The Study of Consultation for Supporting Teachers:
The Case of a Female Junior High School Student who must decide her Course

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ABSTRACT. Consultation is regarded as an important activity of school counseling. In Japan, various experts should get together, discuss, and support each other to solve the various complicated problems at school. In this study, I am going to think over the effective consultation of teachers to solve the problems of the female junior high school student who must decide what course should take. In this case, although the teacher want to solve the problem, the teacher’s action for the student kept the bad relation between the student and her mother. I shared this vicious circle with the teacher and urged him to change his action to solve the problem. Through this case, we need to think of the system including not only the student and her family but also family and teacher. Giving teachers the opportunity to use their specialty effects on solving problems. I discussed about the possibility to make consultation for teachers effective.

KEY WORDS: consultation, school counseling, multi-occupation collaboration, resource, solving effort

Introduction

In Japan, school counselors were stationed at some public schools in 1995 and the number of the placement expanded from 154 to 21,764 (Japan Ministry of Education, Culture, Sports, Science and Technology, 2015a). School social workers, the experts of social welfare have been stationed since 2008 and are on the increase year by year. In special education, occupational therapists visit school and give counseling service or workshops (Japan Ministry of Education, Culture, Sports, Science and Technology, 2011).

MEXT (2015b) said that various experts should get together and support each other to solve the various complicated problems. As it is, experts as well as teachers are needed to solve the problems.

Kato, T. (2008) said that cooperation is not only supporting each other but also collaboration and consultation. It is the course of interactive action of each specialists to solve the problems. The good relationship among specialists makes good cooperation. In addition, a counselor should play significant role to make good relationship among them. As for school counseling, it is obvious that consultation for teachers makes a large
proportion of the activity of the school counselor (Shimada, H., 1999; Imura, O., 2001). According to the investigation of Diltz, P., Dilani, M., Jeffry, M. L., & Kimberly, M. L. (2011), it shows that 79% of school counselors provide consultation and consultation is important overseas as well as in Japan.

There are two ways of consultation. One is provided by the specialist and the other is provided by all the members as the specialist like Collaborative Process Model (Idol, L., Whitcomb, P. P. & Nevin, A., 1995). At school, the latter tends to be chosen to aim at making good relationship of each other and improving the ability to solve the problems. In Japan, consultation is identified as the meeting for strategy to discuss about how to solve the problem of the children (Ishikuma, T., 1999). Consultation is regarded as an activity which reflect the situation of cooperation between teachers and school counselors (Doi, M. & Kato, T., 2011). Cooperation among various specialists is a key to provide effective consultation.

However, not all the school counselors are good at providing effective consultation from the beginning. I think this is because most of the school counselors cannot come across the chance to see the model of effective consultation. Sato, M. & Kase, S. (2014) pointed out that there is only a few studies regarding the concrete, effective and continuous way to provide consultation. Therefore, we need to show the concrete examples and analyzed its theory.

I am going to discuss the effective consultation through the case that I provided the consultation to a teacher and solve the problem.

**Session**

I have worked at this public junior high school for 3 years. I worked 8 hours once a week.

**About the case**

The client was a female junior high school student. She was in the 9th grade. Her family consists of five members, father, mother, younger sister, younger brother and her. She has left her house since February, X year and lived with her grandparents and her aunt on the mother’s side (Figure1).

![Client’s Family](image)

**Figure 1: Client’s Family**

She asked her homeroom teacher that she wanted to receive counseling and her teacher asked the author to provide her counseling. Her teacher said, “She is not a bad girl but often makes people around
her irritated because she talks too much, even I sometimes got frustrated with her. She has stayed with her grandparents because she has not got along with her mother. She is quite selfish.”

Session#1: Early December, X year

Background:
I asked her why she wanted to receive counseling. She said, “I have stayed in my grandparents’ house since I had quarrel with my mother. I get in touch with my mother but whenever I meet my mother, we quarrel. So I do not want to see her. But I must meet her when the interview among teacher and my mother and me. So I want to know what I should do.”

She stayed in her grandparents’ house when she was a younger child because her parents had to move another prefecture to do their work. After they came back, she had to stay in her grandparents’ house because her parents were busy caring for her little sister and brother. Therefore, her grandparents are like her parents for her.

The pattern of quarrel with her mother:
I asked her how the quarrel with her mother happens. She said, “My mother told me something severely and I cried, and couldn’t talk back. Then she told that she got angry and wanted to cry because of me. I want to talk back to her but probably she will get mad at me. So I apologize and make quarrel finish.”

About the course:
I asked her whether she could talk with her mother about her course because the next interview among teacher and mother and her is the opportunity to talk about the choice of her course. She said, “My mothers’ opinion about the course is different from mine. I want to enter A high school because I can go to the university on a recommendation in that school. But my mother is opposed to my opinion because the tuition of the university is high. She recommends me B high school but my teacher told me that it is too difficult to pass the exam. My mother doesn't know the level of each school so I don’t want her to suggest any opinions about my course.” Consensus between she and her mother was yet to be reached regarding her course.

About the interview among them:
I asked her what she hopes to change. She said, “I want her not to push her opinion on me and she may get angry because of my grade. But I want her not to yell at me. Whenever she yells at me, I can’t say anything, I don’t want to quarrel with her.” She wanted to make the relationship with her mother better then I asked her what she hopes to her mother. She wanted her mother just to say, “Do your best.” She said, “If she ways so, I could do my best.” She wanted her mother to accept her effort.
I asked her to react differently from usual when her mother gets angry with her and see how her mother reacts her.

Consultation for her teacher: After Session#1
After the first counseling with her, I explained her homeroom teacher about what she was worrying about. The teacher said, “I understand how her mother feels about her. I have told her mother about her bad behavior at school every time she made the trouble. She must grow up.” I made assessment like Figure 2.

**Figure 2: The vicious circle among the teacher, mother and the client**

Her mother scolded the client and she talked back to her mother to be accepted her effort. However, it made her mother even more irritated and it made the client keep away from her mother. Moreover, teacher told her mother only about her bad behavior at school. Her mother focused on only her daughters’ bad behavior and it made her mother angry.

Then I asked the teacher to explain 3 points to her mother. One is to tell the difficulty to pass the exam of B high school and another is to tell complement of the client to her mother. In addition, the other is to ask her mother to encourage her daughter. The teacher accepted these suggestions to improve the relationship of the client and her mother.

Session#2: Mid-December, X year
About the interview among the teacher, mother and the client:
I asked the client the interview among them. She told that her grade was getting better and her teacher praised her effort, so her mother could not find the reason to get angry and did not have to quarrel with her. In addition to this, the teacher told her mother that B high school is not suitable her grade and her mother agree to that and school of choice became A high school. A high school has a good supplementary lessons system and she thought it would help her. She wanted to work to help people in the future.

Some ideas when she talked to her mother:
I asked her about how she changed her attitude to her mother. She told that she did not resist her mother when her mother scolded her. When I ask her to mark your feeling at one hundred perfect score. She said, “75 points. I can
communicate with my mother well and my grades are getting better and my mother accept my opinion about the course. I am satisfied with that.”

From this experience, we got hypothesis that her mother understand the explanation from not the client but other person. So I finished the counseling to her making sure to use help from others when she was about to quarrel with her mother.

The later state:
In the end of January, X+1 year, the client went to talk with nurse teacher, but her condition was good and stable. In the mid- February, X+1 year, she passed the entrance exam of A high school. I asked the nurse teacher to ask her to come to the follow-up interview, but she said, “I am busy going shopping with my mother, and our relationship is quite good.”

Discussion
1. Regard the specialty of the teacher as a resource:
In this case, I provide not only counseling to the client but also consultation to the teacher. As Kato, T. (2008) said, cooperation is a process for solving problems that always require two-way interaction in order to make use of both specialties. Specialties means resources in Brief Therapy. The important point is whether we can use resources that each specialist has or not.

In this case, the specialty of the teacher is used as leadership to guide the course. Her mother did not agree with her daughter’s opinion about her course, but the teacher accepted the client’s opinion and show her mother it was appropriate for her and suggest her mother not to put her daughter into a corner. It made significant progress in the relationship between the client and her mother. Moreover, the teacher praised the client in front of her mother and it shows the model of the way to treat the examinee.

2. Description of the communication pattern including a teacher:
On the other hand, the specialty of school counselors is that they can make assessment from the objective viewpoint. In this case, the teacher regarded this problem as the relationship between the client and her mother but I made a hypothesis that to solve this problem. We needed to add the relationship between the teacher and the family (Figure3). The teacher told her bad behavior to her mother to make the client improve her behavior and solve the problem. However, actually it caused the quarrel between the client and her mother. The teacher did not notice that his behavior made the problem more complicated.
**Figure 3: Assessment including the teacher**

We need to make sure how the teacher try to solve the problem. We have to think about the possibility of keeping bad communication pattern because of their wrong effort to solve the problem. In this case, if we draw the vicious circle except the teacher, the possibility to solve the problem depends on only the client’s effort, but it was difficult way to solve the problem. To change their relationship was quite difficult and it may be exhausted her. In fact, the client was often defeated by her mother and found no ways to change the relationship. I tried to advise her to change her behavior to her mother but it has already done and fallen through and continued to keep the same pattern of communication: the First-Order Change (Watzlawick, P., Weakland, J. H., & Fisch, R., 1974). I thought it was difficult to change her mother through changing the client’s behavior. Therefore, I relied on the teacher to solve the problem. If I include a teacher into vicious circle, there will be a possibility that something will change. The teacher has a good motivation to solve the problem and easy to work in practice. In this case, consultation to the teacher changed the relationship between the client and her mother. It means the way of coping changed from leading to supporting. It also means the role of the relationship has changed and been settled: the Second-Order Change (Watzlawick, P. et al., 1974).

In this way, school counselors make assessment through seeing various relationship and should intervene in the point that is easy to change. In consultation for teachers, we should show the various point of view to solve the problem such as relationship between the student and his or her parents, or teachers and family and so on.

**3. Prospect:**

In this study, I discussed the possibility to expand the way of solving the problem through the assessment including teachers as well as the family. According to Caplan, G. (1970), consultation has four forms. 1. Client-centered case consultation, 2. Consultee-centered case consultation, 3. Management-oriented management consultation, 4. Consultee-centered management consultation. This case is classified as 1. We need to accumulate such kinds of cases more. It indicates the models of effective consultation.

According to the survey to elementary school teachers, school counselors should make a good relationship with teachers and students every time, everywhere.
because it makes good consultation (Cholewa, B., Scott, G. E., Thomas, A. & Cook, J., 2016). Yoshikawa, S. (1999) who propose the Systems Consultation told that top priority of the consultation depends on the relationship with the members concerned. In this case, I do not discuss how to make good relationship with the teacher but we should also accumulate the study for how to make good relationship. I would help teachers and school counselors that are lack of first hand experiences and make them provide good consultation.

Appendix

I took care of paying attention to private information.

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