

Application of Triage in School Counseling

枝廣和憲 (岡山大学)

Introduction

From some years ago, the evidences demanded of the field of psychotherapy or counselling. These days, the evidences are required also in the education practices. School counselling is not the exception, either. The Ministry of Education undertook the school counselor practical use surveillance study commission enterprise from 1995 in Japan. The school counselor is all the school arrangement in many self-governing bodies in the junior high school division. However, the service form of the school counselor has the present condition which is about several hours per week. This shows that a short time and effective activity are called for in educational consultation to the school counselor.

The objective of this research was to consider practice of evidence-based school counselling. In practice of this research, Edahiro (2011) and the triage method of Edahiro (2012) were used. The effect of practice was measured by the ASSESS (Adaptation Scale for School Environments on Six Spheres; Yamada & Yonezawa, 2011), which can measure many psychological dimensions quickly.

Triage in School Educational Consultation

The term “triage” comes from the French verb trier, meaning to separate, sift, or select (Merriam-Webster Dictionary, 2012). Triage allows for smooth and efficient emergency medical care by allowing physicians to determine patients’ treatment priorities quickly (Jelink, 2001; Tsugawa, 2005). Judgment through triage is not the absolute judgment by morbidity but “relative” judgment with correspondence capability, such as the staff, medical supplies, and medical treatment environment available. If this is applied to the school context, the students in question would be analogous to the emergency patients and capability analogous to the human and physical resources available inside and

outside of school.

Practicing triage in a school

The outline of the school

This time, the author reported the cases as the triage was implemented in F elementary school of a board school. This school had about 700 pupils and 55 teachers and staff and had a foster home in the school district. In addition, many students from single-parent families attended this school. Furthermore, this school had three special support classes. This school was selected for the study because of these characteristics, suggesting that the students here have more difficulties compared with those from other schools.

Classification III: Collaborative support with internal resources

The case report in this classification is about a selectively mute third grader who was thought to have autism. Initially, the SC carried out play therapy with her. In order to continue providing support outside of office hours and in consideration of the child’s characteristics, the SC organized a support system by utilizing resources in the school. The SC requested for play therapy conducted by a special comprehensive training supporter and established a support system that included the class teacher. To the supporter, SC was given training about play therapy in advance. Moreover, SC consulted based on record to the supporter after practice of weekly play therapy. This resulted in the class teacher and the supporter improving their support for the child. The child was able to express herself in front of other children by the end of this study despite her initial autism-like symptoms.

Conclusion

In some cases, the symptoms of the clients diminished and the educational consultation in the school was improved. The results indicated that the application of triage in educational consultation is useful.