

# Exploiting Genetic Counselling as a Tool for the Analysis of Dissociative Behaviour and Sub-normality from Conception to Birth among Maladjusted Blind, Deaf and Dumb Infants

## Abstract

This paper analyzes dissociation behaviour of children from pregnancy to birth and resultant sub-normality using genetic counselling in an attempt to mainstream children with birth disabilities and the challenges of the genetic counselor. Genetic counselling is a process of communication that provide information about a genetic condition, inheritance and support decision making adjustment in families with the inheritance gene. Its uses children with special need, the blind, deaf and dumb. Genetic counselling approach uses re-affirmation, care and integration, confidence building institutionalized in school and family life remains some of the vital tools needed to support this children using genetic guidance and counselling as the best approach to adjust the different **maladaptive behavior of children. Genetic counselling approach include information about the implications of testing positive for the genetic disorder, including the psychological impact and other consequences, whether to inform relatives of your intention to test, or not to test and the usual pattern of progression of the sub-normality identified tested for its potential treatments. Thus, the paper** seems to analyze sub normality as classify within the adequacy of social adaptation. Analysis of dissociation behaviour associated with sub mentality shows discouragement, contempt and neglect from early age, emotionally and maladjusted social growth. Therefore, the counselor must experience sub-normality by getting involved and clarify their feeling towards the children with these disabilities.

**Keyword: mentality, sub normality, mainstreaming, disabilities, children, counselling, Exploiting .**

## INTRODUCTION:

Childhood learning maybe more influential then learning dissociative behavior involves in dullness & backwardness, heart beat, muscle tension and brain waves (Corrigan *et al*, 2006). The class of children that need special education treatment are: The blind, the partial sighted, deaf, partial deaf, the delicate. Others are educational sub-normal, the epileptic, the maladjusted, the physically handicapped **and those with speech defects. This condition occurs in a normal family.**

**Sub-normality is complex, uncertain, quite confusing. Rather, segregated children with disabilities, have re-enforce stigmatization inclusive approach through mainstreaming are more institutionalized. Disabilities children should be care and integrated through re-affirmation,**

confidence building understanding and accepted alongside with disability education (Dearing et al, 2005). Counseling therefore is a service that is both preventive and corrective especially with mental sub-normality and treatment strategies for mental disorder.

Davidoff, (2007). Cites three therapeutic orientations considered fundamental: Psychoanalysis behavior, humanistic and existential. The three restored healthy functions though differ on conception of maladaptive behaviour and primary procedure. The education of all mentally handicapped children is both the responsibility of government and families noting that this condition tend to occur in families.

Sub mental abnormality in some instance arise as a result of large family arising from genetic inheritance, neglect, inadequate food over look of early infection, the mother maybe promiscuous and the father maybe a drunkard, this is frequently with juvenile delinquency – so it is important that sub normality should be detected at early stage and be given attention example, reading, writing and simple number work or an intellectual stimulating atmosphere and opportunity to develop good social and emotional adjustment. Sub normal children grow up to self-respecting and supporting adult. The student that is sub normal should be always reported to a guidance counselor in the school, sub normal student sometimes come from family with lower social-economic status (Goldberg et al, 2008).

## CAUSE OF MENTAL SUB-NORMALITY

Genetic disorders, birth injuries, early infection, metabolic disorder, severe emotional disturbance, poor upbringing, poor quality of neural mechanism which the child is born and cause by poor environmental stimulation Genetic alliance, 2008).

- **Parental development disorder**

At birth children have different problem associated with pregnancy and the different environment condition viewing the social, physical economic structure of parent, and the Educational level, and proximity to health and medical facilities. Therefore, mal-function in foetus during growth within the mother uterus can bring about injuries, body temperature conditions, chemical conditions, temperature conditions, interference with oxygen supply and nutrition. Under development in the size of the brain in micro cephalic (Genetic alliance, 2008).

Although, such disorder is sometimes due to genetic causes, toxic substance produced in a mother if the blood is negative and she is carrying a foetus whose blood is positive. This poison when reach the foetus may cause damage to the blood, liver, brain, at birth such children may have anemia, jaundice, or paralysis etc.

- **Infectious Diseases**

Children suffer different early birth disease which causes different malfunctions and impair their health and circumstance of their birth such disease as measles, scarlet fever, mumps, whooping cough etc. this may cause retardation in learning process example to speak, walk and intelligent development (Overton & Medine, 2000).

Metabolic disorder may arise as a result mental deficiency e.g amaurotic, idiocy, gargoylism and phenylketonuria.

- **Hormonal Imbalance as drastic mental deficiency**

This can be referred to mongolism resulting to short growth, slanting eyes, depressed nose bridge, dry lips, open mouth, enlarged and fissured tongue, flat facial features.

Consequently, when the ovum is formed after fertilization the body cells of the embryo contain an unusual numbers of chromosomes leading to abnormal development (Pem & Martin. 1998).

UNDER PEER REVIEW

- **Birth Injuries**

Cerebral palsy is a disorganization of the motor control system as a result of damage to the central nervous system. Birth injuries can be viewed as a complication either before or after birth process.

Mainstreaming disabilities in children building self-confidence and informing about wholeness and ability with strong disposition in addition with strong teacher advocacy, guidance and counseling of disabilities is to equip the school population with forth right attitude, technique and skill of acceptance and integration of disable children (Govig 1989) as he or she prevails over the area of difficult in life. He has self-management affirmation and resources and self-understanding in area of great strength.

## THE CHALLENGES OF THE COUNSELING PROFESSION

Social development involves the training the child receives on his interpersonal life and how he relates socially with his peers and others. The child is observed on how he resolves small conflicts; whether he cooperates, leads, follows or play along when in a group, how he responds to simple training in manners and independence. Specifically, the teachers should study the child's social development through his family type i.e. living together or separated, father's occupation, wealth of the family, attitude of the parent to child and vice-versa, the peer group he plays with, his neighborhood, his moral standard and the type of people he appreciate or copies as models (Rogers and Sirin, 2013).

The mental health is important for elimination of tension of the client, such traits, like anxiety, hostility, depression, feeling of inferiority, inadequacy, unhappiness and other emotional symptoms such be put under conscious control which involve internal and external environment (Calicchis & Cerahan, 2006).

Counseling help the client/person with sub-normality towards overcoming obstacles to their personal growth and development wherever the maybe encountered. The counselling service provide to children with disabilities are significantly outside the average range of general counselling. Many area of the counselling profession in primary school has fallen short, with a lack of understanding and appreciation (e.g., attitude, values, and belief), a limited repertoire of skills. When school counselor do not provide service or develop programs to accommodates the needs of children with disabilities, they deny these student of their expertise and themselves of the enrichment that come with working with children with disabilities who are challenging, deserving and responsive (Aubrey, 2011). There are a number of additional factors that are contributing to the low professional visibility of school counselors; lack of well defined school counselor's roles, goals and job description too many administration routine assignments and too high counselor – student ratio that don't allow school counselors to use their special skills. However, all student refers to those who are average, gifted and talented. Low achieving and to those with handicaps and disabilities; those in all ethnic, and cultural, groups; those who speak Turkish as a second language; migrants; boys and girls; and any other "special student" in the school. this principal indicates that all students, including children with disabilities, should have equal access to counselors, the guidance curriculum, counselling resources, and all other direct

and indirect services. Children with disabilities will experience some of the following problems throughout their school age years. They may be subjected to a multitude of obstacles and barriers. In some cases, these children experience more than their normal share of frustration and difficulty in attempting to resolve the issues that are encountered with daily living activities. It is not uncommon for children with disabilities to experience chronic hopelessness as a result of anxiety and depression. Sometimes they have access and performance problems in schools, which could or would not be related to the disability. Also, they show delayed development of self-concept that can influence one's sense of self-worth, and viewing one's self as dumb, damaged, weak, and vulnerable. Counseling professionals historically have had limited contact with this population for a variety of reasons. Some counselors lack confidence and training to serve these groups. Some are uncomfortable around people with disabilities. Others have incorrect information about or prejudices towards those with exceptional needs in addition, because services to children. Although children with disabilities are an extremely heterogeneous group of diverse learners, each with unique learning strengths and needs many of the graduate counselor education programs have not provided prospective school counselors with adequate training for the development and provision of services or how to professionally interact with children who have disabilities, which includes physical, behavioral, emotional and mental disabilities. In addition, limited preparation is provided in the area of cooperation and collaborative effort in working with other specialists and professionals to provide children with disabilities a more comprehensive developmental holistic approach to services through the adoption and use of genetic counseling principles and processes.

The genetic counseling process involves:

- 1) Obtaining detailed family, medical, and lifestyle histories;
- 2) Documentation of cancer-related diagnoses;
- 3) Pedigree analysis;
- 4) Risk assessment and counseling;
- 5) General discussion of options for early detection and prevention;
- 6) Provision of genetic testing

Genetic counseling is a process of communication to provide information about a genetic condition, inheritance and support decision making and adjustment in families. Genetic testing

for inherited eye diseases is rapidly advancing with massive improvements in high throughput molecular testing. While this can allow accurate diagnosis and information, the issues of genetic heterogeneity, variable penetrance and overlapping phenotypes mean that the provision of accurate information particularly challenging for genetic eye disease. These scientific advances have also led to increased patient demand and expectations. Complex cases presenting to the multi-disciplinary genetic eye clinic in Manchester will be presented to highlight the needs of families requesting genetic counselling including approaches to complex situations such as pre-symptomatic testing, childhood testing and pre-natal diagnosis. Qualitative data involving in-depth interviews with families with inherited retinal dystrophy describes the burden of living with the risk of blindness and decision making around genetic tests. Research evidence also demonstrates that families feel their needs are not met by current services, suggesting a need for improvements in evidenced-based practice (Genetic alliance, 2008).

### **Genetic counselling information for the maladjusted blind, deaf and dumb**

The information obtained from genetic testing can have a profound impact on the life of the disable children. Genetic counselling is useful after any form of genetic testing. Genetic counselling is not a psychological therapy. It aims to provide the patient or care givers with all the information needed to make a decision about their health and wellbeing and the need to have a genetic test.

Genetic counselling may include information about:

- i. The implications of testing positive for the genetic disorder, including the psychological impact and other consequences.
- ii. Whether to inform relatives of your intention to test, or not to test.
- iii. The usual pattern of progression of the disease you are being tested for and its potential treatments.

The information is given in a way that will allow you to make your own decision. Only you can decide what is right for you. The counselling is essential to make sure you have all the information you need to make the decision.

As they consider the options available to them, children with these disabilities are influenced by:

- i. The risk of transmitting a disorder.
- ii. The severity of a disorder.
- iii. The availability of diagnosis before birth (prenatally).
- iv. Moral, social and religious convictions.

Post-test counselling is also available to help you deal with the results of the test.

### **Ethical, Legal and Social Implications of genetic counseling on maladjusted blind, deaf and dumb.**

There are concerns on the use and misuse of genetic information. These concerns range from the clinical validity of the genetic test to the stigmatization that may follow the individual and family. Proper communication of result outcome is necessary for the purpose of clarity; since some genetic results do not show a yes or no, but rather give an estimate of risk associated. In addition, result presentation should be done privately. Under no situation should the result be made available to a third party without the consent of the patient or test recipient. However, in situations where other family members stand a chance of having the disorder, or there is a remedy, then the patient can choose to disclose the result to relatives (Govig, 2009).

The fear of discrimination and stigmatization can restrain one from utilizing genetic testing services. The genetic testing results are included in medical records of a patient in the clinic, and can be accessed by another party. Because of this, the former US president George Bush signed the Genetic Information Nondiscrimination Act into law in 2008. The Act aims at protecting individuals from discrimination on the basis of genetic information in health insurance and employment.

It is usually important to seek the consent of the individual before embarking on the testing. The client should understand the following before making any choice on accepting or rejecting the testing:

- Risk limitation and benefits of testing and not testing.
- Alternative(s) to testing.
- Testing procedures.
- Privacy of the test result.
- Testing is optional.
- Possible consequences related to test results.

The psychological impact of genetic testing is another issue that deserves consideration. Although there are different responses to the test results by individuals, it is the responsibility of the genetic counselor to give a good post-testing advice which should include the consequences and possible solutions; or make referral to a higher specialist.

Concerning societal values, genetic information can raise questions on how responsible the individual might be mentally and physically. On this, the response will certainly be influenced by cultural, communal and personal factors; depending on the value or role of that individual in the society. It is, however, believed that close monitoring of the client and proper follow-up right from the time of diagnosis can be very helpful.

## **Materials and Methods**

The survey and descriptive methods

## **Genetic screening tools for control of dissociative behaviour in maladjusted blind, deaf and dumb children**

### **Amniocentesis**

Screening of babies for gross chromosomal aberrations (such as polyploidy, deletions, translocation, extrachromosomes) as well as sex prediction is made possible by the technique of amniocentesis. It simply involved the removal of amniotic fluid and culturing the foetal cells for karyotype and DNA analysis. This techniques have been used to detect more than 35 genetic disorders in children.

### **Forms of genetic testing and counseling for the maladjusted blind, deaf and dumb**

The results of a genetic test can confirm or rule out a suspected genetic condition or help determine a person's chance of developing or passing on a genetic disorder (Genetic alliance, 2008). Genetic testing and counseling is performed in different ways including:

#### **Newborn screening**

Newborn screening is done just after birth to identify genetic disorders that can be treated early in life. For example, every baby in the developed nation is tested for cystic fibrosis as part of the heel prick test (Genetic alliance, 2008)

#### **Diagnostic testing**

Diagnostic testing is used to identify or rule out a specific genetic disorder if a baby or person has symptoms to suggest a certain genetic disorder (for example, Down's syndrome).

#### **Carrier testing**

Carrier testing is used to identify people who carry one copy of a gene mutation (a genetic change) that, when present in two copies, causes a genetic disorder. This type of test can be useful to provide information about a couple's risk of having a child with a genetic disorder.

#### **Prenatal testing**

Before birth (prenatal) testing is used to detect changes in an unborn baby's genes. This type of testing is offered during pregnancy if there is an increased risk that the baby will have a genetic or chromosomal disorder. It cannot identify all possible inherited disorders and birth defects, however.

## **Pre-implantation testing**

Pre-implantation genetic testing is available for couples who are at risk of having a child with a specific genetic or chromosome disorder, eg cystic fibrosis, sickle cell disease or Huntington's disease.

Egg cells are removed from the woman's ovaries and then fertilized with sperm cells outside the body. This is called in-vitro fertilization (or IVF). The eggs are fertilized with sperm cells to form embryos. The fertilized embryos develop for three days and then one or two cells are removed from each embryo.

The genetic material (DNA and chromosomes) from the cells are tested for the known disorder in the family. One or two of the unaffected embryos are then transferred into the mother's womb (uterus). If the pregnancy is successful, the baby will not be affected by the disorder it was tested for.

## **Predictive testing**

Predictive testing is used to detect genetic mutations associated with disorders that appear after birth, often later in life. These tests can be helpful to people who have a family member with a genetic disorder but who have no features of the disorder themselves at the time of testing (for example, breast cancer associated with the BRAC1 gene). Predictive testing can identify mutations that increase a person's risk of developing disorders with a genetic basis, such as certain types of cancer.

Testing can also determine whether a person will develop a genetic disorder, such as hemochromatosis, before any signs or symptoms appear. People in families at high risk for a genetic disease have to live with uncertainty about their future and their children's future.

A genetic test result showing a known gene mutation responsible for a certain disease as not being present in a person can provide a sense of relief. However, a positive result may have a devastating effect on a person's life, especially if there is no known treatment.

## **Echo testing**

This test involved the detection of hole in the heart in infants using sonographic medical equipment. The amplitude and peaks of the sound troughs and chromatograms indicates the presence of openings in the heart.

## **Chest x - rays**

This involves the use of x- rays machine to analyze the chest of infants for the detection of respiratory tract infections, malformations, injuries and dysfunction.

## Results

### Genetic diseases in maladjusted blind, deaf and dumb children

#### Thalasamia or Cooleys anemia

This is a hemoglobin disease somewhat similar to sickle cell anaemia that is genetically inherited. It occurs mostly in children and is mostly 100% lethals. This is controlled by a single gene  $c$  which in homozygous condition ( $cc$ ) produces the severe thalasamia major and causes death of the child. The heterozygous condition of this lethal gene ( $Cc$ ) results in mild thalasamia with **dissociative behaviour** of continuous thinness, loss of weight, anemic and general weakness.

#### Infantile amaurotic idiocy

This is a recessive allele which in homozygous condition ( $cc$ ) causes the fatal disease especially in juvenile stage. Children that inherit this genotype begin to lose their eyesight (blindness) between the ages of four to seven years. This is followed by complete blindness, **dissociative behaviour** of mental degeneration and finally death before attaining adolescence.

#### Congenital ichthyosis

At child birth, children with this genetic defect shows crusted leathery skin with deep fissures across the subcutaneous tissues of the skin. The fissures lead to bleeding, infection and death. Congenital ichthyosis occurs in children only when the inherited genes occurs in homozygous ( $cc$ ) condition for its recessive lethal genes. **Dissociative behaviour** include high mental degeneration and itching sunken skin with burns.

#### Erythroblastosis fetalis

The incompatibility of Rh +ve positive and Rh -ve negative blood can also cause the death of a child before or soon after birth. If a Rh - negative woman marries a Rh + positive man and bears a Rh - positive foetus, as a result of placental defect, some of the foetal red blood cells (RBC) carrying the RH antigen passes into the mother's blood stream and trigger the production of Rh-antibodies in her. The concentration of the anti-Rh antibodies as the gestation progresses

gradually builds up in the mother and she becomes sensitized only at or just before the birth of her first Rh – positive child.

However, in the second and subsequent pregnancies involving te Rh-positive child, these anti-Rh antibodies returns to the foetus through the placenta and destroy the Rh-antigen carrying RBC of the foetus. **Dissociative behaviour** shows that the child suffers from erythroblastosis fetalis which is a hemolytic anaemia often accompanied by Jaundice due to the clogging of the liver capillaries, causing the absorption of bile in the bile. Death of foetus may occur before birth or soon after birth.

### **Haemophilia**

Haemophilia is the most serious and deadly disease which is more common in male children than in female children. It is sometimes called **bleeders disease**. The child which inherit the recessive gene from parents lacks in normal clotting substance called **thromboplastin** in blood. Dissociative behaviour results from minor injuries due to continuous bleeding and ultimate death of the child due to haemorrhage. These can be of two types, haemophilia A – characterized by the lack of antihemophilic globulin (factor viii) and is the dominant type. Haemophilia –B is characterized by a defect in plasma thromboplastin component (factor xi) and is a mild type.

### **Cri du chat**

Human babies or children born with a missing (deleted) portion of the short arm of their chromosome 5 (Autosomes) show a **dissociative behaviour** of a distinctive cat – like cry hence the French translated name of “cri du chat” (cry of the cat) observed in some new born babies with the mutated chromosome 5 syndrome as first described by Lejaume et al., 1963. Further Dissociative behaviour also shows that these children are mentally retarded, show intelligent quotient below 20%. There is also malformation of larynx (voice box), have moon faces, saddle noses, small mandibles, malformed low set ears and small head.

### **Down’s syndrome (DS) or Trisomy – 21**

This is a genetic defect usually associated with extra chromosomal addition due to translocation or trisomic condition in one of the smallest human autosomes (chromosome – 21) and is the most common chromosomal abnormality in live birth (i/650 live births). It is caused by nondisjunction



|                          |   |   |   |   |   |   |   |   |   |
|--------------------------|---|---|---|---|---|---|---|---|---|
| Pre-implantation testing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Predictive testing       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Echo testing             | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Chest X-rays             | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

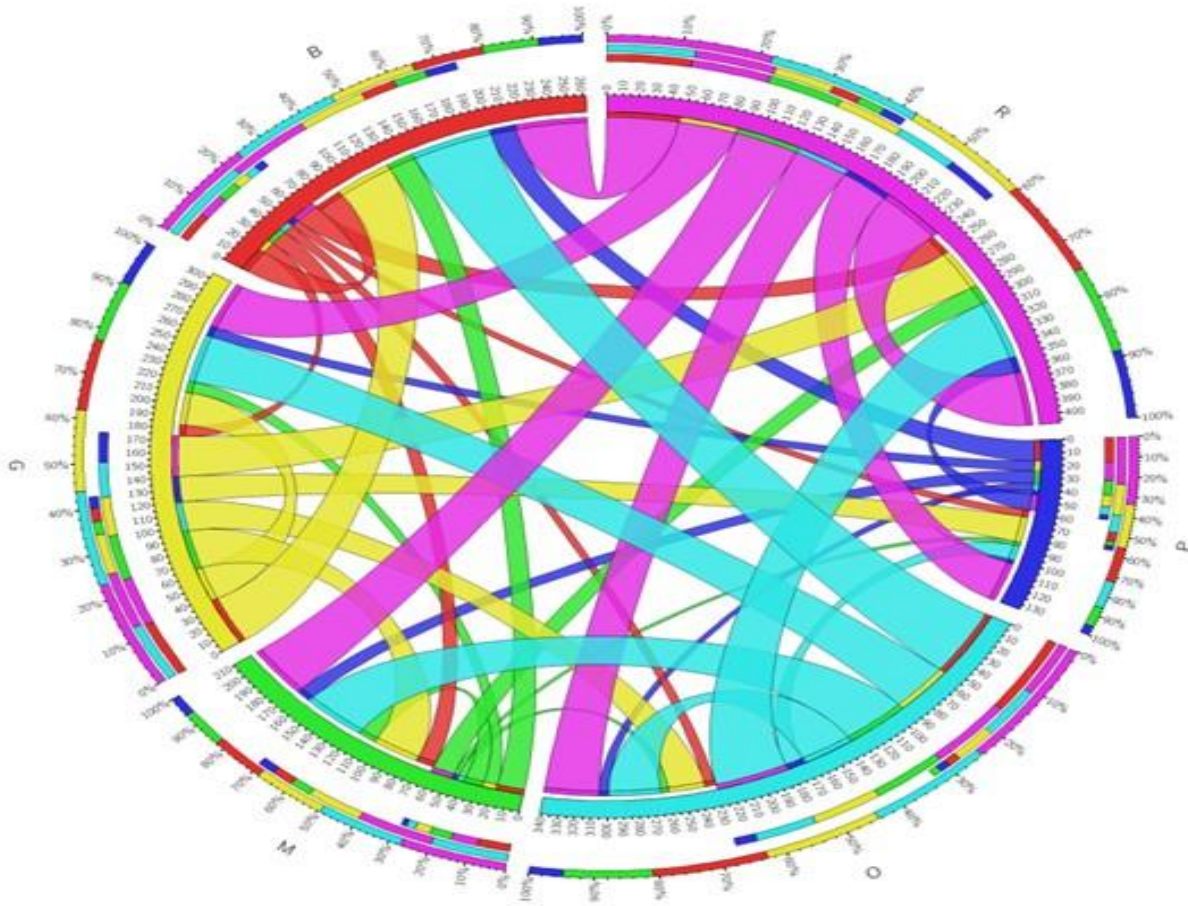


Figure 1 : Syndrome classification

|                                   | <b>Dissociative behaviour</b>        | <b>Blindness</b>  | <b>Dumbness</b> | <b>Deafness</b> | <b>General symptoms/ characteristics</b> | <b>Available types</b>           |
|-----------------------------------|--------------------------------------|-------------------|-----------------|-----------------|--|----------------------------------|
| <b>Thalassaemia</b>               | Itching<br>crusted<br>leathery skins |                   |                 |                 |  | Mild,<br>Moderate<br>Severe      |
| <b>Infantile Amaurotic idiocy</b> | Mental degeneration                  | Lost of eye sight |                 |                 |  | Partial to Complete<br>Blindness |
| <b>Congenital ichthyosis</b>      |                                      |                   |                 |                 |  | Severe                           |
| <b>Erythromblastosis fetalis</b>  | Anaemic                              |                   |                 |                 | Jaundice                                 | Severe                           |

|  |                                 |   |                                |                         |             |                              |
|--|---------------------------------|---|--------------------------------|-------------------------|-------------|------------------------------|
| <b>Haemophilia</b>                       | Anaemic and haemorrhagic        |   |                                |                         |             | Type A severe<br>Type B mild |
| <b>'Cri du chat'</b>                     | Mental retardation, very low IQ |   | Malformed and Distorted Larynx | Low set ears            |             | Moderate                     |
| <b>Trisomy -21 or Down's syndrome</b>    | Mental retardation              | Up slanting eyes                                    | Underdeveloped ears            | Large and wobbly tongue |             | Moderate                     |
| <b>Trisomy – 18 or Edward's syndrome</b> | Mental retardation              | Facial and skull malformation                       | Low set ears                   | Small jaws/hard palate  |             | Severe                       |
| <b>Trisomy – 13 or Patau's syndrome</b>  | Severe Mental retardation       | Facial and skull malformation with Sloping forehead | Underdeveloped ears            | Hardened cleft palate   | Polydactyly | Severe                       |
|  |                                 |   |                                |                         |             |                              |

Table 2 : Classification of syndrome

## Discussion

### Genetic counseling for children with sub-normality

Counselling Children with sub-normality is often misunderstood and frequently less served by the counselling profession, these children need services just as much as other children. In addition, all counselors have a professional and ethical responsibility to facilitate conditions that promote full potential for all individuals, including exceptional groups. As knowledge and experience are obtained for this population, counselor can serve children and their families more fully as intend by legal and professional guidelines. Most counselor, however, do have many of the skill needed to work with these children and their families, such as communication strategies, a background in human, and experience with an array of therapeutic analysis. Moreover, a proactive approach to the role of techniques, a focus on relationship-building, a desire to operationalize equal opportunities policies, an inclusive approach to initial assessment, flexibility and creative approach to counseling, continuing professional training and awareness raising can be important facts in counselling processes (Hartwell *et al*, 2004). From a counseling perspective, these student, regardless of their specific handicap, present similar characteristics that preclude using traditional counselling methods. Inherently all of these student are believed to experience developmental delays that may impair one or more of their learning channels and

may range from mild to severe. Individuals may exhibit inappropriate behavior relative to their chronological age often are socially isolated. A poor self-concept is another quality found in this target population. Students may also lack adequate expressive language, are often disorganized in their thought processes, and usually have considerable difficulty with time management skills.

Genetic counseling can do great benefit to human society. The role of the genetic counselor is to inform concern individuals of the nature of the nature of the mutant condition that concerns them. If it is inherited in a Mendelian pattern, then the probability of producing affected offspring can be determined. The final decision for taking a risk is entirely the responsibility of the individual involved and cannot be the sole responsibility of the counselor.

Keeping these factors in mind, school counselors should be encouraged to do more in-depth research and preparation on specific disabilities, with strategies and interventions to assist the scope and direction of intervention that are effective when developing program and providing services to children with disabilities. A number of empirical studies have verified the positive effect of group counselling intervention. Students have shown significant increase in academic persistence and achievement, school attendance, classroom behaviors, self-esteem, self-concept, and their attitudes towards school and others. This degree held for special population groups, including low-achievement students, disruptive student's, learning-disable student and gifted students. As school counselors prepare to provide counselling service, it is important not to generalize across sub-normality, putting children and adolescent with disabilities at risk. This children and adolescents vary just as individual in any other group. Intervention may need to be more hands-on in the approach to the problem resolution as well as culturally sensitive. External issues, which are problems outside the child, may need to be addressed because of the direct or indirect implication. In addition, it is critical that school counselors have knowledge of the laws and understand the right of children with sub-normality (Martin, 2010). All of this issues challenges counseling professionals to be creative. Counselor attend to instructional practices, staff, student interactions, and other environmental interventions have a substantial impact on students' educational and personal development. The initial stage of counselling requires the manipulating of several components in the counselling environment.

Distraction in the environment should be kept to minimum or eliminated. Tasks should be structured and followed consistently. Multisensory approaches including auditory, visual, tactile,

and kinesthetic, should be used by counselors while presenting activities to the students. All of the components are designed to keep student confusion and frustration to minimum and still allow the participants to function in a well – controlled environment using multisensory approach to promote understanding. The ability to communicate concretely is vital for success with handicapped students. Verbal generalities should be avoided. Short, concise, explicit sentences should be employed.

These guidelines will enable student to understand specific concept and terminology used to by the counselor so that they will be able to concentrate on learning. Frequent and consistent repetitions are needed during the counselling session. (Baker,2002). A summary of the activity should be presented stressing the important areas for student's clients to remember. Repetition allows students to absorb each session and understand the continuity of the presentations (Holmes, 2012). There is widespread consensus concerning the desired nature and scope of school counselling for children with disabilities which includes interventions to increase awareness, acceptance, and appreciate of cultural diversities. In addition, counselors attend to school policies and procedures, instructional practices, staff student interactions, and other environmental factors that may impede development of the student because, school counselling interventions have a substantial impact on student because, school counselling interventions have a substantial impact on students educational and personal development. Moreover, individual and small-group counselling, classroom guidance, and consultation activities seem to contribute directly to student success in the classroom and beyond, and school counselor such the majority of their time performing intervention. It is in the spirit of empowering the school counselor should gain their credibility, assert their significance, and make their own unique place in the school counselling is postulated (Hugo, 2001).

To become proactive, it is high time that counselors use a balanced approach to counselling and heed baker's (Horsefall et al, 2010) admonition: counselor in the twenty-first century must be able to provide prevention service that meet and enhance developmental needs and treatment service when interventions are needed. Counselors will need to be flexible in reacting to differing client demands and be proactive in providing services that enhance person development and coping skills. This approach requires school counselors to shift from a primarily responsive service orientation to school counseling partnerships that are proactive and developmental.

Proactive approach is an advocacy approach to promote and support student's interest. When a school is not responsive to the needs of students or there are some school practices that are detrimental to the interests of students, a counselor might have to make a difficult choice either to meet the need students or the demands of the institution (Smith & Cashwell, 2010).

Proactive counselor serve as strong advocates of students when they have to face such matters as "confidentiality, injustice to student, inappropriate curricula, incompetent teachers, and unresponsive administrators (Ronnestad & Skovholt, 2003). In their advocacy role, school counselors can collaborate with teachers to maximize potential of their students through information about different learning styles, motivational strategies, and new pedagogical approaches. Student problems require enormous amount of time, networking with other is not a matter of luxury but a necessity. According to (Vogel *et al* 2013), a counselor can build a large support group by developing a systematic, long-term liaison with number of diverse groups within and outside the school. within the school, student trained as peer counselors can effectively present topics such as self-esteem, peer pressure, time management, etc. to lower grade students. Similarly teachers trained by counselors could provide some group guidance activities in interpersonal skills, developing friendships, lifestyle decisions, developing self-discipline, and leadership skills. School counselors function at the forefront level in a manner that enhance teacher contribution in the proactive approach process (Vogel *et al*, 2011).

## **CONCLUSION**

Counselor should prepare themselves to serve group in several ways. As a first step, they must clarify their feelings and attitudes about working with children who are sub normal. Some of the dissociative behaviour included pity, low expectations, repulsion to physical abnormalities, misinformation and other biases can preclude effective genetic counselling. Correct information, direct experiences and genetic screening can facilitate accurate awareness and acceptance of those groups. In addition, genetic counselors must obtain knowledge and training for working with specific group with exceptional needs. They can obtain this knowledge and training for working with specific groups with exceptional needs. They can obtain this knowledge through, counselling workshops, consultation, supervision, current therapeutic literature, and community resources etc.

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