



**TALK TO A PSYCHOLOGICAL COUNSELLOR**



[www.mateandmentor.com](http://www.mateandmentor.com)



## **Need of Professional Psychological Counselling for students and parents**

The science of child development shows that the foundation for sound mental health is built early in life, as early experiences—which include children's relationships with parents, caregivers, relatives, teachers, and peers—shape the architecture of the developing brain. Disruptions in this developmental process can impair a child's capacities for learning and relating to others, with lifelong implications.

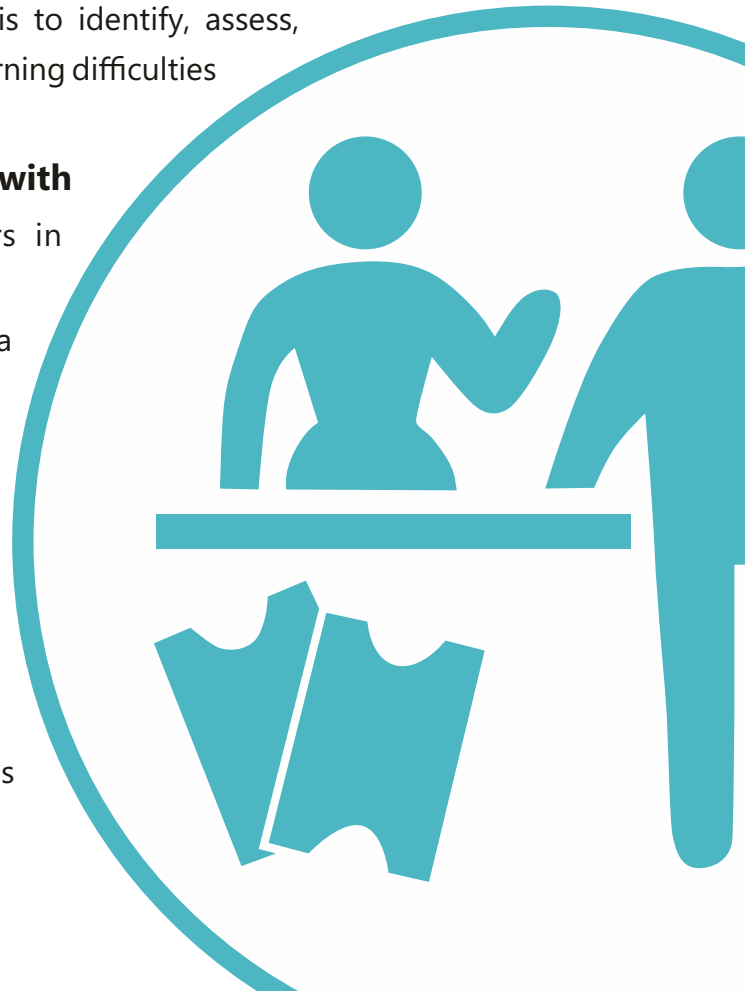
Student's development and psychological wellness is to identify, assess, evaluate his/her behavioural, social, and emotional learning difficulties and then work on it to improve it.


### **Professional Psychological Counselling starts with**

- Recognizing the different types of behaviours in Students
- Understanding the various factors influencing a Student's behaviour
- Encouraging positive behaviour in Students

### **Professional Psychological Counselling can**

- Help students develop a positive attitude toward school and learning
- Help students develop good relationships with peers, teachers, parents, and siblings
- Help students improve their communication skills and develop effective decision making strategies



A stylized human figure icon in a light blue color, positioned on the left side of the page. The figure is composed of simple shapes: a circle for the head, a rounded rectangle for the torso, and a vertical line for the legs. The figure is partially obscured by a large white circular shape that overlaps the blue background.

**CBSE Circular No. 15/2016** dated 06.05.2016 states “The entire process of child development coincides with the years of schooling. This is a most defining phase of life. However, the environment becomes relatively complex and the child faces a variety of social, interpersonal, physical and emotional problems which need to be resolved. Exercises in building self-concept, self-image, acceptability, ability to withstand pressures, sense of enterprises, sportsmanship etc. have to be part of the learning process.”

**CBSE Circular No 08, March 10 2008**, states A committee, popularly known as Raghavan Committee, constituted by the Supreme Court of India to make suggestions for prevention of ragging in educational institutions has also made a strong case for regular and periodic psychological counselling sessions for every student in the school. Though ragging is not prevalent at school level, it is necessary for schools to sensitize students about human rights, democratic values and respect for privacy and dignity of others. The right attitude is formed only at the formative period of schooling. Schools are advised to create a conducive climate that is free from fear, anxiety and stress so that children learn joyfully and learn to work together harmoniously.

**CBSE Circular No. Acad.-17/2015**, Dated: 09th March, 2015 states that recent research in school education indicates that a major issue and cause for concern among students in schools is bullying. Bullying can be directly from the bully to the victim (e.g., through physical intimidation or attacks, verbal abuse, unwanted attention and advances, damaging property), or it can be indirect (e.g., through spreading malicious rumours). It can also include cyber-bullying (e.g., sending unpleasant SMS messages, photographs or emails, to the victim or to others). It suggest Arrangements for a Counsellor for Primary, and Middle, and for Secondary and Senior Secondary school for this problem.



## About Us

“Mate and Mentor” is working under SEED , a Government Reg. organization which provides Counselling Services to Students and their Parents with the help of latest technology and tools. We are working for student's development and psychological wellbeing helping them to deal with Cognitive, Behavioural, Social, and Emotional Learning difficulties by proposing thoughtful management plans based on Psychological Principles and their applications. Our Counselling Services broadly cover the following programmes:

- Stress Management
- Personality Development
- Depression/ Anxiety/ Suicide Prevention
- Teenage turmoil, transitions and loneliness
- Dealing with Behavioural issues like bullying, inferiority and superiority complex, insecurities, etc.
- Dealing with Mental Health conditions
- Career Guidance and Counselling
- Improving Emotional Intelligence EQ
- Decision Making
- Problem Solving
- Memory Enhancement
- Relationship Management
- Positive Psychology
- Life Management
- Substance Abuse Prevention
- Mental Health Awareness programme



## **Program Features**

- **Appointing Qualified and Experienced Full time/Part time Counsellors**
- **Backup Team of Highly Experienced Counsellors and Educationists**
- **Online/On Paper Psychometric tests**
- **Ready and tested, tools for assessment of behavioural, psycho-social, & emotional conditions**
- **Online portal to communicate with students and their parents**
- **Online/On Paper EQ tests and report**      • **Online/On Paper Personality test and its report**
- **Online progress report of Psychological Health and well being**
- **Webinars/Seminars and workshops in the field of Health and Hygiene for students**
- **Webinars/Seminars & workshop on proper handling of internet for students**
- **Student's Home visit by Counsellor (if required )**
- **Access to helping videos**      • **Rich Database**      • **Self Help booklets**

## **Extra Features (When Required)**

- **Yoga Classes**      • **Visits of Nutritionist and dietitian**
- **Periodic General Health Check-up**
- **Care of Injured students as well as communication with them and their parents**
- **Organising Trips , Tours and Hiking for social & interpersonal development**



Many mental health conditions are seeded in early childhood phase of an individual, including Depression, Anxiety, Mood Disorders and Disruptive behaviour problems (e.g., aggression, opposition and defiance). Developmental disorders or learning disorders like Autism Spectrum Disorders, Attachment Disorder, Attention Deficit/Hyperactivity Disorder (ADHD/ADD), Conduct Disorder, Enuresis, Intellectual Disability, Selective Mutism, Separation Anxiety Disorder, Social (Pragmatic) Communication Disorder, Oppositional Defiant Disorder, Disruptive Mood Dysregulation Disorder, and Disorder of Written Expression & Language are some of the leading Childhood Disorders which most often occur and are diagnosed when the child is of school-age. This requires seeking professional help and finding solutions to the problem psychologically. Keeping this picture in mind, Mate and Mentor has roped in a team of experienced and highly skilled experts from the field of Mental Health and Education together, to nip the problem in its bud!

Providing early, assessment, findings, intervention, management and referrals are our primary aims. By providing our services, we wish to safeguard the overall well being of the innocent minds and ensure bright future for the young brigade of the nation! We believe that by making a great individual, we can head towards making a great family, a great society a great community, a great country, and a GREAT WORLD to live in!

### **Pre Primary and Primary (Playgroup to Class V)**

Some of the first signs of mental health problems are lasting changes in children's behaviour that affect how they function (e.g., changes in mood, energy level, sleep, attitude and appetite).

We communicate (Through portal/phone/meeting) and guide parents regarding Child Development Issues, Ethics and Child Protection, Child Mental Health, Developing Child's Emotional Well-being. Helping them to cope with difficult situations and bring a positive change in their thinking patterns.

We counsel them about Innovative and gentle approach to deal with children, Emphasising on good parenting styles, our guidance helps parents in dealing with various problems and challenges of parenting and ensures a happy and healthy emotional environment for the whole family.



We use following features of our program for Pre-primary and Primary Group in accordance with the Highly Qualified and Experienced Full time/Part time Counsellors and Backup Team of Highly Experienced Mental Health Professionals and Educationalists.

- **Ready and tested , tools for parents to identify, assess and evaluate cognitive, behavioural, social & Emotional issues with their child ( if any )**
- **Online portal to communicate with parents**
- **Online progress report of Psychological Health well being**
- **Seminars for teachers and parents**
- **Webinars for teachers and parents**
- **Counsellor home visit, if required**
- **Access to helping videos**



## **Junior (Class VI to VIII)**

In this group we interact with students as well as their parents and work on their development and psycho-social wellbeing by identifying, assessing and evaluating cognitive, behavioural, social, and emotional challenges faced by the child and then work together with the parents and the teachers to provide a convening solution to their problems.

### **We start with:**

- Observation and Assessment of the Student's Behaviour
- Understanding the various factors influencing a Student's behaviour
- Encouraging positive behaviour in Students
- Behavioural Modification: changing the unwanted behaviour into desired behaviour

### **Through which we want to:**

- Help students to develop a positive attitude toward school and learning
- Help student to develop good relationships with peers, teachers, parents, and siblings
- Help students to improve their self-concept, communication skills, socialising skills, personality, etc.

We use following features of our program for Junior Group in accordance with the Highly Qualified and Experienced Full time/Part time Counsellors and Backup Team of Highly Experienced Mental Health Professionals and Educationalists.

- **Ready and tested , tools to identify, assess and evaluate cognitive, behavioural, social, & emotional issues with the child**
- **One on one Counselling sessions with the Child, and Parents-Teachers if required**
- **Group discussions with counsellor**
- **Online portal to communicate with students and their parents**
- **Online/On Paper EQ tests and report**
- **Online/On Paper Personality test and its report**
- **Online progress report of Psychological Health**
- **Seminars for teachers and parents**
- **Webinars for teachers and parents**
- **Counsellor Home visit, if required**
- **Access to helping videos**

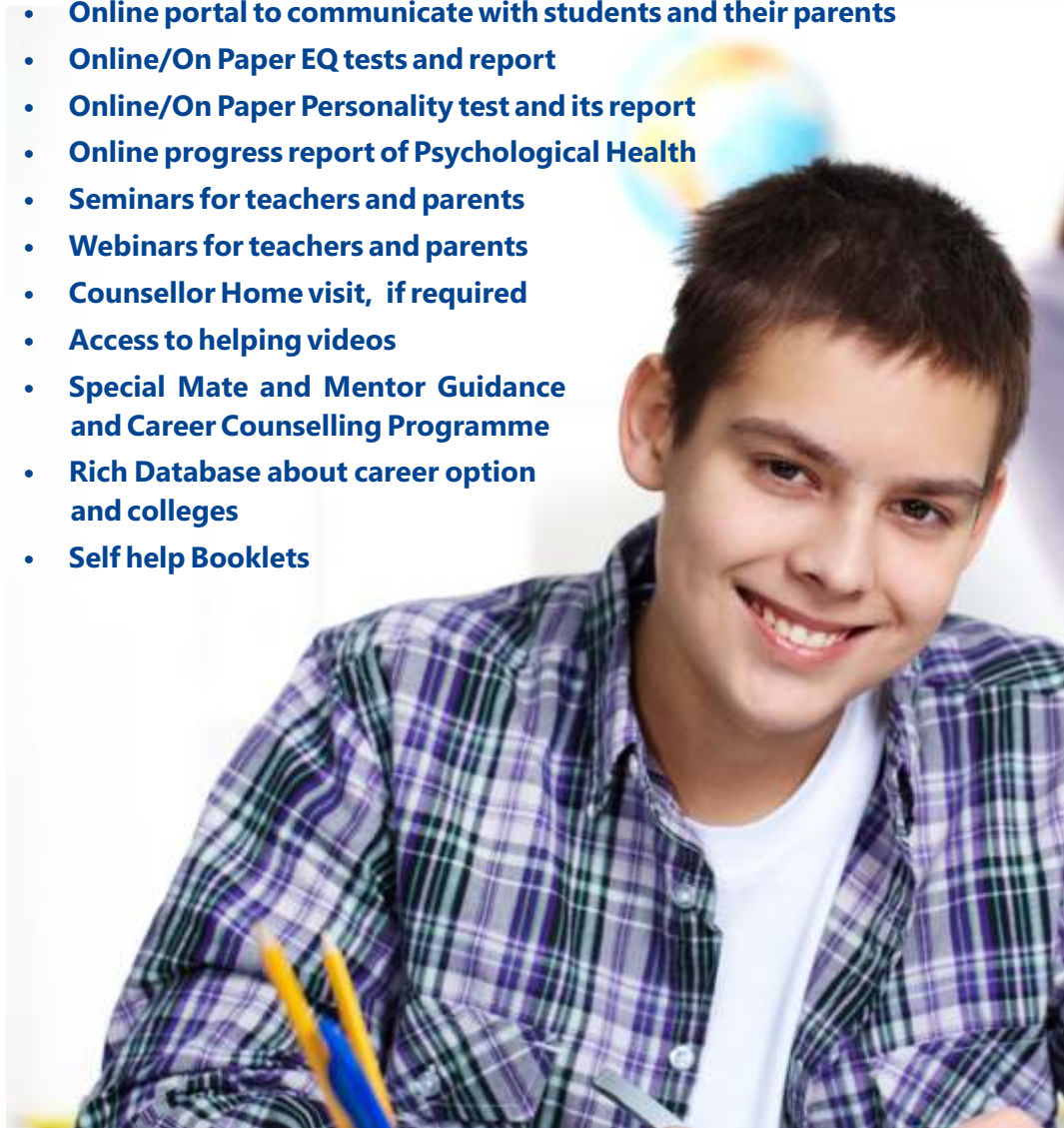


## Senior (Class IX to XII)

In this group we need to deal with Adolescence Psychology apart from establishing general well being of the student. Adolescence describes the teenage years between 13 to 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "tween" years (ages 9 through 12). Adolescence can be a time of both disorientation and discovery. The transitional period can bring up issues of independence and self-identity; many adolescents and their peers face tough choices regarding schoolwork, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests, and external appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood. There are other important issues also where adolescents needs professional help, that is stream selection after 10th and career selection thereafter, and choosing the right pathway for academic success.

We use following features of our program for Senior Group With the help of Qualified and Experienced Full time/Part time Counsellors and Backup Team of Highly Experienced Mental Health Professionals and Educationists.

- **Appointing Qualified and Experienced Full time/Part time Counsellors**
- **Backup Team of Highly Experienced Counsellors and Educators**
- **Online/On Paper Psychometric tests**
- **Ready and tested , tools to identify, assess and evaluate cognitive, behavioural, social, & emotional issues**
- **Online portal to communicate with students and their parents**
- **Online/On Paper EQ tests and report**
- **Online/On Paper Personality test and its report**
- **Online progress report of Psychological Health**
- **Seminars for teachers and parents**
- **Webinars for teachers and parents**
- **Counsellor Home visit, if required**
- **Access to helping videos**
- **Special Mate and Mentor Guidance and Career Counselling Programme**
- **Rich Database about career option and colleges**
- **Self help Booklets**



## Test & tools from the following list will be used as per requirement

### **Learning Disability-**

Screening Questionnaire (SLD-SQ)

by Dr. Uday K Sinha

A brief screening instrument that aims to facilitate early identification of Specific Learning Disability (SLD), which can be administered and scored easily and can reliably detect the possibility of SLD. Set contg. Manual & 100 response sheets

### **Autism**

Spectrum Disorder Questionnaire (ASDQ)

by: Dr. Uday K. Sinha

### **ADHD**

School Observation Code Kit (ADHD-SOC)

by Kenneth D. Gadow, Ph.D. and Joyce Sprafkin,

### **Anxiety**

General Anxiety Scale for School Going Children

Depression and Anxiety in Youth Scale

Phyllis L. Newcomer, Edna Barenbaum,

and Brian R. Bryant

### **Depression**

IPAT Depression Scale (or Personal Assessment Inventory)

Multi score Depression Inventory for Children

David J. Berndt, PhD., and Charles F. Kaiser, PhD

Children's Depression Scale –Specimen set

Moshe Lang And Miriam Tisher

### **OCD**

Children's Measure of Obsessive-Compulsive Symptoms - CMOCS Kit

By Cecil R. Reynolds, Ph.D.

and Ronald B. Livingston, Ph.D.

### **Conduct Disorder**

Conduct Disorder Scale (CDS)

James E. Gilliam

### **Memory**

P.G.I Memory Scale (PGIMS)

Pershad & Wig

### **Anger & Aggression**

Children's Inventory of Anger (Chia)

by Nelson & Finch

Children's Aggression Scale™ (CAS)-

Introductory Kit

Children's Aggression Scale™ Scoring Program (CAS-SP™)

Jeffrey M. Halperin, PhD and Kathleen E. McKay

### **Suicide Prevention**

Suicide Probability Scale™ (SPS™)

SPS Kit, John G. Cull, Ph.D. and Wayne S. Gill, Ph.D.

## **Stress**

Stress Inventory for School Students (SISS–SS)  
Seema Rani and Basant Bahadur Singh

## **Developmental Disorders**

Developmental Screening Test  
By. Bharat Raj Complete set

## **Attention**

Attention Enhancement Kit  
Counsellor Batra (PALS, Delhi) & Vijay Pathak (PALS, Delhi)  
This kit involves activities for children with inattention and Hyperactivity problem. These activities have been found to be very useful for children if done regularly over a period of time. Kit includes variety of materials that can be used with children to improve their attention & concentration. This manual explains 11 activities that can be done with children having inattention problem. The activities can be used with 4 to 12 year old children. The materials for activities have also been provided.

## **Achievement Motivation**

Achievement Motivation Scale (n-Ach)  
Pratibha Deo and Asha Mohan

## **Adolescents' Problems**

Sentence Completion Test for Adolescents (SCTA)  
Counsellor Batra (PALS, Delhi), Uday K Sinha

(IHBAS, Delhi)  
Vijay Pathak (PALS, Delhi)

## **Adjustment**

Adjustment Inventory for School Students (AISS)  
Adjustment Inventory for College Students Sinha

## **Positive Psychology**

AD/HD SUCCESS!  
Solutions for Boosting Self-Esteem  
The Diary Method (Ages 7 – 17)  
Kerin Bellack-Adams`  
Self-Confidence Inventory  
Ms. Malkeet Kaur & Dr. Franky Rani

## **Behavioral Problems**

Defense Mechanism Inventory(DMI)  
Mrinal and Uma Singhal

## **Relationship Issues**

Parent Child Relationship Scale (PCRS) -Nalini Rao  
Home Environment Inventory - K. S. Mishra  
Family Relationship Inventory (FRI) -  
Sherry & Sinha



## **HOW CLINICAL PSYCHOLOGISTS WORK (IN SHORT ):**

### **ASSESSMENT AND DIAGNOSTIC METHODS**

- \* Interviews (Ranging from not structured interviews to fully structured ones).
- \* Behavioural monitoring
- \* Self-monitoring methods and procedures
- \* Tests and Tools
- \* Self-reports: Scales, Inventories and Questionnaires.
- \* Psycho physiological records.
- \* Role playing and other procedures supporting self-monitoring behaviour
- \* Surveys
- \* Medical reports in a general sense

### **DIFFERENT INTERVENTION METHODS AND PROCEDURES**

Behavioural Modification Therapy Methods

Exposure Methods (Systematic Desensitization, Flooding, Implosion, Guided Exposure, Self-Exposure)

Methods based on operant conditioning

Covert Conditioning Methods (Covert Sensitization, Covert Modelling and others)

Self-Control Methods

Skill Acquisition Methods (Role Playing, Modelling, Behaviour Rehearsal)

Relaxation Methods

Cognitive-Behavioural Therapy Methods

Cognitive Methods

Coping Methods (Stress Inoculation, Problem Solving and others)

Psychodrama

Gestaltic Therapy Methods

Transactional Analysis Methods

Stories and Narratives

Pattern Interruption Assignments

## **INSTRUMENTS**

Tests and tools

Scales

Forms

Questionnaires

Inventories

Surveys

Guides and protocols of interviews

Computerized systems for psychological assessment and intervention





# CBSE Circulars

**CENTRAL BOARD OF SECONDARY EDUCATION**  
 "Shiksha Kendra", 2, Community Centre, Preet Vihar, Delhi  
 March 10, 2008  
 Circular No 08

No. HOD (EDUSAT)/08  
 All Heads of Institutions  
 Affiliated to the CBSE  
 Subject: Counselling in Schools

Dear Principal,

CBSE has been sending guidelines to its affiliated schools periodically about providing counselling services to students. Circular No. 8 dated 10<sup>th</sup> July, 2002 highlighted the need by observing that "excesses in building self-concept, self-image, acceptability, ability to withstand pressure, sense of enterprises, sportsmanship etc. have to be part of the learning process" and schools were instructed to provide planned and effective counselling to achieve the above. The Board has also advised all the senior secondary schools to appoint a person on full time basis for performing the duties of a counsellor. It was also expected that secondary school would also follow the above directions if the resources permit.

A committee, popularly known as Raaghavan Committee, constituted by the Supreme Court of India to make suggestions for prevention of ragging in educational institutions has also made a strong case for regular and periodic psychological counselling sessions for every student in the school. Though ragging is not prevalent at school level, it is necessary for schools to sensitize students about human rights, democratic values and respect for privacy and dignity of others. The right attitude is formed only at the formative period of schooling. Schools are advised to create a conducive climate that is free from fear, anxiety and stress so that children learn joyfully and learn to work together harmoniously. The following points are reiterated in this regard with an instruction to schools to implement an effective programme of counselling for students:

- At secondary and senior secondary stages **at least twenty sessions of psychological counselling** must be provided to every student in an academic session. Parents and teachers may also be involved in such sessions.
- Corporal punishment should be totally banned in schools (please refer to CBSE circular dated 20<sup>th</sup> July, 2002).
- Awareness about human rights, respect for diversity and equality may be discreetly grafted into the lessons and exercises right from the primary classes. Education in Life Skills can be given greater thrust in **Classes VI-VIII** to inculcate the desirable value system.
- Mentioning the status of the student in terms of his/her behaviour pattern in the leaving and character certificates is mandatory.

Your cooperation in the matter will go a long way in creating a conducive ambience in schools for the holistic and healthy development of children.

Yours faithfully,  
 (SHASHI BRUSHAN)  
 HOD (EDUSAT & VOCATIONAL EDUCATION)

**केन्द्रीय माध्यमिक शिक्षा बोर्ड**  
 (मानव संसाधन विकास विभाग, भारत सरकार, सं. मीमि एक संसाधन बोर्ड)  
 शिक्षा सदन, 17, इन्स्टिट्यूशनल क्षेत्र, राउज एवेन्यू, दिल्ली-110002.  
**CENTRAL BOARD OF SECONDARY EDUCATION**  
 (An Autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India)  
 "Shiksha Sadan", 17, Institutional Area, Rouse Avenue, Delhi-110002  
 CBSE/Acad/Dir/Act/12015

All the Heads of Institutions-affiliated to CBSE  
 Circular No. Acad-17/2008  
 Dated: 09<sup>th</sup> March, 2015

Subject: Guidelines for prevention of Bullying and Ragging in Schools, Reg. (D.O. No. 12-19/2012-B5MSA-I)

Dear Principal,

There have been reports in the media of instances of bullying and ragging in schools. Recent research in school education indicates that a major issue and cause for concern among students in schools is Bullying/ragging is a damaging feature in schools. Nature of bullying can be, diverse and complex, it is often not recognized as a major problem and assumed negligible and therefore not much attention is paid to its occurrence.

Bullying can be directly from the bully to the victim (e.g., direct verbal intimidation or abuse, verbal abuse, emotional abuse and abuse, slanders, rumors, threats), or it can be indirect (e.g., through spreading rumors, social exclusion). It can also include cyber-bullying (e.g., sending insulting SMS messages, photographs or e-mails, etc. via social networks).

The responsibility of preventing any undesirable aspect of bullying and ragging rests jointly and also individually on all stakeholders which includes the level of the institution (teacher, non-teaching staff, students, parents and local community). A systematic response to the bullying problem is needed within the schools. Some indicative interventions which schools might consider are outlined below:

1. The message that "Bullying is strictly prohibited inside the school premises and no such act will go unattended or unpunished" may be clearly stated in the school prospectus and other guidelines circulated by the school.
2. Schools must create an amiable or place peacefully. They must train administrators and families. They must be aware of incidents which is of concern to them for bystanders who are aware of and including appropriate counselling and

**Central Board of Secondary Education**  
 2, Community Centre, Preet Vihar, Delhi, India  
 CBSE/PRO/Counseling/2016/1194

06.05.2016  
 Circular No. 13/2016

To: All Heads of Institutions of CBSE-affiliated schools.

Subject: Mapping of Guidance and Counseling Services in CBSE affiliated schools.

The entire process of child development coincides with the years of schooling. This is a most defining phase of life. However, the environment becomes relatively complex and the child faces a variety of social, interpersonal, physical and emotional problems which need to be resolved. Schooling is only a part of the broader educational activity and equity concerned with meeting the institutional objectives of education.

Regular Guidance and Counseling, if provided at this juncture, can help the child in maximizing his/her capacities and in Self-Actualization.

CBSE is the first and perhaps the only board of education in the country which has been providing psychological counselling services to the stakeholders since 1958. At present, the programme is run in two phases: Phase-I at the time of preparation and during examinations, and Phase-II at the time of declaration of results. The multiple-mode services of the board include telephonic counselling, online counselling, support material on CBSE website and Question & Answer Collection in leading newspapers.

One of the major strengths of this "outreach" programme is the voluntary, free-of-cost service provided by the principals, trained counsellors and active staff support. The counselling services not only provide psychological support to students and parents but also help the board in deriving growth and improvement when real time responses are analyzed.

With the purpose of gauging the need and scope of the support services available in the affiliated schools, the Board has designed a questionnaire to map the existing guidance and counselling facilities. All schools are expected to fill and submit the attached online questionnaire latest by 20<sup>th</sup> May 2016. For further clarification, 011-22042623 or [cbsehelp@gmail.com](mailto:cbsehelp@gmail.com) can be contacted.

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(Rana Sharma)  
 Public Relation Officer



# Our Panel

## **Dr. Anjali Gupta**

Ph.D. (Clinical Psychology)

Masters in Psychology, M.PHIL (Medical & Social Psychology)

Psychologist , 16 Years Experience

Member of Rehabilitation Council of India

## **Dr Saranjeet Kaur**

Ph.D. (Social Psychology)

M.A. Clinical Psychology

B.Ed.

Diploma in Guidance and Counselling from NCERT

Certificate in learning Disabilities (Rehabilitation Council of India)

## **Ms Pragya Upadhyay**

M.A. Clinical Psychology

3 Years of Experience in Psychological Counselling and Social Work

## **Dr K. A. Nayyar**

MBBS, PGDHCA

## **Dr Tabish**

BDS, MIDA

## **Ms Shweta Pandey**

M.Sc. (Food and Nutrition)

Int. KGMC Lucknow

Working as Dietitian at KK Hospital Lucknow

## **Mr. Shajaul**


M.Sc. (Computer Science)

PGDCS, PGDCA

18 Years Experience of I.T. Industry



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