

Counseling

Don Dinkmeyer Sr.

Dorothy Bickling, Column Editors

This section is devoted to presenting Adlerian counseling cases, situations, or transcripts that will be evaluated/analyzed by the editors or guest reviewers. Counselors and therapists are invited to submit cases and transcripts of counseling that include the following information: (a) sex and age of counselee, (b) background information, (c) reasons for initiating counseling, and (d) actual incidents (preferably verbatim or descriptions of a situation). This material should be typed and double-spaced and not be longer than four pages. Send contributions or questions to: Don Dinkmeyer Sr., Communication and Motivation Training Institute, 4010 N.W. 99th Avenue, Coral Springs, Florida 33065.

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A Model For Using Teacher Study Groups

The need for counselors-as-consultants is well documented in the literature (Dinkmeyer & Dinkmeyer, Jr., 1978; Dinkmeyer & Carlson, 1977; Dinkmeyer, Pew, & Dinkmeyer, Jr., 1979). Yet, in an article by Kahnweiler (1979) stated that the degree to which school counselors have become consultants is not in relationship to the increasing amount of literature on consulting. The author concludes that counselors are not becoming consultants because they lack training and, more specifically, a model for consulting.

In support of consulting with teachers using the techniques of Adlerian psychology, Taylor and Holt (1974) found that changing the behavior of significant adults was more effective than working directly with the child in changing children's behavior in the classroom.

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In establishing a consulting relationship Mickelson and Davis (1977) listed three points to keep in mind.

1. Don't try to be a consultant to all teachers.
2. Identify a few teachers who are easy to work with.
3. Concentrate efforts on these teachers to increase the probability of success.

It is the intent of this article to provide a comprehensive and practical model for school counselors to use when consulting with teachers.

Consulting Format

The first step for the counselor-consultant is to identify a group of teachers (5-8) who are interested in spending an hour a week for eight weeks in a teacher study group. These teachers need to be selected because of their high probability of success in the study group.

The second step is to have each teacher secure and begin to read either *Maintaining Sanity in the Classroom* or *Psychology in the Classroom*.

The third step is to follow the recommended outline for each session of the study group as presented below.

The fourth step is to begin another study group with different teachers after the first study group has finished. Using the successes of the first study group will help to demonstrate the usefulness of the study group.

The teacher study group provides an educational format. With the background provided by the study group the counselor will be able to consult with the teachers after the group is finished.

Study Group Outline

Session 1: Basic Principles

To be read before this session: *Sanity*, p. 1-15, 33-45. *Psychology*, ch. 1 & 11.

The first part of this session will be spent discussing the purposes and goals of the study group and the expectations that the group members have of the group.

The topic of discussion this session will cover these five assumptions of Adlerian psychology:

1. People are primarily social beings.
2. People are self-determined.
3. People's behavior is purposive.
4. People must be viewed subjectively.
5. People are viewed holistically (feelings, thoughts, and actions).

Session 2: Family Constellation

To be read before this session: *Sanity*, p. 45-54. *Psychology*, ch. 2.

This discussion centers around the characteristics of the typical only, oldest, second, middle, and youngest child.

After discussing these characteristics in general, ask group members how they have been influenced by their birth order.

Session 3: Understanding Behavior

To be read before this session: *Sanity*, p. 17-33. *Psychology*, ch. 3 & 8.

This discussion is about the four goals of misbehavior and ways to identify them. Use this chart as an aid for the teachers.

<i>Goal</i>	<i>Feeling of teacher</i>	<i>Reaction of child</i>
attention	annoyance	stops for a while
power	anger	increases behavior
revenge	hurt	becomes violent
inadequacy	hopeless	becomes slower

During this session begin consulting with one teacher in resolving a problem with a student in the classroom. Use the knowledge and expertise of the other teachers in the study group to support the teacher being consulted.

Follow this format:

1. Identify a specific behavior, get a blow by blow description.
2. Find out as much as possible about the family constellation.

3. Go through a typical day of the teacher and child at school to check out your tentative hypothesis as to the child's mistaken goal.

4. Make a guess with the teacher as to what is happening between the child and teacher (attention, power, etc.).

5. Make specific recommendations to help resolve the situation.

6. Get a firm commitment from the teacher to follow the recommendations.

7. Follow up with the teacher next week on how things are going.

Session 4: Encouragement

To be read before this session: *Sanity*, p. 54-79. *Psychology*, ch. 5.

Each week the consultant is to begin with a follow up on last session's teacher interview.

This session's topic centers around the differences between encouragement and praise.

Have the teachers practice saying encouraging things to each other and make sure to avoid giving praise.

Consult with a teacher using the format in Session 3.

Session 5: Classroom Meetings

To be read before this session: *Sanity*, p. 90-171. *Psychology*, ch. 9 & 10.

Begin the session with a follow up of last week's consultation.

Discuss these general guidelines for class meetings with the group:

1. Establish a specific time for regular meetings.
2. The length of the meetings will vary according to the age of the class members. A good time limit to begin with is about 10-20 minutes.
3. Many classes have a set agenda that they follow.
4. It is important to keep minutes of the meetings.
5. The teacher avoids speaking critically or contradicting any students. Ask the rest of the class for their opinion.

6. Explore several resolutions to a problem and come to a consensus on the decision.

7. Don't become discouraged during the first few attempts. It takes time to learn problem solving and decision making techniques.

Consult with a teacher using the format in Session 3.

Session 6: Natural and Logical Consequences

To be read before this session: *Sanity*, p. 80-89. *Psychology*, ch. 6.

Begin with a follow up of last week's consultation.

This session is to be spent discussing the differences between punishment and consequences. Use some of the examples from the readings to clarify the differences.

Consult with a teacher using the format in Session 3.

Session 7: Democratic Classroom

To be read before this session: *Sanity*, p. 172-186. *Psychology*, ch. 4.

Begin with a follow up of last week's consultation.

Discuss these topics during this session:

1. Children have rights as well as responsibilities.
2. Allow the students choices.
3. Don't expect more from others than you expect from yourself.
4. Use common sense in what is to be expected of the child.
5. Vary the task to do.
6. Children need limits. They also need to help set those limits.
7. Don't do anything for a child that the child can do. Consult with a teacher using the format in Session 3.

Session 8: Summary, Evaluation, and Review

To be read before this session: *Sanity*, p. 186-266. *Psychology*, ch. 11.

Begin with a follow up of last week's consultation.

This session is best used by allowing the group members a chance to clarify any questions or misunderstandings that they may have concerning the material covered in the study group.

The teachers need to be invited to continue using the counselor as a consultant in their classroom. Interest may also be demonstrated to continue the group with more advanced study of the materials.

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