

COMPREHENSIVE GUIDANCE AND COUNSELLING PROGRAMME PRACTICES IN TURKEY

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Abstract – *School guidance services in Turkey began in the 1950s. These services are currently being re-structured away from the traditional guidance model. This paper aims to introduce the first pilot project of the comprehensive guidance and counselling programme that was carried out by the Ministry of National Education between 2000 and 2002 as part of this re-structuring process. The paper briefly discusses the development of guidance services in Turkey, what the comprehensive guidance and counselling programme entails, and what was done at the planning, design, implementation and evaluation stages of its pilot project. Finally, the design model of the finalised programme is presented.*

Introduction

Turkey is a developing country with a population of 65 million people, of which 14 million are students (grades K-11). Currently, school guidance and counselling in Turkey is going through a transitional period that guides the system toward a comprehensive guidance and counselling programme. School guidance services in Turkey began in the 1950s using the traditional guidance model. But in the 1990s, a re-structuring period of guidance and counselling began in schools, leading to the initiation of the implementation process of comprehensive guidance and counselling. In 2000, during which this transfer process continued with impetus, a number of pilot projects of comprehensive guidance and counselling programmes in primary schools were successfully initiated. This paper deals with the organisation of the first such pilot project which was carried between 2000 and 2002. Attention is given to the structure, implementation and evaluation process of this programme, and to the design model of the finalised programme.

Historical development

Thanks to Turkish-American relations, the school guidance and counselling area was actively integrated into the Turkish education system during the early 1950s (Kepçeoğlu, 1988; Kuzgun, 1988; Ozguven, 1990). Turkey entered a period of planned development in the 1960s. This development demonstrated the importance of school guidance services, thus leading to a greater appreciation for

the need of such services (Devlet Planlama Teskilati, 1963, 1968). Fortunately, before long, the councils and regulations of national education took notice of the programme, realising the value it had within the Turkish education system (Milli Egitim Bakanlıđı, 1962, 1968).

The Ministry of National Education declared that the school guidance programme, combined with the tasks of the school counsellor, would be structured under five services (i.e., orientation, counselling, student appraisal, placement and follow-up services) (Milli Egitim Bakanlıđı, 1970a, 1970b, 1970c, 1974, 1975). At the beginning of the 1970-1971 scholastic year, preliminary counselling and guidance activities began in 23 high schools. Then, in the 1980s, a third dimension of education called 'Pupil Personnel Services' was launched (Milli Egitim Bakanlıđı, 1981).

Much research on the efficacy of school guidance and counselling implementation was made during the 1980s. These studies showed that the guidance and counselling programme was not meeting the needs of schools and students, and that the principals and teachers were not implementing the programme because both they and their students found it to be inadequate (see Baymur, 1980; Kepçeođlu, 1981a, 1981b; Kuzgun, 1981; Bakırcıođlu, 1983; Gültekin, 1984; Kepçeođlu, 1984; Görkem, 1985; Canpolat, 1987; Büyükkaraođ, 1988; Piskin, 1989). These findings emphasised that since the implementation of the school guidance and counselling programme in the Turkish education system was inadequate, it had to be re-structured (Milli Egitim Bakanlıđı, 1990, 1993, 1996; Ozguven, 1990; Tan, 1990; Dogan, 1998; Ultanir, 1998). In the light of these findings, the Ministry of Education began searching for new ways to approach the problem.

Serap Nazlı, an academic advisor in the Ministry of Education, conducted the first comprehensive guidance and counselling programme pilot project at a curriculum laboratory school (grades K-8) in Balıkesir, Turkey, in 2000-2001. The success of Nazlı's pilot project led to three more curriculum laboratory schools being added to her study in the same scholastic year. During 2002-2003, the pilot project was also initiated in other Balıkesir curriculum laboratory schools. The adopted model was the National Program Model of the American School Counselor Association¹. Adaptation work is still in progress.

The comprehensive guidance and counselling programme model

The traditional way to organise and manage guidance and counselling in schools is through position orientation (Gysbers & Henderson, 2005). Position orientation had its beginning when guidance and counselling was first introduced in schools as vocational guidance (Gysbers, Lapan & Jones, 2000). Essentially

designed for secondary schools, the service-delivery approach endeavours to patch together a variety of guidance services, such as, orientation and articulation, counselling, student appraisal, referral, placement and follow-up services (Sink & MacDonald, 1998).

Traditional organisational patterns for school guidance have emphasised the position and duties of the counsellor, and/or the therapeutic process of counselling (Ellis, 1990). As the internal and external demands of their position increased significantly over time, the school counsellors became primarily crisis-oriented, reactive, focused on remediation over prevention, and overburdened with non-guidance related clerical and administrative tasks. The organisational pattern of guidance in many schools still centres around positions with long list of duties; guidance remains an undefined programme (Gysbers & Henderson, 2005). Consequently, guidance has been widely regarded as an ancillary support service rather than as an integral part of education.

The call for restructuring counselling practices emerged from the counselling field as early as the late 1960s (Gysbers & Henderson, 2005). A number of factors led to this change: (i) a renewed interest in vocational career guidance and developmental guidance; (ii) rapid social change and the growing need for counselling interventions in the elementary years; (iii) concern about the efficacy of the prevailing positional approach to guidance in schools; and (iv) the movement toward increased counsellor accountability and evaluation (Gysbers, 1990; Wittmer, 1993; Baker, 1996; Sink & MacDonald, 1998; Gysbers, Lapan & Jones, 2000; Gysbers & Henderson, 2005).

The concept of guidance and counselling as a programme, which began in the 1960s, really took off in the 1970s (Gysbers & Henderson, 2005). The profession of school guidance and counselling has moved away from the individual, position-oriented, one-to-one, small group counselling approach toward a more preventive, wellness-oriented, pro-active approach. The contemporary developmental school counsellor is curriculum- and programme-oriented, makes him or herself available to everyone, and is knowledgeable and competent to teach life skills to every student in the school regardless of race, religion, gender or creed (Wittmer, 1993).

The purpose of the comprehensive guidance and counselling programme model is to help develop comprehensive and systematic guidance programmes intended for students of all ages, from kindergarten through grade 12. Additionally, it is also designed to provide guidance with specific educational content and to be accountable for attaining certain student competencies. When fully implemented, the programme allows counsellors to devote all their time to the programme, thus eliminating many of the non-guidance related tasks that they now carry out (Ellis, 1990).

The principal attributes of a comprehensive guidance and counselling programme are sharply different from those of a traditional service-delivery approach. Comprehensive programmes, for example, de-emphasise administrative and clerical tasks, and crisis-centred modes of intervention. Instead, they promote guidance activities and structured group experiences that are designed to support students in the process of skill-development (e.g., personal, social, educational and career skills) and to become responsible and productive citizens (Sink & MacDonald, 1998).

Borders & Drury (1992) have summarised the most significant features of effective comprehensive guidance and counselling programme models:

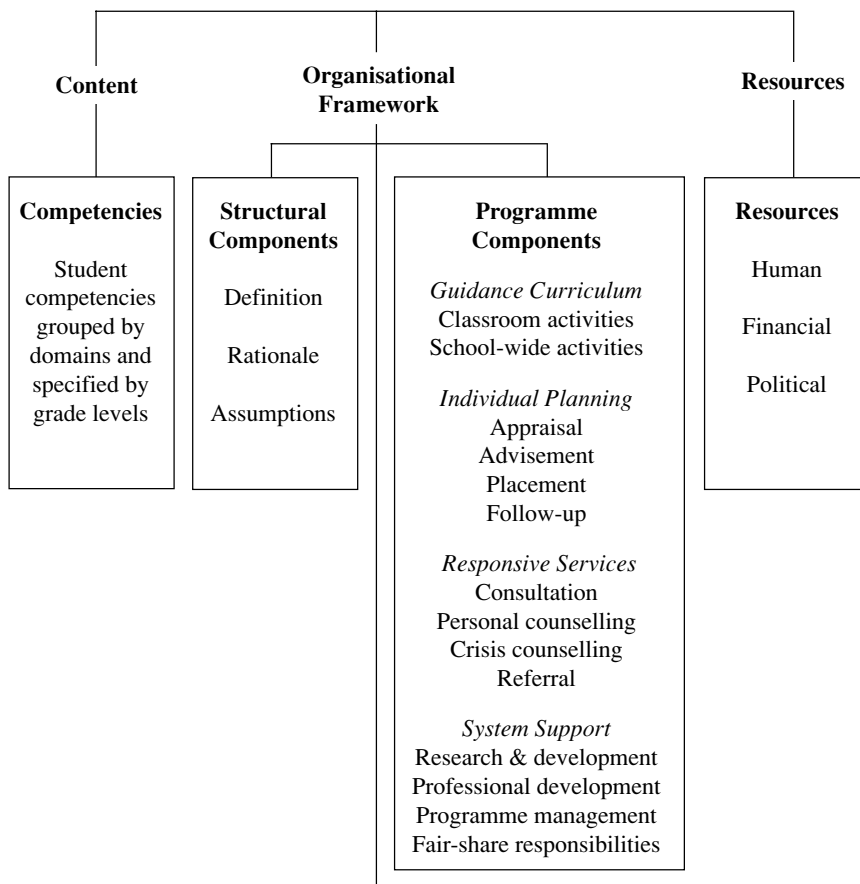
- (i) They are independent education programmes that are comprehensive, purposeful, sequential and partly guided by outcomes.
- (ii) The programmes are integral to the primary educational mission of a school. In an integrated programme, guidance is infused into all areas of the traditional curriculum.
- (iii) Effective programmes are clearly based on human development theories (e.g., the theories of Piaget, Erikson, Loevinger, Kohlberg and Selman). These theories guide the framework, content, goals and programme intervention.
- (iv) Effective programmes serve all students equally. Each student has equal access to counsellors, guidance curriculum, counselling resources and all other direct and indirect services.

According to Gysbers & Henderson (2005), a comprehensive guidance and counselling programme contains content (i.e., guidance competencies to be learned by students), as well as an organisational framework (i.e., definition, rationale, assumptions, guidance curriculum, individual planning, responsive services and system support) and resources (i.e., staff, funding and community support) (see Figure 1).

The comprehensive guidance and counselling programme considers the nature of human development, including the general stages and tasks that most individuals experience as they mature from childhood to adulthood (Myrick, 1997). The programme's model is based on the concept of life career development. The programme emphasises three domains of human growth in career development: (i) self-knowledge and interpersonal skills; (ii) life roles, setting and events; and (iii) life career planning (Ellis, 1990; Gysbers & Henderson, 2005; see also <http://www.schoolcounselor.org>).

FIGURE 1: The comprehensive guidance and counselling programme

The Comprehensive Guidance and Counselling Programme



Time Percentages			
	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
	<u>School</u>	<u>School</u>	<u>School</u>
Guidance Curriculum	35-45	25-35	15-25
Individual Planning	5-10	15-25	25-35
Responsive Services	30-40	30-40	25-35
System Support	10-15	10-15	10-15

Source: Gysbers & Henderson (2005)

The life career planning domain is designed to help students understand that decision-making and planning are important tasks in everyday life. Students learn of the many occupations and industries in the world of work. Students also develop skills in gathering information from relevant sources and using that information to make rational decisions (Ellis, 1990).

Research indicates that when a comprehensive guidance and counselling programme is fully implemented in schools, the academic skills of students increase; they acquire various skills, such as, understanding of self, communication, problem solving etc., leading to a more positive atmosphere within the school (Gysbers et al., 1992; Lapan & Gysbers, 1997; Lapan, Gysbers & Sun, 1997; Nelson & Gardner, 1998; Lapan, Gysbers & Petroski, 2001; Dahir & Stone, 2003; Johnson & Johnson, 2003; Sink & Stroh, 2003).

The pilot project

This section outlines the details of the programme's pilot project that was implemented with K-8 graders at four curriculum laboratory schools from 2000 to 2002. It first provides information about the planning, design, implementation and evaluation stages, and then presents the design model of the finalised programme.

The planning and design stages

The initial phase of planning consisted in examining sources that shed light on the philosophy of education, and the aims of education and guidance. This was followed by a review of the principles, programme elements and programme interventions of the comprehensive guidance and counselling programme.

A needs assessment was carried out in order then to be able to customise learning activities according to the priorities of the school and community. After completing this needs assessment, a number of exiting goals were identified for students participating in the comprehensive guidance and counselling programme. According to these goals, students will:

- understand and accept themselves;
- understand and get along with others;
- understand the importance of effective interpersonal relationships;
- understand and accept self-responsibilities;

- improve basic skills and study skills;
- plan and develop a career; and
- make decisions, set goals, and take necessary action to achieve goals.

The programme's mission statement and subdivisions were determined in line with the needs assessment. The mission statement of the programme is to assure that all students will acquire and demonstrate competencies in three areas, namely, academic, personal-social and career development. The comprehensive guidance and counselling programme is based on a developmental approach that is systematic and sequential in nature, clearly defined and accountable. The underlying notion is that guidance is an integral part of the overall curriculum, not an ancillary service. Again, rather than selecting some students for counselling, emphasis is placed on helping all students.

The programme's components were decided upon after determining the content and structural components of other comprehensive guidance and counselling programmes. The programme consequently ended up with the following four components:

1. *Guidance Curriculum* consists of activities that ensure that all students master the skills and knowledge of the educational objectives in the same way. Classroom presentations and large-group presentations are used to help students achieve the guidance competencies.
2. *Individual Planning* consists of activities that help students plan, monitor and manage their own academic, personal and career development goals with the aim of progressing toward them. Advisement, assessment and placement are typical activities included in this component.
3. *Responsive Services* consist of activities that can be done with some students to help them overcome social and emotional problems. These services include counselling, crisis counselling, consultation with staff and parents, small-group counselling and referrals.
4. *System Support* consists of management activities that establish, maintain and enhance the programme itself. It includes in fact management activities that are necessary to support the other three components of the programme as well as other school educational programmes. Apart from consulting with other school programmes, system support also provides community outreach and public relations.

In the comprehensive guidance and counselling programme, time was allocated as follows among its four components: (i) Guidance Curriculum – 40%; (ii) Individual Planning – 15%; (iii) Responsive Services – 25%; and (iv) System Support – 20%. The next step was finding the right balance among the programme activities (i.e., the qualitative design) and determining the number of students per school counsellor (i.e., the quantitative design). It was eventually decided to allocate 700 students per counsellor.

Determining the roles and responsibilities within the programme, along with human resources, was the next thing. Counsellors, teachers, administrators, parents, students and community members all have roles to play as human resources within the comprehensive guidance and counselling programme. In view of this, school counsellors, administrators and teachers received intensive training in how to implement and manage the programme.

Classroom guidance teachers (in Turkey, teachers responsible for each classroom are called classroom guidance teachers) were given a five-day training course. The areas included in their training were:

- What is a comprehensive developmental guidance programme?
- The differences between the practices of developmental guidance and traditional guidance.
- The roles and tasks of the classroom guidance teacher, and suitable activities for the guidance classroom.
- Preparation of the classroom guidance programme.

The comprehensive guidance and counselling programme was introduced to school principals and their assistants. These administrators were informed about how they, as leaders, would act throughout the implementation of the programme; they were also informed about the things people would expect from them in their co-ordination role. The school counsellors, on the other hand, were subjected to more intensive training. They were given a two-week training workshop on issues, such as, what a comprehensive developmental guidance programme entails, the differences between the practices of developmental guidance and traditional guidance, stages and elements of the developmental school guidance programme, the roles and responsibilities of school counsellors, preparing a job description and work schedules.

Once the planning and design stages were finalised, the ensuing programme was compiled as a document entitled *The Comprehensive Guidance Framework* and was then distributed to the people concerned at schools.

The implementation and evaluation stages

The implementation and evaluation processes of the resulting programme were carried out simultaneously. An implementation plan served to reduce, if not eliminate, any difficulties arising during the implementation process. While school counsellors effectively controlled the running of the programme, they co-ordinated it with school administrators. On the other hand, the evaluation stage was an integral part of the ongoing cycle of programme planning and development.

The school counsellors – with the support of teachers, administrators, students and parents – implemented the programme using a variety of interventions, such as, classroom guidance, counselling, consultation and co-ordination. Taking into account the different parts of the programme and the type of possible interventions, a thirty-hour weekly working schedule was developed for school counsellors (see Table 1).

TABLE 1: A sample weekly working schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.15	FT	FT	FT	FT	FT
09.20-10.00	IP	IP	SS	SS	SS
10.10-10.50	RS	GC	GC	GC	RS
11.00-11.40	RS	RS	RS	GC	RS
11.50-12.30	GC	GC	GC	GC	SWA
12.30-13.10	GC	GC	GC	GC	SWA
13.20-14.00	IP	RS	RS	RS	SS
14.10-14.50	SS	SS	IP	IP	SS
14.50-15.00	FT	FT	FT	FT	FT

GC – Guidance Curriculum (12 hours); IP – Individual Planning (5 hours); RS – Responsive Services (9 hours); SS – System Support (7 hours); FT – Flexible Time; SWA – School-Wide Activities (2 hours)

The evaluation of the comprehensive guidance and counselling programme is an ongoing process that provides counsellors with feedback that is then used to improve and enhance the programme. This evaluation has three dimensions, namely, evaluating the content of the programme, its personnel and its results.

The first step of the evaluation process has been to determine if the school has a written programme and to check if this written programme is being fully implemented. It was found that the schools had a written programme and that most of their practices were in line with the content of the programme. It was however observed that while one hour per week of the school programme should be dedicated to a 'guidance lesson', a counsellor-student ratio of 1:500 would be more appropriate than the established initial ratio of 1:700.

The second step in the evaluation process concerned the personnel. This meant evaluating the performance of the school counsellors who implement the programme and the classroom guidance teachers.

The performance-based evaluation used the criteria set in the job description of school counsellors (see Table 2). School counsellors' practices were observed, and their opinions were obtained through interviews. It was found that the school counsellors were initially finding it difficult to adapt to the implementation of the programme. Their main difficulties concerned the classroom guidance activities, which practically were new interventions for them. The evaluation revealed in fact that they needed in-service training on the matter.

It emerged from the evaluation process that school principals were not only working hard to implement the programme, but were also successful in their co-ordination roles. On the other hand, the teachers in general seemed to adapt well to the programme. But while the adaptation and contribution of teachers in grades K-5 were quite adequate, although the teachers in grades 6-8 were really making a good effort, they still appeared in need of in-service training.

In general, the contribution of the school personnel involved in the programme was at a desired level. Apart from displaying no resistance that might have disrupted the programme, they also contributed with their opinions toward the adaptation of the comprehensive guidance and counselling programme to the context of the Turkish educational system.

The third and most comprehensive dimension of the evaluation process dealt with the results achieved by the programme. A results evaluation plan was prepared in order to provide a stable and reliable evaluation process (see Table 3). As is consonant with results-evaluations, the evaluation was based upon predetermined criteria and a reactive data collection style which included interviews, questionnaires and natural observations.

TABLE 2: Job description of school counsellors

2001-2002 Scholastic Year
<p>Guidance:</p> <ul style="list-style-type: none">• teaching activities inside classroom;• assisting students' plans regarding the personal-social, educational and career aspects (both individually and in small groups).
<p>Counselling:</p> <ul style="list-style-type: none">• individual counselling;• small group counselling;• crisis counselling.
<p>Co-ordination:</p> <ul style="list-style-type: none">• co-operating with institutions, such as, the State Employment Agency, the Guidance Research Centre, middle education institutions, universities, etc.;• transferring students in need to appropriate centres;• co-ordinating together the practices of the school guidance team, the school parents' team and the voluntary friends' team;• co-ordinating the practices of the classroom teachers.
<p>Evaluation:</p> <ul style="list-style-type: none">• interpreting the techniques of the implemented and excluded tests;• evaluating the programme in the short run, middle run and long run.
<p>Programme Management:</p> <ul style="list-style-type: none">• fulfilling relevant tasks in the planning, design, implementation and evaluation stages of the programme;• directing the activities of volunteers who contribute in the programme.
<p>Professionalism:</p> <ul style="list-style-type: none">• defending the ethical, legal and vocational standards of the school guidance and the psychological counselling profession;• defending the philosophy and objectives of the Turkish national education.

It was noted that the evaluation of the students was quite positive; students had indeed acquired new knowledge and various skills. For example, the evaluation results have shown positive effects on students' understanding and acceptance of self, interpersonal effectiveness, basic learning and study skills, adaptation skills, planning and career development, decision-making and problem solving skills, and responsible behaviour.

Upon the completion of the pilot project, all the studies undertaken as part of the pilot implementation process (i.e., from the planning to the evaluation stages) were compiled in a book titled *İlköğretimde Gelişimsel Rehberlik* (meaning 'Developmental Guidance in Elementary Education') that was authored by Serap Nazlı (2002) and published by the Ministry of National Education.

TABLE 3: The results evaluation plan

Programme Components	Evaluation Design	Techniques of Data Collection	Data Collection Tools
Guidance Curriculum Classroom activities School-wide activities	Evaluation based upon predetermined criterion	Observation, interview and questionnaire	Rate scales, open-ended questionnaire form and graded questionnaire form
Individual Planning	Evaluation based upon responsive observations	Questionnaire	Graded questionnaire form
Responsive Services Counselling Consultation Crisis counselling Referral	Evaluation based upon responsive observations		Graded questionnaire form

The design model of the comprehensive guidance and counselling programme

For comprehensive guidance and counselling programme practices to be effective, a programme design model is absolutely essential. The comprehensive guidance design model developed in compatibility with the Turkish educational system during the two-year pilot project presented in this paper proved moderately successful. The programme design model needs to be developed according to the specific needs of each country's educational system.

The design model of the programme in question charts the process of carrying out guidance and counselling activities in the form of inter-related stages and steps. In particular, the programme design model developed by the author in accordance with the Turkish educational system comprises four stages and fifteen steps. These stages are planning, design, implementation and evaluation. When one of the stages is completed, the next one follows. The output of one stage is the input of the next one, and every stage has its own evaluation process. Furthermore, if deemed necessary, one can always turn back to the previous stage to make corrections. The resulting design is produced in Figure 2.

Planning Stage: The programme design is prepared in line within the country's educational system, the specific school context and students' needs.

- Step 1: Examine the educational philosophy, guidance policy, and the objectives and principles of guidance set by the Ministry of Education.
- Step 2: Determine the guidance needs and demands of the school area.
- Step 3: Determine the needs and demands of the school and its students.
- Step 4: Organise and prepare a plan for the transition into a comprehensive guidance and counselling programme at school.

Design Stage: An outline of the programme is prepared according to the data collected in the planning stage.

- Step 5: Define the basic structure of the programme.
- Step 6: List the activities of the programme components (i.e., guidance curriculum, individual planning, responsive services and system support) in terms of priority (qualitative design).
- Step 7: Calculate the programme balance and the number of students per school counsellor (quantitative design).
- Step 8: Check the programme, put the final draft in writing and then distribute to those concerned.

Implementation Stage: The programme, having already passed through the planning and design stages, is now implemented.

- Step 9: Prepare an implementation plan for the efficient execution of this stage.
- Step 10: Observe how the implementation is being carried out.
- Step 11: Take corrective measures if there are any shortcomings in the implementation.

Evaluating Stage: This serves to assess the workings of the first three stages. To some extent, evaluation tests the accuracy of the decisions taken during the planning, design and implementation stages of the programme.

- Step 12: Identify the techniques and tools of data collection.
- Step 13: Prepare an evaluation plan to ensure an efficient evaluation process.
- Step 14: Collect and analyse the data.
- Step 15: According to the data collected, identify any shortcomings in the programme, make corrections and develop next year's programme.

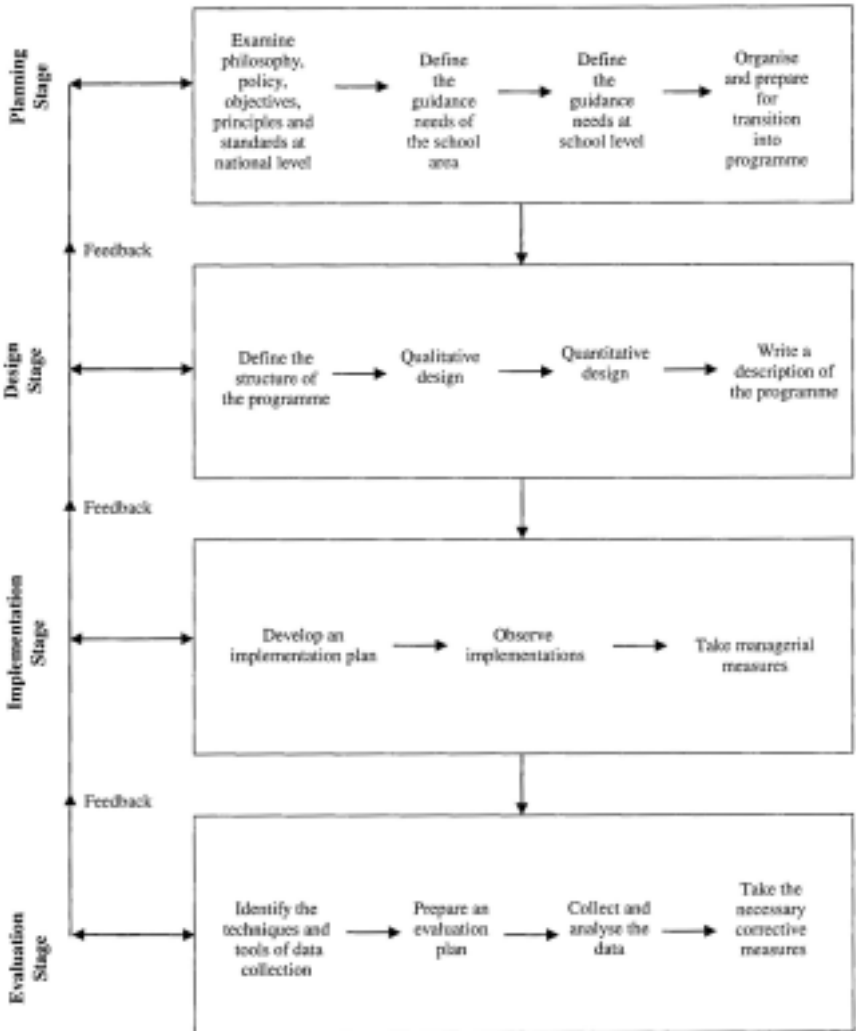
Discussion and recommendations

School guidance services were introduced in Turkey in the 1950s using the traditional guidance model. In the 1990s, school guidance and counselling services underwent a re-structuring period that eventually led to the initial implementation of the comprehensive guidance and counselling model discussed in this paper. The comprehensive guidance and counselling programme was in fact launched successfully in 2000 in a number of primary school pilot projects. The wider transfer from the traditional guidance model to the comprehensive one continues with impetus to this present day.

The list below outlines the strengths of the pilot implementation of the comprehensive guidance and counselling programme, the factors that facilitate its practices and the relative weaknesses of this process:

1. In Turkey, school guidance services have been criticised and found to be inadequate. This probably explains why school personnel did not show any resistance toward the implementation of the pilot programme. In particular, school principals showed remarkable support that greatly facilitated the pilot projects.
2. In Turkey, each K-11 grade class has had its own classroom guidance teacher since the 1970s. There was therefore no need to assign new teachers for the pilot project.

FIGURE 2: The design model of the comprehensive guidance and counselling programme



3. The infrastructure – namely, the philosophy, policy, objectives and principles, and standards of the comprehensive developmental guidance programme – has been prepared by the Ministry of National Education. The fact that this infrastructure had not yet been developed during the pilot project caused some difficulty. Countries wishing to adopt a comprehensive guidance and counselling programme are therefore advised to furnish the system with their own policies, objectives, principles and standards of guidance before moving into the piloting phase.
4. One of the most significant interventions of the developmental guidance programme is the classroom guidance lesson. However, the lack of a specific guidance lesson in the school's academic programme created some difficulty during the pilot project. To make up for this, administrators either tried to replace elective classes with guidance lessons, or else re-scheduled an additional hour at the end of the school day to create space for the classroom guidance lesson. It is however important that each class is provided with an hour-long guidance lesson per week as part of the prescribed academic programme.
5. The school counsellor-student ratio affects the quality of the pilot projects. The ratio of 1:700 used during the pilot projects was found to be unsustainable. It is now being recommended that a counsellor-student ratio of 1:500 is more appropriate.

Given the successful implementation of the pilot project of the comprehensive guidance and counselling programme carried out between 2000 and 2002, it is now considered that it would not be hard to transfer to this model in Turkey. However, it is still essential to implement the programme for many years, and to keep evaluating its results. The contribution of this comprehensive programme to the educational system and its wider effects on society should be furthered examined through more pilot projects in additional schools.

The comprehensive guidance and counselling programmes began in the USA during the 1970s after the traditional guidance model was no longer deemed to meet the needs of the American society (Wittmer, 1993; Lapan, Gysbers & Sun, 1997; Myrick, 1997; Sink & MacDonald, 1998; Gysbers & Henderson, 2005; Gysbers, Lapan & Jones, 2000). The current process in Turkey resembles that process in the USA. But while the inclination toward comprehensive guidance and counselling programmes in the USA took place in the 1970s, this began happening in Turkey 1990s. In recent years, just like in Turkey, there has been a growing recognition in many countries all over the world for the need to start offering a

comprehensive guidance and counselling programme (see Euvrard, 1996; Karayanni, 1996; Nummenmaa & Sinisalo, 1997; Maluwa-Banda, 1998).

There is increasing understanding that position-oriented guidance programmes could not meet the needs of individuals and society. On the other hand, these needs are better addressed through developmental guidance practices that can start as part of the primary school curriculum. The notion of comprehensive guidance and counselling is unique in that it is the only programme within the K-12 school system that is able to cater for the total development of each student (covering the academic, personal-social and career). This programme in fact provides each student with the support and experiences necessary to become a productive and responsible citizen. With the advent of the new millennium, this programme approach is gradually replacing the traditional position-oriented guidance programmes. It is indeed becoming the major way of organising and managing guidance and counselling in Turkish schools.

Note

1. The American School Counselor Association (ASCA) supports school counsellors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. Details of its National Program Model can be viewed at <http://www.schoolcounselor.org>

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