

Examination and care methods in the school environment

Every specialist relies in his work on methods that facilitate his work and enable him to perform it in the best conditions and with perfection, and also lead him to the desired results.

The school psychologist, like any specialist, needs, in order to perform his work, a set of methods that help him reach solutions to the problems he seeks to treat. Methods mean the ways and tools that the school psychologist uses in his work.

Continuous observation: Continuous observation responds to the basic mission of school psychology in helping all children to complete their studies in the best conditions. It requires:

- Monitoring their psychological development and their school performance at regular intervals. (Cagalar, 1999)
- Collecting and analyzing information of a social, medical and family nature that can enrich the understanding of the student's school situation. Thus, each finding takes on its full meaning .

The school specialist works within the framework of the regular student service and the school, but he also works to examine students who are not adapted due to mental disability and emotional or relational disorders or disorders related to the material or physical aspect, and the tools he uses in his work are:

Tests:

Intelligence scales: The most used in school psychology are the modified Binet-Simon scale and the WISC test, which is considered a very useful tool for psychologists in the school sector, as it allows the calculation of three intelligence ratios QI: comprehensive intelligence ratio, verbal and performance. The obtained intelligence ratio indicates the child's level among the group (lower or higher).

Projective tests: such as the Rorschach test, which helps the school specialist to examine serious cases of maladjustment. there are also:

Performance novels: It is not enough to use intelligence scales, as the classes include children coming from different social and cultural backgrounds, which affects their cultural level and thus their language, considering that intelligence scales depend on language.

specialist to examine serious cases of maladjustment. There are also tests related to specific topics, the most famous of which are the TAT, and the Perron.R Personal Dynamics and Images Test, which aims to analyze the game of self-images and images of parents as a background for the themes of initiative and success. Also the CAT test for children's distinctive perception, created by Sorel et Léopold Bellak, and the Blackfoot test by Corman.

Drawing tests: The most important of which is the Machover person test, which enables the study of self-perception, and the Corman family drawing test, which enables the child to

know how he is positioned within the family environment (feelings of rejection, opposition, etc.), the defense system used, the type of identification models.

Clinical interviews: with the child's teacher or family.

Twelfth lecture:

Definition of psychological care:

Through it, focusing on the individual with the aim of treating him or helping him solve a problem. Psychological care is a set of preventive or therapeutic measures using practical means .

It is also known as an expression that includes all individual and group approaches in various therapeutic, educational, pedagogical, and social fields, and this concept can be psychological treatment or psychomotor therapy or occupational therapy or even institutional care considering the institution as a place to care for the individual who faces difficulties .

So, care is a set of psychological services provided to the individual, to enable him to plan for his future life according to his potential, physical abilities and inclinations in a way that satisfies his needs and achieves his self-perception. It includes multiple fields, family, personal, and professional.

Objectives of psychological care:

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- Increase the individual's awareness, insight and understanding. Psychological care seeks to develop the personality and its path towards maturity, efficiency and self-realization, often by going through the following processes:
- Resolving or resolving conflicts that cause disability.
- Providing more efficient methods for dealing with problems.
- Increasing the individual's acceptance of himself.
- Increasing the ability to resolve psychological conflict and overcome and reduce frustration and stress.
- Increasing acceptance and bearing personal responsibility.
- Removing the causes of the disease and treating its symptoms.

- Modifying the patient's abnormal and non-conforming behavior and learning normal and concordant behavior and transforming painful experiences into instructive experiences.
- Creating an atmosphere saturated with psychological security, removing anxiety and getting rid of pathological behavior

Stages of care:

Diagnosis: The diagnosis process includes identifying the patient's personality dynamics, the causes and symptoms of his illness, determining the type of illness and providing appropriate treatment. Then examining the symptoms of the disease and deducing the causes, then collecting the information and observations in an integrated picture.

Treatment :The ultimate goal of psychotherapy is to help the individual adapt again, so a plan should be developed. (19) For treatment and this plan should be implemented

And therapies with an analytical approach, cognitive behavioral therapy, humanistic therapy, and others. As for the types of treatment and its methods, they are multiple according to **the** approaches that explain mental illness, including psychoanalysis.

Student.. This term is officially used in student records, papers, and certificates. The term student, for many interested and affiliated with education, means the individual who is pursuing his studies at a college or university.