



Welcome
Day 3

Child Counselling

Foundation Course

Day 2 highlights

- Common issues in childhood
- Doing the ground work
- Red flag checklist
- Parenting styles
- Case study analysis



Day 3 highlights

- Case study analysis
- Practice session
- The first session
- Activity



Group Activity:

Tushar is a fifth grader referred for counseling because of “lack of motivation.” He is a loner who does not seem to want friends. He appears unenthusiastic about life except his video games. He has begun to exhibit signs of aggressiveness— increased fighting and abusive language. When he isn’t fighting, he sits with his head on his desk refusing to participate in anything. His teachers are concerned about this pattern in his behavior.

Moli is a first grader whose parents have recently divorced. Her mother and father have found other partners, and in the excitement of their new lives, they have little time for Maria. She is very confused about whom she can trust. At this very crucial point in her school life, she is floundering in an unstable world. Her school work is poor and she is withdrawing from adults and peers. She cries often and seems lost in any setting.

Joshua is a second grader and is struggling with her academics. She seems to be restless in class and her written work is hardly understood. Her teachers and parents are concerned about her progress as she has already repeated the class. At home she studies appropriately but is unable to retain much of the learnt chapters and also still makes several spelling errors.



The First Session & Rapport Building Phase

Interactive

- Easy to strike a conversation

Start with general greeting

Start with

“would you like to try....”

“would you like to explore things in the room....”

Start with initiating exploration of the room/materials

Center conversation around the child’s world and their perception

Seclusive/quiet

- Directive approach without much conversation but involvement

What if...

- The child does not want to open up
- The child refuses to settle down
- The child touches belongings without asking

When to draw boundaries or LIMIT SET?

Limit setting should be conducted only when the child breaks certain rules or displays unacceptable behaviour

Paraphrase or say what you observe

Try put responsibility back to the child and give reasons

Attach emotional meanings

A quick Ice Breaker

The True & False Game

For older Children...

Would you be comfortable talking about certain things going on in your life?

No

Okay then would you like to suggest something we can do while you are here?

Not sure. Don't want to talk

Okay I understand you don't want to talk. But let's see what we can engage in since you are here.

Okay!

Any hobbies? Would you like to explore the room and take up anything that you would like to engage in?

No I'm fine. I don't want to do anything!

Okay! Understood.

Maybe not talking! Maybe something fun.

Ummm...

Okay let's try this

Let's scribble for a minute as hard as possible and see what comes up! (give options via the tools you have in store)

Even after that if the child does not open up, try class counselling focussing on the issue in general.

Individual practitioners may initiate the session through small journaling note books personalized for the children.