

**“HELP ME”:
A COUNSELLING EXPERIENCE
IN AN ITALIAN SCHOOL**

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ABSTRACT:

1. THE MAIN AIM OF THE PRESENTATION

The main aim of this poster is to describe a five year project of counselling in an Italian middle school that has been a way to promote a listening of the students in their problems and to improve their capability of communication with themselves and the others (peers/other students and meaningful adults) by individual counselling and preliminary group experiences referred to the RET theory

A good listening can prevent difficulties of any kind (personal, interpersonal, familiar, scholastic) which appear in scholastic diseased atmosphere concerning the single and its relations



ABSTRACT

2. THE ISSUES TO BE DISCUSSED

This poster describes the structure and the process followed during the management of the project.

The structure contains a plan subdivided in phases referring to the:

Presentation to the school management and students

Implementation by

group activities of Rational Emotional Education

approaching short dialogues with all the students

individual counselling by spontaneous request

collaboration system with parents, teachers and social

workers and everybody considerable

Evaluation and spreading of results by client satisfaction inventory.

Each phase refers to activities, tools and time required



ABSTRACT

3. THE PROSPECTIVE BENEFITS TO PARTICIPANTS

By this project participants gained the opportunity to be listened in their problems and needs, to develop the ability to reflect on their own lives and communicate themselves individually or in group on common themes.

Evaluation, the main point of the project, has given a chance to improve the service in the critical understanding favouring a larger and better access to counselling and a sort of bridge linking school psychologist, teachers and students.



WHY?

- ⇒ To give the boys and girls/students the opportunity to be listened in their needs and problems
- ⇒ To develop in the boys and girls/students the ability to reflect on their own feelings/emotions and thoughts and to communicate
- ⇒ To promote the group comparison on common themes

WHO?

- ⇒ Middle school students
6 classrooms
including
106 students from 11/12 years old to 13/14 years old
- ⇒ Middle school teachers
6 teachers each one referring
for his/her classroom



WHERE?

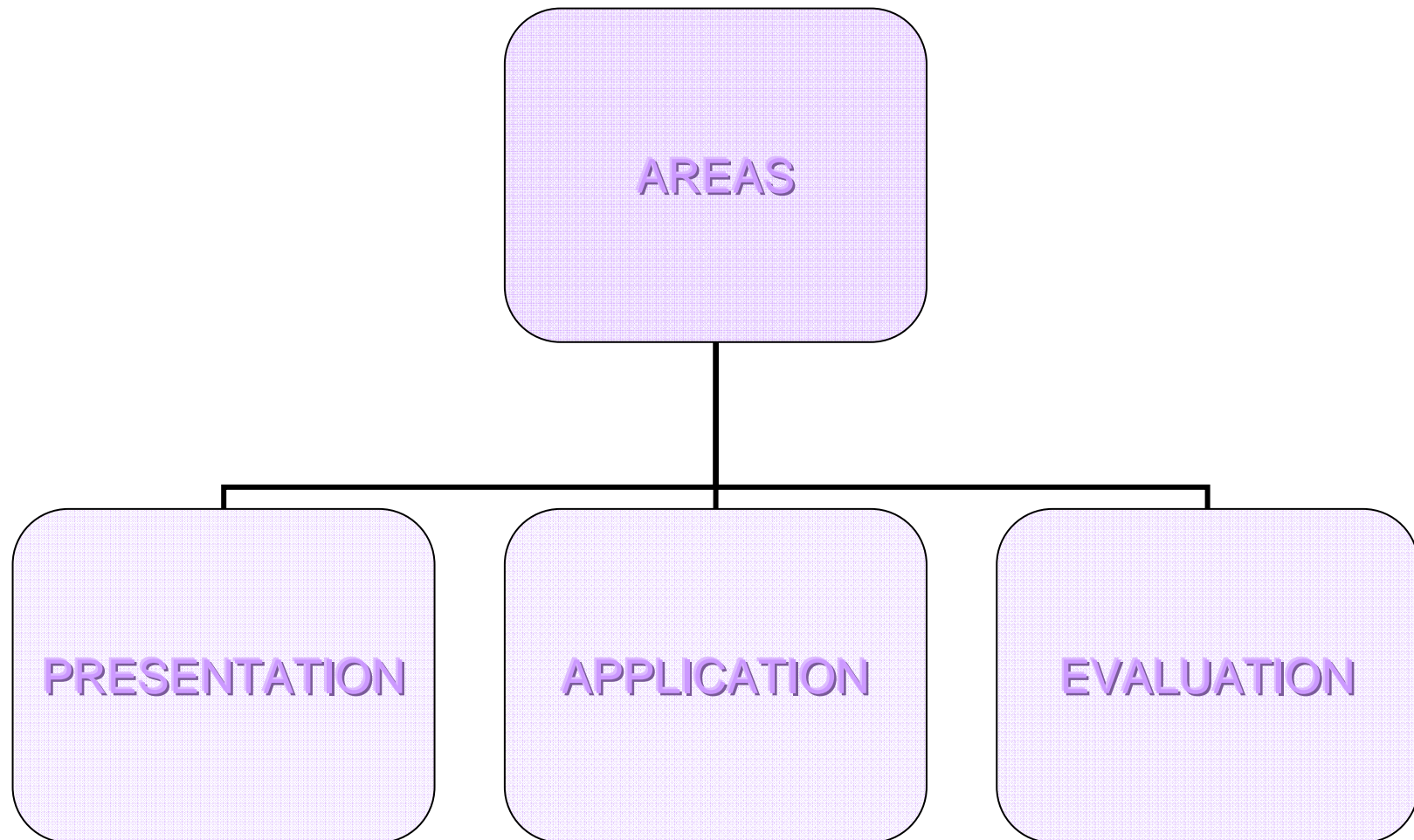
An inclusive Institute of
Cantello (Varese)-Italy

WHEN?

From 2003 to 2008

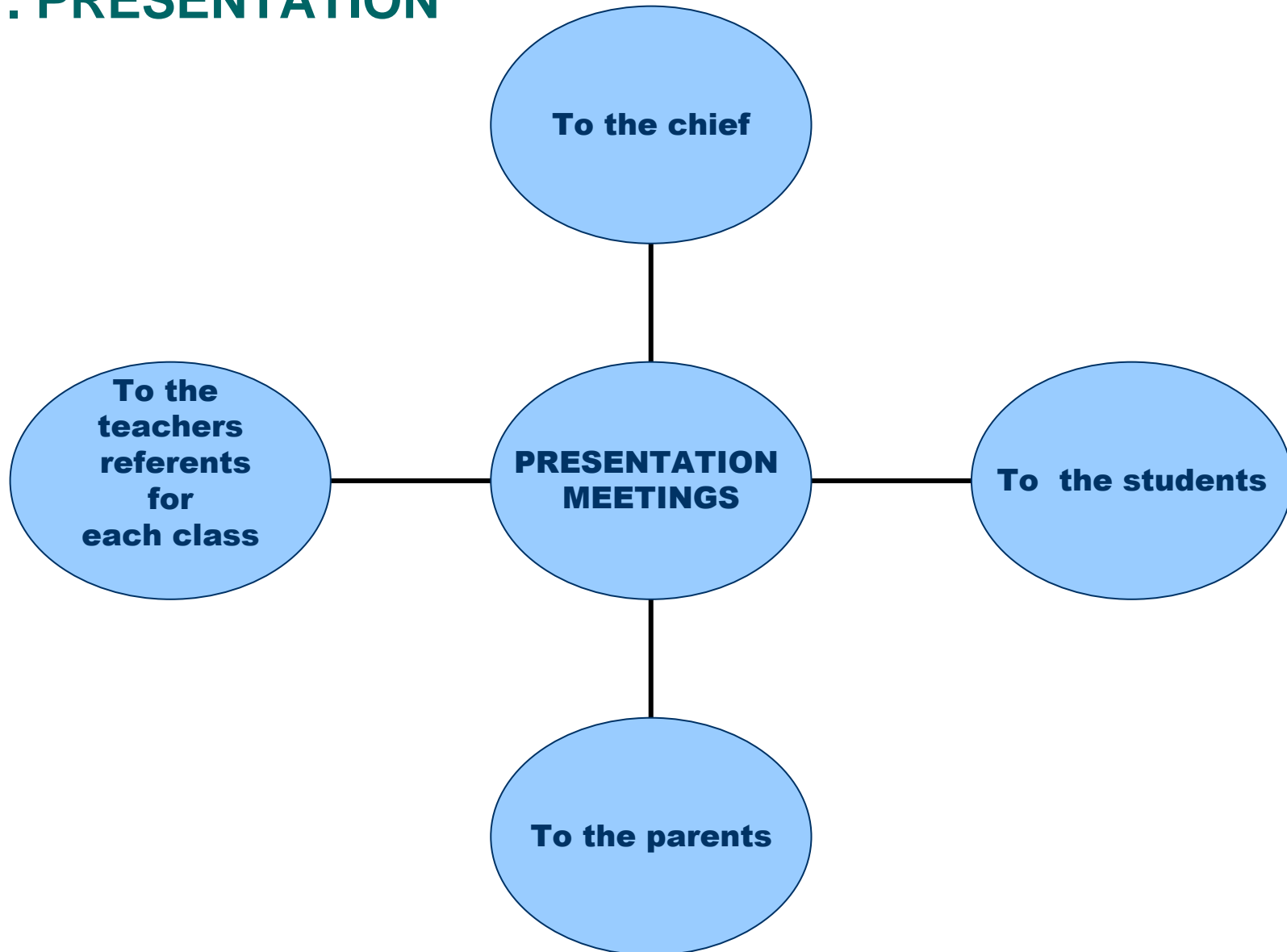


HOW? THE METHODOLOGY: STRUCTURE AND PROCESS





1. PRESENTATION





2.IMPLEMENTATION

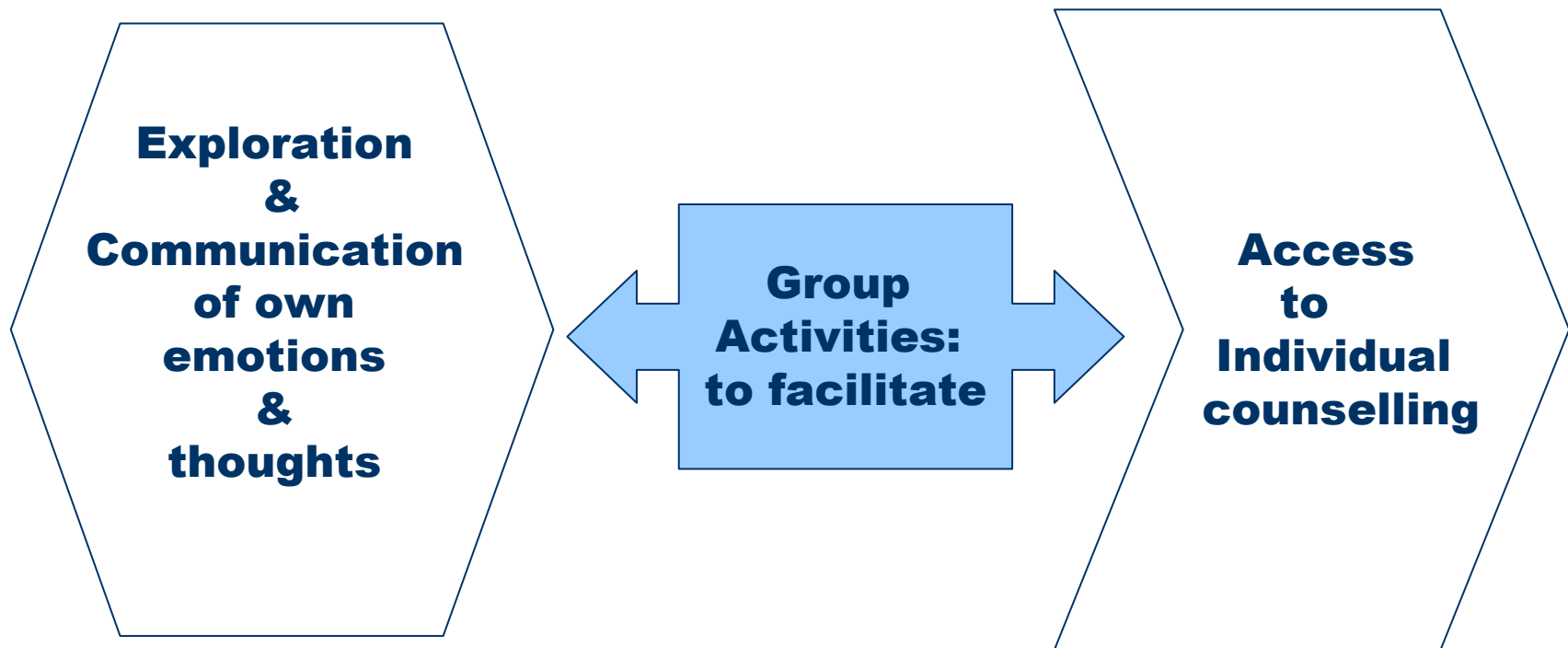
Group activities



Individual counselling



THE DOUBLE MEANING OF GROUP ACTIVITIES

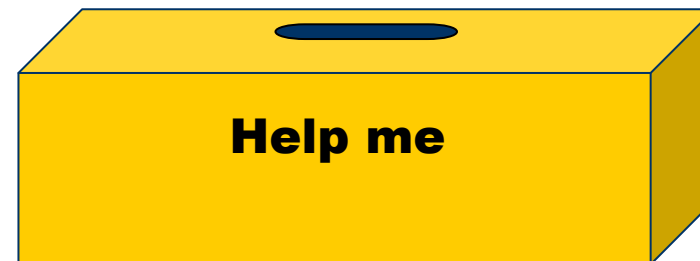




THE ACCESS TO INDIVIDUAL COUNSELLING

BY
SPONTANEOUS
REQUEST

Name and Surname
Date of request
and
any other personal
information
they need to communicate...





THE ACCESS TO INDIVIDUAL COUNSELLING

BY
APPOINTEMENT

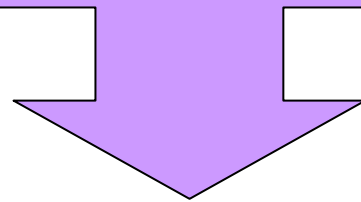
CHAT WITH PSYCHOLOGIST
NAME-----
CLASS-----
TIME OF DIALOGUE-----





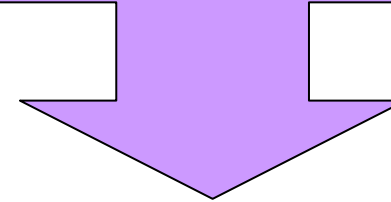
GROUP ACTIVITIES & INDIVIDUAL COUNSELLING:THE APPROACH

**RET
RATIONAL EMOTIONAL
THEORY
by Ellis(u.s.a.)**



GROUP ACTIVITIES

**INTEGRATED MODEL
Humanistic
Systemic
Cognitive
Psychodynamic**



INDIVIDUAL COUNSELLING



INDIVIDUAL COUNSELLING: THE STEPS

WELCOME

**FOCUS ON THE PROBLEM
DEFINITION OF THE PROBLEM**

**FOCUS ON THE PROBLEM:
REDEFINITION OF THE PROBLEM**

BUILD A SOLUTION ALLTOGETHER

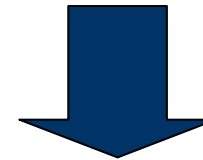
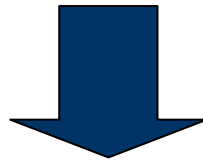
FINAL RESTITUTION

ARRANGEMENT



**INDIVIDUAL COUNSELLING:
WHEN THE STUDENT NEEDS SOMETHING DIFFERENT**

UNEASE



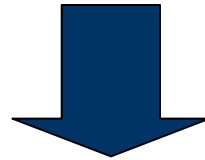
**INDIVIDUAL
COUNSELLING**

**NETWORK WITH:
PARENTS
TEACHERS
SOCIAL WORKER
YOUNG PEOPLE
MEETING CENTER**



**INDIVIDUAL COUNSELLING:
WHEN THE STUDENT NEEDS SOMETHING MORE ... SOMETHING
DIFFERENT**

DISEASE



**ENTER TO OTHER SERVICES
FOR A LONG TERM WORK
DIAGNOSTIC AND PSYCHOTERAPY
PREVIOUS PARENTS MEETING AND AUTORISATION**



**INDIVIDUAL COUNSELLING:
WHEN SCHOOL PSYCHOLOGIST NEEDS TO BE WATCHED
IN HER WORKING OUT**

**SUPERVISOR
PSYCHOTHERAPIST**

**SUPERVISORY WORK BY INDIVIDUAL MEETINGS
OR GROUP MEETINGS(PSYCHODRAMA)**

SCHOOL PSYCHOLOGIST



THE MAIN AREAS OF UNEASE

FAMILY (relation with the parents, brothers...)

PEER RELATIONSHIPS (Friendship and love)

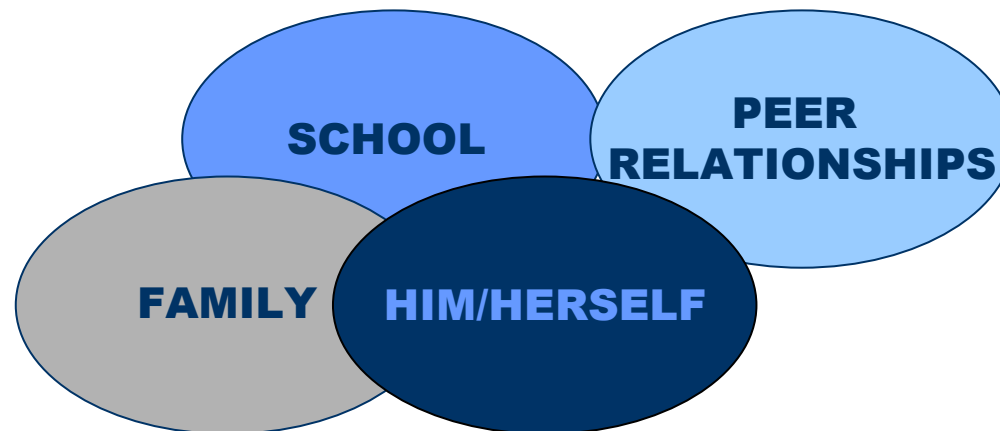
**SCHOOL(relationships with the other students,
with the teachers, learning difficulties...)**

HIMSELF AND HERSELF RELATION (self-esteem...)



WHEN IT ' S DIFFICULT TO SPLIT THE AREAS

Students usually bring to school psychologist a problem related with ONE of those areas, that needs to be redefined involving ONE OR MORE different areas where to build the solution altogether





3.EVALUATION

WITH TEACHERS

Follow up by meetings with the referents of different classes to:

- Plan group activities**
- Evaluate group activities**
- Monitor individual counselling**
- Evaluate individual counselling**

WITH STUDENTS

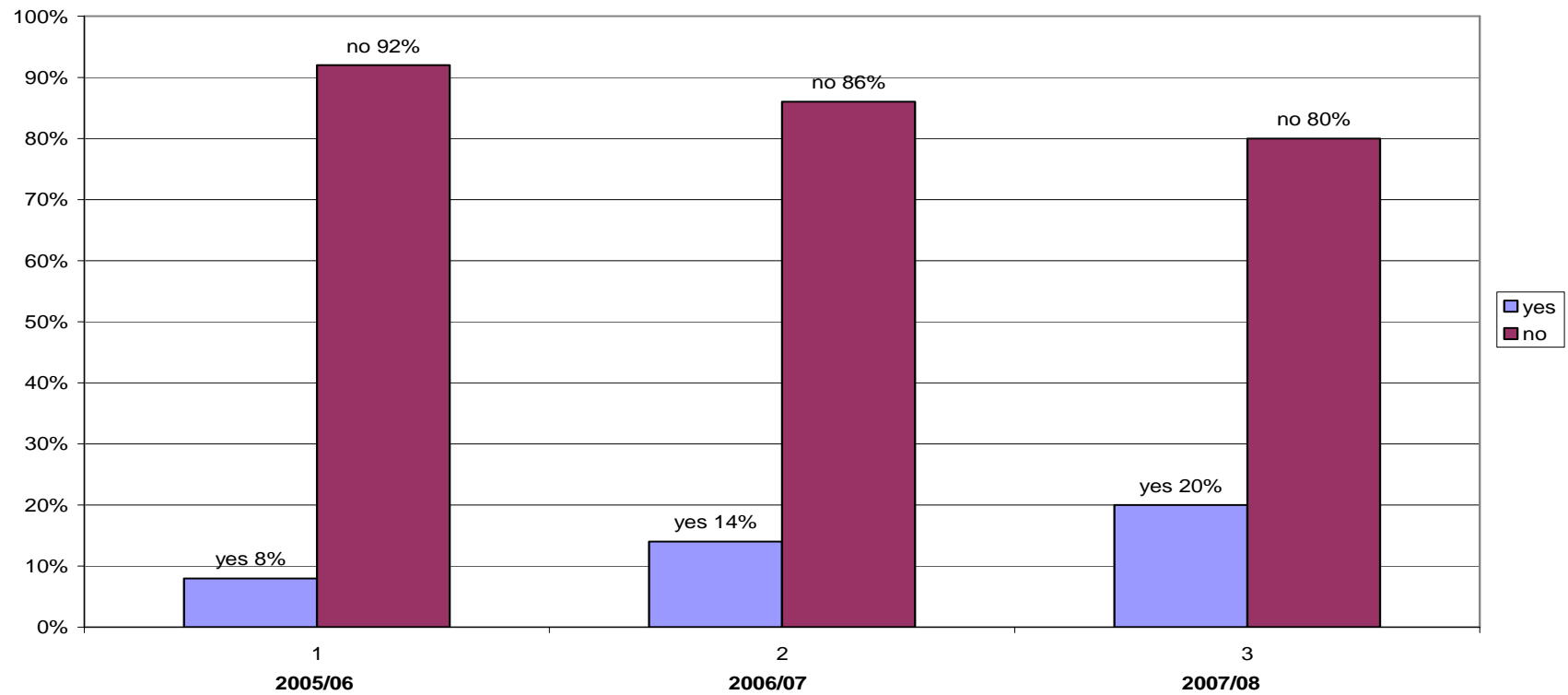
Follow up with all the students by client satisfaction inventory

- Evaluate the customer satisfaction on the individual counselling and group activities**
- Point out the percentage of the access to the individual counselling**
- Point out the group activities and individual counselling perception**



COMPARING SPREADING RESULTS DURING THREE LAST YEARS

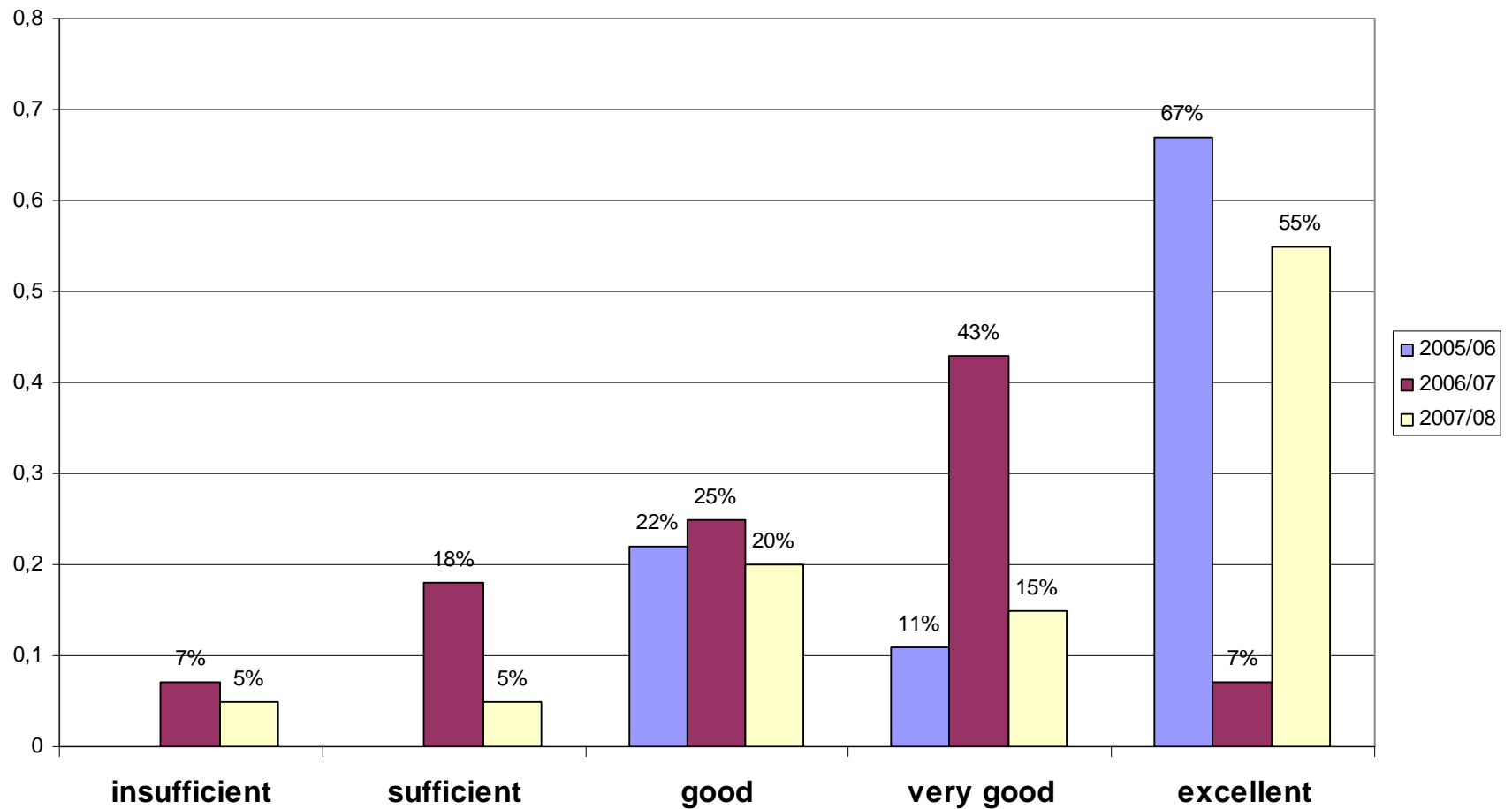
INDIVIDUAL COUNSELLING ACCESS





WHAT THE STUDENTS THINK ABOUT ...

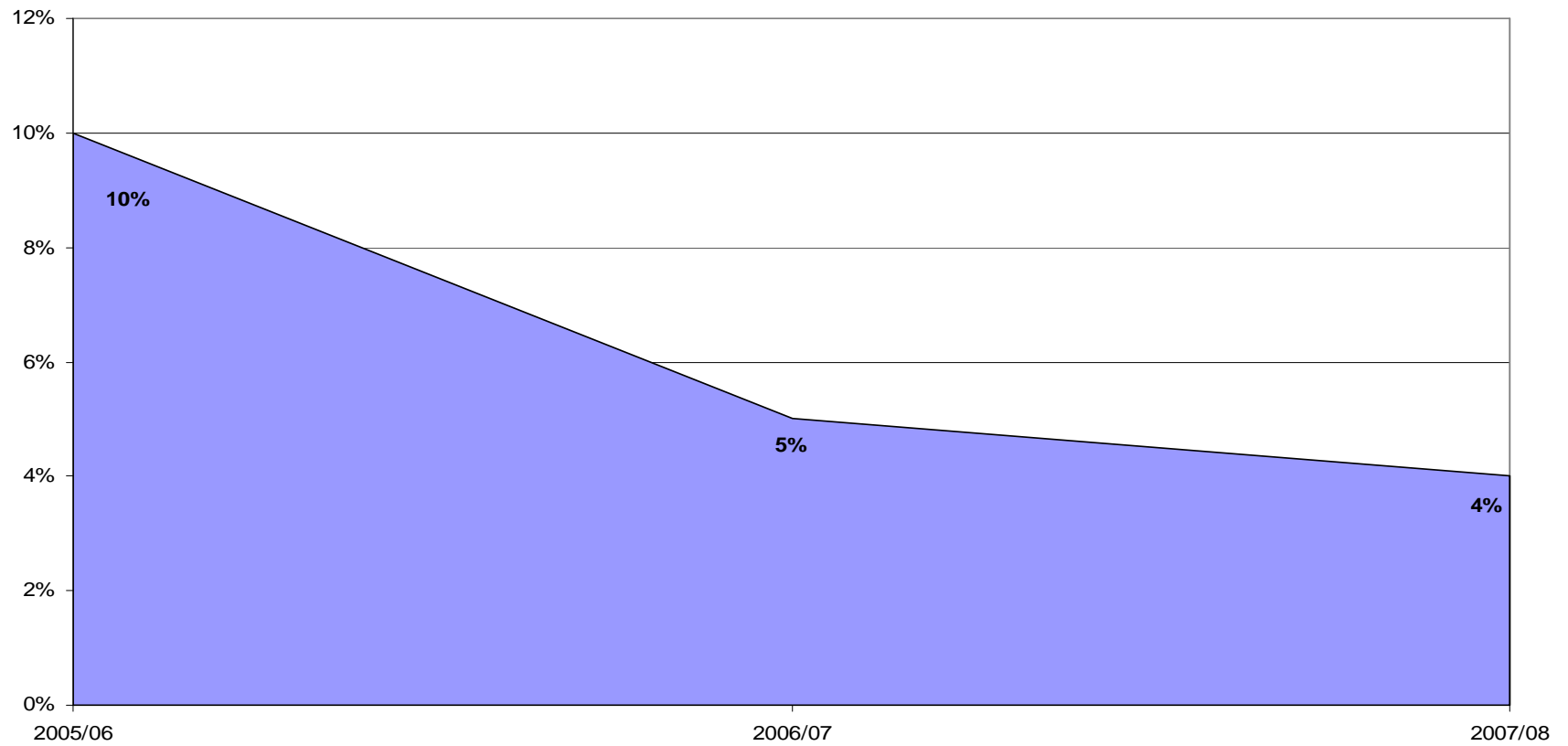
INDIVIDUAL COUNSELLING EVALUATION





WHAT THE STUDENTS THINK ABOUT ...

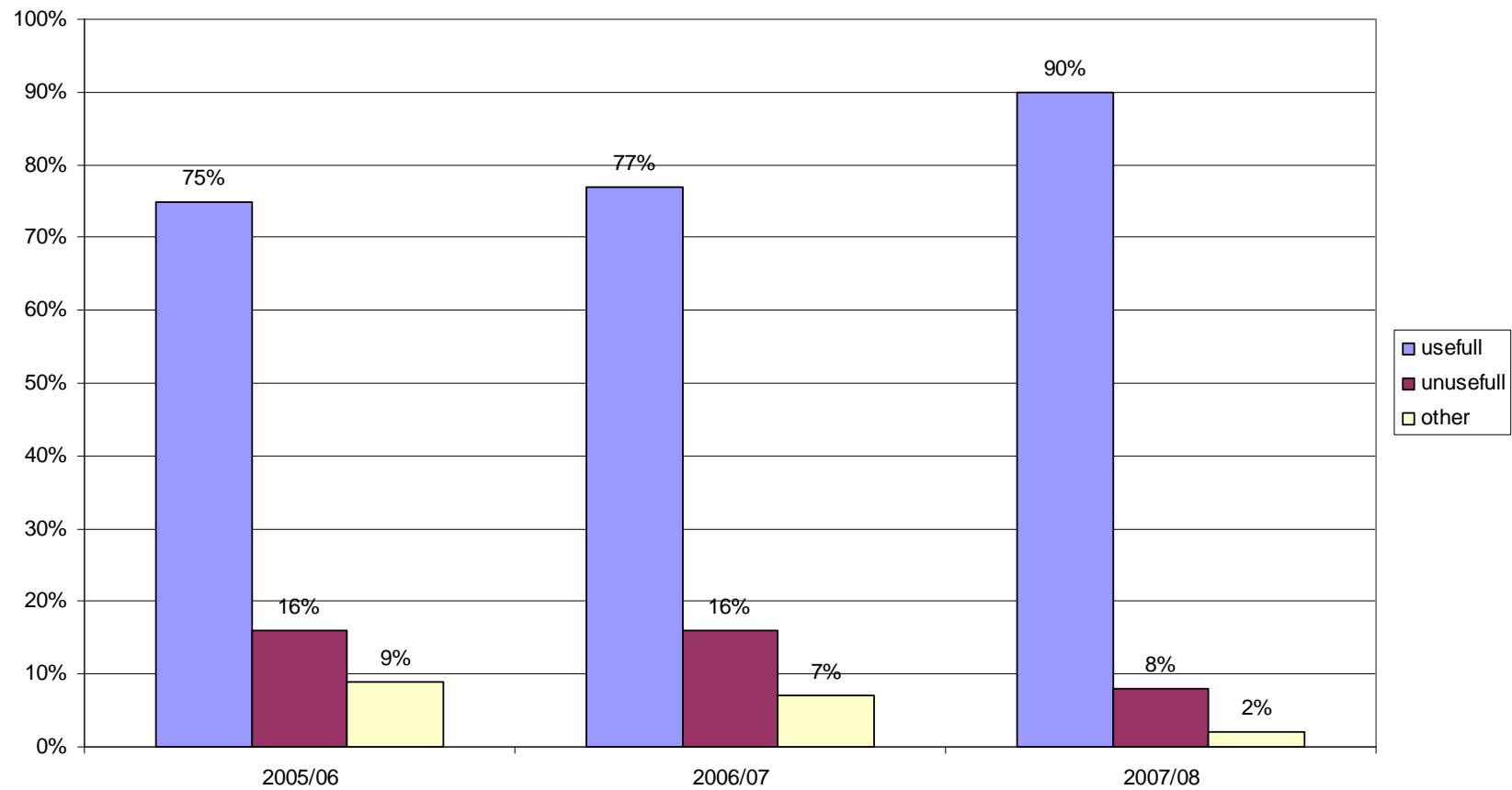
WHY NOT: I'M AFRAID TO BE TEASED





WHAT THE STUDENTS THINK ABOUT ...

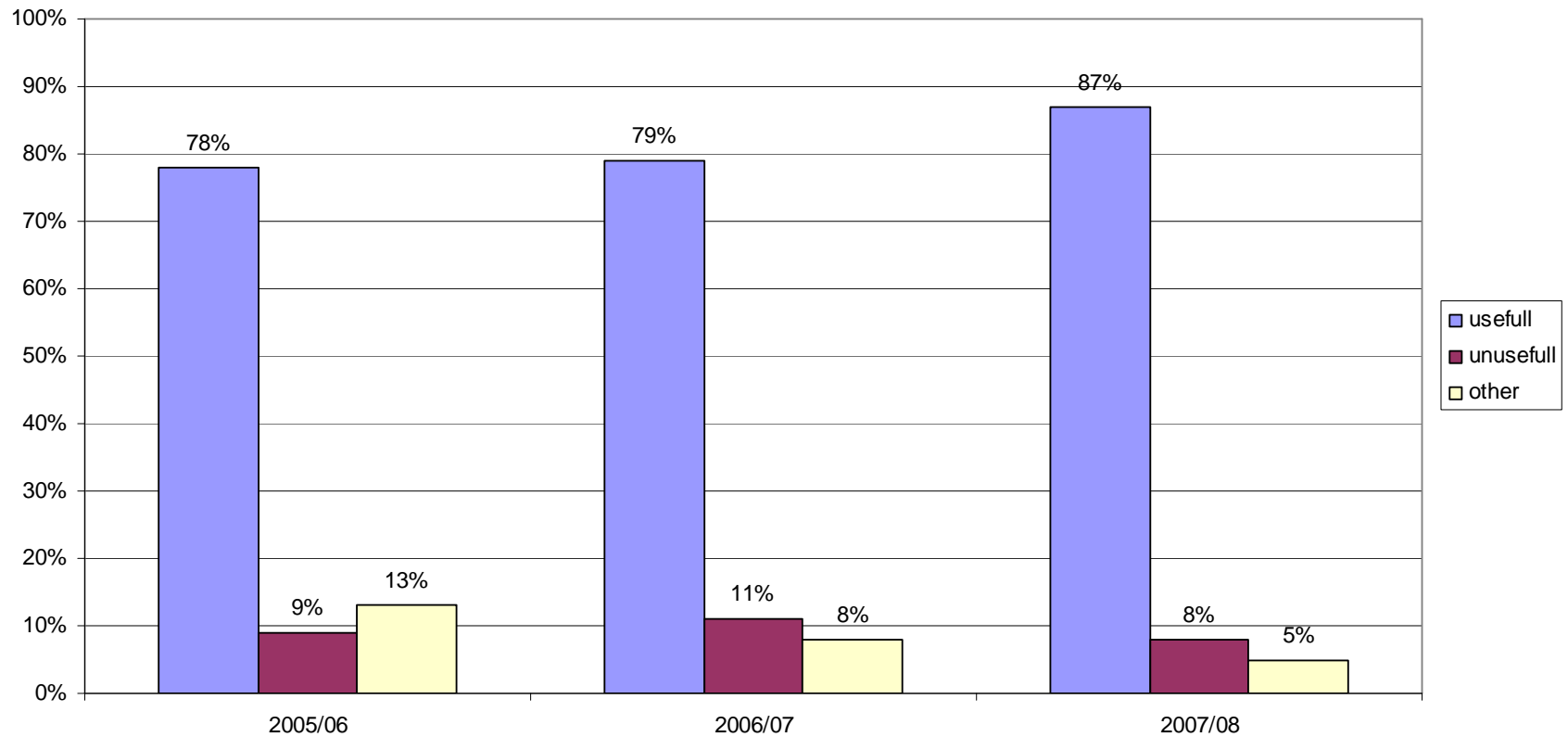
WHAT THE STUDENTS THINK ABOUT GROUP ACTIVITIES





WHAT THE STUDENTS THINK ABOUT ...

WHAT THE STUDENTS THINK ABOUT INDIVIDUAL COUNSELLING SERVICE IN THE SCHOOL

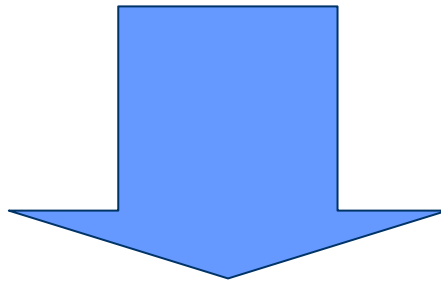




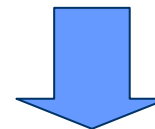
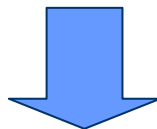
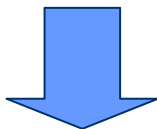
AFTER 2003-04 ...

WHAT THE TEACHERS POINTED OUT: WHAT IT HAS BEEN CHANGED IN FIVE YEARS

It's difficult to join the students showing unease or disease who don't ask "Help me" either to the teacher or to the school psychologist



Teachers and school psychologist agreed to promote the access by:

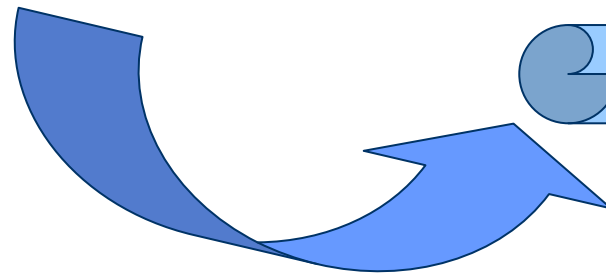




ABOUT PARENTS ...

**Making
more aware
parents
about
project
and it's aim
by a wider
presentation**

**Since 2004-05
school psychologist
presented
the project
in the
general assembly
at the beginning
of the year**



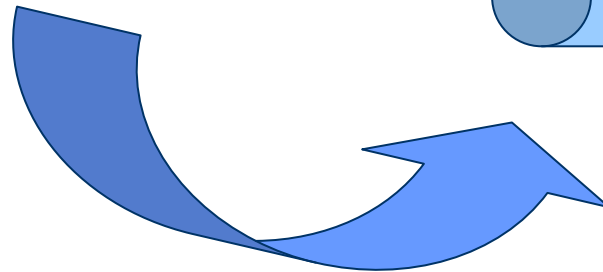


ABOUT STUDENTS ...

**Making
more aware
students
about project
and
in particular the when,
where, why, who
and how of the
individual counselling
service
by a focus presentation
in the single classes**

**Since 2005-06 the
project included
preliminary group
activities in each
class**

**Since 2006-07 the
activity have been
differentiated on
single class levels**

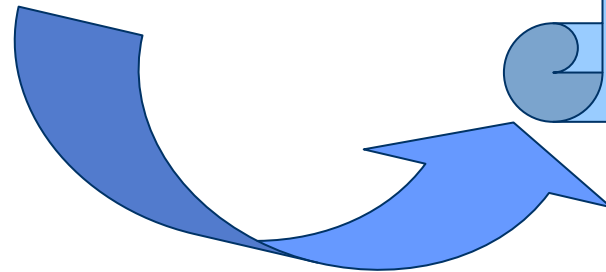




ABOUT STUDENTS ...

**Approaching further
the students
to the school psychologist
by
an individual meeting**

**Since 2006-07
School Psychologist
arranged
short approaching
dialogues
with all the students
between
group activities
and the opening
of individual
counselling service**

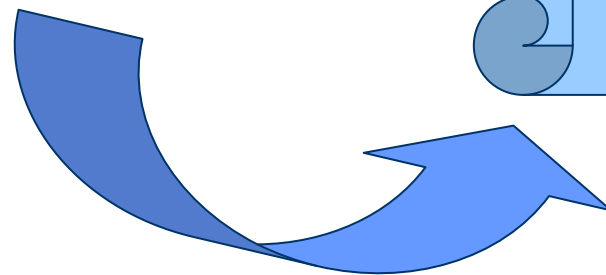




ABOUT STUDENTS ...

**Favouring a “silent”
getting out of the class
at the
individual counselling
appointment**

**Since 2006-07
the student
got out independently
(by the appointment
paper) avoiding
the calling out
of the teacher or
of the school
caretaker**





ABOUT TEACHERS ...

**Promoting
a better
partnership
with
single teachers**

**Since 2004-05
a teacher
for every class
became
the referent
for everything
concerning
the project**

