CHAPTER 3:

Tools & Techniques used in the Guidance Process
**Introduction:**

Guidance is the help given by one person to an individual in making choices and adjustments and in solving problems. Guidance aims at aiding the helpee/counsellee/clientele to grow in independence and ability to be responsible for himself. It is a service that is universal - not confined to the school or the family. It is found in all phases of life - in the home, in business and industry, in government, in social life, in hospitals and in prisons; indeed it is present wherever there are people who can help.

However, professional school personnel have faced the reality that “fatalities” (dropouts, trouble makers, alienated pupils, underachievers) occurs. Reality is such that attempts should be made to adjust to pupil differences and their unique dilemmas.

Guidance is seen as one of the approaches to lessen school conflicts between pupils and school and to focus on the evaluation of the individual pupil, to perform their functions, guidance personnel need not only skills and human concern but also the best information about pupils it is possible to obtain. Much of it will be derived from the professional use of guidance tools and techniques effectively.

The techniques which are generally employed by guidance workers for collecting basic data about a person are either **standardised or non-standardised**. Both the categories of techniques are used in getting primary data. All the techniques are useful. The only consideration which the guidance worker should keep in mind is that the techniques employed should give reliable and objective information. The use of a particular technique, however, depends upon what the guidance worker wants to get out of it.

**A. Observation**

This is an oral and visual way of measuring what a person says and what a person does. It is basic to other guidance techniques which does not necessarily pertain only to verbal language.

In this technique, behaviour is studied through observation by a trained observer. The effectiveness of the technique depends upon the skillfulness of the observer.

An observer is expected to observe well defined behaviours free from biases and prejudices. Parent, teacher, and counsellor should know what to observe, how and what to describe and how to interpret.

Observational techniques are useful in the study of students and individuals but their usefulness depends upon the manner and purpose with which they are conducted. It takes time which is made on several occasions and records will reveal the personality and a portion of the totality of the individual.

*Limitations that an observer has to guard against which can be remedied:*

a. The observer may have a strong bias which proper training can help him overcome.

b. The observation may be limited in time but a real observer can always find time.

c. The observer may not be accurate in reporting where practice can result in perfection.

d. The observed behaviour may be misinterpreted.

The items reported which are out of proportion to the total situation can always be reorganized to fit into a total situation.

*Some aspects of behaviour that can be observed:*

- study habits
- leadership qualities
- desire to get attention
- paying attention
- acts of dishonesty
- speech difficulties
- ways of asking/answering questions
EXAMPLE OF OBSERVATION:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17th Oct.</td>
<td>Read - compared stories to previous stories seen</td>
</tr>
<tr>
<td></td>
<td>Read - compared stories to previous stories seen</td>
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<td></td>
<td>Read - compared stories to previous stories seen</td>
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<td>Read - compared stories to previous stories seen</td>
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<tr>
<td></td>
<td>Read - compared stories to previous stories seen</td>
</tr>
</tbody>
</table>

**B. AUTOBIOGRAPHICAL SKETCHES**

_Autobiography_- an individual life story --- routine behaviour, attitudes, interests, ideals-- written by himself.

- It is a means of securing information about an individual, which is an effective source in the counseling process.
- They are in form of therapeutic treatment, releasing tensions within an individual. It is often difficult to write freely and fully about one's experiences who may tend to exaggerate the truths or facts.
- An autobiography is a description of an individual in his own words. As a guidance technique for studying the individual, it gives valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc.

In guidance, _structured autobiographical items_ are given to the individual and he is asked to write them out. The autobiographical material thus obtained is verified by various other means. Since feelings, values and attitude cannot be measured by any other technique, autobiography appears to be the one technique for appraising these characteristics.

**EXAMPLE OF AN AUTOBIOGRAPHY:**

My name is Dianne Ramos. I am 17 years old. I was born on a warm, sunny day in February. I live at De Castro, Subic, Pasig City, Metro Manila. I go to school at STI College. I live with my mom, Divine; and my dad, Diego. I have two brothers, namely, Gerry and Robert. My brothers have their own family now, that’s why I’m the only one left to live with my parents. I started school when I was five years old. I went to kindergarten through sixth grade at De Castro Elementary School. Then I attended Cainta Catholic College after I graduated in elementary. I am now a 2nd year college student at STI College and currently aiming to graduate my bachelors degree in IT in the near future. My favorite sports are badminton, volleyball, basketball, and tennis. When I don’t have anything to do, I love to surf the net, open my mail, Friendster then watch anime series in crunchyroll.com. I play a lot of computer games with my friends and cousins. I can play some musical instruments like guitar, piano, flute, and lyre. When it comes to anime, I’m so into it. I love watching anime series like Kyou Kara Maji, Otaku Academy, Prince of Tennis, Tsukasa, Basilisk, Sarazanmai, Monogatari, Mekanochort of Haruni Suramya, Fate Stay Night, Miyoshi, Mutely Kamban, Code Geass, Naruto, Bleach, 12 Kingdoms, etc. My favorite colors are red, blue, and black. My friends see me as a kind sweet childish friendly person. Life to me means friends and family who you can trust and who trusts you. I am pretty much on the happy side of life, but like all teens I do have my “days of.” That means I do have some sad days or depressed days. I have a few friends here that sort of look out for me and when I am having a bad day, I have someone here at school to talk to. I make my school days go by thinking of either the next hour or what I will do when I get home or on the weekend. I’m not seeing anyone now, really! Hehe The year 2010 will be the time I will graduate from College. I think I will probably be still living here at Pasig City with my parents. As I said in the beginning, I was born here in Pasig City and I’ve lived here my whole life. I would like to see more of the Philippines but unfortunately, I don’t have any money to leave Pasig City to go anywhere right now. I hope you have enjoyed watching my life story as much as I have enjoyed making it for you. Here’s a tip for you to live or try to live by: Hardwork will give you power; being lazy will make you a slave.
C. ANECDOCTAL RECORDS

- Short descriptions of a significant event/incident of a person’s overt behaviour. This device facilitates the sharing of observation made by a teacher/counsellor, with the cooperation of the staff members who collect the records/leave their reports from time to time inside the pupil’s folder.

- An anecdotal record contains short descriptive accounts about some events regarding a student. Every account is a report of a significant episode in the life of a student. It is a simple statement of an incident deemed by the observer to be significant with respect to a given student.

- Provide descriptions of the person’s spontaneous behaviour in various situations. They reveal problems and offer information that will help the pupil understand himself.

**Anecdotal records should possess the following criteria:**

- **Objectivity** - means that anecdotal records do not give an account of the personal emotional reaction of the reporter.

- **Adequate Background** - records give definite information about time, place and person involved as well as name, age and the specific situations wherein the counselee is observed.

- **Selectivity** - teachers and trained workers can select which of the anecdote are significant in understanding a counselee’s problem.

- **Reliability** - the report is based exactly on one’s personal observation, not on hearsay.

**Types of Anecdotal Records**

- The first type of record contains only the objective account of a student’s behaviour. In this types of record there are no comments.

- In the second type of record, brief comments along with the subject’s behaviour account are noted down.

- In the third type of record, problems related to his/her behaviour are noted down.

- In the fourth type of record, students behaviour along with his good and bad qualities and suggestion for improvement are mentioned.

An anecdote may be compared to a *snapshot* of an isolated incident of the behaviour of the student, which suggests some special significance. Just as a camera catches the pose of an individual at a given time, similarly the anecdote should report exactly the behaviour observed.

If we accept the uniqueness of the individual as a basic principle of guidance, this word snapshot is of immense significance to us for guidance purposes. An individual’s behaviour is always in response to some felt need. For example, desire for affection or threat to his security may cause him to show certain strange behaviour.

**EXAMPLE OF ANECDOTAL RECORDS:**

<table>
<thead>
<tr>
<th>Student: Christopher Jones</th>
<th>Age: 6 years, 2 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer: Wendy Jones</td>
<td>Date: 7th July 2012, 11:45am</td>
</tr>
<tr>
<td>Setting: Classroom</td>
<td></td>
</tr>
<tr>
<td>Purpose: To observe Christopher’s sentence structure with peers.</td>
<td></td>
</tr>
<tr>
<td><strong>Observational question:</strong></td>
<td>Does Christopher use simple sentences or more complex sentences when interacting with his peers?</td>
</tr>
<tr>
<td><strong>Observation details:</strong></td>
<td>Christopher played with the drama materials for 15 minutes, using the dress-ups and examining himself in the mirror. He walked over to the home corner table and said to another boy, 'Hey give me that.' He took the spoon from the other student. I spoke to Christopher and asked him to give the spoon back to the other student. He gave the spoon back and said, 'I like choc milk and a biscuit too!' I asked the children to pack away. Another adult approached Christopher asking him to help pack away. Christopher replied to the adult, 'And then can we go outside?' The adult replied 'Yes!' Christopher shouted 'Yay' and started packing away.</td>
</tr>
<tr>
<td><strong>Analysis:</strong></td>
<td>Christopher was able to use both simple and complex sentence structure. He demonstrated confidence in his interactions with his peers. Christopher was able to engage in appropriate ‘turn taking’ during his brief conversation with an adult.</td>
</tr>
</tbody>
</table>
D. CASE STUDY

It is an intensive investigation employing all types of research, making use of tests, checklists, interviews, and observation. Its function is to assist in discovering the causes of needs to take remedial measures.

The use of techniques as obtaining facts, diagnosis or treatment is called the case study method because it utilizes the scientific procedures followed by a physician.

It is defined as a collection of all available information - social, physiological, biographical, environmental, vocational - that promises to help explain a single individual.

A case study is a comprehensive collection of information with the help of all available tools and techniques of data collection.

It is the most important technique and the best method of studying the whole individual. Its purpose is to say positively and with confidence that, as far as possible, all sources of information have been tapped and all kinds of data have been gathered from them.

*The main object behind a case study is to observe the individual as a whole.
*The problem studied in a case study is not a problem of ill-health.

Steps in Preparing a Case Study:

1. Recognition of the status of what is to be investigated.
2. Collection of data relating to the factors associated with the problem under study.
3. Diagnosis - identification of causal factors.
4. Application of remedial measures.
5. Follow-up techniques - necessary to check the correctness of the diagnosis and to modify the treatment to suit the case.

Facts to be collected in a case study:
The individual who seeks guidance has to he first identified to bow what he is. But investigations also are to he made re-ding the environment which has made him what he is.

Therefore, an adequate case study about a person presents basic information on the following topics:

a) the physical, socio-economic and cultural environment
b) the history and present status of the family
c) his own development and present status.

Difficulties in making a case study

- The case study should penetrate into the problem under study. It should not be superficial.
- Parents should be contacted. Medical opinion should be sought. All those who come into contact with the individual should be approached. The study not be one sided.
- All possible details should be gathered and not even the slightest detail should be overlooked.

EXAMPLE OF CASE STUDY:

Client: Health Care/Services Provider

Topic: Adapting to Meet Changing Staff Needs

Situation
Our client was:
- A private health care facility
- With a traditional pension and benefits system that was in need of change

Challenges
The challenges facing us were in:
- Achieving a paradigm shift within the organization
- Working around financial issues and divisions in executive thinking — and in obtaining adequate funding for the modified plans
- Realigning the pensions and benefits program in a fashion consistent with the people and the business strategy

Actions
The actions we took to address these challenges were:
- Examined the existing business strategy and identified the people strategy required to implement the proposed strategy
- Identified the most important aspects to maintain and deliver in the pensions and benefits program

Results
Our actions resulted in:
- A sound and clear plan for re-alignment of the pensions and benefits program, altering elements that required modification to be in alignment with and supportive of the business strategy
E. CUMULATIVE RECORDS

It is a record of information concerned with the appraisal of an individual student. The information which is obtained periodically through various sources, techniques, tests, interviews, observations, case study and the like, is assembled in a summary form on a cumulative record card, so that it may be used when the student needs our advice for the solution of some educational or vocational problem.

These contain spaces for recording the data needed for what is called the inventory service of guidance.

A method of recording, filing and using information essential for the guidance of students.

It is a helpful current and future guide in charting the progress of a special needs child as it serves as an additional information base for providing vocational and academic guidance for the student, in addition to the student’s IEP (Individualized Education Plan).

1908 – the first cumulative record appeared in Boston.

Main items found in cumulative records

1. **Identifying Data:** Address, Birthday, Birthplace, Civil Status, Religion.
2. **Home Background:** Parent’s name, Number of siblings, Occupations of Parents.
3. **Health Information:** Immunizations, Dental Records, Frequency of illness, Sensory Abilities and corrections, Chronic diseases/defects.
4. **Educational History:** Age of starting school, promotes and failures, frequency of changing schools, standardized test score.
5. **Anecdotal Records/Remarks:** observation of interests, notable abilities, relationships with peers and school personnel disciplinary incidents.
6. **Case summary:** employed only for pupils with some personnel/social dilemma that impedes growth.
7. **Recommendation:** remarks from prior counsellors, teachers, results of staff conferences.

In addition, pictures of the pupils showing different stages of development can be included. All schools should keep cumulative records which result from the cooperative efforts of those concerned with the education of the child at different levels of his growth and development.

**Need and Importance of Cumulative Record.**

The cumulative records about students provide useful information to teachers, counsellors and administrators. The need and importance of cumulative records in guidance are given below:

**Importance in Guidance**

- The basic principle and assumptions of guidance take into consideration the individual differences. Every individual differs from the other in some psychological character, quality or trait. For example, no two individuals are alike. They differ from each other as far as interests, aptitudes and abilities are concerned. Cumulative records reveal such individual differences and indicate the nature and amount of professional assistance needed by individual students at various stages of their development.
- The cumulative record is a permanent history of the educational development of the individual student. It indicates his attendance, health, achievement and various other aspects of school life. Hence it is useful in analysing the future needs of the individual student and proper educational and occupational guidance can be offered on the basis of his needs. For example, if it indicates the weaknesses in the physical development of the student, steps to remove those weaknesses can be suggested.

**Importance in Teaching**

- The cumulative record of an individual student suggests the teacher whether the attainments are in proportion to his/her mental abilities.
- The cumulative records of different students help the teacher in classifying students in accordance with scholastic aptitudes and mental abilities.
The cumulative records of different students of a class help the new teacher in understanding the needs of students. They are diagnostic tools to analyse a behaviour problem or an educational one. Cumulative records indicate the students who need individual attention. Cumulative records help the teachers in writing reports about individual students, and the principal in writing a character certificate most objectively. Teachers can locate problem children and children needing special help and adjust the teaching accordingly. For making case studies the cumulative record are very useful to teachers, because there is some similarity of items collected.

**Characteristics of a Good Cumulative Record**
- Information gathered should be complete, comprehensive and adequate so that valid inferences may be drawn.
- Information recorded should be true and valid.
- Information to be reliable should be collected by a number of teachers and then pooled.
- A cumulative record should be re-evaluated from time-to-time.
- A cumulative record should be objective and free from personal opinions and prejudices.
- It should be usable.

**EXAMPLE OF CUMULATIVE RECORDS:**

<table>
<thead>
<tr>
<th>Request for Pupils (cumulative) Record</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Susie Student</strong></td>
</tr>
<tr>
<td><strong>Birthdate</strong></td>
</tr>
<tr>
<td>06.22.2000</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

BayShore School has enrolled the pupil listed above. Please send the complete pupil information to the address listed below by sending the Mandatory Permanent Record and all other pertinent records including health and special education information (Reference CA. Edacation Code 49068; and CA. Administrative Code Title 5, Section 460,432,438). The parents have been notified in accordance with state and Federal law. Please send records to:

My New School  
1234 XYZ Street  
Any City, CA 90046

____now  
_____at the end of the school year

**F. CONFIDENTIAL DATA**

- These are data which are classified as confidential by the counsellor, which are kept in a separate file and place.

**EXAMPLE OF CONFIDENTIAL DATA:**

- Interview notes
- Test results
- Personal data of the individual
- Home and family

Can have meanings only to the counsellor which often prove to be the means of solving many problems of maladjustments.

**G. THE INTERVIEW**

- An interview is a conversation with a purpose. It is a serious conversation directed toward a definite purpose other than satisfaction in the interview itself. *(Bingham and Moore)*
- A dynamic face-to-face relationship dependent upon the skill of the counsellor and the cooperation of the counselee.
- An opportunity for an individual to make clear his confused thoughts and feelings and to bring out his inner conflicts.
- The most essential of all techniques in the counselling process.
Advantages of Interview

- It is a widely used technique in guidance because it has certain advantages which are not possessed by other techniques of guidance.
- It is very flexible.
- It serves a variety of purposes.
- It has a great therapeutic value.
- Interview is helpful in diagnosing a problem.
- The face-to-face contact gives very useful clues about the client's personality.
- Interview is useful to the client also because it enables him to think about the problem and about his 'self'.
- Interview provides a choice to the client and the counsellor to exchange ideas and attitudes through conversation.

Kinds of Interview

1. Structured Interview - follows a predetermined plan of questioning which make use a list of questions/checklist of general topics as a guide. This is used in employment situations where the employer requires specific information of an employee's evaluation, work experiences, special abilities and reasons for leaving his former positions.

   **Advantages:**
   - Ensures that essential topics will be covered and lessened the probability that an unskilled interviewer will ignore many important areas of inquiry.
   - Easier to compare interviews and rate interviewees when it covers the same topic.

2. Unstructured Interview - when the interviewer is free to develop the conversation along the lines that seem most suitable for him.

   **Advantages:**
   - Its flexibility is desirable in clinical situations/vocational guidance sessions when the interviewer wishes to encourage the person to talk as freely as possible about his needs and desires.

Purposes of Interview

1. To obtain information whereby attitudes, opinion and techniques of business associates are sought which can be acquired through the school records, questionnaire technique, and exchange of personal use.
2. To give information not found in books like interpretation of school regulations, college requirements and curricula.
3. For employment interview to get the best applicant, and the candidate to seek the kind of job he feels qualified.
4. For adjustment interview which is the most difficult form of guidance and counselling where the counselee has to solve a problem.

Steps for Interview

1. Prepare for the interview

   The setting should have order and privacy, free from distortion as noise and interruptions. The interviewer should have adequate knowledge about the student/counselee obtained from tests or other techniques.

2. Establish rapport

   This can be done by manifesting the feelings of friendliness, security and mutual confidence.
3. Develop insight

The major goal of any interview is to let the counselee develop his own insight. That is, after he tells all, unburdening himself of his frustrations, repressions or difficulties will be able to see the situation in a new light. An absence of critical attitude, surprise or disapproval on the part of the interviewer will make the counselee develop trust and feel more at ease. Through a pleasant atmosphere and means of leading questions, the counselee will become aware of his difficulties, feelings and conflicts. Hence, he is helped to do his own thinking, reach conclusion and probably change his attitude. Recording salient facts is necessary.

4. Terminate the interview

The interview is said to be terminated when the counselee leaves with a feeling of having had a satisfying and helpful experience, with self-confidence, a light heart but eager for activity. He should be made to feel free to meet the counselor again.

5. Keep records of the interview

The records must be made not only during but also immediately after the interview and these must be filed in a secure place for future references.

6. Evaluate the interview

The counsellor would do well to go over the entire interview, to determine whether improvements were made in a subsequent interview with the pupils.

Questions helpful in evaluating the interview:

a) Was there a progress made by the counselee toward the 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 will?

d) Was there noticeable improvement in the counselee's behaviour?

e) Did the counselee carry out the plan mutually outlined?

Counselors 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.

Limitations of interview

An interview is a subjective technique. It lacks objectivity in the collection of data about the client. The bias and the prejudices of the interviewer enter into his interpretation of the data collected through an interview.

The personal bias makes the interview less reliable and valid.

The results of an interview are very difficult to interpret.

The usefulness of an interview is limited. The success of an interview depends on the personality qualities of the interviewer, his preparation for the interview and the way in which he interviews. If the interviewer monopolises talking or does not listen patiently to what the client says. The interview loses value.

II. STANDARDISED TESTS

These are tools of measuring interests, intelligence, aptitudes and personality traits.

One of which a test is prepared by a competent group or group of persons whereby every item is chosen after its difficulty and value have been determined by means of rigid experimental processes.
They provide reliable and valid information.
They are reusable, less time consuming and can be scored easily.

**Tests** - The most commonly used specialized technique in guidance and counseling.
- Found to provide the counselee with the means to demonstrate objectively his abilities, aptitudes, interests previously unrevealed, especially unexplored ones because of the counselee’s limited opportunities for activities in his field.

**Uses of Tests:**
1. Tests are used as basis for admission into an educational institution which serves as a measuring rod to help teachers and the administrative staff in adjusting students who transfer from one school to another.
2. Tests serve to give information about an individual's ability, interests, aptitudes and plan which are more accurate than other techniques.
3. Tests are a basis for promotion so as to determine whether or not students are entitled to obtain passing grades.
4. Tests are used to compare students belonging to one school, students of different schools but in the same level to determine the winners in contests.
5. Tests are used for the classifications of pupils into sections.
6. Tests determine which students are especially gifted in Math, Science and English as well as those who need remedial instruction. Tests are good judges of students’ abilities.
7. Tests evaluate standards of different schools.
8. Survey tests reveal cases of ineffective study habits.
9. Tests are techniques of guidance whereby individual learners are helped to adjust to the school, the curriculum, and to make a vocational choice.
10. Tests can be used to evaluate teaching methods and the progress of pupils of similar ability can be compared.

**TYPES OF TESTS**

1. **Achievement Tests** - devised and administered to measure how well a person has learned as an outcome of instruction.
   - Used to assess student’s performance in school subjects. All unit, semester and terminal examination tests are nothing but *achievement tests*. These tests focus on skills or abilities that are traditionally taught in the schools. Therefore achievement tests may be defined as *tools designed to measure the degree of student learning in specific curriculum areas common to most schools, such as Mathematics, English usages, etc.*

   **Achievement tests are used as learning measures of:**
   - the amount of learning,
   - the rate of learning
   - comparisons with others or with achievement of self in other areas
   - level of learning in sub-areas, and
   - strengths and weaknesses in a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

   **Limitations:**
   - hard to measure because they are not graded according to difficulty because it is impossible to compare the results of one’s test with those of another.

2. **Intelligence Tests** - measure general intelligence, the IQ* of the counselee which determines one's mental ability. They may be individual or group tests.
   - Regarded as a measure of scholastic aptitude as validated against measures of academic achievement.

   *Intelligence Quotient* - a single global score which indicates the individual’s general intellectual level.

   \[
   \text{IQ} = \frac{\text{MA (Mental Age*)}}{\text{CA (Chronological Age**)}} \times 100
   \]

   * The level of mental development ability that a person has attained without regard to chronological age.
   **The age in years and months
3. **Aptitudes Tests** - measure the probable potentiality for development prior to training or schooling as tests in aptitude covered art, music, science, algebra, manual, and mechanical. Its value is the discovery of an individual's ability to succeed in a specific field.

- **Aptitude** - a trait that characterizes an individual's ability to perform in a given area or to acquire the learning necessary for performance in a given area. It presumes an inherent or native ability that can be developed to its maximum rough learning or other experiences.

Aptitude tests may potentially be used by counsellors and others because (1) they may identify potential abilities of which the individuals is not aware; (2) they may encourage the development of special or potential abilities of a given individual; (3) they may provide information to assist an individual in making educational and career decisions or other choices between competing alternatives; (4) they may serve as an aid in predicting the level of academic or vocational success an individual might anticipate; and (5) they may be useful in grouping individuals with similar aptitudes for developmental and other educational purposes.

**Types of Aptitude Tests**

- **Special Aptitude Tests** - refer to those that seek to measure an individual's potential ability to perform or to acquire proficiency in a specific occupation or other type of activity.
- **Vocational Aptitude Batteries**
- **Scholastic Aptitude Tests** - Scholastic academic aptitude tests measure one's potential for performing in academic situations.

4. **Interest Inventory Tests** - reveal the likes/dislikes of a person in appraising his occupational preferences in a certain field of specialization.

**Methods of Measuring Interests**

- Observation
- Claims of the Counsellor
- Use of Instruments
- Use of Inventories

5. **Personality Inventory Tests** - measure the sum total of an individual's overt behaviour and inner feelings. It is the totality of what makes an individual different from one another.

6. **Trade Tests** - designed to determine the skills, special abilities and techniques that make an individual fit for a given occupation as tests for engineers, plumbers, carpenters, and mechanics. They may be in oral and picture tests.

7. **Diagnostic Tests** - aimed to uncover and focus attention on weaknesses of individuals for remedial purposes.

**I. CASE CONFERENCE**

This is called to gain understanding and of determining sound approaches to several problems of counselees such as:

- unwise choice of course
- reading disabilities
- social maladjustment
- ineffective study habits
- achievement below that which is expected of him.

Case conference is done without the knowledge of the counselee and it aims to avoid rushed approaches to his problems. Hence, several persons are involved like the guidance counselor, the
homeroom sponsor, the teacher who made reference, head of the department and the teacher who has the knowledge of the counselee and his problem.

It is well to rote that in this conference, the counselee is led to make his plans and decisions, and where such plans prove inadequate, the counselee must be helped to select an appropriate one.

1. **Sociometry**
   - The mapping of interpersonal likes and preferences within a classroom. The theory is that people can be more productive and movable to influence when they are socially comfortable. It is not valid unless members of the group have had an opportunity to become acquainted with each other. Its purpose is to assess the degree of acceptance of an individual by his peers.
   - The purpose of this is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejects. The technique is a useful source of information for appraisal of social behaviour of students.

   In 1934 of Moreno's book entitled "Who Shall Survive?" revised in 1943, this technique has been developed. Its application to the school situation involves asking each pupil to indicate the other pupils in his class or groups whom he regards as close friends and likes to have in the group and those toward whom he does not feel friendly and would prefer not to have in his group.

   **Questions that may be used in Sociometry:**
   1) Which two pupils would you like to sit next to you?
   2) Which classmate would you want to help you with your school work?
   3) What pupils of the same sex would you invite to accompany you on a hike?
   4) What pupil of the opposite sex would you invite to a party?

   **Three types of Sociometric Techniques:**
   1. **The Nomination**- the student is asked to select and name his/her peers in terms of some criterion suggested by the teacher.
   2. **The Social Acceptance**- levels of social relationship are stated and the students asked to express his/her sociometric choice.
   3. **The 'Who's Who' or 'Guess Who'**- brief descriptions of various types of students are provided and they are asked to guess who in the class matches with the description. The sociometric data is presented in the form of a:

      **Sociogram**
      - which shows attractions and repulsions within a group and helps the teacher and the counsellor in discovering the problems of students in relation to the group.
      - A frequently employed procedure for determining peer evaluation.
      - A graphic representation of the responses to a questionnaire administered to members of a group with respect to their choice of roles to be played by particular members of the group.

   **EXAMPLE OF SOCIOMETRY:**
   Suppose we want to know how much interpersonal trust exists within a small group of six members. Let's call the group members Cey, Cai, Ger, Jam, Joriz and Lar. For the purposes of this example, we will use the following criterion: "I trust this person to keep oral agreements and commitments, and not to undercut me or go behind my back.” We will use the symbols:

   + High trust
   Θ Moderate trust
   − Distrust/conflict

   Next we interview each group member individually. When we have established rapport, and have explained that all responses will be kept confidential, we ask the person we are interviewing to rate every other person in the group, based on the criterion.
Say we are interviewing Cey. Cey rates the others as follows:

- Lar: +
- Cai: −
- Ger: Θ
- Jam: −
- Joz: Θ

This means that Cey has high trust of Lar, distrust or is in conflict with Cai as well as Jam, has moderate trust of Ger, and so of Joz.

In the course of the interviews, we can elicit details about all of these relationships. We can ask Cey, for example, why she distrusts Cai and Jam, and Cey’s ideas about what Cai could do to improve the situation.

After conducting all the interviews and obtaining ratings from everyone, the next step is to chart all the responses in the sociomatrix.

Here is the sociomatrix for our sample group:

<table>
<thead>
<tr>
<th></th>
<th>Cey</th>
<th>Lar</th>
<th>Cai</th>
<th>Jam</th>
<th>Ger</th>
<th>Joz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cey</td>
<td>+</td>
<td>−</td>
<td>−</td>
<td>Θ</td>
<td>Θ</td>
<td></td>
</tr>
<tr>
<td>Lar</td>
<td>+</td>
<td>−</td>
<td>−</td>
<td>Θ</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Cai</td>
<td>−</td>
<td>Θ</td>
<td>Θ</td>
<td>+</td>
<td>−</td>
<td></td>
</tr>
<tr>
<td>Jam</td>
<td>Θ</td>
<td>+</td>
<td>+</td>
<td>−</td>
<td>Θ</td>
<td></td>
</tr>
<tr>
<td>Ger</td>
<td>−</td>
<td>Θ</td>
<td>Θ</td>
<td>−</td>
<td>Θ</td>
<td></td>
</tr>
<tr>
<td>Joz</td>
<td>+</td>
<td>+</td>
<td>−</td>
<td>Θ</td>
<td>+</td>
<td></td>
</tr>
</tbody>
</table>

This matrix already tells us a great deal about the group dynamics. With a little analysis the matrix becomes something like an X-Ray or CAT Scan of the groups’ interpersonal relationships. Columns showing −’s can identify those people that the group may be close to rejection. Rows showing all Θ’s or +’s may highlight people who fear self-disclosure or people who are undifferentiated in social relationships.

Another important pattern to look for is what are called **mutuals**. A mutual occurs when individual A rates individual B at the same level individual B rates individual A. A **positive mutual** is when they both rate each other +, wherein they show bonding in a group. A **negative mutual** is when they both rate each other −, wherein they show areas of conflict.

The identification of negative mutuals gives the consultant or therapist an insight as to where to start to repair a dysfunctional group.

A closer look at the sociomatrix shows that Cey and Cai have mutual distrust/conflict. If this was a work group and we are asked to improve the functioning of this group, we could start by improving the relationship between Cey and Cai before bringing the group together for teambuilding.

To avoid confusion in terminology, the following are defined:

**Star-** the subject who receive the most choices and the most popular in the group.
Isolate- a member of the group who makes a choice but unchosen by others.

Mutual choice- two individuals who have chosen each other.

K. CLINICAL METHOD

This is the method whereby the child’s problem is more serious than any case referred to in the case study method. An extensive study of the case may be made by psychologists, psychiatrists with the cooperation of special services.

A clinical psychologist can use personality assessments to help choose the best therapy for his clients.

L. PROJECTIVE TECHNIQUES

These are expressive techniques where a child has to add meaning to a meaningless situation, which are most useful with very young children.

The use of vague, ambiguous, unstructured stimulus objects or situations in which the subject “projects” his or her personality, attitude, opinions and self-concept to give the situation some structure.

These are indirect and unstructured methods of investigation which have been developed by the psychologists and use projection of respondents for inferring about underlying motives, urges or intentions which cannot be secure through direct questioning as the respondent either resists to reveal them or is unable to figure out himself.

Projection- A defence mechanism with which the ego protects itself from anxiety by externalizing unpleasant feelings or experiential element.

Theoretical Foundations of P.T.

Uncover feelings, beliefs, attitudes and motivation which many consumers find difficult to articulate.

Discover the person’s characteristic modes of perceiving his or her world and how to behave in it.

Enter the private worlds of subjects to uncover their inner perspectives in a way they feel comfortable with.
Types of Tools used in Projective Techniques:

1. **Completion** - The subject is given an incomplete sentence, story, argument or conversation, and asked to finish it. It may also be in the means of showing the subject a picture of an incomplete situation and asked on how he will respond to the situation.
   
   *Example:* "If my mother..." *(Sentence Completion)*

2. **Expressive** - A subject is asked to role-play, act, draw or paint a specific concept or situation.
   
   *Example:* Handwriting Analysis, Human Figure Drawings, Projective Puppet Play

3. **Construction** - The subject is asked to construct a story or a picture from a stimulus concept.
   
   *Example:* Hood Johnson’s Thematic Apperception Test, 1990. *(consists of a series of 10 pictures presented one at a time to the clientele)*

*Rosenzweig’s Picture-Frustration Study, 1948* - the client is given/presented with 24 cartoons with an incomplete dialog, the client then is asked to complete the dialog answering the question, “How will you react with this situation?”
4. **Association**- The subjects are presented with a stimulus and they respond by indicating the first word, image or thought elicited by the stimulus.  
   **Example:** Hermann Rorschach “Inkblot” Test, 1921 (contains 10 series of pictures that are presented one at a time wherein the first five contain only black and white inkblots and the last five contain colors.)

5. **Choice Ordering**- The subjects have to explain why certain things are “most important” or “least important”, or to “rank” or “order” or “categorize” certain factors associated with a product, brand or service.  
   **Example:** Lüscher Color Tests, Szondi’s Picture Arrangement Tests

### M. RATING SCALE TECHNIQUES

A technique whereby the behaviour of the child may be known by means of assigning degrees of responses with corresponding scales or values.

Presence or absence of a particular type of behaviour or trait in a person is rated in terms of quantity or quality.

**Rating scale** defined as a selected list of words, phrases, sentences, paragraphs, following which an observer records a value or rating based on some objective scale of values.

It is a special kind of checklist in which the items or characteristics checked are rated quantitatively or qualitatively according to the degree of presence or absence of a trait, the degree or perfection of a skill or the degree of completion of a task.

<table>
<thead>
<tr>
<th>Qualitative Rating</th>
<th>Quantitative Rating</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never a problem</td>
<td>0</td>
<td>E</td>
</tr>
<tr>
<td>Seldom a problem</td>
<td>1</td>
<td>D</td>
</tr>
<tr>
<td>Occasionally a problem</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>Fairly serious problem</td>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td>Serious problem</td>
<td>4</td>
<td>A</td>
</tr>
</tbody>
</table>

2 Ways of Rating Scale Technique:

- **Self-Rating Scale**- the individual rate himself. It provides useful information for self-analysis which leads to better self-actualization or understanding.

- **Opinionated Rating Scale**- someone is to rate the individual.

They may be numerical scales employing numbers to signify gradations, descriptive with phrases to indicate various degrees, or graphic with units/degrees indicated on a continuum.

This self-rating form enables an individual to provide information about himself by means of filling out a checklist of self-appraisal forms either in behavioural descriptions by indicating the extent to which the behaviour describes what he is like or in traits or characteristics to place marks to which trait he possesses.
N. THE QUESTIONNAIRE METHOD

A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information. It should be elaborated to match with other techniques. Questions are designed to get information about conditions and practices about which the respondent(s) are presumed to have the knowledge.

Two Types of Questions in a Questionnaire Method:

1. **Close-ended types** - requires the answer in the form 'yes' or 'no' or in a limited number of given categories.

   **EXAMPLE:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>Do you enjoy watching others fighting?</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>Do you have the feeling that other people do not like you?</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>Do you often find that you are tired for no accountable reasons?</td>
</tr>
</tbody>
</table>

2. **Open-ended types** - require the individual to think and write.

   **EXAMPLE:**

   1. What kind of friend do you want to have?
   2. What types of activities do you like to do most?
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