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MAPC Solution Series

Interventions in Counselling

(June 15 - Dec 18)



SPRING SEASON PUBLICATIONS

Navi Mumbai, INDIA

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MAPC Solution Series: Interventions in Counselling

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Dec 2018

Section – A (450 Words)

Q No 1. Describe the symptoms, causes and techniques for helping children with ADHD. 4+2+4 Marks

Answer: Attention deficit hyperactivity disorder (ADHD) is a complex neurodevelopmental disorder that can affect child's success at school, as well as their relationships.

Symptoms of ADHD

The symptoms of ADHD vary and are sometimes difficult to recognize. Children with ADHD show signs of inattention, hyperactivity, and/or impulsivity in specific ways.

Symptoms of ADHD		
Inattention Disorganization Lack of focus Difficulty giving attention to details Have trouble staying on topic while talking	Hyperactivity Fidget and squirm when seated. Get up frequently to walk or run around. Have trouble playing quietly or doing quiet hobbies	Impulsivity Impatience Having a hard time waiting to talk or react Blurt out answers before someone finishes asking them a question.

- Show excessive or exaggerated muscular activity; such

as aimless or haphazard running or fidgeting.

- Difficulty in sustaining attention
- Highly distractible and fail to follow instructions
- Do not respond to the demands placed on them
- Impulsive behaviour
- Low frustration tolerance
- Sometimes low IQ (below average) but not always at times they are socially intrusive
- Have great difficulty in getting along with their parents because they do not obey rules
- Do not appear to be anxious
- Commonly shows specific learning disabilities as they are poor in academics
- Pose behavioural problems in elementary grades/classes

Causes of ADHD

While the exact cause of attention-deficit/hyperactivity disorder is not clear, research efforts continue. Factors that may be involved in the development of ADHD include:

- **Genetics** - ADHD can run in families, and studies indicate that genes may play a role.
- **Environment** - Certain environmental factors, such as lead exposure, may increase risk.

- **Development** - Problems with the central nervous system at key moments in development may play a role.
- **Brain Injuries** - Which happened either in the womb or after a severe head injury later in life
- **Premature Birth** – Child who were born prematurely (before the 37th week of pregnancy) or with a low birthweight
- **Pregnancy** - Fetal exposure to alcohol and tobacco is thought to play a role in ADHD

Techniques for helping children with ADHD

Children with ADHD often benefit from behavior therapy and counseling. Some children with ADHD may also have other conditions such as anxiety disorder or depression. In these cases, counseling may help both ADHD and the coexisting problem.

Examples of therapy include:

Behavior therapy - Teachers and parents can learn behavior-changing strategies, such as token reward systems and timeouts, for dealing with difficult situations.

Psychotherapy - This allows older children with ADHD to talk about issues that bother them, explore negative behavioral patterns and learn ways to deal with their symptoms.

Parenting skills training - This can help parents develop ways to understand and guide their child's behavior.

Family therapy - Family therapy can help parents and siblings deal with the stress of living with someone who has ADHD.

Social skills training - This can help children learn appropriate social behaviors.

Psychoeducation - Psychoeducation means the child will be encouraged to discuss ADHD and its effects. It can help children, teenagers and adults make sense of being diagnosed with ADHD, and can help them to cope and live with the condition.

(450 Words)

Q No 2. Explain the meaning and techniques of behaviour modification **3+7 Marks**

Que asked in June 17, Please see Page No. 78

Q No 3. Explain the ten most common cognitive distortions given by Beck with examples **10 Marks**

Que asked in June 18, Please see Page No. 112

Q No 4. Describe anxiety disorder in children. Discuss the techniques for helping children with anxiety disorder

4+6 Marks

Answer: Anxiety Disorder in Children

It's normal for children to feel worried or anxious from time to time, such as when they're starting school or nursery, or moving to a new area.

Anxiety is a feeling of unease, such as worry or fear – it's an understandable reaction in children to change or a stressful event.

But sometimes anxiety in children crosses the line from normal everyday worries to a disorder that gets in the way of the things they need to do.

Common Anxiety Disorders in Children

Children and teens with *generalized anxiety disorder (GAD)* experience excessive and uncontrollable worry about future events and minor matters.

Selective mutism is a childhood anxiety disorder that is diagnosed when a child consistently does not speak in some situations, but speaks comfortably in other situations.

It is normal for young children to sometimes feel worried or upset when faced with routine separations from their parents or other important caregivers causing them to cry, cling, or refuse to part. This is *Separation anxiety*.

Children and teens with *social anxiety* disorder have an excessive and persistent fear of social and/or performance situations such as school, parties, athletic activities, and more.

Fears are common and expected in childhood; however, for some children and teens, their fears can become very severe over time, and even develop into a *phobia*. A phobia is an intense and unreasonable fear of a specific object or situation.

(235 Words)

Techniques for Helping Children with Anxiety Disorder

Que asked in Dec 17, Please see Page No. 90

Section – B (300 Words)

Q No 5. Explain Adlerian Psychology.

6 Marks

Answer: Humans are motivated by social interest, by striving toward goals, by inferiority and superiority, and by dealing with the tasks of life. Emphasis is on the individual's positive capacities to live in society cooperatively. People have the capacity to interpret, influence, and create events. Each person at an early age creates a unique style of life, which tends to remain relatively constant throughout life.

Key concepts of Adlerian therapy include the unity of personality, the need to view people from their subjective perspective, and the

importance of life goals that give direction to behavior. People are motivated by social interest and by finding goals to give life meaning. Other key concepts are striving for significance and superiority, developing a unique lifestyle, and understanding the family constellation. Therapy is a matter of providing encouragement and assisting clients in changing their cognitive perspective and behavior.

The main goals of Adlerian psychology are to challenge clients' basic premises and life goals. To offer encouragement so individuals can develop socially useful goals and increase social interest. To develop the client's sense of belonging.

In Adlerian therapeutic relationship, the emphasis is on joint responsibility, on mutually determining goals, on mutual trust and respect, and on equality. Focus is on identifying, exploring, and disclosing mistaken goals and faulty assumptions within the person's lifestyle.

Adlerians pay more attention to the subjective experiences of clients than to using techniques. Some techniques include gathering life-history data (family constellation, early recollections, personal priorities), sharing interpretations with clients, offering encouragement, and assisting clients in searching for new possibilities.

(257 Words)

Q No 6. Describe the interpersonal relationship skills required in an interpersonal counselling situation. 6 Marks

Answer: Healthy interpersonal skills reduce stress, reduce conflict, improve communication, enhance intimacy, increase understanding, and promote joy. Interpersonal skills are all the behaviours and feelings that exist within all of us that influence our interactions with others.

The following are the important point /skills for the counselors by which the clients can be helped:

- **Communication Skills** - Communion demands that we listen as well as speak
- **Assertiveness Skills** - Expressing our self and our rights without violating the rights of others
- **Conflict Resolution** - Conflict is natural and inevitable. Conflict Resolution helps us to resolve differences so that we may continue with the relationship in an effective way
- **Anger Management** - Knowing how to recognise and express anger appropriately can help us to reach goals, handle emergencies, solve problems and even protect our health

Because Relationship success requires good relationship skills so counselor can make the client learn to make stronger interpersonal

connections by...

- Understand the purpose or motive of our communication (give information, connect with others, resolve conflict)
- Speak graciously, without using offensive words
- Give the benefit of the doubt...doesn't blame others
- Help the clients by giving the facts i.e people can listen about four times faster than they speak (200 Words)

Q No 7. Discuss the application of cognitive therapy in clinical setting. 6 Marks

Que asked in Dec 15, Please see Page No. 28

Q No 8. Describe the PLISSIT model given by Jack Anon for helping clients with sexual difficulties. 6 Marks

Que asked in June 18, Please see Page No. 119

Q No 9. What are the factors that need to be considered before the start of counselling. 6 Marks

Que asked in June 17, Please see Page No. 86

Section – C (100 Words)

Q No 10. The miracle question

3 Marks

Que asked in June 18, Please see Page No. 110

Q No 11. Paraphrasing and release of emotions

3 Marks

Answer: Paraphrasing is just reflecting back what is communicated by the client in other words. This is done to assure the client that the counsellor has understood the exact meaning conveyed by client's internal frame of reference. But sometimes the counsellor has to repeat the same words instead paraphrasing.

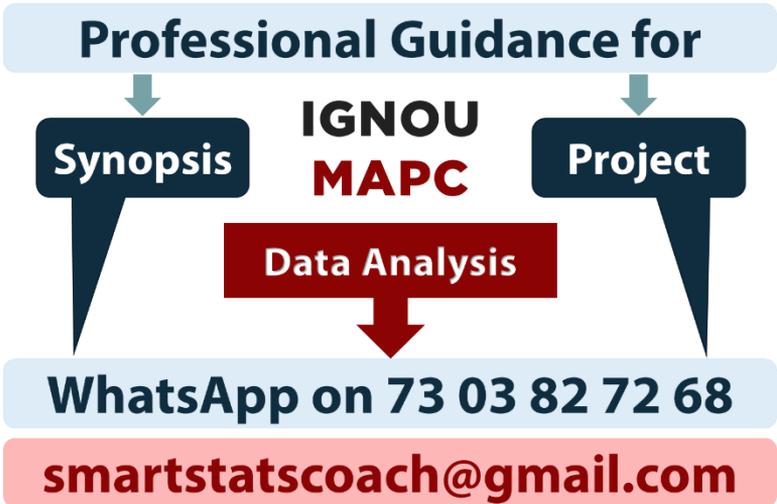
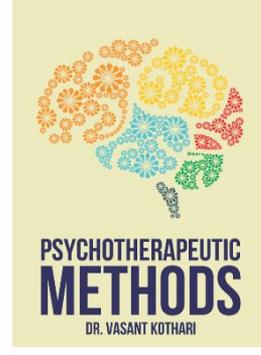
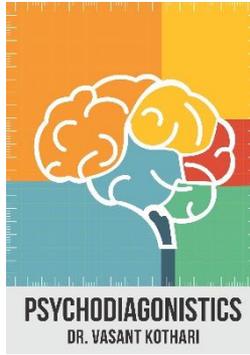
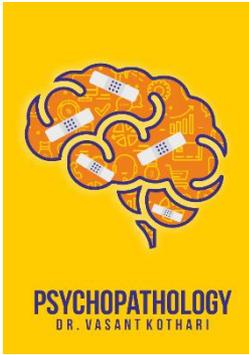
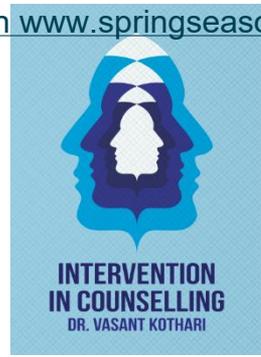
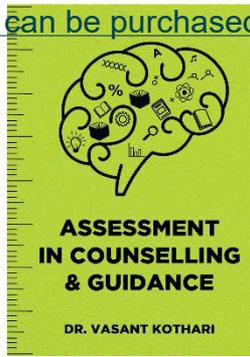
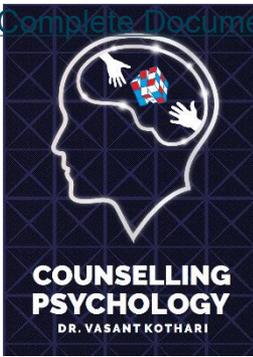
The client feels free to express his feeling in an empathetic atmosphere. By his gestures (e.g. slightly nodding of head or through eye lash movement) the counsellor shows acceptance to client's feelings and wordings as he is paying full attention to understand it. The client starts releasing his emotions. The counsellor should not intervene in between the release of the emotions.

(109 Words)

Q No 12. E-counselling

3 Marks

Que asked in June 17, Please see Page No. 84



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