiveness Distraction** - the active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

Activity 23

You've probably had an experience of telling someone about an event or situation in great detail. A little later that person asked you a question that revealed they did not listen to what you said. How did that make you feel?

Active listening is the ability of attentively hearing and understanding what someone is saying. In order to do this, you must focus on the other person's story while ignoring thoughts about your own needs and activities.

How well you are listening will be revealed in the two skills described below – questioning and reflecting because these skills can only be on target when you have listened and understood. People are assured that you are listening when you do the following:

- Direct eye contact,
- Reinforce your attending attitude by an occasional nod of the head, and
- Provide appropriate verbal and nonverbal feedback³.

3.1.2. Attending / Empathy

In guidance and counseling, attending means being in the company of someone else and giving that person your full attention, to what they are saying or doing, valuing them as worthy individuals. This skill requires orienting oneself physically to the student to indicate one is aware of them, and, in fact, that the student has your full, undivided attention and that you care. Methods include eye contact; nods; not moving around, encouraging verbalizations; mirroring body postures and language; leaning forward, etc. Researchers estimate that about 80 percent of communication takes place nonverbally.

An illustration showing a counselor seated with a student, actively listening



Scenario

Have you had the experience of trying to express something important to someone while that person failed to look directly at you or was shuffling papers on the desk? How did that make you feel?

That feeling you remember underscores the importance of the first basic skill of communicating with others: attending. This skill is both an attitude and a behavior. It requires the total giving of your focused attention to another person throughout your time together.

Questioning

Questioning is a very crucial skill as far as attending and listening to students is concerned. There will be issues about which you need further information, so as a competent school counseling personnel, you must be able to ask relevant questions. There are two kinds of questions: open and closed. Open questions cannot be answered with “yes” or “no”, they require detailed information.

Open questions should be used when you want the other person to talk more so that you can gather more information. The following are examples of open questions:

- Can you tell me a little more about that experience?
- What do your parents think about your...?
- What are your thoughts about your ...?

Closed questions can be answered with “yes” or “no.” Use closed questions when you seek simple information, have limited time, or want to discourage the other person from confusion.

Empathy

This is the ability to perceive another person’s experience and then to communicate that perception back to the individual to clarify and amplify their own experience and meaning. Developing an empathetic connection with each student/client is key to moving forward in the restorative process and is the core of an effective counselor-client relationship. The Primary ability associated with the communication of empathy includes nonverbal and verbal attending.

More additions

Paraphrasing content of student communications:

This includes selective focusing on the cognitive part of the student’s message with their key words and ideas.

There are four steps in effective paraphrasing:

- I. **Listen and recall:** Listening and recalling the entire student message ensures that you don't omit any significant parts.
- II. **Identify the content** part of the message by deciding what event, situation, idea, or person the student is talking about.
- III. **Rephrase**, in as concise a manner as possible, the key words and ideas the student has used to communicate their concerns in a fresh or different perspective.
- IV. **Perception checking** is usually in the form of a brief question, e., "It sounds like...", "Let me see if I understand this," which allows the student to agree or disagree with the accuracy of your paraphrasing.

3.1.3. Reflecting

Reflecting in counseling involves the school counseling personnel to think carefully about which words she/he chooses to communicate student's feelings.

In this regard, the school counseling personnel should respect the manner through which the student is communicating verbally and nonverbally, both directly through words and nonverbal behaviors as well as reasonable inferences about their emotions.

Reflecting skill lies in choosing different words that convey the same or similar meaning as the student's feelings. The school counseling personnel should not exaggerate or minimize the student's feelings.

3.1.3. Genuineness

A school counseling personnel's ability to be freely him/herself is of paramount importance. This includes similarity between outer words/behaviors and inner feelings; non-defensiveness; non-roleplaying; and being unpretentious. For example, if the counselor claims that they are comfortable helping a student/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 counselor.

Being genuine is not an easy task. It involves being aware of one's own flow of experience and being comfortable with sharing with the client. Sometimes it involves vulnerability from the counselor's side which in turn can deepen the relationship. It is a fearsome and fearless exchange between client and counselor and when integrated into the relationship, can create very deep levels of understanding.

3.1.4. Concreteness

This skill includes keeping communications specific. It focuses on facts and feelings of relevant concerns, while avoiding tangent, generalizations, abstract discussions, or talking about school counseling personnel rather than the student.

Concreteness includes the following functions:

- a. Assisting students/clients 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 help to elucidate the problem being worked on or improving the problem-solving process.

3.1.5. Having a sense of humor.

Often, having a sense of humor will be a school counselor's biggest asset in gaining a student's trust. Being able to laugh at yourself and offer amusing anecdotes for what you have experienced in life will show students that you're surprisingly human, too! Being able to see things with a side of laughter is a crucial trait for any school counselor and goes a long way toward making your days brighter.

3.1.6. Interpretation

In interpretation, the counselor is providing new meaning, reason, or explanation for behaviors, thoughts, or feelings so that the client/student can see problems in a new way. Interpretations can help the client/student 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 client/student focus on a specific aspect of their problem. There are two elements to be taken into consideration:

- Keep interpretations short, concrete (see concreteness), and deliver them tentatively and with empathy
- Use interpretations sparingly and do not assume a client/student's rejection of your insight means they are resistant or that you are right.

Information giving and removing obstacles to change

School counselors are required to supply data, opinions, facts, resources or answers to questions. Explore with student/client possible problems which may delay or prevent their change process. In collaboration with the student/client identify possible solutions and alternatives.

Scenario/story

Sarah is a 16-year-old student of S4 in a government school who happens to be a first born in her family. Due to the poverty situation from her family, she had to take care of her siblings after their mother passed away and their father could not handle the responsibilities because of his drunkenness. Sarah used to perform very well in class but consequently, she failed most of her subjects and she is now desperate.

With reference to the counseling approaches and skills explored in this manual, demonstrate what a school counseling personnel should do to help Sarah.

It takes a lot of traits to make an effective counselor, but this list is only a handful of the traits that a school counselor should have. There isn't only one trait that makes a counselor rise or fall, and being able to offer a wide variety of skills to help your students succeed is the best gauge there is.



3.2 ETHICAL ISSUES IN SCHOOL COUNSELING

School counselors must always be aware of ethical standards in their work. Any type of counseling profession involves ethics, but the fact that school counselors are working with minors and during crucial stages in their emotional and mental development makes being aware of ethical standards and issues even more important. This overview of ethical issues in school counseling explores some common situations school counselors might face.

3.2.1. Confidentiality and its Limits

School counselors need to develop trusting relationships with students, and an understanding of confidentiality in communications and discussions helps build that trust. However, school counselors are sometimes obligated to break that confidentiality under circumstances where the law or professional ethics require it. They may also breach confidentiality to parents or appropriate third parties in instances where it would ultimately be in the best interests of the student or when they are required to do so by law.

School counselors can use informed consent to set guidelines with their students. They can discuss their legal and ethical obligations and help the student and their parents understand the limits of confidentiality in their relationship.

3.2.2. Keep a Professional Distance

School counselors' relationships with students should always remain within the context of the counselor's professional abilities. Since students are minors who may not always understand relationship boundaries, the burden is on counselors to act professionally and ethically and explain those boundaries where necessary.

3.2.3. Respect Differences

School counselors need to be aware of their own cultural biases and values to avoid imposing them on their students. They should develop an understanding of how social and economic inequalities as well as gender biases impact students and their families.

3.2.4. Provide equal access to opportunities and support

School counselors should ensure that each student in their charge has equal access to the counseling services they need. Some students will require greater attention, but counselors should not use the needs of others or their personal preferences for certain students to prevent them from serving all students at their level of need.

3.2.5. Be aware of dual Relationships

School counselors should be mindful of relationships that could compromise their objectivity and impair their ability to serve students fairly such as counseling children of close friends or romantic partners. If such relationships are unavoidable, counselors should take extra steps to maintain their objectivity. Documenting their work, referral enforcement and even agreeing to supervision are the best of the extra steps a counselor may take.

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UNIT 4

GUIDANCE AND COUNSELING SERVICE DELIVERY IN SCHOOLS

4.1. Introduction

School counseling personnel provide guidance and counseling services in three key areas: personal/ social, career, and academic. Comprehensive guidance and counseling program guides school counseling personnel in delivering services to students aiming at addressing their personal/social, career and academic development needs. The implementation of guidance and counseling programs uses a comprehensive guidance and counseling pattern (Supriyanto & Handaka, 2017). It is considered as a whole school approach e.g. helping all students become career ready (Gysbers, 2013).

Learning outcomes

By the end of this unit, you should be able to:

- Demonstrate knowledge and understanding of comprehensive school guidance and counseling components
- Relate the identified student development needs to guidance curriculum, individual planning, and responsive services;
- Identify stakeholders and their roles in guidance and counseling program in schools;
- Implement guidance and counseling programs in school.

4.2. Components of a comprehensive school guidance and counseling

This section focuses on the 4 components of comprehensive school guidance and counseling namely, guidance curriculum, individual planning, system support, and responsive service as further elaborated below:

4.2.1. Guidance curriculum

Guidance Curriculum includes structured experiences presented systematically through classroom and group activities for all learners. The purpose is awareness, skill development, and application needed for the following three development areas (Spearman, 2008); Learning to Live (Personal/Social Development), Learning to Learn (Academic) and, Learning to Work (Career Development).

Learning to Live (Personal/Social Development)

This relates to an individual's pursuit of success in life; to understand and respect self, relate positively to others, make informed and safe decisions, cope effectively with change, and become a responsible citizen.



Learning to learn (*academic development*)

Academic and educational standards development is essential in an individual's pursuit of life-long learning. Ability to achieve educational success, identifying and working toward goals, managing information, organizing time, and locating resources are all necessary for academic development. Academic development includes desired learning goals that require the student to have a command of decision-making, problem-solving, goal-setting, critical thinking, logical reasoning, and interpersonal communication skills.

Learning to work (*career development*)

This is related to an individual's success in the world of work (career readiness). It is about developing the knowledge and skills to make realistic career plans, make a successful transition from school to work, achieve interdependence, and compete in a global economy are essential to this process. Development in this area assists students in making a successful transition from school to the world of work, and from job-to-job, across the life career span.



4.2.2. Individual planning

Individual Planning consists of activities that help all students explore, plan, monitor, manage and evaluate themselves on their academic career and personal/social goals. The activities in this component are planned and directed by the school counseling personnel. These activities are generally delivered individually or in small groups. Individual planning is implemented through:

Individual Appraisal: School counseling personnel work with students in analyzing and evaluating students' abilities, interests, skills, and achievements and challenges. Test information and other data from parents, academic performance and clubs, etc. are the basis for assisting students to develop immediate and long-range plans.

Individual advice: Counselors School counseling personnel work with students in planning personal, academic, and career goals based on information about personal-social, educational, career, and labor market. Involvement of stakeholders (e.g. students, parents/guardians and any other resource person) is critical in planning programs that meet individual student needs.

Placement: School Counseling personnel assist students in making the transition from school to school, school to work or school to further education and training.

4.2.3. Responsive services

This aspect consists of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counseling, consultation,

referral, or information. Issues addressed include the following: relationships, abuse, grief, loss, death, family, problems/concerns, coping skills, academic, lateness, absences and truancy, school and classroom conduct (Gysbers, 2013).

The successful implementation of this component requires collaboration between the school counseling personnel, parents/guardians and school leaders. Strategies to deliver responsive service to all students include the following:

Consultation: School counseling personnel consult with parents, teachers, students, other educators, and/ community agencies to find more information for helping students.

Individual/group Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal issues, or developmental tasks. School counseling personnel assist students in identifying problems, causes, alternatives, and possible consequences in order to take appropriate action.

Crisis counseling: This is where counseling and support are provided to students facing emergency situations. E.g. the sudden death of a close family member, commemoration period can be a trigger of a crisis. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: School counseling personnel use referral services to deal with crises such as suicide, violence, abuse, and terminal illness. Referral services include: Mental health centers/agencies, psychiatric hospitals (e.g. CARAES Ndera, CARAES Huye), employment and training programs, rehabilitation centers e.g. Ikizere Centre located in Kicukiro/Kigali city, Gitagata located in Bugesera District, Amizero located in Kicukiro District, Isange Rehabilitation Center in Huye District, etc.

4.2.4. System Support

System Support consists of activities that introduce, maintain, and enhance the total guidance program. This component is implemented and carried out through professional development, consultation with teachers, community outreach, research, development, and responsibility.

Professional Development: This is about updating one's professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, pursuing further studies, and/ contributing to professional literature.

Consultation with Teachers: School counseling personnel consult with teachers and other staff members regularly in order to provide information, support staff, and receive feedback on emerging needs of students.

Community Outreach: School counseling personnel utilize community resources and referral agencies, field trip sites, employment opportunities, and local labor

market information to support the overall guidance and counseling program.

Research, Development, and Responsibility: In order to ensure responsibility, school counseling personnel evaluate data related to student development needs to improve guidance and counseling service delivery.

Student development needs in school guidance and counseling program

Student development needs are linked to the four components of comprehensive school guidance and counseling (Morath, Schwinn, Martinez, Ramos & Snyder, 2018, Gysbers & Henderson, 2012, Spearman, 2008). Three components that directly imply student development needs are guidance curriculum, individual planning and responsive services. The fourth component 'System Support' serves the purpose of supporting and sustaining school guidance and counseling services in addressing the student needs.

Guidance curriculum:	Individual Planning	Responsive Services
– Learning to Live, – Learning to Learn, – Learning to Work	– Personal/Social • Development of healthy self-concept • Development of both short- and long-term goals • Acquisition of study skills • Awareness of educational opportunities • Appropriate course selection • Lifelong learning • Utilization of test scores and data • Knowledge of career opportunities • Knowledge of occupational training • Knowledge of labor market information • Development of an education/career plan	- Personal/Social - Relationships - Abuse - Grief, loss, death - Substance abuse - Family problems/concerns - Coping skills - tardiness - absences and truancy - school and classroom conduct - dropout prevention

4.3. Stakeholders and their roles in guidance and counseling program in schools

Activity 24

Basing on your own experience, what are stakeholders in guidance and counseling programs and their roles?

The head teacher, Deputy Head teacher, counselors, teachers, matron, patron, parents and guardians of students and the students themselves are major stakeholders in school-guidance and counseling services. These major stakeholders have specific roles and responsibilities for the effectiveness of school guidance and counseling programs (Ojo & Rotimi, 2006). It is through the collaboration of the relevant stakeholders in their varying roles that guidance and counseling programs will be effective and sustainable in schools in Rwanda.

4.3.1. Role of a school counseling personnel

In some schools, guidance and counseling functions are carried out by teachers and school leaders alongside their other duties, with no time or personnel assigned specifically to guidance and counseling. In other schools, guidance and counseling functions are performed by teachers selected for that role. The other arrangement involves the use of a professional counselor (a specialist counselor) who has no teaching assignments (Supriyanto & Handaka, 2017; Gysbers & Henderson, 2012; Spearman, 2008). Currently, there is a need to establish and maintain a comprehensive school guidance and counseling program in schools of Rwanda in which the role of stakeholders including school counselors will be pronounced.

The roles and responsibilities of a school counseling personnel are enumerated as follows:

- Deliver and/or coordinate the guidance curriculum services;
- Document delivery of student development standards/ competency;
- Provide teachers with crosswalk tools (where do standards intersect);
- Be a team member. Assist with delivery of appropriate standards in school curriculum;
- School-wide initiatives that reinforce standards/competencies;
- Create a school-wide system of school guidance for all students;
- Deliver guidance curriculum through a classroom instruction and group activities;

- Participate in curriculum development; and
- Participate in parent workshops and instruction.

The role of a school counseling personnel in individual assistance

- Manage student cases
- Conduct individual appraisal
- Do individual advisement
- Conducting individual and small group sessions

The role of a school counseling personnel in responsive services

- Crisis Counseling
- Individual/group counseling
- Prioritize needs and concerns
- Enhance peer facilitation
- Engage beneficiaries in preventative activities

The role of a school counseling personnel in system support

- Lead guidance and counseling program
- Collaborate with stakeholders
- Implement school guidance & counseling
- Coordinate guidance and counseling program activities
- Collect and analyze Data
- Evaluate the school counseling and guidance program

4.3.2. Teacher's Role

The teacher contributes to guidance curriculum by doing the following:

- Provide feedback on how well students are benefitting from the guidance and counseling program;
- Participate in student advisory services
- Identifying competencies to be attained by all students at various stages of their academic, personal/social, and career development
- Providing activities to help them achieve these competencies
- Model and reinforce student competencies
- Deliver guidance curriculum through group activities or units in classrooms or other school activities,

4.3.3. School leader role

The school leader/ head teacher is the chief executive within the school-system. The head teacher provides leadership for all school-based programs, including guidance and counseling. Specific functions of the school leader related to guidance and counseling include:

- Recognizing and appreciating the need for a comprehensive school guidance and counseling program for all students
- Ensuring budgetary allocations for effective delivery of guidance and counseling services
- Providing needed facilities and administrative support-systems for effective school guidance and counseling
- Directing and coordinating school guidance and counseling program in collaboration with other school community members
- Consulting the counselor and other staff in the school in regard to effective implementation of guidance and counseling
- Ensure continuous learning of school counseling personnel
- Mobilizing community based-resources to enhance school guidance programs.
- Ensuring a conducive environment for students and teachers.

4.3.4. Parents as stakeholders in school guidance and counseling program

Parents and guardians are expected to cooperate with the school in the education and guidance of their children. The following are some of the specific cooperative functions of parents in the school guidance and counseling program.

- Providing useful information to children and to school counseling personnel
- Encouraging their children to make informed choices
- Utilize guidance services in the school to learn more about their children.
- Examine their own home lives to determine if their children have a conducive learning environment
- Teaching their children proper attitudes such as those of self-discipline, self-improvement, acceptance of responsibility, and honesty.

4.3.5. Responsibilities of students in school guidance and counseling

The students as the key beneficiaries/clients of guidance and counseling services are expected to play the following roles:

- Cooperate with teachers and school leaders regularly.
- Recognize and accept the counselor as a professional.
- Seek guidance and counseling as the need arises
- Use of educational and occupational materials provided for them by the school guidance services.
- Give the counselor any information needed to help them in the counseling process.
- Create awareness for others of the importance of guidance and counseling in the school.
- Inform their parents of their needs with regard to school guidance and counseling program.

4.3.6. The roles of Community in School Guidance & counseling Program

The community is where the school is located. It has a right to expect the best from members of the school system. It is also the responsibility of the community to provide facilities and services that will allow the school to produce the best from the students and other members of the school community. The attitude of the community affects the tone of the school.

The community should relate closely with the school. The school guidance counselor should tap from the pool of resources in the community in providing effective guidance services to students. The following are some of the areas of where the community could be useful for school guidance services:

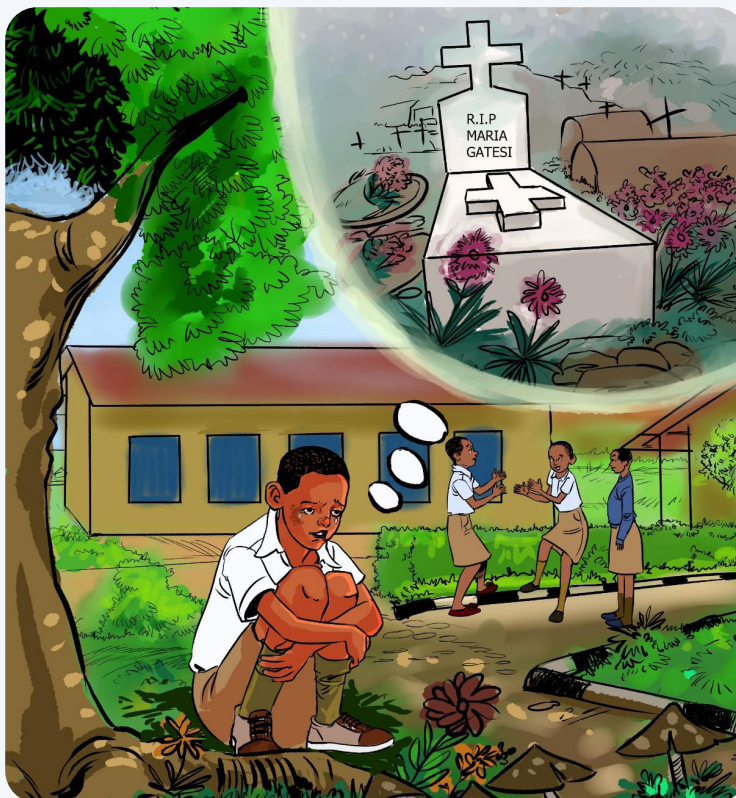
- The community comprises a referral resource base for the school guidance program.
- The community should show interest in the school guidance activities organized for them and their children.
- The community provides avenues or opportunities for work-study program for the students.
- Organization of field trips to places of occupational interest must involve community participation.
- Placement services must be based on the good understanding of occupational and educational opportunities in the community.
- The community can provide resource persons for career talks and information needed for counseling.

Case scenario

Lucy, a senior 3 student is 15 years old and second born in her family of three children, Lucy and her elder and younger brother. She was within the top five students in her class, a joyful and extrovert student. One month after starting the third trimester, her mother died in a vehicle accident and Lucy was called for the burial to come back to school after two weeks. After her return to school, Lucy's friends wondered how they could talk to her because they knew the way Lucy was close to her mum. They started to fear approaching her and Lucy was not among any group of friends. She was always alone, no longer interested in anything regarding her duties, started to miss classes and lacked concentration. She told the school nurses her trouble sleeping, the hatred by friends and classmates, how she felt isolated by the whole school community and that she was qualified as the sad and angry girl. Lucy complained of constant headache and fatigue at school, which led to bad marks. At the end of the academic year, she was promoted to senior 4 after deliberation. Coming back from holidays, she started to ask permission to go to the nearest health center for her stomach pains and headache. However, all medical tests results revealed negative. Lucy started to have troubles with teachers and school authorities due to her tardiness, and misconduct in class. At the end of her senior 4, all the teachers realized that Lucy, who was a brilliant student before. The school deliberation decided that Lucy will repeat S4. This became a good reason for Lucy to drop school for good.

Questions

1. What were the issues Lucy faced?
2. What could have been done to help her overcome these issues?
3. Mention the people who should have assisted Lucy in her situation and the contribution of each.



4.4. The Process of Counseling

Counseling process is the accompaniment the counselor offers the client, through planned and structured conversations, with the aim of understanding the source of worries and problems of the client. The counseling process involves observing changes in the client, so as to assess if the therapy is of any help, or if the client should be approached differently.

Steps in Counseling Process

Step 1: Relationship Building: The first step involves building a relationship and focuses on engaging students to explore issues that directly affect them. The first interview is important because the student is reading the verbal and nonverbal messages and making inferences about the school counseling personnel and the counseling situation.

Guidelines to relationship building for the school counseling personnel

- Introduce yourself
- Invite student to sit down
- Ensure student is comfortable
- Address the student by name
- Invite social conversation to reduce anxiety
- Watch for nonverbal behavior as signs of student emotional state
- Invite student to describe his or her reason for coming to talk
- Allow student time to respond
- Indicate that you are interested in the person.

Step 2: Problem Assessment: This step involves the collection and classification of information about the client's life situation and reasons for seeking counseling.

Step 3: Goal setting: Like any other activity, counseling must have a focus. Goals are the results or outcomes that client wants to achieve at the end of counseling. Sometimes, you hear both counselor and client complain that the counseling session is going nowhere. This is where goals play an important role in giving direction.

Guidelines for setting goals can be used with students

- Goals should be selected and defined with care.
- Goals should relate to the desired end or ends sought by the student.
- Goals should be defined in explicit and measurable terms.
- Goals should be feasible.

- Goals should be within the range of the counselor's knowledge and skills.
- Goals should be stated in positive terms that emphasize the student's growth.
- Goals should be consistent.

Step 4: Intervention: The person-centered approach suggests that the counselor gets involved rather than intervenes by placing emphasis on the relationship. It focuses on creating a confrontation between a group of supporters and the client in order to expose the consequences of the problem. The confrontation serves to trigger a crisis in the client's life that is not intimidating or harming and is used to compel them into treatment before they suffer social or physical damage.

Step 5: Evaluation, follow-up, termination or referral: At the beginning, terminating a counseling process is difficult to both the counselor and the client but counseling successful termination aims towards terminating the counseling process in which it will have to be conducted with sensitivity with the client (student) knowing that it will have to end, empowering and motivating the client to progress.

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