

Directive Approach of Counselling

- Counsellor Centred/ prescriptive/ informative Counselling
- E. G. Williamson
- Use of conscious intellect
- Aim: replace undesirable/ maladaptive emotional and impulsive behaviour through deliberate rational behaviour
- Release of feelings and insight development is important but not sufficient

Directive Approach of Counselling

- Counsellor is not authoritarian, judgemental or use techniques like direct prohibition, dictatorial prescriptions, regulatory advices
- Counsellor assists clients to reach to a rational decision through diagnosis and interpretation of data.
- Approach is specially useful for individuals who takes unrealistic and impractical decisions due to lack of experiences.

Directive Approach of Counselling

Assumptions:

Counsellor has specific knowledge and skills and therefore can assist client directly for better choices

Counsellor employs varying degrees of directions and assist client to take sound decisions.

Counselor takes responsibility of decision but persistently encourage client for responsibility of self regulation and decisions.

Directive Approach of Counselling

Counselling relationship:

- Highly individualized
- Counsellor tries to keep himself emotionally at client's place to understand his/ her problems
- Its for normal students also to have realisation of own potentials. Having a problem is not necessary
- Emphasis on future
- Life centred. Assists students how to live life
- Identify aspirations with aptitudes
- Assumes the sovereignty of reason
- Emphasis on worth and dignity of the individual

Counselling Steps

- Analysis: data are collected from different sources to understand the client
- Synthesis: data are synthesized and organised to reveal clients' strengths, weaknesses, responsibilities, adjustment, maladjustments etc.
- Diagnosis: nature & cause of the problem
- Prognosis: prediction of development of problem
- Counselling: steps are determined with client

Counselling

- Assist in self evaluation: interest, motives, abilities
- Planning for Action
- Evaluation of actions: success or failure;
- Evaluation of self perceived data and data from external appraisal

Follow up:

Care in interpretation of data

- The client should understand the diagnosis of problem while interpretation of data
- Should not be fast
- Counsellor enlighten the student through exposition
- Counsellor avoids a dogmatic position but displays an attitude of bringing knowledge, experience and judgment of the assistance of the student/ client
- Counsellor maintains a varied and running discussion of the case data, constantly shifting his exposition and illustrations in terms of the students' verbal and facial reactions during the interview.

- Williamson perceives counselling as rational process in an affective context.
- Assistance is given to client not for what he wants to be but what he can be
- Counselling process is a very personal teaching and learning process in which communication is verbal and according to the situation.
- Sometimes direct teaching is done to explore , clarification of probable facts and hypothesis.
- Sometimes problems are due to conflicting values. Counsellor is a teacher and therefore he cannot be neutral and may affect clients' social attitudes and behaviour.
- Counsellor does not scold, advise, order or gives logic as logics do not provide deep meaningful learning experience
- For problems related to values the counsellor assist client in identification of motives, life style, role of values in adjustment and development, understanding alternative value system and its implications& consequences.
- Counsellor may encourage to adapt new behaviour for moral and ethical motives.

- Counsellor identifies hidden cause of maladaptive behaviour and develops relations with client in such a way that client can express his/ her emotions so his stress can be reduced
- In schools student considers counsellor as authority. Because of counselling relationship the student may develop a new concept that authority may be friendly and supportive.

Contribution of directive approach

- Useful in educational institutions, rehabilitation centres, employment centres.
- Effective for educational and vocational and daily adjustment problems
- Useful for clients in whom change by themselves is less possible like mental, physical and emotional disabled
- New counsellor finds it easy
- Less time consuming
- Useful/ effective for Clients who wants solution of their problems quickly

Shortcomings

- Client can commit mistake in future too
- Counselling may be not be effective and misleading in case of wrong information
- Chances of wrong decision as client does not develop his own perspective
- Client is dependent on counsellor, he is not completely free.

Client centred counselling

- Nondirective, Rogerian, passive,
- Carl Rogers
- Aim is to provide an atmosphere for the growth of the client
- Counsellor tries to understand client in his/her frame of reference
- Responsibility of change is on client.
Counsellor acts as a catalytic agent and assist clients to remove conflicts and progress using different resources

assumptions

- Individual has capability to understand his own conflicts and problems
- Client can reorganise himself and can work in the direction of self actualization and maturity
- The counselor creates an environment where the capacity of client is released and his progress gets facilitated
- Environment: Respect to the client; empathy, no effort to change emotions or problem solving directly by the counsellor
- In conducive atmosphere clients himself tries to reorganise his thoughts feeling in such a way that his life becomes intellectual, positive and satisfactory
- Such interpersonal relationship is important in all interactions: family, school, workplace

Changes in Learning

- Client changes his views for him/herself
- Accepts him/herself & others; emotions, thoughts..
- Flexible, openness and less rigid perception
- Adapt Realistic goals
- Becomes more mature
- Positive and creative change

Conditions of Learning

- No imposition on client
- Counsellor genuinely accepts and understand the client.
- Unconditional Positive regards
- Empathy
- Reflecting, summarising

Diagnosis:

Different from directive in diagnosis,
information giving and imposition of values

Development of Values

Steps in client centred counselling

- Defining problematic situation
- Free expressions of emotions
- Classifying positive and negative emotions
- Development of insight
- End

Contribution:

- Can be used in different situations
- Client takes his decisions so feels empowered,
- Easy. Uses listening, empathy, genuineness, unconditional positive regards
- Develops problem solving ability in client

Shortcomings of nondirective approach

- Time consuming
- No exploration of past. Concentrates only on present
- Counsellor's passiveness may irritate client
- In all situations one cannot be dependent on clients' resources, intellect, decisions etc.
- Not appropriate for all types of problems

Eclectic Approach of Counselling

- F. C. Thorne
- client and counsellor are equally active
- Source of Information: client and others, tests etc.
- Use techniques as per the need

Steps:

- Study of client's needs and personal characteristics
- Selection of techniques
- Application of techniques
- Evaluation of effectiveness
- Counselling
- End of counselling

Contribution of Eclectic Approach

- Use of effective theories and techniques
- Observes client completely (internal- beliefs, motivations, emotions & external environment)
- Practical
- Effective as one principle cannot be applicable on all

Limitations:

- Awareness of all techniques required
- Difficult to decide which technique will be effective
- Difficult to be expert of all techniques

Group Counselling

- Way to assist an individual using principles of group dynamics. Group facilitations, conformity and suggestion are used for therapeutic process
- Interaction in group helps to develop new insight and understanding of the problem
- Specially useful for those whose social values are more important
- According to Rao group counselling is a type of individual counselling where communication is encouraged and atmosphere is maintained where understanding and evaluation of each others views is encouraged
- Negative feelings are managed and thus discussions and conflicts are resolved

Assumptions of group counselling

- Individual should possess the necessary hidden or capacity to trust and to be trusted by other group members. Group cohesion increases cooperation and safe atmosphere in the group so each member expresses his/her feelings freely in the group. One can get benefits of others experience only by having faith on them
- Each individual has the potential to take responsibility for self change.
- Group members can learn and understand from the objectives and methodology of group processes.
- Everyone can learn problem solving skills

- Individual becomes aware of his capacities and limitations realistically in the group (in reference to others in the group)
- One experiences individual differences and similarities in the group and learns to function according to his own tendencies
- Important place of group in developmental process
- Group counselling provide opportunities to develop proper self concept. One learns to have appropriate attitude for self and environment

Process of group counselling

- Formation of group: size, closed/ open, sessions
- Involvement stage
- Transition stage
- Working stage
- Ending stage

Merits of group counselling

- Provide opportunity to know & understand others views
- Development of respect for others
- Social skills
- Expression of own problems, views, values and thoughts
- coherence between thoughts and feelings
- Effective behaviour in social situation

Limitations: not appropriate for all problems-
personality disorders, severe emotional
problems, unconscious problems

Similarities between individual and group counselling

- Environment to express thoughts, feelings
- Objectives
- Confidentiality
- Client becomes aware of own feelings, attitudes etc.
- For normal individuals

Aptitude

- A condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some knowledge skills or set of responses such as the ability to speak a language, to produce music etc.- Warren
- Aptitude is a present condition which is indicative of an individual's potentialities for the future- Traxler

Aptitude: Definitions

An aptitude is not ability, but it help to predict the probable development of certain abilities. A test of aptitude may reveal abilities as well as skills but the significance of the test is in revealing potential abilities and skills- jones

- An aptitude is a combination of characteristics indicative of an individual's capacity to acquire with training some specific knowledge or skill, our set of organised responses, such as the ability to speak a language, to become a musician, to do mechanical work etc.'
- There is no assumption that aptitudes are hereditary but rather are a result of the interaction between hereditary and environment.
- Aptitudes are extremely broad. It embraces any characteristics which predispose to learning, including intelligence, achievement, personality, interest and special skills.

Aptitude: characteristics

- Present condition indicative of future.
- abstract concept
- Innate tendencies
- Indicates success for a particular job or occupation
- Determined by both environment and heredity
- Cannot be changed easily

Difference between aptitude and other terms

Ability is related to present skills, habits and knowledge

Achievement: describes past and indicates what individual has achieved

Types of Aptitude tests:

- Tests measuring P abilities (GATB)
- Differential aptitude test: represents overall profile
- Special aptitude tests: specific & smaller area

General aptitude test battery (GATB)

Developed by United States Employment Service

12 tests (8 paper pencil tests; 4 apparatus tests)

measures 9 abilities

1. Name comparison
2. Computation
3. Three dimensional space
4. Vocabulary
5. Tool matching
6. Arithmetic reasoning
7. Form matching
8. Mark making
9. Place
10. Turn
11. Assemble
12. disassemble

9 abilities or aptitudes measured by GATB

- G [General Intelligence](#): Vocabulary, Arithmetic Reasoning, Three Dimensional Space
- V **Verbal Aptitude**: Vocabulary
- N **Numerical Aptitude**: Computation, Arithmetic Reasoning
- S **Spatial Aptitude**: Three Dimensional Space
- P **Form Perception**: Tool Matching, Form Matching
- Q **clerical Perception**: Name Comparison
- K **Motor Coordination**: Mark Making
- F **Finger Dexterity**: Assemble, Disassemble
- M **Manual Dexterity**: Place, Turn

Time required: 2 hours and 15 minutes

Limitations:

There were few alternate forms, which makes it likely that others will obtain a copy of the test and provide on-test training which decreases the validity.

The second was that many of the tests were heavily speeded (timed),

There were several easy to test strategies for increasing scores on speeded tests e.g. filling out the remaining items with random answers when one is running out of time.

The report similarly examined questions of test bias

All aptitudes cannot be measured (eg mechanical)

Poor representation of reasoning and imagination

Differential Aptitude Test Battery (DATB)

- The original forms (A and B) were developed in 1947 to provide an integrated, scientific, and well-standardized procedure for measuring the abilities of boys and girls in Grades 8 through 12 for the purpose of educational and vocational guidance.
- Also used in the educational and vocational counselling of young adults and in the selection of employees.
- The DAT was revised and standardized in 1962 (Forms L and M) and again in 1972 (Forms S and T).
- Now in its 5th edition, (1992) the test has been periodically revised and stands as one of the most popular multiple aptitude test batteries of all time (George K. Bennett, Harold G. Seashore and Alexander G. Wesman)

Original : George K. Bennett, Harold G. Seashore and Alexander G. Wesman

- **Indian Adaptation of DAT**
- The DAT has undergone several revisions and re-standardization to suit the Indian population. The Indian adaptation of the DAT was formulated by J. M. Ojha.

- **Principles governing the test construction**
- Each test should be an independent test
- The tests should measure power
- The test battery should yield a profile
- The norms should be adequate
- The test material should be practical

- **Verbal Reasoning**
- 50 items. Maximum possible raw score = 50. It is a measure of the ability to understand concepts framed into words. It is aimed at the evaluation of the student's ability to abstract or generalize and to think constructively, rather than at simple fluency or vocabulary recognition.
- The examinee must choose from among 5 pairs of words, the one pair that best completes the analogy.
- The words used in these items may come from history, geography, literature, science, or any other content area. The item thus samples the students' knowledge and his ability to abstract and generalize relationships adherent in that knowledge.
- The Verbal reasoning test may be expected to predict with reasonable accuracy success in fields where complex verbal relationships and concepts are important

- **Numerical Ability**
- 40 items, Maximum possible raw score= 40
- It designed to test understanding in numerical relationships and facility of handling numerical concepts. The problems are framed in the item type usually called 'arithmetic computation' rather than in what is usually called arithmetic reasoning' This was prompted by the desire to avoid the language elements of the usual arithmetic reasoning problem, in which reading ability may play a significant role. The computation form has the advantage of not being thus contaminated as a measure of numerical ability.

- **Abstract reasoning**
- 50 items, Maximum possible raw score=50
- The abstract reasoning test is intended as a non-verbal measure of the students reasoning ability. The series presented in each problem requires the perception of an operating principle in the changing diagrams.
- It involves the ability to perceive relationships in abstract figure patterns- generalization and education of principles from non-language designs.

- **Clerical speed and accuracy**
- 100 items, Maximum possible raw score=100
- The clerical speed and accuracy test are intended to measure the speed of response in a simple perceptual task. The student must first select the combination which is marked in the test booklet, then bear it in mind while seeking the same combination in a group of similar combinations on a separate answer sheet, and, having found the identical combination, fill in its answer space.
- The clerical speed and accuracy test are designed to measure the students' speed and accuracy with a simple number and letter combinations. It is the one test where the entire series places a heavy premium speed.

- **Mechanical reasoning**
- 70 items, Maximum possible raw score=70
- Each item consists of the pictorially presented mechanical situation together with a simply worded question. Care was taken to present items in terms of simple, frequently encountered mechanisms that do not resemble textbook illustrations or require specific knowledge.
- The test is useful in those curricula and occupations where an appreciation of the principles of common physical forces is required
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- **Space relations**
- 60 items, Maximum possible raw score=60
- The ability to visualize a constructed object from a picture of a pattern has been used frequently in tests of structural visualization. Similarly, the ability to imagine how an object would appear if rotated in various ways has been used effectively in the measurement of space perception.
- A feature inherent in these items is that they require mental manipulation of objects in three-dimensional space.
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- **Spelling and Language usage**
- 100 items for spellings and 60 items for language usage
- Maximum possible raw score for both is 100 and 60 respectively.
- All words on the first 2 editions of the test were selected from the lists in Gates' Spelling Difficulties in 3876 Words (1937).
- Example: "Spear" as a wrong spelling of "Spare".
- The language usage test intended to measure the student's ability to detect errors in grammar, punctuation, and capitalization.
- The two tests, spelling and Language usage are more nearly achievement tests than any of the others. The chief reason for their inclusion among the Differential Aptitude Tests is that they represent basic skills which are necessary for so many academic and vocational pursuits.

- **Scoring:** Hand Scoring and Machine scoring
- **Time:**— 3 to 3 hours 30 minutes for the whole battery.
- **Reliability:**
 - Split-half reliability, the coefficients were corrected by the spearman brown formula. (0.87 to 0.94) for boys. And (0.80 to 0.94) for girls.
 - Clerical speed and accuracy are, by design highly speeded. For this test only, the alternate form of reliability coefficients was computed. The values were: 0.79 to 0.89 for boys and 0.90 to 0.93 for girls.
- **Validity:**
 - It was designed for practical application in counselling, placement and selection procedures. The test as measured on the basis of coefficient between DAT and grades to show satisfactory predictive validity.
- **Norms:**
 - Percentiles and Stanine scores on each of the 8 tests.
 - Separate norms for girls and boys
 - Separate norms according to the grades are available too.

- **Necessary Precautions**

- The booklet should not be shown to the subject prior test administration
- Any kind of marking on the booklet is strictly prohibited
- The time limit should be strictly followed
- Instructions given by the experimenter must be clear to the subject.
- The experimenter should be a trained professional
- The career profiling should be done after the test administration with the help of the guidelines given in the Manual.
- Career counselling session or an orientation and feedback session should be carried out before and after the testing.
- Noise and other such distracting stimuli should be well controlled
- Under no circumstance should the score be interpreted as final indisputable evidence of an individual's characteristics. The results provide only one small part of the information needed to help an individual make informed and realistic decisions and cannot be judged in isolation from other aspects of a person's character including, job and other experiences, interests, goals, personality, values, family and environmental influences.

- **Critical Evaluation 1 of aptitude tests**
- Remember aptitude tests do not measure many other qualities that are vital in successful careers such as, Determination to succeed, Enthusiasm and confidence, Energy to work long hours to achieve objectives, Determination to identify and find solutions to problems, Integrity, loyalty, and honesty, Commercial and entrepreneurial instinct, Initiative, creativity, and inventiveness, Ability to persuade and motivate others, Team spirit, Leadership, Ability to help others succeed, Empathy, Forward planning, Refusal to accept defeat, Sense of humour, *Intrapersonal skills*, *Interpersonal skill*, Having fun, Being socially responsibility, Having the skill to make friends, Independence, Impulse control, Stress tolerance, Being realistic, Optimism, Self-regard, Flexibility and adaptability, Being grateful etc.
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Special aptitude test

- Measures specific aptitude
- Predicts success in only one area

Clerical aptitude test: used for clerical jobs

Clerical duties include the gathering, classification and presentation of data of all sorts, and the analysis and use of these data in planning, executing and determining the results of operation- Bill