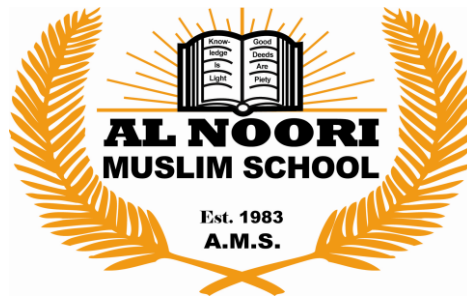


AL NOORI MUSLIM SCHOOL



School Counselling Policy

Policies & Documents

Year 2018

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1 Rationale, Aims and Objectives

Rationale

Al Noori Muslim School offers a counselling service to currently enrolled students of the school. Counselling is an essential part of the welfare services provided at the school and is provided to students when issues are compromising a child's learning, or directly impacting on their mental health. Through this assistance, students develop appropriate skills and attitudes and are able to resolve or work on problems in academic, psychological, emotional and/or social contexts. The most important part is offering a therapeutic service to the students of the school who need such a service.

By providing a healthy therapeutic approach to identified students, Al Noori Muslim School intends to ensure that students receive the services they need to prevent future, more serious behavioural, psychological and/or social problems from arising. This approach will not only benefit the individual student, but his/her peers.

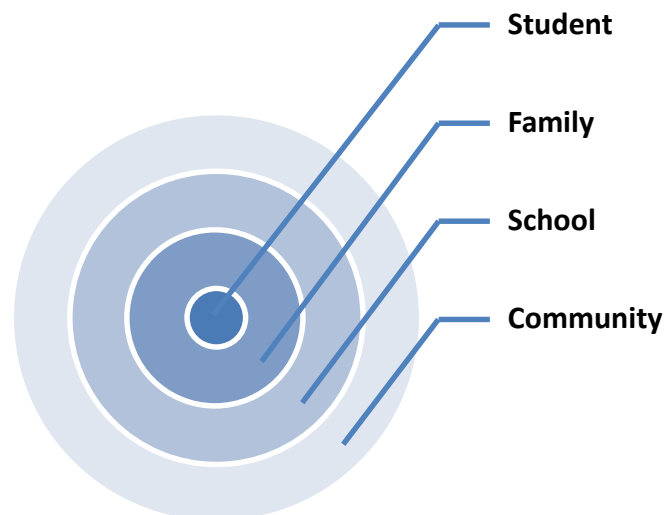
Aims and Objectives

Al Noori Muslim School Counselling Aims at providing students and the school community with a safe place to respond to their emotional and mental wellbeing. One of the main counselling objectives is to create and maintain an atmosphere where pupils feel they are well known, safe, valued, respected and happy. This is implemented through a sympathetic response to concerns, fears and worries of the student. Overall, the counselling department intends to:

- Care for each person
- Value the formation of healthy relationships based on trust and respect
- Celebrate the uniqueness of the individual
- Manage behaviour with understanding, compassion, fairness and justice
- Respect the different needs that exist between persons at different stages of their life
- Respect the dignity of each person at all times
- Provide opportunities for the realisation of potential
- Promote individual resilience and connectedness in a safe, protective environment
- Offer leadership opportunities to all students
- Work towards the unification of physical health, mental health and educational outcomes

2 Primary Roles and Responsibilities of the School Counsellor

The school counsellor is a part of the student welfare and learning support team. The role of the school counsellor is not only limited to providing direct services to students, but to consider a holistic approach which involves all whom are involved in the well-being of our students. This means that the counsellor will be working in collaboration with the student, his/her family, teachers, other relevant staff members and the general community in order to ensure the well-being of the students.



2.1 Student Support

It is the primary role of the school counsellor to provide direct support to a student who may be struggling academically, socially, or psychologically. This support may be provided in the form of individual counselling or group counselling, or via an action plan whereby various individuals involved in the student's well-being support the student in various ways. In many cases, students may be supported more appropriately without the need for individual counselling. Instead, the counsellor may provide intervention strategies, behaviour plans, and other helpful intercessions that may be undertaken by parents, teachers and other professionals.

2.2 Parent/Guardian Support

Providing support and services for parents and family systems is a significant responsibility upon the counsellor. When a referral has been made to the school counsellor, parents and/or guardians will need to be contacted regarding the child's referral and the intended intervention necessary. Usually through the initial meeting with parents, the school counsellor will be able to assess the family situation and support system and develop an idea as to how this is working for the child involved. At this point, the parent/guardian may be given advice for a referral for themselves or the family system as a whole. Family counselling is not to take place at the school. At some stage in the intervention process, parents'/guardian's situation may result in further referrals. The school counsellor has a role to consistently take into account the home environment for the child. If new systems, behaviour and

other skills coached in counselling are not reinforced in the home setting, the student may not be receiving the most benefit from the counselling relationship, as therapeutic as it may be.

2.3 Teacher/Staff Support

The school counsellor is also responsible for providing support to teachers and staff, when required. In some circumstances, the teacher may require support when finding challenges in dealing with particular students and their special needs. If a teacher is having significant difficulties which are impacting on the well-being of the teacher and possibly the student, consultation with the school principal or coordinator may occur and interventions for teachers should be put into place, or further referral may be required. Although some accidental counselling may occur, teachers should not be scheduled in for individual counselling sessions. Staff may be referred outside to local agencies.

2.4 Whole-School Prevention Programs

Identifying and accessing community resources and services to provide the whole school with positive mental health information and healthy life strategies ensures a holistic, preventative approach. A key role in the school counselling process is to provide services to 'at risk' students in an effort to work towards prevention. Ongoing whole-school projects targeting not only students, but also parents/caregivers and staff will ensure a wide-scale approach to mental well-being. Preventative measures are implemented in consultation with the school religious advisor, where appropriate and with school management.

3 Referral Guidelines

Al Noori Muslim School asks teachers and staff to refer students with the use of the school counsellor referral form (**see Appendix A**). Students should be referred for academic, social, behavioural and psychological concerns which are impacting on the student's capacity to learn and function at school. They may also be impacting the functioning of their peers.

Although behavioural issues and conduct management issues can invariably take its toll on teachers and the whole class, behaviour issues should be referred to the school discipline system first. If the issues cannot be dealt with via the use of effective teacher and classroom strategies and at the orange card level, a referral to the school counsellor may be appropriate.

If these behavioural problems are present alongside other serious academic, social, psychological and/or family challenges, a referral may be appropriate immediately in parallel with the use of the school's discipline system.

All referrals will need to be in writing via the school counsellor referral form (**see Appendix A**) and must be discussed with and signed by the principal and the coordinator. Parents can initiate a referral directly to the school counsellor. However, teachers may still be asked to complete a referral form in order to obtain further information about the student.

3.1 Reasons for Referral

Students who are experiencing the following challenges may require a referral to the school counsellor:

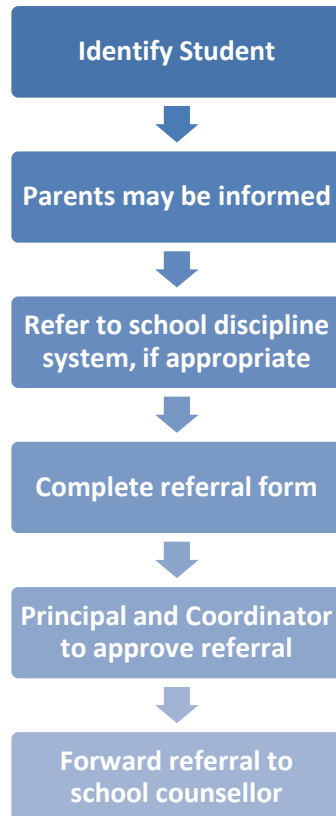
- Anxiety
- Depression
- Low self-esteem
- Family issues: separation, domestic violence, grief and loss, mental health of parents, disabilities of parents.
- Learning difficulties which have not improved with learning support
- Developmental delays
- Traumatic experiences
- Social skills difficulties – including bullying (victim/perpetrator), friendship difficulties, isolation, etc.
- Physical Disabilities – including the hearing impaired, visually impaired, etc.
- Speech/Language Difficulties
- Anger Management
- Attention Deficits and Hyperactivity
- Oppositional and Defiant Behaviours which have not improved with school discipline intervention
- Suicidal/self-harm ideation and/or behaviours
- Other mental health symptoms

3.2 Referral Process

All teachers and staff should follow the procedure below:

1. Teacher/staff member identifies a student who may require a referral to the school counsellor (see 3.1).
2. The teacher may discuss the intended referral with the student's parents and inform them of the concerns, if these concerns have not been raised with the parents previously.
3. If the referral is related solely to behavioural problems, the teacher/staff member must ensure the student has been referred to the school discipline system and has reached orange card level before pursuing the referral.
4. Teacher/staff member completes the school counselling referral form ensuring all questions are answered correctly and with as much detail as possible.
5. Teacher/staff member discusses this referral with the coordinator and obtains his/her approval. Coordinator will then request approval from the principal. The referral must be signed by the class teacher, the coordinator and the principal and forwarded to the school counsellor.

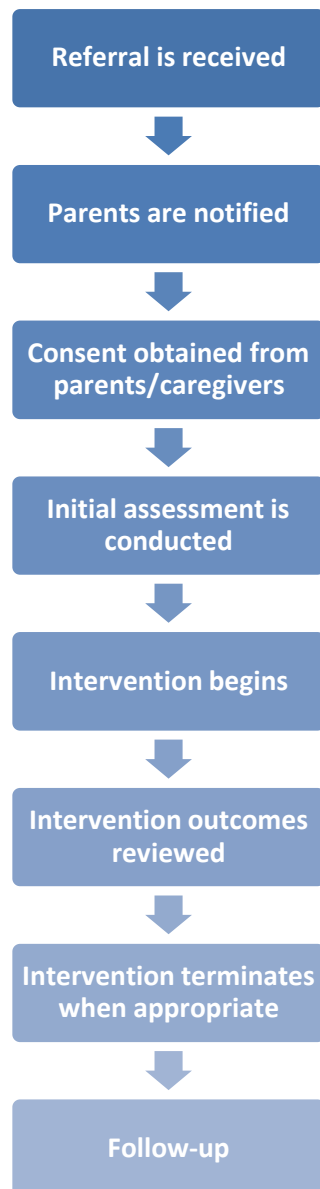
Referral Procedure:



4 School Counselling Process

Each student deserves the best possible care that can be provided by Al Noori Muslim School. The school counsellor has an essential role in ascertaining whether a student may need intervention within the school or in an out of school setting. Below is a list of procedures the counsellor should take in order to supply the same standardised process for all who access the service:

School Counsellor Procedure:



5 Assessment

Once the school counsellor receives the referral from the teacher/staff member or parent a comprehensive initial assessment must take place. This can be in the form of teacher/staff interviews, student observations, parent interviews, classroom/playground observations, psychometric and/or educational assessments and student interviews.

5.1.1 Teacher Interviews

After receiving the school counselling referral form, the counsellor may need to discuss the referral with the teacher and obtain further information about the student. The counsellor may wish to look at some of the students' school work and enquire about their academic progress.

5.1.2 Observation

When observing students, the behaviour observation form should be used (**see Appendix B**) in these sessions. Observation is crucial and usually indicative of any issues with the child. Observation should occur in at least three separate time slots. All observations should be documented and compiled into a student's case file.

5.1.3 Parent Interviews

Parent interviews are conducted by the school counsellor to obtain as much information as possible about the student's history and current life (**see Appendix C**). This includes pre-natal and birth history, medical and developmental history, educational history, history of previous mental health issues, issues of trauma, family support systems, family history of mental health concerns or disabilities, and other relevant information. Interviews should always be respectful, and remain confidential.

During this interview, the current referral and presenting problems are discussed in detail. Parents are made aware of the process to follow. Parent Consent is obtained in writing in order for further school counselling intervention to begin (**see Appendix D**)

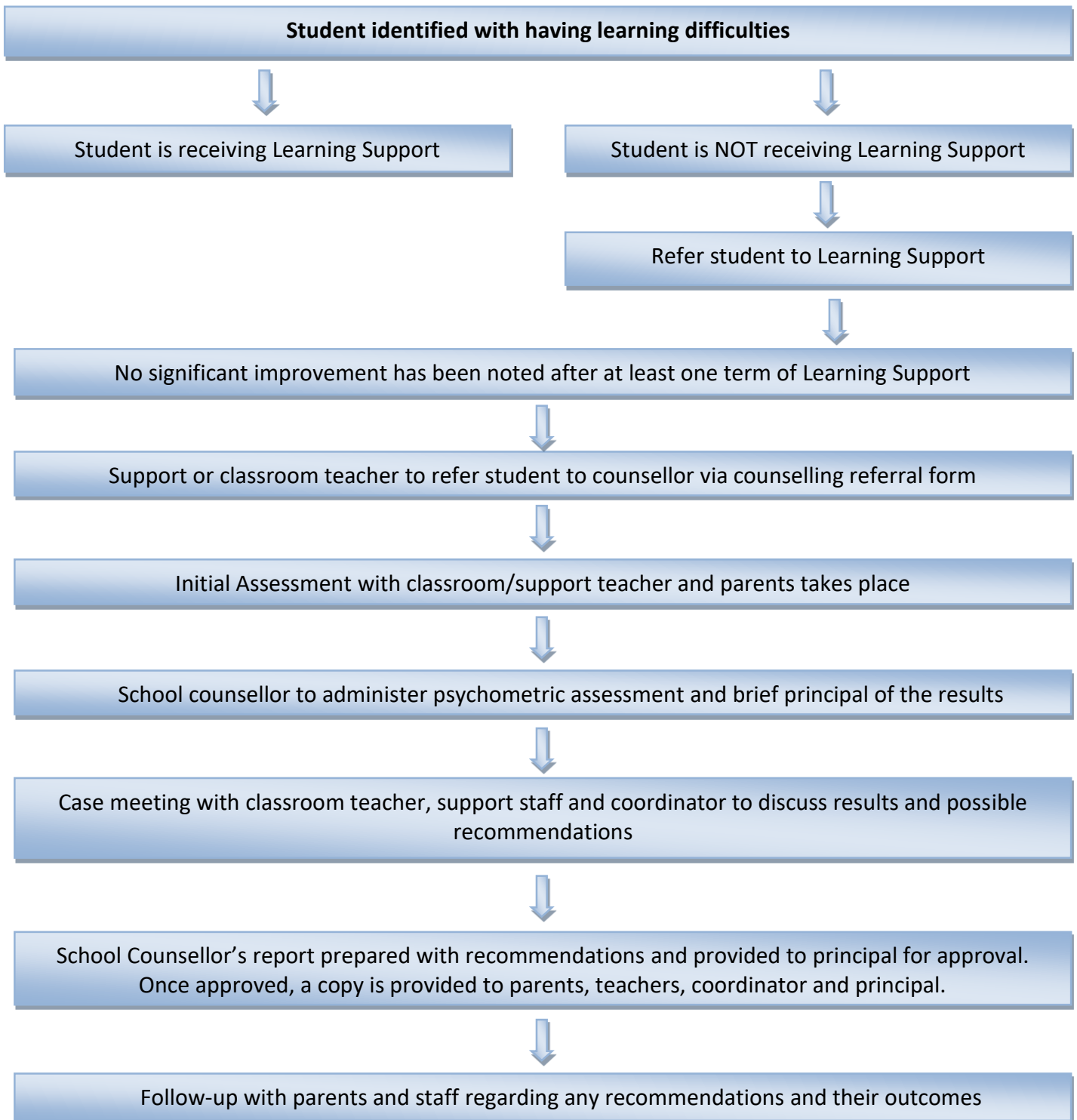
5.1.4 Psychometric Assessments

Psychometric Assessments can be a useful way to discover more about the child from both the parent's and teacher's perspective. It is also useful when a specific diagnosis is required and appropriate. These types of assessments should only be conducted by a registered psychologist and under standardised conditions. Examples of some relevant assessment tools include the *Achenbach Child Behaviour Checklists* and *Teacher Report Forms*, the *Connor's Rating Scale* and the *Adaptive Behaviour Assessment Scale*.

5.1.5 Educational Assessments

Educational Assessments are important when a student is referred for learning difficulties, or when the counsellor identifies the need for this type of assessment. These assessments must be conducted by a registered psychologist and strictly under standardised conditions. The assessments provide information about the child's intellectual and academic functioning relevant to their age and grade. Relevant assessment tools include the Wechsler Intelligence Scale for Children (WISC) and the Wechsler Individual Achievement Test (WIAT). The principal will ensure secure storage of psychological tests and materials and that no individual other than the school counsellor will have access to or use psychological tests or related material in the school.

5.1.5.1 Educational Assessments Process



5.1.5.2 *About the Educational Assessments*

See Appendix E for information about the educational assessments used at Al Noori Muslim School.

5.1.6 **Student Interviews**

The counsellor may, with the written consent of the parents, conduct student interviews in order to obtain further information on the student's social, emotional, psychological and academic well-being. The most important part of these sessions is gaining rapport with the child, and initiating a therapeutic relationship. All notes should be recorded using a case notes template (**see Appendix F**). Each session should use at least one case note template (if more pages are required, use template as a cover) and all other documents from that session should be attached including any artwork.

6 Intervention

Once the assessment process is complete, the School Counsellor will develop an action plan for the student outlining the intervention methods necessary and who will take responsibility for these interventions (**see Appendix G**). This may include teacher and in-class recommendations and parent recommendations. The School Counsellor's intervention is multi-faceted and may include the following:

6.1 Individual Counselling

Individual Counselling with students is a useful intervention when dealing with psychological, emotional, social and behavioural issues. The counsellor may use a wide variety of therapeutic interventions and modalities which can be applied to suit that particular student's needs. These interventions are always utilised in an age-appropriate manner and must only take place once rapport with the student has been established. Some common therapeutic methods may include:

- Cognitive Behavioural Therapy
- Psychodynamic/Psychoanalytic Therapies
- Solution Focused Therapy
- Play Therapy
- Art Therapy
- Narrative Therapy
- Relaxation Therapy
- Mindfulness and Acceptance and Commitment Therapy
- Emotionally Focused Therapy

The counsellor should use a counselling session record template for every session with a student (**see appendix F**). Using a wide variety of interventions and strategies, the number of sessions required will differ depending on the child's needs. If the problem is severe, the counsellor may refer the family to an external agency for more intense intervention.

6.2 Group Counselling

Group Counselling may be useful in situations where a number of students are displaying similar challenges and a group environment may be more conducive to progress in therapy. It can be used for issues such as self esteem, social skills training, resilience training, bullying issues, anger management and other such matters. Group counselling may involve 3-8 students meeting for 2-10

weeks about a certain topic which has a predefined program and structure. Parent Consent must be obtained for such an intervention.

6.3 In-Class Systems

In-Class Systems are utilised when one-on-one counselling with a student is not taking place, but in-class strategies are useful for the situation. This includes behaviour management plans, classroom management systems, seating arrangements, learning modifications, etc. In-class systems are usually implemented by the classroom teacher with support from the school counsellor.

6.4 Family and Parent Interventions

Family and Parent Interventions are determined by the need of the school community. This may include information sessions for parents, classes for parents, parent information resources, community noticeboards, parent activities and information for parents in the school newsletter. This is limited only by the imagination.

6.5 Staff Interventions

Taking care of teachers and staff is also an integral part to the school counsellor role. If the school is not functioning, students will be impacted. It is for this reason that professional development for teachers may be necessary in some circumstances.

Further to this, supporting teachers individually in dealing with particular student issues or classroom management is often appropriate and may assist in the students' academic progress and overall well-being.

6.6 Whole-Class Interventions

Whole-Class integrated programs are similar to that of group counselling, but are designed for the whole class and are not specific to a child's specific issues and needs but the class as a whole. This can be integrated into academic programs parallel to Key Learning Areas such as Personal Development, Health and Physical Education. These programs may be related to bullying, conflict resolution, Grief and Loss, Self Esteem and Changing and Relationships.

This type of intervention may also be appropriate when an unlikely event or situation has caused distress among students of the whole class (for e.g. traumatic events, grief and loss, etc).

6.7 Whole-School Interventions

Whole-school projects such as ongoing health promotion, self esteem programs and mental health activities should be conducted to integrate all students and staff into learning about mental health and partaking in activities that may be beneficial to them. Whole-school interventions such as anti-bullying awareness and mental health programs may be implemented when a need is identified.

7 Follow Up

Once intervention has taken place and is deemed no longer necessary by the school counsellor, the parents must be notified of the cessation of intervention. Furthermore, if any further referral is required, then it is done so at this stage.

The school counsellor will follow up with terminated cases at mid-year and end-of-year intervals. Referrals which have been terminated for at least 3 months will be followed up with the teacher and parent. The school counsellor will check whether relapse has occurred or any further concerns have arisen. The counsellor may use the follow-up questionnaire at this stage with the teacher (**see Appendix H**). If further intervention is required, the student's counselling file will be re-opened and intervention will either be provided by the school counsellor directly or a referral will be made to an external agency.

8 Confidentiality and Mandatory Reporting

8.1 Confidentiality

School counsellors are bound by law to maintain client confidentiality when collecting, recording, storing, disseminating, and disposing of information. However, not all information that a school counsellor collects can remain confidential. This is especially true when:

- There is a concern that the student will cause himself/herself harm
- There is a concern that the student will cause harm to another person
- The student discloses criminal activity such that it may impact on the welfare of the student or others or the reputation of the School
- The student discloses that he/she has suffered harm or the counsellor reasonably suspects that the student has suffered harm, sexual abuse or neglect
- It is otherwise required by law (for example, subpoenas, court orders)
- The student is under the age of 16 years and his/her parents are requesting information about the student
- Teachers, coordinators and the principal must be made aware of the referral and any progress made

Students and parents should be made aware of the limits of confidentiality before counselling begins.

School Counselling files must remain in a locked filing cabinet with access only given to the school counsellor and the principal.

Any correspondence with names of individual students must be shared in confidence and in a sealed envelope marked 'confidential'.

Any documents with students' names or details, which need to be disposed, must be shredded.

Irrelevant information about the student's family situation, history or other information which, if disclosed, will not in any way be of assistance to the student's progress, should not be shared with the class teacher or other staff members.

8.2 Mandatory Reporting

If the school counsellor is made aware of anything which leads to the suspected risk of harm, abuse or neglect of any student, this must be reported immediately and directly to the school principal. It will be the role of the principal to make a report to Community Services (see Al Noori Muslim School Child Protection Policy for more information).

8.3 Deliberate Self-Harm, Suicidal Ideation and Behaviour

Deliberate self-harm can be defined as "the deliberate harming of oneself either with or without suicidal intent." Deliberate self-harming behaviour may vary in severity but at the extreme end include behaviours that lead to suicide. Other behaviours include cutting, scratching and burning. However, any risk taking behaviours that place young people at increased risk may be classed as deliberate self-harm.

When a student is suspected of engaging in self-harming behaviour or of being at immediate risk of deliberate self harm, suicidal ideation or behaviour, the school principal and the school counsellor should be notified immediately. Immediate steps will be made by either the school principal or the school counsellor to contact the parents and inform them. Parents will then be advised to take their child to their General Practitioner for further assessment and referral or agree for the school counsellor to contact the appropriate mental health services.

In the case of emergencies, 000 should be called immediately and without delay.

9 Further Reading

Australian Psychological Society. (2009). Framework for the effective delivery of school psychological services. <http://www.psychology.org.au/Assets/Files/Framework-school-psychological-services.pdf>

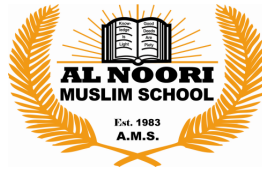
10 Appendices

10.1 Appendix A: School Counselling Referral Form



Teacher's name:	Student's name:	Class:
Reason for referral (Please indicate the specific nature of concern/diagnosis and provide detailed information below):		
<input type="checkbox"/> Behavioural - specify: IF CONCERNS ARE SOLELY BEHAVIOURAL IN NATURE – STUDENT NEEDS TO GO THROUGH SCHOOL'S DISCIPLINE POLICY AND BE ON AN ORANGE CARD BEFORE REFERRAL IS MADE TO THE SCHOOL COUNSELLOR.		
<input type="checkbox"/> Social – specify:		
<input type="checkbox"/> Learning Difficulties – specify: IS THE STUDENT RECEIVING LEARNING SUPPORT? [YES] [NO]		
<input type="checkbox"/> Emotional/Psychological – specify:		
<input type="checkbox"/> Other – specify:		
Details (outline what has concerned you about this student, be specific and attach extra pages if necessary):		
Have the parents been made aware of this referral? If no, why not?		
What are the students' STRENGTHS?		
Teacher's Signature: _____ Date: _____		
Coordinator's Signature: _____ Date: _____		
Principal's Signature: _____ Date: _____		

10.2 Appendix B: Observation Record

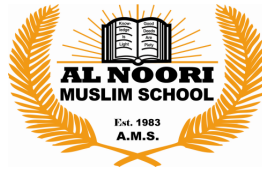


School Counsellor

OBSERVATION SESSION RECORD

Student:			Date:	Record #:
Start:	End:	Setting:	Activity:	People:
Observations and Behaviours:				
Counsellor Name:			Signature:	

10.3 Appendix C: Initial Assessment Form



PARENT INITIAL ASSESSMENT FORM – SCHOOL COUNSELLING

Date of initial assessment: _____ Referrer: _____

Name of Child: _____ D.O.B: _____ Age: _____

Country of Birth: _____ Languages: _____

Address: _____

Name of Mother: _____ Name of Father: _____

Phone (hm): _____ (wk): _____ (mb): _____

Email: _____

Class: _____ Consent Given: Yes No

Reason for Referral: _____

Genogram:

Current Presenting Problem *(including current symptoms, duration & triggers):*

[illegible]**CLINICAL IMPRESSION/FORMULATION:**

Birth History (*complications in pregnancy, birth and post-natal*):

Medical History:

Current Medical Diagnosis:

Current Medications:

Drug & Dose	Prescribed by	Comments

History of Mental Health Problem (*include family history, past professional assistance, traumas etc*):

SOCIAL SITUATION:

Marital Separation: _____

Domestic Violence: _____

Other Social situations: _____

Family & Significant others relationships *(including description of current positive & less desirable characteristics in the family/relationship dynamics):*

Drug & Alcohol History *(natural parents use, child's use):*

Sleep & Appetite:

BEHAVIOUR PROBLEMS *(Hyperactivity, attention problems, withdrawn, defiant, aggression, emotion regulation):*

DEVELOPMENTAL MILESTONES:

Physical/Motor Development (growth, gross motor, fine motor, handedness etc):

Cognitive Development (academic, concentration, memory, etc):

Social Development (play, relationships, communication):

Language Development (speech, vocabulary, articulation, etc):

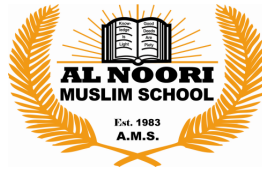
Vision Screening: YES ☐ NO ☐ Date: _____
Outcome: _____

Hearing Screening: YES ☐ NO ☐ Date: _____
Outcome: _____

Other: _____ YES ☐ NO ☐ Date: _____
Outcome: _____

Other: _____ YES ☐ NO ☐ Date: _____
Outcome: _____

10.4 Appendix D: Parent Consent Form



School Counselling Service - Informed Consent Form for Parents

Al Noori Muslim School offers a counselling service to currently enrolled students of the school. Counselling is an essential part of the welfare services provided at the school and is provided to students when issues are compromising a child's learning, or directly impacting on their mental health. Through this assistance, students develop appropriate skills and attitudes and are able to resolve or work on problems in academic, psychological, emotional and/or social contexts.

School Counselling Process

Once the school counsellor has received a referral (either from the teacher or from a parent/caregiver), the counsellor may conduct a number of observation sessions in order to obtain a better understanding of your child's functioning at school. These observation sessions may take place in the classroom or playground. After this takes place, an initial assessment will be conducted with the teacher and parents.

If any school counselling intervention is deemed to be necessary, it will only begin once this form has been signed by a parent or caregiver. School counselling intervention takes place during school hours. This means if your child is accessing school counselling intervention he/she may be leaving the classroom during lessons for this purpose. Reasonable efforts will be made to ensure that the child's academic progress is not affected.

Once the counsellor has obtained enough information in regards to your child, you will be informed of recommendations that have been made for your child (if any) to be implemented at home or at school via an action plan. You will be informed if intervention is no longer necessary and of any outcomes which have been achieved and whether any follow up is required.

The school counsellor, in consultation with the school principal, may at any stage withdraw from providing any intervention if they feel that this is necessary and your child may be referred to an external agency.

School Counselling Intervention Methods

The following are some intervention methods which may be utilised for your child:

- Observation Sessions (in classroom or playground)
- Initial Assessment (interview with parents and classroom teacher)
- Psychometric Assessments:
 - Parent/teacher report forms
 - Child self-report forms
 - Intelligence and Achievement Testing
- Individual Counselling
- Group Counselling
- Cognitive Behavioural Therapy
- Art, Play and/or Narrative Therapy

- Skill-based sessions (either individual or group)
- Parent/Caregiver Training (either individual or group)

Confidentiality

Information obtained by the school counsellor in relation to your child, during the course of the counselling intervention at Al Noori Muslim School will remain confidential. Nonetheless, due to the school's counselling policy, your child's teacher, the grade coordinator, the head coordinator and the school principal may be made aware of the child accessing school counselling services. However, relevant school staff will not have access to the school counselling files nor will they be privy to all information available to the school counsellor. The aforementioned staff will only be made aware of information which is relevant to the child's learning, academic progress and overall functioning at school.

The principal will be informed of serious matters which may affect the school as a whole or when exceptions to confidentiality are required by law. Please inform the school counsellor of any sensitive information you wish not to be released to any staff member.

Your child's school counselling file will remain confidential and stored in a secure place. No staff member, besides the school counsellor and the principal will have access to the counselling files, unless required by law.

Exceptions to Confidentiality

Al Noori Muslim School follows a strict confidentiality policy; however, there are exceptions to confidentiality as required by law. These include:

- (a) If the counsellor suspects your child has the intention of harming his/her self and/or others;
- (b) If the counsellor suspects your child is at risk of child abuse or neglect; and
- (c) If required by court orders.

Reasonable efforts will be made to inform you if such information about your child is to be released.

Your acknowledgement: *I have read the above information in its entirety, and any questions I had about the content have been answered to my satisfaction. I am aware of all the intervention methods used by the school counsellor. I am also aware of the confidentiality policy and exceptions to this confidentiality. On the basis of this understanding, I give my informed consent for my child to receive intervention from the school counsellor.*

Child's Name: _____ DOB: _____ Class: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

10.5 Appendix E: About the Educational Assessments

About the Educational Assessments

Wechsler Individual Achievement Test - Second Edition (WIAT-II) Australian

The WIAT-II is a comprehensive, individually administered test for assessing the achievement of children, adolescents, tertiary students and adults. The WIAT-II Australian can be used to comprehensively assess a broad range of academic skills or to test only in the area of need (see figure 1.1 and table 1.1).

The WIAT-II Australian features comprehensive normative information including age and grade-based standard scores, percentiles, stanines, normal curve equivalents, and age and grade equivalents for each of the subtests.

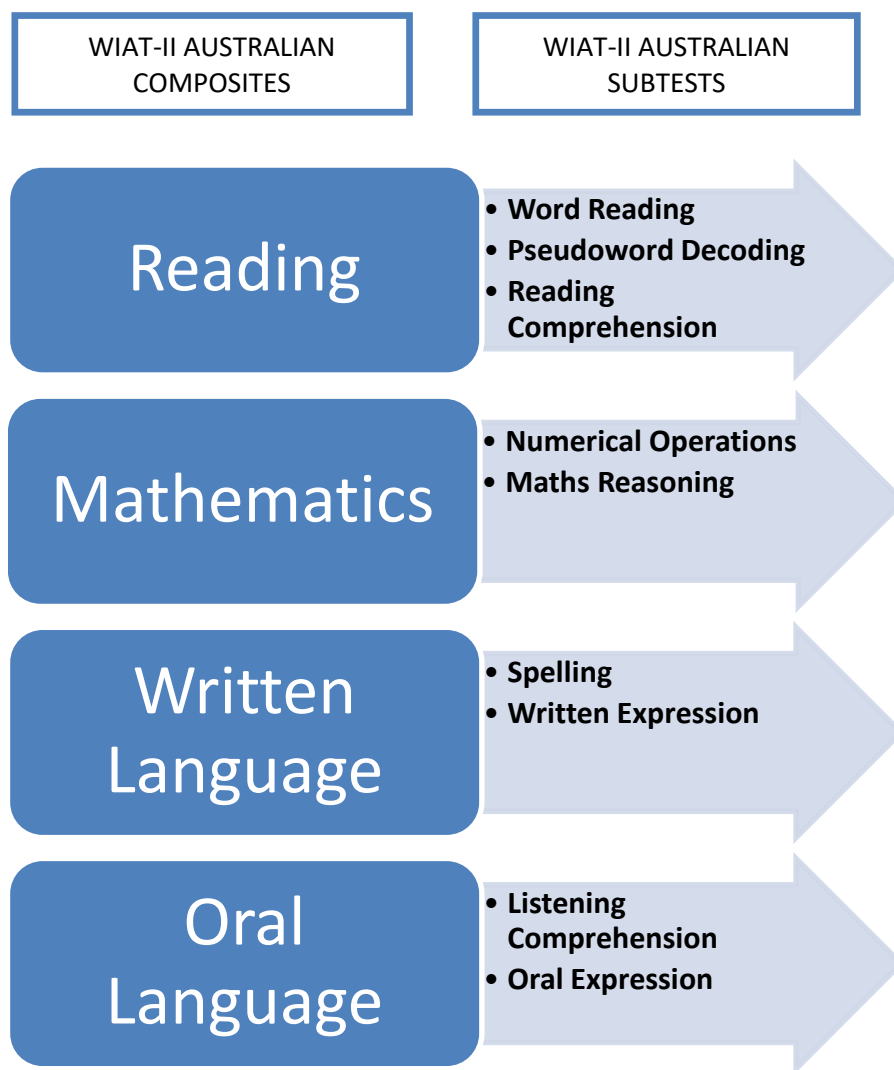


Figure 1.1 WIAT-II AUSTRALIAN COMPOSITES AND SUBTESTS

Table 1.1 DESCRIPTIONS OF THE WIAT-II AUSTRALIAN COMPOSITES AND SUBTESTS

Composite	Subtest	Description
Reading	Word Reading	Assess pre-reading (phonological awareness) and decoding skills. <ul style="list-style-type: none"> Name the letters of the alphabet Identify and generate rhyming words Identify the beginning and ending sounds of words Match sounds with letters and letter blends Read aloud from a graded word list
	Reading Comprehension	Reflect reading instruction in the classroom <ul style="list-style-type: none"> Match a written word with its representative picture Read passages and answer content questions Read short sentences aloud, and respond to comprehension questions
	Pseudoword	Assess the ability to apply phonetic decoding skills
	Decoding	<ul style="list-style-type: none"> Read aloud a list of nonsense words designed to mimic the phonetic structure of words in the English language
Mathematics	Numerical	Evaluate the ability to identify and write numbers.
	Operations	<ul style="list-style-type: none"> Count using one-to-one correspondence Solve written calculation problems Solve simple equations involving all basic operations (addition, subtraction, multiplication, and division)
	Maths Reasoning	Assess the ability to reason mathematically <ul style="list-style-type: none"> Count Identify geometric shapes Solve single and multi-step word problems Interpret graphs Identify mathematical patterns Solve problems related to statistics and probability
Written Language	Spelling	Evaluate the ability to spell <ul style="list-style-type: none"> Write dictated letters, letter blends, and words
	Written Expression	Measure the examinee's writing skills at all levels of language <ul style="list-style-type: none"> Write the alphabet (timed) Demonstrate written word fluency Combine and generate sentences Produce a rough draft paragraph (years 3-6) or a persuasive essay (years 7-16)
	Listening	
Oral Language		

	Comprehension	Measure the ability to listen for details <ul style="list-style-type: none"> Select the picture that matches a word or sentence Generate a word that matches a picture and oral description
	Oral Expression	Reflect a broad range of oral language activities <ul style="list-style-type: none"> Demonstrate verbal word fluency Repeat sentences verbatim Generate stories from visual cues Generate directions from visual or verbal cues

Suitability

The WIAT-II Australian is designed to assess the academic achievement of individuals aged 4 to 85 years, a range that encompasses school-aged children, adolescents and adults.

Note that although the WIAT-II item content encompasses a wide range of skills and concepts, the instrument is not designed to be used as a measure of academic giftedness in older adolescents or adults.

Standard Procedures

The norms on the WIAT-II were established on the basis of standard administration and scoring procedures under uniform testing conditions. To obtain results interpretable according to national norms, the WIAT-II should be administered according to the administration and scoring procedures as well as the recommended testing conditions. Deviation from the standard procedures, such as changes in the phrasing or presentation of a test item, could reduce the reliability and validity of test results.

Adherence to standard procedures does not mean the battery must be administered in a rigid or unnatural manner. A pleasant assessment environment can be created by using a friendly conversational tone of voice, encouraging interest in the tasks, and positively reinforcing the examinee's efforts.

Administration Time

Administration time varied depending on the age of the examinee and the number of subtests administered. Testing time for the entire battery is approximately 45 minutes for Years Preschool-K, approximately 90 minutes for years 1-6, and 1.5 to 2 hours for years 7-16.

If the examinee becomes fatigued, inattentive, overly restless, or uncooperative, the examiner should allow for breaks and allow the examinee to rest.

Physical Conditions

The physical setting can affect the examinee's performance. To prevent distractions and interference, testing should occur in a quiet, adequately lit, well-ventilated room. If testing younger examinees (years preschool to 2), a room that does not have the alphabet displayed should be used. As a rule, any accompanying adult should remain silent and out of the examinee's view during the test session.

Seating arrangements are important for efficient test administration. The furniture should be comfortable and appropriately sized for the examinee.

Materials

The following materials are included in the WIAT-II Australian kit:

- Australian Examiner's Manual
- Australian Scoring and Normative Supplement for Preschool - Year 12
- Supplement for College Students and Adults
- Stimulus Booklets 1 and 2
- Response Booklets
- Record Forms
- Word Card
- Pseudoword Card
- Pseudoword CD

Establishing and Maintaining Rapport

A cooperative relationship between the examiner and the examinee is essential to all assessment situations. As in all interactions with examinees, an accepting, non-threatening tone promotes rapport.

Throughout the test, conveying sincere enthusiasm and interest in what the examinee is doing will help to sustain rapport. Praise and encourage the examinee for the effort made except when specified otherwise in the administration directions. The examiner should not, however, indicate whether a particular response is correct or incorrect unless prompted to do so.

User Qualifications and Test Security

In general, professionals involved in psychological or educational testing who have training in the use of individually administered assessment instruments are qualified to administer and interpret the WIAT-II Australian. In all cases, examiners should have training in the fundamental principles of assessment procedures, including how to; establish and maintain rapport, elicit optimum performance, follow standardised administration procedures, understand psychometric statistics, score and interpret tests, and maintain test security.

Test materials, record forms, and interpretive reports should be released only to professionals who will safeguard their proper use. Although reviewing the test results with parents, the examinee, and appropriate school personnel is appropriate and encouraged as proper assessment practice, this review should not include disclosure or copying of test items, record forms, or other test materials.

All test items, norms and other testing materials are copyrighted and thus cannot be photocopied or reproduced without the written consent of the publisher.

Wechsler Intelligence Scale for Children – Fourth Edition (WISC_IV) Australian

The WISC-IV is an individually administered, comprehensive clinical instrument for assessing the intelligence of children ages 6 years 0 months through 16 years 11 months (6:0 – 16:11). The WISC-IV provides composite scores that represent intellectual functioning in specified cognitive domains (i.e. Verbal Comprehension Index (VCI), Perceptual Reasoning Index (PRI), Working Memory Index (WMI), and Processing Speed Index (PSI)), as well as providing a composite score that represents a child's general intellectual ability (i.e. Full Scale IQ (FSIQ)). Figure 1.2 represents the 15 WISC-IV subtests within the four-index framework.

The WISC-IV has 10 core subtests and five supplemental subtests. All 10 core subtests comprising the four indices contribute equally to the FSIQ score.

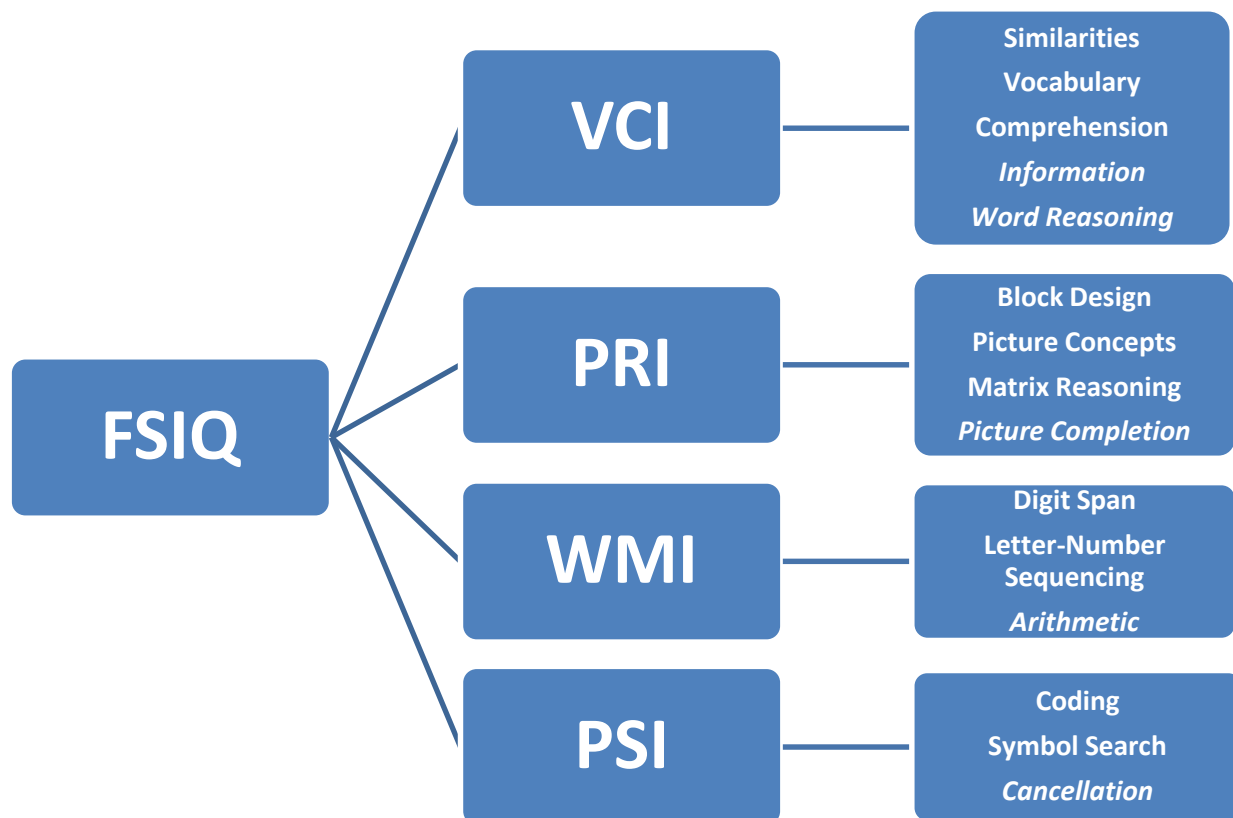


Figure 1.2 WISC-IV TEST FRAMEWORK (Note: Supplemental subtests are shown in italics).

Verbal Comprehension Index (VCI)

Requires verbal conceptualisation, stored knowledge access and oral expression. Orally presented questions that assess common-sense reasoning, reasoning out or retrieving word associations, and the ability to describe the nature or meaning of words. Knowledge acquired from one's environment. Verbal expression required (length of response varies). One of the best predictors of overall intelligence.

Subtest Name	Example Of Item from Subtest	This subtest assesses these abilities
Similarities	"In what way are trees and grass alike?"	Abstract verbal reasoning; associative & logical thinking
Vocabulary	"What is a cup?"	Understanding knowledge of words & expression; reflects memory, verbal experience
Comprehension	"Why do we drive on the left side of the road?"	Common sense; social knowledge & judgment in practical situations

Perceptual Reasoning Index (PRI)

Requires visual perception, organization and reasoning with visually presented, nonverbal material to solve the kinds of problems that are NOT school taught. The Block design also requires spatial processing, visual-motor coordination and the ability to apply all skills in a quick, efficient manner. The highest scores reflect both accurate and very quick responses. Picture Concepts score may differ from these other subtest because of the effect of language on the performance.

Subtest Name	Description Of Item from Subtest	This subtest assesses these abilities
Block Design	Child reproduces a design with blocks.	Visual organisation & abstract reasoning; visual-motor coordination; spatial relations involved.
Picture Concepts	Child is presented with two or three rows of pictures and chooses one picture from each row to form a common group.	Fluid reasoning and abstract categorical reasoning ability.
Matrix Reasoning	Child looks at an incomplete matrix and selects the missing portion from five options	Visual information processing and abstract reasoning skills.

Working Memory Index (WMI)

Requires working memory processes applied to the manipulation of orally presented verbal sequences. The ability to temporarily retain information in memory, by performing some operation or manipulation with it, and producing a result. Involves attention, concentration, mental control and reasoning. Essential component of other cognitive higher order processes. Closely related to achievement and learning.

Subtest Name	Description Of Item from Subtest	This subtest assesses these abilities
Digit Span	"Repeat these numbers: 4 – 2 – 7 – 1"	Tests attention & short term auditory memory; conceptual re-organisation also involved.
Letter-Number Sequencing	The child is read a sequence of numbers and letters and is asked to recall the numbers in ascending order and then the letters in alphabetical order.	Mental manipulation, attention, short-term auditory memory, visual-spatial imaging, and processing speed.

Processing Speed Index (PSI)

Requires visual perception and organisation, visual scanning, and the efficient production of multiple motor responses. These tasks require executive control of attention and sustained effort for a 2-minute period of time while working with simple visual material as quickly as possible.

Subtest Name	Description Of Item from Subtest	This subtest assesses these abilities
Coding	Child copies symbols and shapes in appropriate boxes.	Speed & accuracy of visual/motor coordination; attention, motivation, pencil/paper skills.
Symbol Search	Child matches symbols.	Perceptual discrimination; speed/accuracy; attention.

Application

As a psychoeducational tool, the WISC-IV can be used to obtain a comprehensive assessment of general cognitive functioning. It can also be used as part of an assessment to identify intellectual giftedness,

intellectual disability, and cognitive strengths and weaknesses. Results can serve as a guide for treatment planning and placement decisions in clinical and educational settings and can provide invaluable clinical information for neuropsychological evaluation and research purposes.

Standard Procedures

The norms on the WISC-IV were established on the basis of standard administration and scoring procedures under uniform testing conditions. To obtain results interpretable according to national norms, the WISC-IV should be administered according to the administration and scoring procedures as well as the recommended testing conditions. Deviation from the standard procedures, such as changes in the phrasing or presentation of a test item, could reduce the reliability and validity of test results.

Adherence to standard procedures does not mean the battery must be administered in a rigid or unnatural manner. A pleasant assessment environment can be created by using a friendly conversational tone of voice, encouraging interest in the tasks, and positively reinforcing the examinee's efforts.

Administration Time

Administration time varied depending on the age of the examinee and the number of subtests administered. Testing time for the entire battery is approximately 65-80 minutes for most children.

If the examinee becomes fatigued, inattentive, overly restless, or uncooperative, the examiner should allow for breaks and allow the examinee to rest. The examiner should make every effort to administer the entire test in one session. If testing is done in two sessions, the second testing should occur as soon as possible after the first testing, preferably within 1 week.

Physical Conditions

The physical setting can affect the examinee's performance. To prevent distractions and interference, testing should occur in a quiet, adequately lit, well-ventilated room. As a rule, any accompanying adult should remain silent and out of the examinee's view during the test session.

Seating arrangements are important for efficient test administration. The furniture should be comfortable and appropriately sized for the examinee.

Materials

The following materials are included in the WISC-IV Australian kit:

- Administration and Scoring Manual
- Technical and Interpretive Manual
- Record Form
- Stimulus Book
- Response Booklet 1
- Response Booklet 2
- Block Design Blocks (9 red and white blocks)
- Scoring Key for Coding
- Scoring Key for Symbol Search
- Scoring Template for Cancellation
- #2 Pencil Without Eraser

- Red Pencil Without Eraser

Establishing and Maintaining Rapport

A cooperative relationship between the examiner and the examinee is essential to all assessment situations. As in all interactions with examinees, an accepting, non-threatening tone promotes rapport.

Throughout the test, conveying sincere enthusiasm and interest in what the examinee is doing will help to sustain rapport. Praise and encourage the examinee for the effort made except when specified otherwise in the administration directions. The examiner should not, however, indicate whether a particular response is correct or incorrect unless prompted to do so.

User Qualifications and Test Security

In light of the complexities of test administration, diagnosis, and assessment, users of the WISC-IV Australian should have training and experience in the administration and interpretation of standardised clinical instruments. Users of the WISC-IV Australian should have completed formal graduate and professional level training in psychological assessment.

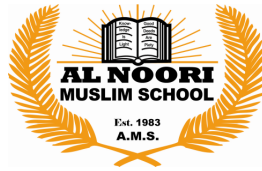
Test materials, record forms, and interpretive reports should be released only to professionals who will safeguard their proper use. Although reviewing the test results with parents, the examinee, and appropriate school personnel is appropriate and encouraged as proper assessment practice, this review should not include disclosure or copying of test items, record forms, or other test materials.

All test items, norms and other testing materials are copyrighted and thus cannot be photocopied or reproduced without the written consent of the publisher.

References:

- Wechsler, D. (2002). WIAT-II Australian Examiner's Manual. Pearson: SYD.
 Wechsler, D. (2003). WISC-IV Australian Administration and Scoring Manual. Pearson: SYD.
 Wechsler, D. (2003). WISC-IV Australian Technical and Interpretive Manual. Pearson: SYD.

10.6 Appendix F: Counselling Session Record

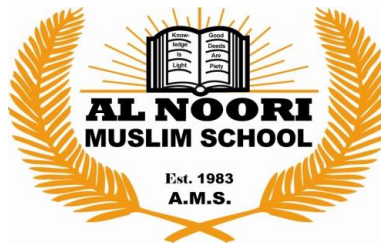


COUNSELLING SESSION RECORD

Student: _____ **Date:** ____/____/____ **Record #:** _____

Start:	End:	Counsellor:	Signature:
Session Notes:			
Homework:			
Follow up required/ pending tasks:			

10.7 Appendix G: Action Plan



SCHOOL COUNSELLOR ACTION PLAN

[Date of action plan]

Student Name:

Date of Birth:

Class:

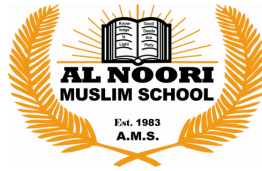
RECOMMENDATION	RESPONSI -BILITY	TIME-FRAME	Outcome

School Counsellor Signature: _____ Date: _____
Principal Signature: _____ Date: _____
Teacher Signature: _____ Date: _____
Parent Signature: _____ Date: _____

**Action Plan
Recommendations have
been Completed:**
☐ YES ☐ NO
**Student File can be
Terminated:** ☐ YES ☐ NO

Follow-Up required? _____

10.8 Appendix H: School Counselling Follow-up Teacher Questionnaire



School Counselling Follow-up Teacher Questionnaire

Date: _____

Dear Teacher,

On the _____ you referred _____ of Class _____ to the school counsellor.

The student was seen by the counsellor to address the following concerns:

-
-
-

Counselling sessions were terminated on _____. As it has been at least three months since the termination of the counselling intervention, the following questionnaire must be completed and returned to my in pigeon hole. I appreciate your time and effort in completing this as promptly as possible.

Questionnaire:

Have you noticed an improvement in regards to the concerns that were raised in your initial referral?:

- ☐ No improvement whatsoever
- ☐ Some improvement
- ☐ Much improvement

Do you feel there is a need for any further counselling intervention with this student?:

- ☐ YES
- ☐ NO

If YES, what concerns do you currently hold for the student?:

Have any recommendations made by the school counsellor been followed up (see attached recommendations **if applicable**)? If yes, please detail below; if no, why not?:

Teacher's Name: _____ Teacher's Signature: _____ Date: _____