Dedication

To

Lemuel, Christopher Marlowe
Christina Joy Rossetti and Christian Le Marjo

The precious jewels of my life,
This output is lovingly dedicated.

TO GOD BE THE GLORY!!!

Marjorie Arandela-Caipang, Ph.D.
Preface

This book is a product of the compiled notes of the author while teaching the subject both in the graduate and undergraduate level. The topics discussed are based on the needs of the students and the scope of the course.

Discussions of the topics will be left to the teacher handling the subject based on the expectations of the students. The author does not claim for originality and comprehensiveness of the topics discussed, however, the organization of the subject matter was made out of the needs of the students as an offshoot of classroom interaction.

Grateful acknowledgement is being given to the different authors cited in the bibliography.

Marjorie Arandela-Caipang, Ph.D.
About the Author

Dr. Marjorie Arandela Caipang (1948-2009) was a professor of the Western Visayas College of Science and Technology, Lapaz, Iloilo City. She was at the same time the Vice President for Academic Affairs of the College.

She has to her credit the following qualifications:

- Bachelor of Science in Elementary Education (BSEED) from Central Philippine University, 1968, Cum Laude
- Master of Arts in Education major in Guidance and Counseling from Central Philippines University, 1986
- Doctor of Philosophy in Education major in Psychology and Guidance from the University of San Agustin, Iloilo City, 1990
- She had been an Elementary grade teacher, guidance counselor and professor for the last 32 years.
- She was actively involved in civic and religious activities being a charter member of the Rotary Club of Jaro Centraline, District 3850 and a church moderator of the University Church, Central Philippine University.
- She was part time professor of the Graduate School of the Central Philippine University, University of San Agustin and Western Visayas College of Science and Technology, all in Iloilo City.
- She was awarded the Distinguished CPU Alumna for 1999

- She taught the following subjects:
  - Advanced Research
  - Advanced Statistics
  - Social Research
  - Educational Testing
  - Advanced Educational Psychology
  - Personality Development and Mental Hygiene
  - Personality and Culture
  - School Legislation
  - Vocational Guidance
  - Behavioral Problems
  - Educational Planning.
- Adjustments of Education to Individual Differences
- Advanced Adolescent Psychology
- Educational and Vocational Guidance
- Educational Management
- Personality Theories
- Psychological Testing
- Student Personnel Services
- Foundation & Organization of Guidance
- Principles and Procedures in Guidance
- Supervision of Instruction
- Exceptional Children
- Group Dynamics
- Psychology of Human Adjustment
- Industrial Psychology
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CHAPTER I

The nature of guidance

A. What is guidance

Guidance is a process of helping the individual to become adjusted to his present situation so as to provide the maximum development for him and to help him plan for his future in terms of his interest, aptitudes, capabilities and needs.

B. Bases for guidance

1. Philosophical basis – Some students could not adjust to the real ethics of life. Some are not happy with life. Some should be helped to keep balanced and adjusted.
   The aim of guidance is not to make decisions for individuals but to enable him to make proper decisions for himself after “knowing himself”. Guidance is intended to enable him to resolve the conflicts around him.
2. Psychological – No two individuals are alike. Individuals differ from one another in body and mind, in taste and temperament. Thus, there is a need for an individual to become acquainted with his own potentials in order to select the kind of training he wants to pursue.
3. Sociological – Guidance helps in proper social adjustments, because various changes in society create so many problems of adjustments.
4. Pedagogical – Guidance aims to clear the way for better, deeper thinking and optimal learning.

C. Nature of guidance

The roots of guidance are not only deep historically, but they are also extending horizontally. In the beginning, guidance was a straight forward and limited attempt to assist the individual in the vocational area. But now its concern has been extended to include assistance with almost any manner of need which might exist for the individual. The roots of guidance per necessity are extending horizontally to much of the social context, to matters of prestige in occupation, to the broad field of social trends and economic developments.
D. Why guidance is essential

1. In order that the individual may be aided to live a worthy, upright, useful and happy life according to his nature and to adjust himself adequately to the world and to his fellowmen.
2. Guidance is needed to assist the individual in acquiring the knowledge, skills and attitudes which will enable him to enter an occupation and to make his living.
3. Guidance is necessary to help the individual to attain the maturity of judgment, stability of emotions and volitional control which are characteristics of true self-direction.

E. Factors and conditions existing which gave rise to the need of guidance

1. The increased complexity of modern life
2. Enriched and expanded curricular offerings in high school
3. Recent trends in education – emphasis on science and technology
4. Emphasis in developing qualities of the youths
5. Changing patterns of family life
6. Uncertainty of world condition
7. Great complexity and variation of individual differences

F. Functions of guidance

(Jones) Guidance does not solve the problems for the individual, but it helps that individual to solve them.

Guidance is focused NOT on the PROBLEM BUT ON THE INDIVIDUAL because its purpose is to promote the growth of the individual toward self-development. It aims at self-understanding, self-appraisal and self-direction.

All guidance is education but not all education is guidance.

The objectives of both guidance and education with respect to the development of the individual are the same but the methods are not the same.

Guidance carries with it the element of volition while many aspects of education are characterized by compulsion.

Teaching and guidance are inseparable- because teaching without intelligent guidance cannot be good teaching. Guidance without good teaching is incomplete.
G. Principles of guidance

1. Guidance is concerned with the whole student not with his intellectual life alone
2. Guidance is concerned with all students, not only with special case
3. Guidance is primarily concerned with prevention rather than cure
4. Guidance is more than just the activity of a specialist; it involves the whole staff
5. Guidance can exist without the specialist; the full time teacher is its backbone
6. Guidance is concerned with the choices and decisions to be made by the student
7. Guidance is concerned with developing student self-understanding and self-determination
8. Guidance is “counsel” not compulsion
9. Guidance is a continuous process throughout the school life of each individual/student
10. Guidance is fundamentally the responsibility of parents in the home and of the teachers in school.

H. Difference between guidance and guidance services

- Guidance connotes both systematic or unsystematic and informal means towards assisting an individual
- Guidance services include only all systematic and organized procedures and facilities for the same end.

I. History and development of guidance

In the Philippines, the genesis of guidance was incidental. As teachers taught, they needed to treat problems of misbehavior. The following are landmarks of the history of guidance in the Philippines:

1. In 1932, Dr. Sinforoso Padilla started the Psychological Clinic, which treated cases of student discipline as well as emotional, academic and vocational problems
2. In 1934 counseling tests were administered to the convicts of Bilibid Prison
3. In 1939 tests were administered to the inmates of Welfareville
4. In 1939-40, Psychological tests were used for guidance purposes in private schools
5. In November 1945, the 1st guidance institute was opened
6. In 1952, guidance services were established in public schools
7. In 1945 the National Teachers College was selected as site of the first Guidance Institute
8. In 1953, the Philippine Association of Guidance Counselors was organized
CHAPTER II

The guidance program

A. Why effective guidance is necessary

1. Results in financial economy
2. Time saving
3. Promotes wholesome public relations
4. Reduces frustrations and promotes mental health
5. Conserves and develops human resources

B. Characteristics of a good guidance program

1. An integral part of the total educational program
2. Reaches all the school children
3. Systematic procedures are being followed in gathering and recording of data
4. Provides for careful interpretation and wise dissemination of personal data to pupils, teacher, etc.
5. Provides for coordinated activity and effort
6. Recognize and utilizes homeroom teacher as the key person in the guidance set up
7. Provide desirable group interaction without loss of effectiveness
8. The availability of specialized preparation is recognized as essential to an effective guidance program
9. In a good guidance program, there is provision for continuous in-service education for teachers in areas of child study and guidance where they can make their optimum contribution.
10. In an effective guidance program, a counselor should generally continue guidance relationships with his counselee’s entire period of attendance at an educational institution.

C. The goal of the guidance program

Human development is the goal of the guidance program; development of the individuals into a human person who can make his own decision on the basis of a knowledge of himself and of his environment in terms of people and social systems and who can take his proper place in society in view of the full development of his potentials.
CHAPTER III

Tools and techniques used in guidance

A. *Anecdotal records* – a running account of the daily experience of students as reported by those who expected to know them best in given situations. It is an observation and description of behavior.

B. *Autobiography* - an individual’s life story- routine behavior, attitudes, interest and ideas written by himself. Most often used by teachers and guidance workers because of its very direct relationship to the inner aspects of student’s life.

C. *Case study* – a technique or method of bringing together all pertinent information about a student in forming a unified background for his needs and treating his difficulties.

D. *Interview* – the heart of the counseling process to which other techniques are contributory. It is an opportunity for the individual to make clear his confused thoughts and feelings and to bring out in the open his inner conflicts. Said to be the most satisfactory procedure for the collection of information if time were available for extensive individual conference. A dynamic face to face relationship between the counselor and the counselee.

E. *Cumulative Records* – shows or gives a picture of the individual’s needs, abilities, capacities and interests at any time. Records must be cumulative, accurate, complete and reliable. There must be space to write some reliable information from time to time. Confidential data which are classified as confidential by the counselor are kept in a separate file and place.

F. *Observation* – basic to other guidance techniques. The behavior and personality of an individual are measured in terms of what he says and does.

G. *Testing* – to be discussed fully in the next area

H. *Counseling* – to be discussed fully in the next area
CHAPTER IV

Guidance service areas

A. **Inventory service** – one of gathering, recording and making available information about a pupil which will be useful to those teaching or counseling him.

- Should be uniform
- Should be a case history
- Each item should be selected
- Should serve the pupil
- Is not an end in itself
- Data should be reproducible

B. **Information service** – consists in the provision of up-to-date and accurate information whether vocational, educational or personal-social

C. **Counseling service** - the most important service because it is considered as the heart of the guidance program

- Involves a person to person relationship between the counselor and the counselee
- Homeroom advisers oftentimes do incidental counseling but for special cases beyond their help, they refer them to the counselor
- No definite time for counseling; time is flexible
- As much as possible, counseling should reach all students
- Careful preparation by the counselor should be done in conducting interview. Preparations consist chiefly of studying the pupil’s cumulative records, selecting items for consideration and planning the interview with the reference to the personality and needs of the pupils.

**What Counseling is:**

1. Counseling is a person to person situation in which the focus is enabling the counselee to work through the problems that perplex him and in which opportunities are provided for him to reorient his views of self and the world.
2. Counseling aims towards greater integration and independence of the individual. Its aim is not to solve one particular problem; but to assist the individual to grow so that he can cope with the present problems and with the later problem in a better integrated fashion.

3. Counseling relies more heavily on the individual’s drive for growth, health and adjustment.

4. Counseling places greater strength upon the immediate situation than upon the individual’s past.

5. Counseling stresses the importance of the therapeutic relationship which is itself a growth experience.

6. Counseling places greater strength upon the emotional elements, the feeling aspects of the situation than upon the individual aspects.

Nature of the counseling service

Characteristics:

1. It is purposeful learning experience for the counselee.
2. It is private interview between the counselor and the counselee.
3. It is one to one relationship, a relationship predicated upon the mutual confidence of the parties concerned and growing out of the counselee’s recognition of an existing need for assistance.

Factors affecting the counseling service

1. Success of the counseling service is dependent upon a trained counselor.
2. The leadership and support of the school administrators are essential to the success of the counseling service.
3. The inherent nature of the counseling service assumes that the counselor has time for free from classroom duties for performing the function of counseling.

Aim of counseling

To assist each student to make more effective adjustment to the environment in which he lives.

What counseling is not?

1. Not lecturing which is one-sided. Counseling means much more than talking to the pupil.
2. Not teaching too. Counseling is one to one relationship. It is personal. It cannot be performed with a group while teaching is done in group.

**Difference between counseling and teaching:**

Counselor does not know the subject matter in the interview while the teacher knows the subject matter and the outcomes.

3. Not psychotherapy – Counseling is concerned mostly with normal anxieties. Psychotherapy operates in medical setting while counseling operates in educational setting. Psychotherapy is deeper in scope than counseling while counseling is broader in scope.

**Counseling methods:**

1. Directive/Prescriptive/Counselor-Centered
   - Williamson- chief proponent
   - The rationalist is that learning of new adoptive patterns through maximum utilization of the intellectual resources of personality permits the solution of the client’s problems.
   - The hypothesis is that the trained expert is required to determine what is wrong and what to do about it since the client, by coming for counseling has demonstrated his inability to deal with his problems.
   - The aim is to make a diagnosis concerning the nature of the problems and to devise and institute suitable training or choice procedures for the solution of the problem.
   - The counseling process includes:
     - *Analysis* – data collection
     - *Synthesis* – analysis and organization of data
     - *Diagnosis* – identification of problems
     - *Prognosis* – counselor makes predictions, counselee attempts to make decisions
     - *Counseling* – counselor and counselee work together to bring about adjustment
     - *Follow-up* – helping the student with new problems and determining the effectiveness of the counseling provided him.

2. Non- directive/client centered counseling
   - Rogers- chief proponent
Emphasis is always on the individual not on the problem. The client carries the responsibility for the solution of his problem. He comes for help and the counselor creates a permissive atmosphere and relationship to encourage client to unburden problems.

The counseling situation is defined. Counselor doesn’t have the answer but provides a place and an atmosphere in which client can work out answer. Counselor must respect the integrity of the client and have faith, that he can help himself. If such an atmosphere is established, a period of release follows.

By relaying a friendly interest and receptive attitude, the counselor encourage for expression of feelings regarding the problem. At first, they are negative and ambivalent feelings, hostilities, anxiety, concern, guilt, and decision. He paves out his feelings, thus, relieving himself of some tension and pressure. Finding a sympathetic and understanding counselor, he slowly leanrs to face his problem squarely.

Counselor helps to clarify negative feeling so that client accepts obstacles.

Full expression of negative feelings is followed by a faint and tentative expression of positive feelings

A gradual development of insight follows. The client sees his inner strengths and weaknesses in a new and different perspective and can come to an understanding and acceptance of the real self.

As he perceive his real attitudes and desires, he comes to a clearer understanding of his behavior, gains a fresher perception of life situation, he perceives the decision that he must make and the possible course of action open to him. The counselor helps to clarify the different choices he must make and recognizes the client’s fear and lack of courage to go ahead.

He now translates insight into action. Positive steps toward the solution of the problem begin to occur.

When a decreased need for the help is felt and the relationship is ended. The client decides to end contact. He resumes a full measure of the responsibility to make his own decision.

3. Eclectic Counseling – Thorne – chief proponent

Employs the tools and techniques of both the directive and the non-directive counselors in accordance with the demands if the counseling situation

To assist pupils to meet all kinds of problems rather than confiding his services to those who have emotional problems
The eclectic counselor may follow such practice a helping the counselee to plan a course of action and then follow thru to see if the client is making progress toward his goal, neither of which the non-directive counselor will do.

The aim is to facilitate the process of achieving self-direction

**D. Testing service**

- A test may be an examination of mental as well as physical ability.
- It is a task, together with a method of appraising it, which defines an ability

**Importance of tests**

- Tests are extensions of the teacher’s and counselor’s ability to observe pupils. They are essentially samples or X-rays of person’s behavior at a particular time.

**Purposes of tests**

1. As basis for promotion
2. As basis for student admission to an institution
3. To obtain more information
4. Important for selection of grouping
5. Used to objectify and make meaningful comparison of students with groups with whom they will compete for grades
6. Aids in identification of students in need of special attention
7. Test results are a superior judgment to that of the teacher’s
8. Test can gauge the study growth of the pupil
9. Repeated testing is necessary for a thorough diagnosis
10. Cases of ineffective study habits may be identified by tests
11. Tests should not be dreaded as an invitation to sleepless nights and useless cramming but as an aid in the fulfillment of his highest possibilities

**Kinds of tests**

1. *Intelligence tests* – mental ability tests
2. *Achievement tests* – purpose of this test is to measure how much a pupil learns is a subject
   a. Teacher-made tests – unit / periodic / daily quizzes
   b. Standardized test – attempt to correct some of the faults of teacher made tests
3. **Interest inventories** – reveals the fields that the individual student will be interested in
4. **Personality tests** – provide information about the more tangible characteristics of the individual
5. **Aptitude tests** – measure the readiness with which the individual increases his knowledge and improves skills when given the necessary opportunity and training.
6. **Diagnostic tests** – are given when necessity demands to uncover the nature and sources of weakness in the toll subjects
7. **Readiness tests** – administered to children before they are given certain types of seatwork

**E. Placement service**

The placement service helps the child secure the most effective relationship to a job or to the next step in his educational or personal program. Always present as a major aspect of the placement function is the counseling service. The individual rather than the employer or the college or the curriculum is the focal point of interest of the placement service.

Educational placement is the process of assisting the individual to progress satisfactorily from an educational experience to another.

Vocational placement – the process of assisting the individual to find an appropriate place in the world of work, one which appeals to his interests, challenges his abilities and which serves the interests of the individual and of society.

**Characteristics of a Job Placement Service**

1. Placement activities should be coordinated
2. Job placement is not a form of recruitment
3. Publicizing the placement service
4. Establishing cooperative relationships with community agencies
5. Providing reliable job information
6. Using information about pupils
7. Providing counseling service

**Characteristics of Educational Placement**

1. Educational placement affects all pupils
2. Placement in co-curricular and community agencies
3. Articulation between schools as placement
4. Placement in training situations
5. Placement not a big school activity
Principles

1. Placement service should be a general one, not limited to students having one type of training.
2. It should be autonomous in organization and action and at the same time, seek the goodwill and cooperation of public agencies.
3. It should have the full cooperation of all other school agencies such as those dealing with guidance records, in order to make possible the better and accurate screening of applicants.

F. Follow-up service

-an integral part of guidance service. It is concerned with what happens to pupils while in school or after they left school. Through the follow-up the counselee learns the nature and the extent of his progress. He determines the areas of his life in which he needs to make further adaptations.

Without the follow-up, counseling is incomplete and so are other types of guidance services. A counselor who does not find out what has happened to his counselee, is like the physician who does not check on whether his patient has recovered from an illness.

G. Evaluation service

-the process by which we fine the extent to which the objectives of the school policies and program are attained.

Guidance itself is not evaluated. Just as we do not evaluate the dress itself, but whether the dress fits the figure, neither do we evaluate guidance itself but its objectives and the instruments and methods used in guiding individuals.

Evaluation is not the end but the means of attaining the end in this case which is self-development.

Any program without evaluation is like a boat drifting without the rudder. Without evaluation, progress or improvement is impossible.

Characteristics:

1. Should be comprehensive
2. Based on changes on the total behavior
3. Should aim at furnishing all findings that will be of use to the teachers, parents and individuals
4. Related to curriculum enrichment
5. Should involve the participation of all stakeholders
Advantages:

1. Clarifies ideas
2. Can lead to improved procedures
3. Can lead to provisions of new needs
4. Can increase teacher cooperation
CHAPTER V

Areas of guidance: Educational guidance

- a process concerned with bringing about a favorable setting for the individual education. This favorable setting will include the assistance with regard to choice of subjects, use of libraries, study habits, evaluation techniques and adjustment of school life to other activities. In other words, it is a conscious effort to assist in the intellectual growth of an individual.

Why Needed?

- Educational guidance heads the list of student problems

Why Needed?

- When they have the opportunity to choose one or other sources
- When they have plan to pursue their higher schooling
- When they fail to make the grade in their scholastic attainment
- When they develop undesirable or face any problem of adjustment

The special functions of educational guidance

*These are mutually and reciprocally dependent:*

1. To help the pupil to make educational plans consistent with his abilities, interest, and goals and to select appropriate curricular and course.
2. To help the pupil to explore educational possibilities beyond his present school level
3. To help the pupil to succeed in his educational programme
4. To enable the faculty members to know the modifications required in the curriculum and in the administrative arrangements and in the school to meet better the needs of the students

Educational guidance at various stages

Educational guidance is a must in the school at every school level of development, right from kindergarten through college

Pre school

- Individual’s attitude toward himself and others, behavior at work and play and his emotional control have their roots in early childhood experience
What he learns at home constitute the basis for future learning and adjustment. A child born of healthy, emotionally mature and responsible parent has good start. His mother guides him through the proper habits of eating, sleeping and cleanliness. Example shown by adults serves as inspiration and motivation to children’s behavior. Parents should be good models. Pampered or over-protected children become mal-adjusted adults. Guidance in the nursery and kindergarten school should serve as a supplement to, never as a substitute for, parental guidance in the home. It aims to develop simple health habits, the ability to use language patterns for simple and correct expression of ideas, correct social attitudes and appreciation of the beautiful.

**Elementary stage**

- When a child enters the elementary school, he encounters a series of new demands and potential frustrations. He is faced with different problems of adjustment which if not properly attended to will prepare the way for unfortunate mal-adjustments.

**Secondary stage**

- Assist pupils to orient themselves to the new purposes of education
- Assist pupils to select curricula and courses
- Aid pupils to make progress in their education by removal of subject difficulties and development of study skills.
- Aids pupils to build proper motivation for study

**Guidance in college**

- aimed not only at orientation to college life but also at adjustment throughout the college course

**Functions**

1. Orient student to each new phase of college life
2. Provide diagnostic service
3. Determine the physical and mental status
4. Administer student discipline
5. Maintain high morale
6. Guiding along social competence
7. College life serves as laboratory, providing many lessons in good living

**Guidance of the adult**

- Adult of all ages, especially those who have had no formal training/schooling needs guidance in achieving self-realization and adjustment to their life activities

**Areas of adult adjustment**

1. Young adult
   - The need for formal education
   - Courtship
   - Marital and young family adjustment
   - Job placement
   - Job efficiency
   - Leisure time activities

2. Middle aged adults
   - Restless
   - Dangerous age in men and women – especially so when they realize they are not getting young anymore

3. Older – adult
   - Mal-adjusted
   - Become baby sitters
   - Forced or voluntary retirement
   - Feel that their advise is no longer solicited
   - Not included among the conversation of the young

**Vocational guidance**

- Assistance given to the individual pupil in consideration of a future occupation, career or state of life which is in accord with his abilities, interests and potentialities and to help prevent wrong choices
- Implies the need to assist the individual in making informed choices by enabling him to know his own qualification and capacities; to define success; to enable him to estimate the possibility of personal success in the field chosen; to enable him to understand that much depends upon his
general abilities, upon his specific interests, upon his attitudes and upon the effectiveness of his character.

**Purposes of vocational guidance**

1. To help adapt the schools to the needs of the students and the community
2. To assist the students in choosing, preparing and training for, entering and making progress in their chosen career or occupation
3. To disseminate knowledge of competitive and other problems of the business and occupational world as well as their characteristics
4. To help workers understand their relationship with other workers, and with society as a whole
5. To secure greater cooperation between the school and various commercial, industrial and professional pursuits
6. To encourage the establishments of courses of study in educational institutions that will harmoniously combine both cultural and practical studies

A vocational counselor can help a student tread on the right track leading to a profession or vocation. Some of the points to be considered in the study of occupations and careers are as follows:

1. Job description
2. Relation to other jobs
3. Employment statistics
4. Seasonal variation
5. Wages, hours of work, working conditions
6. Government protection
7. Description of the worker — qualifications, educational attainment and experience requirements
8. Kinds of tests given
9. Fees for examination; registration
10. Location of job
11. Advantages or disadvantages

There are more than a thousand ways and means by which a subject teacher, a counselor or a vocational teacher and a homeroom teacher can help the counselee discover a suitable occupation he needs and wants
CHAPTER VI

Guidance in the classroom

Guidance touches every aspect of an individual’s personality—physical mental, emotional and social. It is concerned with all of an individual’s attitudes and behavior patterns. It seeks to help the individual integrate all his activities, using his basic potentialities and environmental opportunities.

Qualities of a good teacher

1. *Intellectually competent* – he masters his subject field, keeps abreast of developments, and has the capacity for analysis and synthesis
2. Fires the minds of his students with ideas, with aspirations, with visions of the yet unknown, with the desire to experience the thrill of things unknown
3. Is patient and understanding
4. Possess ability to organize materials and present it in units comprehensible to the student
5. Must be intellectually alive in the classroom
6. Must have an imaginative sympathy for the needs of the individual student
7. Must love teaching

Classroom teacher’s role in guidance

The classroom teacher plays a very important role in guidance. He inevitably influences student’s attitudes and development; with a little training, he can aid in accomplishing the objectives of the entire school guidance program.

- *know each student* – a teacher cannot render effective guidance work if he is ignorant of his student’s needs and developmental pattern
- *understand each student* – knowing the pupil or student is a preliminary in understanding him
- *empathize with each student* – empathy maybe defined as the capacity of an individual to put himself in the shoes of another. It is the capacity of a teacher to feel as the learner feels; to see things as he sees it, so that he may able to grasp clearly the learners situation
• **be warm to each student** – a teacher shows his sincere interest in the learner’s welfare. Sincerity radiates warmth and gives learners who feel insecure, the self-confidence they need.

• **accept each student completely** – accept each learner regardless of mental capacity and physical assets or liabilities, social status, religion or color

• **establish a friendly, permissive classroom climate** – a pleasant classroom atmosphere definitely, is a factor in the development of desirable mental health of learners. Optimum development of learner is promoted

• **give each student the freedom both to be and to become** – teachers should encourage the creative abilities of their learners. Exploratory activities should be provided by the teachers to discover and promote their potentials

• **utilize discipline to help each student grow and develop** – discipline is often regarded as the maintenance of order or the punishment of a student’s misbehavior. This is not an accurate concept; discipline is a positive not a negative force.

• **make each lesson pupil-centered** – learning is not end but a means to an end.

• **plan learning units jointly with students** – cooperative teacher-learner planning of lesson develops a sense of responsibility, ability in decision-making, leadership and a feeling of self-confidence and acceptance

• **be alert to guidance “openings” during the course of the lesson** – a guidance teacher should always find opportunities in the course of lesson that can be utilized for guidance work.

• **foster the development of positive attitude** – attitude is defined as a persistent disposition to act either positively or negatively toward a person, group, object, situation or value.

• **Assist each child to improve his study skills** – many of the educational problems of learners arise from the failure to develop effective study skills. This is at present true in all levels, even in College. Learners have a very poor mastery of the five fundamental study skills; location, comprehension, organization, integration and retention.

• **Individualized teaching** – the teacher should find ways, through different teaching techniques to provide individualization of instruction, so that each learner develops his talents to the fullest.

• **Utilize group techniques** – an efficient teacher converts a class from a collection of individuals into a cohesive group. He teaches his learners how to live harmoniously with others in society, they learn how to cooperate, respect other’s views, listen and to be listened to, share whatever should be shared.
• **Exemplify a high level of adjustment and self-actualization** – the teacher should be the model of all these traits he wants to develop in his learners, as a guidance aware teacher.

**Individual differences among children**

• **the intellectual capacity of pupils** – the great range of learning ability displayed by the children in a classroom offers a special instructional challenge. It is essential first of all that children proceed at the pace best suited to their abilities. Those who are relatively brighter need the least direction, attain mastery of skills with little drill or repetition, and arrive at abstract relationship with ease. The “slow” child however, requires careful guidance in proceeding from step to step.

• **emotional conditions affecting pupils** – attention must be given also to emotional differences among children in establishing a program for oral training.

• **socio-economic status** – one of the foremost factor affecting educational policy is the socio-economic background of the pupil. The term “middle-class” on the one hand and such expressions as “Disadvantaged”, “underprivileged” or culturally deprived are used rather loosely as tags in establishing policies and expectations in educational planning.

• Where does the teacher get information about the pupils?

• **The cumulative record** – most convenient form to supply the teacher with information about his students

• **Faculty meeting** – this contributes to the knowledge of pupil behavior

• **Committee reports** – these will summarize to reveal the nature of pupil’s problems, interest and needs, surveys of graduates and drop-outs

• **Teacher’s manual** – this may serve as a general orientation to the school’s program or it may deal exclusively with guidance work.

• **Guidance bulletins** – these may be used to inform teachers of vocational data, to present services of the guidance program for students, to call attention to information which teachers can transmit and to present valuable materials of instruction

• **Case conferences** – this is a form of cooperative conference devoted to intensive study of individual students. Its main purpose is to gain understanding of the student so that recommendation can be made.

• **Home visitation** – reports of these home visits to other teachers are helpful in case conferences with teacher or teacher with administrative interviews.

• **Pupil’s plan sheet** – it consists of basic identification information about the pupil, his general school background, his interests and hobbies, his work experiences, his tentative educational and vocational choice, his decisions, desire for participation.
Guidance resources for the teacher

- Specialists – acts as consultants to teachers and other staff members
- The psychologists – the teacher cooperates by supplying information about the student who is referred for psychological treatment
- The school nurse and the doctor – much assistance in guidance is expected by the teacher from the nurse and the doctor
- The psychiatrist – detecting cases of incipient mental and emotional illness and thus preventing serious cases of vocational guidance and for special services
- The visiting teacher – a trained social worker attached to school. His special functions are to help the school and the home in dealing with the problems of children
- The school librarian – can obtain professional books and pamphlets giving occupational information; boy and girl relationships and family relations
- The guidance clinic – cases that can be treated by the clinic promoting mental hygienic
CHAPTER VII

Guidance services, tools and techniques

Guidance services

*The school guidance program offers the following services*

1. Orientation
2. Information
3. Counseling
4. Placement
5. Follow-up
6. Peer counseling
7. Scholarship
8. Research
9. Testing
10. Inventory
11. Career guidance

The counseling service

The counseling service is the heart of the guidance program. The extent of preparation for the counseling session depends upon the counselor and his perception of his job. The basic goals of initial counseling interview are to establish rapport and develop structure.

*The essentials of the counseling process are the following*

1. The relationship
2. The atmosphere where there is acceptance and freedom and the willingness to help
3. Facilitation of the counselee’s efforts
4. Attention to the life’s adjustment
5. Follow-up

The counseling environment must be comfortable and attractive. There should be a minimum of distractions. During the session, the counselor should observe the following

1. Good eye contact
2. Leaning forward
3. Open body posture
4. Facing the client squarely
5. Friendly and appropriate facial expression
6. Suspended value judgments
7. Absence of counselor distractions
The termination of counseling involve bringing the interview to a close. To conclude the session, the use of summary statements can be a useful technique. None verbal gestures can be used such as looking at a watch, or simply standing up.

**Guidance tools and data gathering techniques**

1. Tests  
   a. Teacher made  
   b. Standardized psychological tests for intelligence, personality, aptitude, achievement readiness

2. Non-tests techniques  
   a. Observation  
   b. Anecdotal record – record of significant conduct  
   c. Rating scale – an estimate of qualities and abilities  
   d. Cumulative record – a written accumulation of significant factual information about an individual which if maintained and progressively developed over a sufficient period of time, gives a summarized case history and indication of the direction and the rate of development of the individual  
   e. Case study – it is the detailed study of the individual conducted for the purpose of bringing about better adjustment of the person who is the subject of the investigation  
   f. Case conference – a form of cooperative conference devoted to the intensive study of the individual student. Its main purpose is the gaining of understanding of the student so that recommendations may be made.  
   g. Interview – a face to face encounter between the counselor and the counselee wherein the counselee talks about himself with an interested adult. An interview will effectively serve diagnosis, education and therapy once the necessary rapport between the student and counselor has been established.  
   h. Life space survey – map of the physical natural environment of the individual  
   i. Behavior profile – a device for presenting the result of the observation of behavior  
   j. Life review – the process of evaluation one’s life which includes accomplishments, failure, regrets and goals  
   k. Autobiography  
   l. Diary
m. Interest inventory
n. Schedule
o. Rating scale
p. Psycho drama or role playing
q. Projective technique
r. Essays – a personal document yielding material about the counselee’s self perceptions
s. Play media – which includes puppets, modeling clay, dolls, plastic arts, etc.
t. Referral – the act of transferring an individual to another person or agency for specialized assistance not available from the original source
u. Sociometric technique – a device used to measure social relationship

Group guidance approaches

If individual counseling is not enough, the counselor may use guidance and group situations to help the client. Some of the approaches are

a. School assembly
b. Pupil/student government
c. Clubs and organizations
d. Homeroom

Counseling as a relationship

Counseling is more than just a mere practicing of good human relationship. That is why it is not easy to become a counselor.

What makes counseling relationship different from the rest?

1. The principles of good human relationships, though many of them are known, are not obvious, not necessarily natural, nor easily practiced. The understanding of the nature of good human relationship is something that must be learned.

2. The practice of these principles requires training and experience. The ability to apply these is related to the psychological characteristic or mental health of the individual applying them. It is not a matter of information or knowledge; it is matter of attitudes.

3. The implementation of these principles in a counseling relationship differs somewhat from their practice in everyday relationships. The counseling relationships is a special kind of relationship; it is a formal relationship between two persons who may, and perhaps preferably, have
no other relationships. The counseling relationship is for the sole purpose of improving or restoring the mental health, adjustment of functioning of one of the participants. The counselor consciously and purposefully practices the principles of good human relations for the benefit of the counselee.

4. The relationship is usually established between a trained individual and another individual who is in need of help or assistance by reason of being disturbed, unhappy or in conflict because of an unresolved problem or another condition resulting in dissatisfaction with himself or lack of self – respect or self – esteem.

5. The relationship is established at the request or desire of the disturbed individual, continued at his wish and is characterized by certain conditions – privacy, confidentiality, set time limits and regularly, on an appointment basis.

6. The counseling relationships, even though it is a formal relationship and may be very limited in terms of time relative to the life of the individual (seldom more than an hour a day, more often than an hour a week), is a closer, more intense and deeper relationship than any ordinary social relationship.

Basic approach to the counseling relationship

1. Each individual is a person of worth in himself and is therefore to be respected and valued as such.

2. Each individual is capable of assuming responsibility for himself. He can and will under appropriate conditions, become a responsible, independent and self – actualizing person

3. Each individual has the right to self – direction, to choose or select his own values and goals, to make his own decisions.

The counseling relationship is one in which an atmosphere is created in which the individual is able to take responsibility for himself, to begin developing or restoring the self – esteem which is necessary for his functioning as a healthy, responsible, independent human being, able to make adequate decisions and resolve problems. The atmosphere in which this can take place is more dependent on the attitudes and feelings of the counselor toward the client than on the techniques which he uses.

What does the counselor do?

1. Show his genuine interest in the client, to show that he accepts the client as someone worthy of respect and esteem and to understand the client and communicate this understanding to him.
2. Basic activity of the counselor is listening. Listening which is not passive but active one – following what the client is saying or trying to say. It is listening without interference by one’s own personal reactions and associations.

3. The counselor’s attention and interest are concentrated upon the client’s communication and the client is free to express himself as he drives, to tell his own story in his own way, without interruption, without questioning, without probing, without judgements.

4. Helps the client express his attitudes, feelings, concerns and perceptions of himself and his world.

5. Emphatic understanding. Earn how to see things as the client see them and perceives things in the client’s point of view.

6. Give simple acceptance responses. These indicate to the client that he is understood by the counselor and that the counselor is following what he is saying.

7. He should be frank. But this should be done not in a threatening manner. If these can be done, progress will occur.

What the counselor should avoid?

1. It does not appear to be necessary for the counselor to PROSE, QUESTION, INTERPRET, GIVE ADVICE, ETC.

2. Counseling is neither a social relationship nor a social conversation and should not begin as such.

Personal qualities desired in a counselor

1. breadth of interest
2. cooperation
3. refinement
4. magnetism
5. considerateness

The counseling interview

What?

Interview is considered as the heart of the counseling process

It is not just a casual conversation between the counselee and the counselor.

It is a dynamic face to face relationship dependent upon the skill of the counselor and the cooperation of the counselee

An opportunity for the individual to make clear his confused thoughts and feelings and to bring out in the open his inner conflicts
Most essential of all techniques in the counseling process
Counseling interviews do not just happen; they must be planned, considering the following
- The counselee realizes that he needs it
- One interview may just be the beginning of a series of interviews

**General principles**

1. Establish and maintain rapport. Rapport is a mutual feeling of confidence and trust in order that the client will be free in expressing his attitude and thinking. It is basically essential to the success of any interview. The interviewer must be careful not to foster too independent a relationship but rather to let the individual make decisions for himself. If rapport is properly established and maintained, the client will see himself more clearly through this relationship and be able to plan towards greater development.

2. Let the client talk freely. If the client is allowed to talk freely, he will eventually come to realize what his problem is all about. The client will express himself more freely if he has confidence with the interviewer. Taking the lead from the client or interrupting him may tend to limit expression and breakdown any rapport already established. The interviewer must listen patiently and with interest and understanding. He may ask questions in context to facilitate the client’s talking. He may ask for further discussion of a topic if he believes that it is important.

3. Do not criticize. Psychologists are in general agreement as to the inadvisability of criticizing or moralizing during an interview. Careless use of this technique seems to promote guilt feelings. Clients are aware either consciously or unconsciously of their errors and misjudgments. They probably have had enough criticism from members of their families and their friends.

4. Do not argue with the client. Arguing can destroy rapport. It indicates non–acceptance of the individual. It demonstrates lack of understanding on the part of the interviewer of the interviewee’s problems. It will cut off free expression by the client. The interviewer should be objective and even though irritated or annoyed must be able to control himself.

5. Serve as an understanding listener, not authoritarian. An understanding listening attitude helps establish and keeps rapport. The counselor who
acts in an authoritative manner is most frequently not accepted. The client must feel accepted and have a sense of self – worth created.

6. Have the client understand his emotional needs. To have real value to the client, the interviewer must offer him the opportunity to recognize and clarify his needs. Interviewers should not be abstract philosophical discussions unrelated to the needs of the client.

7. Treat what is being said in context. This principle requires that the interviewer be alert to the latent and truer meaning of what is being said. Every statement made in an interview should fit. Why a person likes or dislikes things, why he is more interested in different matters can have meaning only in context of the individual’s experiences. The interviewer must pursue the lead until it is clear.

8. Be aware of different values or feelings tones on the subject expressed. The experiences that an individual has in life result in different degrees of satisfaction or dissatisfaction. These feelings are connected or attached to the object, people or events that were part of experiences and the kind of feeling attached will color the individual’s behavior toward these objects, people or events.

9. Be aware of what the client omits or tries to say but cannot. These are crucial matters. What is left unsaid is usually more important than what is said. The client’s true feelings and attitudes are often contained in what is omitted. That which a person wants to talk about but finds difficult to express is also significant. The mere fact that the client finds it hard to discuss a subject often demonstrates its strength and importance.

10. Talk or ask questions only at appropriate times.
   a. When the client seems to want to say something but finds it hard to do so under this condition, it is advisable to ask questions. It is better to wait several seconds or even minutes before making questions, to give the person the opportunity to say spontaneously what he wants to say.
   b. When fear and anxiety are interfering with the interview relationships. It is occasionally found that the client is fearful or anxious about the confidential aspects of the interview. He wants to be sure that all he is going to say will not be held against him or harm him. Explanations of the nature of the relationships and reassurance in words as well as manner will reduce the anxiety.
c. To direct the interview toward an omitted or incompletely discussed topic. There will be topics that need fuller discussion in order for the client to see more clearly the origins as well as the interrelationships of his present behavior and feelings. The skilled interviewer can discern which topics to develop further or which to go to anew.

d. To clarify, interpret or explain a matter only implicitly assumed. A matter implicitly assumed is what the interviewer thinks is lurking behind the client’s statements but not explicitly by reflecting and clarifying what he said. The non–authoritarian interviewer might employ interpretation or explanation and possibly clarification of feelings.

e. To give approval. Approval has been found to be valuable in interviewing. Approval helps the individual feel more important. What the client has to regard as important and what seems important in terms of the total context can be given approval.

**Steps in conducting counseling interview**

1. Preparing for the interview – setting should be free from distractions – should have order and privacy; interviewer should have adequate knowledge about the student.

2. Establishing rapport – the feeling of friendliness, security and mutual confidence should prevail. Greetings should be cordial and without display of authority. The interviewer does not show any outward sign of fatigue, pressure, irritation or anxiety. The interviewer knows that the counselee needs sympathetic understanding and affection. The conversation is consistently a friendly one.

3. Developing Insight – the major goal of any interviewer is to have the counselee develop his own insight. He offers a friendly, understanding attitude and tact without antagonism. The counselee in the process of being interviewed, will be able to tell all; unburdening himself of the frustrations, repressions or difficulties. In a pleasant atmosphere and by means of leading questions or remarks, the counselee will become aware of his own difficulties, his feelings or his conflicts. He sees the situations in the new light. Thus, he is helped to do his own thinking, reach his own conclusions, and have drawn up a plan of action, after the counselee and the counselor have discussed notes that the latter has jotted down during the interview. Recording salient facts is necessary.
4. Terminating the interview – the interview is said to be terminated when the counselee leaves with the feeling of having a satisfying helpful experience, with self-confidence, light heart, but eager for activity. He should be made to feel free to meet the counselor again.

5. Keeping records of the interview. The records must be made not only during but also immediately after the interview, and these must be filed.

6. Evaluation of the interview. The counselor would do well to go over the entire interview, to determine whether improvements were made in subsequent interviews with the pupil, the all important thing is the effect the interview has had upon the counselee. Questions such as these would help:

   a. As there progress made by the counselee toward recognition of the problem? Was he willing to face the problem;
   b. Did the interview help the pupil become more self-reliant?
   c. Did the counselee come for help again of his own volition?
   d. Was there noticeable improvement in the counselee’s behavior?
   e. Did the counselee carry out the plan mutually outlined?

   Every counselor should bear in mind that not all interviews succeed, and that an interview that has failed need not be discouraging. An examination of the whole situation can be a step toward solving a problem.

   The counseling interview should be started simply and directly, recognizing the reason that the client is there. “What’s on your mind?” “What would you like to talk about?” or “Where would you like to start?” are usually all that is necessary to begin the counseling session.

   Rapport is not something to be achieved by artificial techniques or social devised. It is something that develops and exists when the counselor is genuinely interested in the client and his problems.

   Counseling is not a matter of techniques. Counseling is a relationships in which the attitudes of the counselor are expressed. This expression must be genuine and spontaneous, not labored, forced or self-conscious.

   There are those who question certain requirements which are claimed to be necessary for professional counseling. These include a private office for the counselors with all interviews being conducted in the office, rather than in the factory or office, the schoolroom or playground, or the home. Regular scheduling of the interview is also questioned, as is the practiced of limiting interviews to 45 or 50 minutes in length. There are those who decide “closed door counseling” and who suggest that the counselor ought to be mingling
with his clients in their everyday living environments. They suggest that the
counselor can do more good by doing out on the playground. The fact that the
counseling relationship has much in common with other good human
relationships may be used as a basis for such a suggestion.

These questions and suggestions reveal a misconception of the nature of
professional counseling and a lack of recognition of the special nature of the
counseling relationship. While all human relationships can and should be
helpful or therapeutic for those involved, it is desirable that, where we are
dealing with a client who by definition has a psychological problem, we
provide a relationship which is the most effective and efficient in helping him
with his problem. If all counseling could be done in a single interview we
might not be concerned about the aspects just mentioned, but while
counseling may be accomplished in one interview, the professional counselor
works with clients whose problem – usually cannot be resolved that quickly.
Because the counselor sees many clients, it is in the interests of the efficiency
to have appointments scheduled on a regular a basis. It is inefficient for him
to spend time travelling to his clients or mingling with them in everyday
activities. The relationship becomes less professional, differing from the
practices of other professional persons who have offices, require clients to
come to them and schedule appointment. It is also less likely to be less
effective because of the influences on the client. The client may be less
willing and able to talk about personal problems at home, in the schoolroom
or his working environment. He may question or be suspicious of the
counselor who has no office or who has poor, drab, dirty surroundings,
lacking, just as one would question the ability of a doctor who has no clinic.

Regular appointments in a pleasant, comfortable, private office facilitate
counseling and provide a sense of security, confidence and relaxation in the
client. While these can be overdone, with thick carpets, drapes, overstuffed or
leather – covered furniture, and walls papered with diplomas and certificates,
this is not a good reason for going to other extreme. Counseling maybe done
in inadequate facilities with good results, but this is not a valid argument for
claiming that the good counselor requires nothing more. Counseling is a
professional activity, requiring professionally trained people who are entitled
to adequate facilities for the performance of their highly skilled function.

Nevertheless, the essence of counseling is RELATIONSHIP. It is not the
use of the interview, tests, specific techniques of the surroundings which
constitute counseling. It is a human relationship in which the counselor
provides the psychological climate or conditions in which the client is enable
to change, to make choices, to resolve his problems and to develop a
responsible independence which makes him a better person and a better
member of the society.
Counseling techniques

Counseling techniques can be viewed from several perspectives. Perhaps the most useful one is that of a continuum of lead. The concept of leading in counseling refers to the extent to which the counselor takes responsibility for the content of the interview. A counselor using very leading techniques, more or less determines the topics considered and contributed his own feelings about the client and his problem on verbal level. At the other extreme, a counselor employing as few highly leading techniques as possible, lets the counselee determine topics and what is said about topics.

Selected counseling techniques distributed over a hypothetical continuum of lead (not based on actual data) look somewhat as follows:

Least amount of leading________________________Greatest Amount of Leading

Interpretation
Advice
Supposition
Rejection

Information – giving as a counseling technique is not placed on the continuum based the amount of leading it represents varies depending on how and when it is given.

ACCEPTANCE – The technique of acceptance is employed by the counselor when he wishes to communicate to the student that what has been said is understood. It is the simplest means of communicating this to the counselee. It does not interrupt the counselee’s talk and further encourages him to continue. It usually takes the form of silence or a one or two-word phrase, or simply a smile, nod of the head or bodily gesture.

RESTATEMENT – Restatement is employed for several reasons. First, it conveys acceptance to the client. Second, it often gives the client a brief rest and a chance to collect his thoughts before going on with his story. Third, it serves as a means of feedback to the counselee. That is, by simply repeating what the counselee has said, the counselor checks the accuracy of his own understanding and at the same time gives the student an opportunity to hear what he has just and to clarify his statement if it is not what he meant to say.

CLARIFICATION – Clarification entails leading and the counselor’s contribution of something new to the content of the counseling session. It is
typically used is response to a student’s statement when the counselor feels in an important expression but expressed so poorly that a simple statement would tend to perpetuate the ambiguity. In a sense, the counselor maybe saying, “You’ve got the facts, old boy but not in the correct order.”

SUMMARY – Summary is technique involving an even greater amount of leading. From a given segment of an interview, the counselor selects those ideas and feelings which seem most important and attempts to feed them back to the student in a more organized form. Obviously, the counselor’s summary statement maybe inaccurate or unacceptable to the student, thus destroying rapport. However, when summary is effective, it transposes various counselee’s expressions into relatively clear assertive statements, providing the counselee with a firm base point, so to speak, from which to continue.

SUMMARY CLARIFICATION – When the counselor summarized a relatively brief counselee expression with a longer segment of an interview.

GENERAL LEAD – A general lead involves the counselor’s asking the student to do something and thus quite openly requires the counselor to take considerable responsibility for the interview content. General leads can be phrased in a number of ways, thus allowing some flexibility in the degree of responsibility for the counselor to assume.

REASSURANCE – The technique of assurance is actually used on two levels. Its position on the leading continuum is determined by the second level. The counselor will say, “You are supposed to be verbalizing your feelings. There is no need to feel threatened or guilty about telling me these things. This is exactly what we are here for.” In this sense, the counselor is reassuring the student in respect to the counseling process. Reassurance at the second level goes beyond acceptance in that the counselor agrees with the counselee’s statement or overly supports his assertion. Reassurance employed unintentionally without a real purpose, can turn counseling into a conversation of the gripe session variety.

INTERPRETATION – Interpretation is a technique employed frequently by counselors with a depth of Freudian orientation. Among other things, interpretation involves explaining to the counselees what his behavior really means. Perhaps the most commonly cited illustration of interpretation is in regard to dreams. Depth – oriented counselors sometimes interpret the significance of dreams to their counselees. Such an orientation is needlessly involved and inappropriate for secondary school counselors.
ADVICE / SUPPOSITION – Advice is usually given when situations arise in counseling such that the counselor has every reason to believe that the student is about to engage in behavior that will have significantly undesirable effects for himself and or others. For example, a pregnant girl would seek the services of the abortionist. When the counselor believes that the student will carry out her plan, advice would seem appropriate, assuming of course that the counselor has reason to believe that the counselee will accept his advice.

Sometimes it is necessary to offer suggestions that may stimulate and motivate counselee to further action toward a goal. There are many ways in which a counselor can express ideas, assumptions, positions and thought – provoking suggestions without seeming to nag. Suggesting some alternatives which have been overloaded is one way to do this.

REJECTION – This is rebuff of the counselor’s ideas and is used rarely. When it is necessary to rebuff an idea we realize we may be making the counselee feel personality rejected.

Other counselor responses

FACILITATION – To facilitate means to give a descriptive statement to the counselee in answer to a question or as an explanation of a behavior or a tendency. The counselor illustrated, enlightens, critiques. The counselor facilitates understanding and learning by switching from the sometimes useful “What do you think?” to let me explain briefly what value judgment means. The facilitation response may be short explanation of a term or ideas to the counselee.

INTERPRETATION – Usually at the end of the continuum leads, we place the probing question, the curious interrogation and even the cross questioning. We maybe cross checking for honesty, or seeing clarity on a fact.

For example, How long have you felt this way?
What real values do you attach to these things?
When and how did your thinking about this begin?

These are thought – provoking questions of a nature that we assess the counselee can handle and these will move the counseling interview forward.
CHAPTER VIII

Problems met and solutions for effective organizations of guidance programs

In order that we can specifically identify the problems met by the guidance student personnel workers in their effective implementation of the program, it is a must that an evaluate criteria be set in order that we could assess the present set up against the ideal setup. After doing so, it is but easy for us to identify the weaknesses or difficulties which we encounter which are very particular in our own field or situation. However, I am not in the position to give the appropriate solution. Maybe what I could give are only recommendation for consideration.

When we are talking about criteria, we refer to both the external and the internal criteria which we should look into the student personnel program. First, let us tackle on the external evaluative characteristics. These are follows:

1. A counselor – student ratio of one full time counselor for 250 to 300 students. This implies a full – time counselor. Although few schools have attained such an ideal staff – student ratio, many schools are just beginning their efforts to attain this “standard” and most are probably at two or three times this ratio.
   Problem: No full time counselor
   Recommendation: An item be provided in each secondary school for full time guidance counselor.

2. Counselors are qualified for their positions by meeting the minimum requirements of holding a graduate degree in counseling. They should be personally inclined and educationally prepared to be counselors. They are counselors because they desire intensive, intimate professional contact with students and are productive in their relationships with them. They take pride in their particularly kind of work, they consider it important, and they communicate their enthusiasm to students as well as to other who are interested.
   Problem: Counselors employed have only at least 9 units of guidance and counseling a stipulated in the qualification standards.
   Recommendation: Administration should see to it that their counselors are both educationally prepared and personally inclined to help pupils.
3. Appropriate, usable records are maintained that reflect a body of information about each student, enabling teachers and counselors to understand and helps students. These records are used, not only for demographic study of the student population, but also to:

a. Help students gain self – understanding that enables them to make appropriate decisions;
b. Facilitate understanding of students by counselors, teachers and parents so that educational programs can be adopted to meet students individual needs and enhance the students unique development.

Problem: Poor record management on the part of counselors due to varied task assigned to them.

Recommendation: Record management should be done by teacher advisers in the form of cumulative records.

4. Informational, materials are present accessible. Essentially, this means that up to date materials are available that described the changing character of the educational and vocational opportunities and requirement. Provisions are built into such programs to keep career materials current, to interpret them to pupils, and to maintain them in condition for use by students and staff.

Problem: No informational materials available

Recommendations: Secure available materials for use of the student

5. Appraisal data are available and used by school personnel to help students with individual concerns relating to adjustment, planning and development. Schools that have good reputations do not glorify the mere collections of facts about students but see these data as a means to an end. The identification of strengths and weaknesses within and among individuals and the maximization of student’s insight and understanding. Appraisal of the student is not for deterministic or directive ends but is pursued because it can provide the basis for student self – understanding. It is not intended to imply that students come to counselors merely for prescriptive answers. They come to gain understanding of how their behavior interacts with life situations and demands.

Problem: No post counseling sessions are held.

Recommendations: Post counseling sessions be made a part of the services to be rendered to the students.
6. Personnel are self – evaluative and experimentally oriented. Quality programs have specified their guidance objectives and appraised their progress toward mutually determined goals.

Problem: No evaluation is being done as to the implementation of the different service areas.

Recommendation: Periodic evaluation be conducted to assess strengths/weaknesses.

7. Effective guidance programs are not confined to one grade or school level, but operate on throughout the entire span of the student’s school career. High quality guidance program is continuous as well as comprehensive, with coordinating efforts made at all grade levels.

Problem: Guidance is given in one phase of an individual’s life only.

Recommendation: Guidance is a lifelong process, hence, should be apart of an individual’s daily life.

8. Adequate physical facilities are available for guidance. These characteristic is a readily observable one and often leads to the belief that a school has a good guidance program. Planned, functional physical facilities that adequately provide for space, privacy, accessibility and the like are a hall mark of quality guidance programs.

Problems: Lack of space, privacy and accessibility

Recommendation: Provision for adequate space and facilities.

9. Another major external characteristic is the existence of adequate financial support. Costs of highly regarded guidance programs are not buried in instructional and administrative expenditures. They are clearly stated and dependable on their own merits by the staff.

Problems: Lack of financial support

Recommendation: Provision for adequate funding to support the program.

**Internal evaluation characteristic**

1. Guidance programs praised by others are based on students needs. Need has been defined as a “Lack of something which if present would tend to further the welfare of the organism... or facilities its usual behavior.” It is in this sense that “need” is used in the jargon of education. It implies
that meeting students needs requires the contrivance and arrangement that further the educational welfare of students and facilitate desirable behavior.

Problem: Students needs are not considered in organizing guidance program.

Recommendation: Asses what the needs of the students are in order to determine what guidance services should be provided.

2. Guidance programs of real merit balance corrective, preventive and development functions. Guidance is not just for the classroom misbehavior case who irritates the teacher of for those who underachieve or fail or are chronic absentees. It requires that guidance practice be designed to develop the capability of school personnel to understand individuals and provide the kind of assistance necessary for their maximum development.

Problem: Misconception of guidance as discipline and that it is only for children with problems.

Recommendation: Guidance is for all.

3. Quality programs are purposeful. A guidance activity such as counseling is not an end in itself, but is merely one important service for accomplishing definite purpose.

Problem: Some activities done are without purpose. They are merely done just to keep them busy and just to meet their target.

Recommendation: Goals set should be considered in undertaking desired activities.

4. Balance is an essential quality of good organization. A balanced guidance program is one which the various services have been developed strictly in accordance with the relative importance of their contribution to student needs. In actual practice, perfectly balanced organization is seldom found because some services, for example, counseling or appraisal, are stressed because the pet interests of the personnel. The point is that certain services may be more highly developed, but should not be developed at the expense of other necessary services. If imbalance exists, it should exist because it is appropriate to the particular requirements of the school setting. Effective guidance programs guards against the lack of balance often found in ineffective programs and are
caused by (1) personnel who are more interested in one aspect of the program and exaggerate its importance, (2) personnel who attempt to advance themselves, regardless of its importance, (2) personnel who attempt to advance themselves, regardless of the program’s well – being and (3) quick growth of the program.

Problem: Guidance service offered is dependent on the expertise of the counselor. Not balanced.

Recommendation: All service areas should be offered.

5. Program stability the quality or ability to adjust to loss of personnel without serious loss of effectiveness is directly related to program quality. Stability demands that the system is able to fill positions quickly and satisfactorily. Good guidance programs are concerned about stability and personnel in such programs work hard at recruiting from both within and without the system.

Problem: Guidance work is not so appealing to job applicants. It is difficult to recruit persons to fit the job.

Recommendation: Post job description for the public to be aware of as to the nature of work guidance counselors do.

6. Another characteristic of effective program organization is flexibility. Flexibility in the sense of adaptability of future growth is the quality that enables the program, or an element of it to expand or contract without serious loss of effectiveness. Flexibility frequently demands modification in the load a service must carry. Effective programs provide for future growth and realignment of services, both of which require the foresight to recognize the need for changes in services and personnel that are required by altered objectives, functions or modified character of the student population. Good programs avoid the dangers of inflexibility, destruction of organizational balance and overloading of counselors.

Problem: Programs is so fixed

Recommendation: Program should be so planned to allow increase in the number of personnel proportionate to the number of students served.

7. The staff members of the guidance programs that have achieved recognition and praise have high morale and work cooperatively. Good morale is a quantity that leads individuals and groups willingly to subordinate their personnel objectives temporarily and within reason, to
further the success of the program. It is the quality that induces personnel willing to accept and execute directions, to adapt cheerfully to reasonable requirements and give their best efforts without undue pressures from authority.

Cooperation among personnel marks the good guidance program. Cooperation in guidance program is manifested in the degree of mutual help and collaboration between counselors and teachers. Successful guidance programs are characterized by teachers who understand and supports what counselors do, who respect the process by which students are referred to counselors and who consult with counselors about individual pupils who may need further attention.

Problem: Low morale among guidance workers, problem students are being thrown to them as cases no solved hence failure on the part of the counselor; lack of cooperation of the faculty especially in the implementation of some programs for student development.

Recommendation: Teachers should be clarified of their role in guidance so that they can extend full support to the cause.

8. Personnel in high quality programs avoid the search for quick answers and face the reality that guidance in its broadest sense has many dimensions. Through counselors bring to the helping situation skill in counseling, appraisal and knowledge of educational and work opportunities, they simultaneously recognize that (1) pupils need help from a variety of sources, and (2) these sources may represent many different levels of competence.

Problem: Too much stress put in counseling while other services were taken for granted.

Recommendation: All service areas should be explored in order to have thorough knowledge and information about the student.

9. In guidance programs praised by others, counselors have thought through and arrived at an understanding of their role and function which they are able to communicate to others. Harold Mc Culy viewed the counselor as an agent of change. Mc Culy’s view of the counselor as an agent of change means that the conditions that facilitate learning – but also an able communicator in disseminating knowledge meaningfully to teachers and others. The counselor would be sophisticated in the features and consequences of social change and would be able to introduce change in the school.
Weather counselor’s accept Mc Cully’s definition of the counselor’s role and function or some other definition, the important point is that they know who they are as a counselor and can communicate this identify in meaningful terms to others. They have purpose for being in the school which provides focus for the activities in which they engage.

Problem: Some counselors do not have a clear cut definition of their roles and functions, hence they could not communicate well to others about these functions.

Recommendation: Upon hiring, clear cut definition of duties and responsibilities be made in order that the definite direction can be taken.

10 the students who are part of a good guidance program are not nameless and faceless to the school counselor. Effective guidance programs are concerned both with process and with product. The questions, “How well is the program operating?” and “What are its outcomes?” must both be answered. It has often been said that a guidance program should produce change in the behavior of students.

The question here is what pupil behavior changes may legitimately be expected. In other words, what behavioral manifestations should be apparent in students as a result of an effective guidance program?

Problem: No follow – up made on the behavioral change among counselees.

Recommendation: to be effective, guidance counselors must take time out to find if there are changed behavioral manifestations among the counselees.

10. Finally, a characteristic of highly praised programs is that leadership is exercised by individuals formally prepared by a study of guidance and experienced in the counseling of students. What is qualitatively apparent is that the leader exhibits imaginations approaches to guidance, courage in confronting manifold problems and intelligence in working with colleagues. Good programs are marked by directors of guidance who are not afraid to lead and who are willing to risk failure and disapproval. They are not afraid to assert themselves because they have a clear conception of what is possible or the program and can communicate this meaningful to others.

Problem: Leaders are not guidance – oriented hence not supportive of the program.
Recommendation: Administrators should be made aware of the importance of guidance hence full support of the programs is not extended. Guidance programs are taken for granted.

With these aforecited standards in evaluating the student personnel programs and the corresponding problems noted, suggested recommendations were given. These then can serve as guides to the student personnel worker who would like to organize an effective and efficient program for the school.
CHAPTER IX

Practice test in guidance & counseling

Directions; Encircle the letter of the correct answer

1. Which of the following is a sound principle of guidance?
   a. It is curative rather than preventive
   b. It is focused on the problem rather than on a person
   c. It is prescriptive rather than suggestive
   d. It is preventive rather than curative

2. “Punish the act not the child” is the underlying principle when using punishment as a corrective measure. This means __________.
   a. Impose punishment depending on the gravity of the offense
   b. The act must be condemned for all its bad effects
   c. The causes of the offense must be identified
   d. The child must be advised not to repeat the offensive act

3. In the organization of the guidance program, which of the following procedure should come first?
   a. Allocation of duties and responsibilities
   b. Evaluation of the effectiveness of the guidance program
   c. Formulation of goals and objectives
   d. Structuring the organizational chart

4. In an elementary school, bright pupils or fast learners have their classes in the afternoon. Six pupils who are fast learners are cigarette vendors who had to earn a living in the afternoon, hence they cannot attend their classes. How can the counselor help the pupils?
   a. Ask the teachers concerned to hold remedial classes
   b. Convince the parents to stop their children from working
   c. Make arrangements with the principal and the teacher to adjust the schedule of these students
   d. The counselor should be the one to conduct special classes.

5. For the fourth time Carol asked an admission slip from the counselor. During the interview, the counselor felt that Carol was not telling the
truth. What technique should the counselor use to make her realize about the consequences of her actions?
   a. Values clarification
   b. Modeling
   c. Confrontation
   d. Behavior modification

6. Aside from knowing the reasons why students drop out of school, what else should the counselor do to make follow-up service functional?
   a. Advise students not to drop
   b. Conduct an exit interview
   c. Inform the parents
   d. Rank the reasons based on their gravity

7. Nica the brightest pupil in the class is so restless and mischievous that oftentimes distracts the attention of the class. What could be the reason for this behavior?
   a. She dislikes the teacher
   b. She is an attention seeker
   c. She is a spoiled brat
   d. The lessons are no longer interesting to her

8. Mrs. Reyes invited Charles’ parents to school to have a serious talk about their child’s problem. But the parents refused, and just told Mrs. Reyes to do whatever is good for Charles. The teacher did not like the parents attitude. What then should she do?
   a. Conduct a surprise visit to Charles’ house
   b. Forget all about it since the parents are not interested anyway
   c. Tell Charles not to go to school without his parents
   d. Try all possible means to have Charles’ parents visit the school

9. What should the counselor do with records of attendance in her office?
   a. Analyze and interpret the data and use the findings as bases for individual counseling
   b. Keep them in the cabinet for future use
   c. Tally the number of absences
   d. Summarize the data and submit her findings to the principal

10. Which of the following would say if two angry parents confront you about a fight between their children?
    a. Well, I want you to settle this peacefully
b. Stop it! You are worse than your children
   c. May we listen to your children first?
   d. Just a moment, let us keep calm and everything will be settled

11. Norman has been disturbing the class by his consistent misbehavior. What is the first thing that you would do if you were his teacher?
   a. Call for his parents to a dialog
   b. Explain to him the bad effects of his behavior
   c. Scold him in front of his classmates
   d. Write his name on the chalkboard

12. Moral value is difficult to teach among young people. What would be an effective way to teach this concept?
   a. Set rules at the start of the school year
   b. Read stories with moral values
   c. Provide a role model
   d. Impose punitive measures for every rule violated

13. A student develops self-confidence if _______.
   a. He is treated with justice and fairness
   b. He is praised for his good deed
   c. He is ignored when he commits mistakes
   d. He is allowed to do whatever he wants

14. Guidance and teaching are inseparable processes, but teaching can no longer be considered guiding when _______.
   a. Coercion and compulsion are utilized as forms of social control
   b. Problematic pupils are always referred to the counselor
   c. The teacher lectures on morality when she sees it fit
   d. The values of the teacher conflict with those of the pupils

15. When the classroom environment provides opportunities for the pupils to attain self-actualization of his potentials and abilities, the teacher is utilizing what approach?
   a. Developmental
   b. Prophylactic
   c. Punitive
   d. Remedial

16. The ideal counselor – student ratio is _________.
   a. 1:500
   b. 1:700
   c. 1:900
17. You have a pupil who is talkative, naughty, and aggressive that he is burden to the entire members of the class. What is the first remedy to this problem?
   a. Talk to him seriously
   b. Report the case to the principal
   c. Call the parents for a dialogue
   d. Reprimand him always

18. A student who is lagging behind in his academic work should be;
   a. Placed in a section where students have low ability
   b. Placed in a special education class
   c. Given remedial instruction
   d. Given a special curriculum

19. Periodic checks on students seatwork with a smile and pat on the shoulder as effective reinforcers of good study habits is an example of
   a. Fixed interval and variable interval schedule
   b. Continuous reinforcement
   c. Variable schedule
   d. Discrimination reinforcement

20. The student requested the guidance counselor to give her the standardized test result of her cousin but the counselor or tactfully turned down the request. What guidance principle was used by the counselor?
   a. Mutuality
   b. Objectivity
   c. Confidentiality
   d. Subjectivity

21. Which of the following is the best guide in handling disciplinary problems in present – day schools?
   a. The teacher must at all cost uphold the dignity of the individual within the scope of a realistic – teacher – pupil relationship
   b. Sarcasm, ridicule, intimidation and the like should never be used
   c. The use of corporal punishment and other activities designed to harm pupils should be prohibited
   d. The teacher should be ever vigilant alert and active in sensing the needs of the pupils

22. Which of the following information is derived from the records of students?
a. Description of behavior and treatment
b. Significant episodes showing marked deviation from the normal behavior
c. Description of friendship pattern
d. Other significant factors contributing to self – understanding

23. At the beginning of the school year, the guidance counselor should invite all students by class to visit the office and fill out an information sheet. It should be made clear to the students that the guidance office is for students ________.
   a. Who go there voluntarily
   b. With behavioral problems only
   c. Ho cannot be disciplined
   d. With or without behavioral problems

24. The only way an individual grows up and learns to accept and be comfortable with one self is by ____________.
   a. Consulting with peers
   b. Having maturing experiences along life span
   c. Being defiant and misbehaving
   d. Solving his problems as they come

25. A sophomore transferee seems to be withdrawn from his classmate. What should be done to assist him?
   a. Assign some of his classmates to be with him
   b. Determine the cause of his behavior
   c. Give him encouragement and support
   d. Give him ample time to socialize

26. Which of these is not a misconception of guidance?
   a. Guidance is for the maladjusted pupils only
   b. Guidance mans vocational guidance
   c. Guidance encourages individuality
   d. Guidance is for the elementary school
   e. Guidance is the province of the specialists

27. The guidance function of a teacher is;
   a. Developing a helping tension – free classroom atmosphere
   b. Promoting personal – social growth
   c. Studying pupils
   d. Supplying educational and vocational information
e. All of these functions

28. You gave a failing grade to one of your students for frequent tardiness and inefficient performance. Then the parents came to see you to explain that the child is often tardy because he has to help in the home chores before coming to school. What will you do?
   a. Be firm and tell the parents that you are the best judge of what grade to give
   b. Give a lecture to the parents about their role in the studies of their children
   c. Be more tolerant of the body’s tardiness because the reason is good
   d. Explain to the parents that prompt attendance is part of the requisite for good grade
   e. Tell the boy to make up that his grade can be changed

29. A very shy student who does not want to participate in class recitation belongs to your class. When called upon to recite, she just stares at you. As her teacher, what will you do?
   a. Tell her that she will get low grades is she does not participate in class
   b. Find out if what activity she is interested and start helping her
   c. Force he to participate in class activities
   d. Do not mind her
   e. Call her attention always

30. In the middle of your discussion, one of your students pulls the hair of the classmate sitting in front of her. What will you do?
   a. Tell her to get out of the room
   b. Shout at her at the top of your voice
   c. Stop teaching, investigate, then continue the lesson. After the bell has rung and everybody has gone out, talk to her in private
   d. Punish her at once by telling her to stay at the corner the whole period
   e. Throw an eraser to her

31. You are assigned to be the teacher of physically handicapped student. How would you help them best?
   a. By calling the student one by one and asking why they have defects.
   b. By showing that you pity them
   c. By arranging a conference with their parents and asking why their children have defects
d. By viewing the problem as something to be solved in the future  
e. By helping the students feel that they are not different

32. When children in school become mischievous, rebellious or apathetic, the teacher should first look into the;  
a. Undermining the influence of the home and the community  
b. Sociometric structure of the class  
c. The school curriculum  
d. The co–curricular activities offered by the school

33. Marie is too embarrassed whenever she is asked to recite in class. As her teacher, you could best help her by;  
a. Asking Marie to stand before the class to recite  
b. Ignoring her  
c. Giving her a failing grade for recitation  
d. Permitting her to sit rather than stand whenever she recites  
e. Encouraging her whenever she recites

34. You have a “born” troublemaker in your class. He bullies and provokes other students to fight. As this teacher, the best way to discipline him is to;  
a. Send him to the principal  
b. Suspend him from attending his classes whenever he misbehaves  
c. Assign him important tasks that will help him develop a sense of responsibility  
d. Admonish him for his misbehavior  
e. Punish him by letting him stand in the corner of the classroom every time he misbehaves

35. In your class, is a boy who is suffering from a feeling of inadequacy and has the making of a would–be loner. As his teacher, what should you do to best help;  
a. Investigate the reason behind the boy’s feelings of inadequacy and find ways to help him overcome it  
b. Ask his classmates to befriend him  
c. Leave him alone for he will sooner or later learn to socialize

36. To goalie of the football team of your school is failing in some of his subjects and is in danger of being disqualified for the coming City meet. As his homeroom adviser, how would you help him?  
a. Pass him in your subject
b. For the sake of school spirit, request the other teacher to change their grade to passing so that he can play for the school

c. Appeal to the other teachers to give him individual help so that he can do a passing work and not be disqualified

d. Letting him be disqualified

e. Let the principal send a memo to the other teachers to change his grades

37. In your class is a very restless but very intelligent child. He would cause trouble in the classroom by running around, nudging at his classmates or throwing wads of paper at them. Often, you would remind him, but he is learning his lesson faster than the others, and having nothing else to do, he would be restless and there he would go again disturbing his classmates. If you were his teacher, what will you do?

a. Report him to his parents
b. Submit him for guidance and counseling
c. Give him an ultimatum about his behavior
d. Send him to disciplinary committee for proper sanctions

38. As his teacher – adviser, Mark sought your opinion about his plans for college – his plan of enrolling in the College of Engineering. How would you help him?

a. Tell him his parents could not afford to send him to an Engineering school
b. Send him to guidance counselor for vocational guidance
c. Call for his parents convince them to support Mark’s plans
d. Help him to look for athletic scholarship so he can go to an Engineering school anyway he is a good athlete
e. Show him the financial and the academic requirements of the course so he can think for himself

39. You found out that one of your students is stuttering in class. What is the best thing for you to do?

a. Insist that he recites often to get over his nervousness
b. Treat his stuttering by repeating in class
c. Explain to him that there is no reason for feeling nervous
d. Call his mother so she can train him at home
e. Have him recite only when he desires

40. Choosing a career is a very important stage in a student’s life. It is a big problem when:
a. There is a great discrepancy between interest and aptitude  
b. Interest for a high paying job is great  
c. The individual is overachieving  
d. The course is not offered in the student’s hometown  
e. A student’s ability and achievement go hand and hand

41. Many individuals especially the high school students fail to see themselves in the context of their individual problems. These individuals could be helped best through:  
a. The information service of the guidance program  
b. The use of cumulative records  
c. The placement of the guidance program  
d. The counseling service of the guidance program  
e. The follow-up service of the guidance program

42. The adjustment of individual is the ultimate objective of guidance. Which of the following is not indicative of adjustment?  
a. Living as a peaceful being  
b. Amassing riches  
c. Enjoying work  
d. Making friends  
e. Completing the cycle of life without any trouble

43. Who will make the best counselor?  
a. An individual coming from a family of professional ahs the greatest possibility of becoming a good guidance counselor  
b. An individual’s health and home conditions will best influence him as a good guidance counselor  
c. A happy, well-adjusted individual given the best training will most likely succeed as a guidance counselor  
d. The best training given a counselor can make a good counselor out of him  
e. All of the above

44. There are factors necessary for the success of the program for young handicapped children. Which of these factors below is found not to be necessary?  
a. The goals of the program are clearly stated  
b. The children are identified and helped early in life  
c. The parents are involved in the education of their children  
d. The teaching staff are all master’s degree holder
The workers in the program are well trained in the implementation of the goals of the program.

Normalization as applied to special education refers to:

a. Placing handicapped students in classes with other non-handicapped students
b. Helping handicapped students attain competence in social skills using methods where they learn by doing
c. Isolating handicapped students in classes with other students having similar handicaps
d. a and b above
e. b and c above

Some pupils in the regular classroom learn at a faster rate than most of the children. The best way to handle these children is through:

a. Grade skipping
d. Monitorial jobs
b. Ability grouping
e. all of the above
c. Enrichment activities

Individualization of a student’s educational program means:

a. The pupil must do all his studying alone
b. The pupil is physically separated from the other pupils
c. The teacher works with one pupil at a time
d. All of these answers

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50. Those who deviate from what is supposed to be average in physical, mental, emotional or social characteristics to such an extent that they require special educational services in order to develop to their maximum capacity are:
   a. Mentally defective children
   b. Gifted children
   c. Geniuses
   d. Idiots
   e. Emotionally disturbed children

51. The following are the bill of rights of an exceptional child except one. Which is not?
   a. Right to as vigorous a body as human skill can give him
   b. Right to an education so adapted to his handicap
   c. Right to be brought up an educated by those who understand him
   d. Right to be brought up in a world who looks at him with scorn
   e. Right to live a worthwhile life full of joy and achievement

52. Which of the following statement is not true?
   a. Every person needs guidance
   b. Guidance is a lifelong process
   c. All education is guidance
   d. All of the above

53. The focus of guidance in the directive approach is _______.
   a. The individual
   b. The counselor
   c. The problem
   d. The interview

54. Which of these statements is true?
   a. Guidance is directing
   b. Guidance is advice – giving
   c. Guidance is assisting
   d. All of the above

55. The first guide of every child toward self – development is _______.
   a. The teacher
   b. The counselor
   c. The parents
   d. The peer group

56. Guidance is the responsibility of _______.
   a. The parents only
   b. The counselor only
   c. The teacher only
   d. All of the above
57. Which of the following statements is not true?
   a. Periodic appraisal is not needed in guidance
   b. Teaching and guidance are separate
   c. Guidance is only for children with problem and for the mal–adjusted.
   d. All of the above

58. The keynote of guidance is ______.
   a. To provide opportunity for self–direction
   b. For self–realization
   c. For self–development
   d. All of the above

59. The aim of guidance is not to make decisions for the individual but to enable him to make proper decision after knowing himself. This refers to what basis of guidance?
   a. Philosophical
   b. Psychological
   c. Sociological
   d. Pedagogical

60. Guidance is based upon the fact that no two individuals are alike. This is known as the ______.
   a. Philosophical basis of guidance
   b. Psychological basis
   c. Sociological basis
   d. Pedagogical basis

61. Guidance helps in proper social adjustment is based on what basis of guidance?
   a. Philosophical
   b. Sociological
   c. Psychological
   d. Pedagogical

62. Guidance makes an integral part of education because it aims to clear the way for better, deeper thinking and optimum learning?
   a. Philosophical basis
   b. Psychological
   c. Sociological basis
   d. Pedagogical basis

63. What guidance is not?
   a. Advice – giving
   b. Lecturing
   c. Psycho – therapy
   d. All of the above

64. In what aspects are guidance and education the same?
   a. Objectives
   b. Methods
   c. Technique
   d. All of the above
65. Which of the following statements is not true?
   a. Teaching without intelligent guidance cannot be good teaching
   b. Guidance without good teaching is incomplete
   c. Teaching and guidance are inseparable
   d. All of the above

66. Which of the following statements is not true?
   a. All guidance is education
   b. All education is guidance
   c. Guidance is different from instruction
   d. None of the above

67. A running of the daily experience of students as reported by those who are expected to know them best in given situations is known as ______.
   a. Anecdotal
   b. Cumulative
   c. Interview
   d. Autobiography
   e. Case study

68. A method of bringing together all pertinent information about a student in forming a unified background for interpreting his needs and threatening his difficulties is ______.
   a. Anecdotal
   b. Cumulative
   c. Interview
   d. Autobiography
   e. Case study

69. It is considered as the heart of the counseling process.
   a. Observation
   b. Interview
   c. Case study
   d. Anecdotal
   e. Cumulative record

70. It is considered as basic to all other guidance technique is ______.
   a. Observation
   b. Case study
   c. Counseling
   d. Interview
   e. Anecdotal

71. One of the gathering, recording and making information about a pupil which will be useful to those counseling or teaching him is ______.
   a. Information service
   b. Placement service
   c. Counseling service
   d. Inventory service

72. The role of the counselor is directive counseling is ______.
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a. Passive  c. Listener
b. Active  d. Lecturer

d. Anecdotal record
e. Interview

73. Serves as an X–Ray of person’s behavior at a particular time.
a. Observation  b. Test  c. Case study

d. A kind of test which measures how much a pupil learns in a certain subject is _____.
a. Intelligence  b. Achievement  c. Interest–inventory
d. Personality

e. Rating scale

74. Reveals the field that the individual student is interested in.
a. Personality  b. Aptitude  c. Achievement
d. Intelligence  e. Interest–inventories

75. Measures the readiness with which individual increases his knowledge and improve skills when given the necessary opportunity and training is _______.
a. Intelligence  b. Personality  c. Aptitude
d. Achievement

76. Test administered to children before they are given certain types of seatwork is _______.
a. Aptitude  b. Diagnostic  c. Readiness
d. Personality

e. Screening test

77. Helps the child secure the most effective relationship to a job or the next step in the educational or personal program.
a. Placement service  b. Follow–up service  c. Information service
d. Testing service  e. Research service

78. It is concerned with what happens to pupils while in school or after they left school.
a. Placement service  b. Follow–up service  c. Information service
d. Testing service  e. Research service
80. Which is not a principle of guidance?
   a. Guidance is concerned with all students
   b. Guidance is “counsel”
   c. Guidance is compulsion
   d. Guidance is primarily concerned with prevention than cure

   Guidance is concerned with developing self – understanding and self – determination
Bibliography

4. Kapunan, Rocio Reyes. Fundamentals of Guidance and Counseling