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**Application of Psychological Tools for Better Understanding And
Counselling Of Disabled Children**

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Abstract

This paper discusses about meaning of psychological tools, concept of differentiallyabled/disabled children and need of counselling. There are various methods to diagnose disability in children but psychological tools are good and reliable methods of assessing disability among children. As a counsellor, special educator should intervene children regarding their disabilities and help them to cope up with their problems.

Psychological Tools:

The concept of “psychological tools” is a cornerstone of L. S. Vygotsky’s sociocultural theory of cognitive development. Psychological tools are the symbolic cultural artifacts—signs, symbols, texts, formulae, and most fundamentally, language—that enable us to master psychological functions like memory, perception, and attention in ways appropriate to our cultures.

Psychological tests are written, visual, or verbal evaluations administered to assess the cognitive and emotional functioning of children and adults. Psychological tests are used to assess a variety of mental abilities and attributes, including achievement and ability, personality, and neurological functioning. Psychological tests are formalized measures of mental functioning. Most are objective and quantifiable; however, certain projective tests may involve some level of subjective interpretation. Also known as inventories, measurements, questionnaires, and scales, psychological tests are administered in a variety of settings, including preschools, primary and secondary schools, colleges and universities, hospitals, outpatient healthcare settings, and social agencies. They come in a variety of formats, including written, verbal, and computer administered.

Counselling

Counselling is the service offered to the individual who is undergoing a problem and needs professional help to overcome it. The problem keeps him disturbed high strung and under tension and unless solved his development is hampered or stunted. Counseling therefore is a more specialized service requiring training in personality development and handling exceptional groups of individuals. According to Willey and Andrew: Counseling involves two individuals one seeking help and other a professionally trained person helped solved problems to orient and direct him to words a goals. Counseling services are therefore required for individuals having developmental problems because of the handicap they suffer in any area of emotional either because of hereditary factors or environment conditions.

Counselling techniques involve active listening, emphatic understanding releasing the pent up feelings confronting the client and so on counseling therefore is offered to only those individuals who are under serious problem and need professional help to overcome it.

Need of Counselling

Counselling is an integral part of an over-all programme of guidance. "Counselling is a specific process of assistance extended by an expert in an individual situation to a needy person". This means the counseling situation arises when a needy person is face to face with an expert who makes available his assistance to the needy

- 1.To help in the total development of the student:
2. To help in the proper choices of courses
3. To help in the proper choices of careers
- 4.To help in the students in vocational development
- 5.To develop readiness for choices and changes to face new challenges.
6. To minimize the mismatching between education and employment and help in the efficient use of manpower.
7. To motivate the youth for self employment.
8. To help freshers establish proper identity

Disabled Children

Disabled children or Children with disabilities" means children or students who require special education because of autism; communication disorders; deafblindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness.

According to IDEA (INDIVIDUALS WITH DISABILITY EDUCATION ACT) Child with a disability means a child evaluated in accordance with Sec. 300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Types of disability

- Vision Impairment
- Hearing Impairment
- Mental health conditions
- Intellectual disability
- Acquired brain injury
- Autism spectrum disorder
- Physical disability
- Learning disability
- Autism
- ADHD

Diagnosis of disability using various psychological tools:

There are various ways to diagnose disabled children like observation, behavioral assessment scales and standardized psychological tools. Following table provides some of psychological tools used to diagnose or assess disability or impairment.

| Disability / Impairment | Psychological tool for diagnosis /assessments |
|--|---|
| Learning disability | Wide Range Assessment of Memory and Learning (WRAML) K-ABC Intelligence tests Achievement tests |
| Hearing/visual impairment | Callier-Azusa Scale (CAS) Communication Observation Schedule (COS) Play assesment scale(PAS) Wisconsin Behavior Rating Scale |
| Motor impairment | Leiter-R |
| Emotional and behavioural problems | Questionnaires, Thematic Apperception Test (TAT), Rorschach). |
| Autistic spectrum disorder | DSM-IV Bayley Mental Scale |
| Attention-Deficit/Hyperactivity Disorder | DSM-IV criteria (Diagnostic and Statistical Manual of Mental Disorders--4th Edition, American Psychiatric Association, 1994) |

Counseling of Disabled children

Disabled children need counseling to accept themselves, to understand their strengths and strategies to lead a proper life. Following are some of the suggestions:

- **Learn That You Have Power.** There are some things you cannot control, but there are many things you can. It helps to be reminded of the things you do have the ability to affect.
- **Balance Caretaking.** You must learn to respect each other's style of caretaking and to communicate and negotiate caretaking roles, so that instead of simply reacting to situations, you can proactively address challenging problems.
- **Respect Emotional Difference.** Different people process emotions differently. One person may grieve openly. Another may feel so overwhelmed that they find some activity to distract themselves. These differences are part of being human and each is valid for that person.
- **Process Feelings.** In order to be there for your children, your relationship and yourself, you must move through the stages of grief in your own way. You must grieve the loss of the life you thought you were going to have.
- **Take Care of Yourself.** To be there fully for your child with special needs, your typical children, and your significant other, you must learn to take care of yourself, both emotionally and physically.
- **Accept yourself the way you are.**
- **Recognize your strengths and weaknesses.**
- **Adapt to all the situations.**
- **Promote equal opportunities irrespective of gender, caste, sex and disability etc.**

- **Accommodate all students in different spheres of life.**
- **Promote Individualized Education Programme in classes.**
- **Collaboration of parents and teachers for students.**
- **Cooperation of students with other peers.**
- **Build a Healthy Relationship.** You must also learn to take care of your relationship. If you thrive and your relationship thrives, your child with special needs will thrive to the best of his or her potential, and the whole family will thrive.
- **Incorporate Technology and Assistive Devices**
- **Promote vocational courses for students.**
- **Aware society about disability and how to tackle these students with care.**

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