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## Promoting self-determination in students with severe intellectual disability

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### ABSTRACT

Outreach counseling is a program of guidance and counseling to maximize service as an alternative when the counseling process is generally difficult to do. Students with intellectual disability is a different communities as the basis for the implementation of the guidance in the community. Outreach guidance need to touch various efforts in helping the students with intellectual disability in order to grow optimally, and able to cope with the problem of self-determination. The supervisor does not need to involve themselves directly in handling guidance students with intellectual disability namely by empowering the students' environment.



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## Introduction

The task of teacher as counselor in special school is dealing with students' problem. Service of the teacher as a supervisor of the students with intellectual disability will experience various obstacles according to the conditions and characteristics of the students. In the other hand students with intellectual disability have difficulty if faced with the necessity of decision which have impact on their life.

The help of others toward students with intellectual disability mostly came from the family or environment. Intervention for students with intellectual disability have long term and will have an impact to their independence or self-determination. Most of students with intellectual disability are less able to carry out their activities independently without the help the environment. The dependence in the long time will impacted to the self-determination.

Guidance and counseling is an effort to facilitate the students with intellectual disability to develop optimally, capable of directing themselves independently so that regardless of the problems that burden them. Implementation of guidance for the students with intellectual disability in special school has not addressed fully by the teacher. It is necessary to study the appropriate literature that supports these questions in subsequent discussion.

## Method

The type of research used is qualitative research with descriptive methods. According to Arikunto (2006) qualitative research is not intended to test hypotheses, but only describes "as is" about a variable, symptom or condition. The descriptive purpose is to describe ATG independence through an outreach counseling approach.

Data collection techniques are carried out in triangulation (combined), data analysis is inductive. The meaning of collaboration in this research is a collaboration in action research on the activities studied. The researcher was in the field since the beginning of the study and together with the teacher carried out the research and analyzed the gap and compiled a hypothetical program that was in accordance with the characteristics of mild mentally retarded children.

## Results and Discussions

### Concept of Students With Intellectual Disability Guidance

Required more specificity of the service than guidance services in general. Guidance in the community students with intellectual disability has a fundamental assumption in according to the needs. Lewis et al (2011) said the fundamental assumptions underlying 21<sup>st</sup>-century community counseling include the following: (1) Human development and behavior take place in environmental contexts that have the potential to be nurturing or limiting; (2) Even in the face of devastating stress, people who are treated respectfully can demonstrate surprising levels of strength and access resources that a pessimistic helper might not see; (3) Attention to the multicultural nature of human development is a central component of community counseling; (4) Individual development and community development are inextricably linked.

Lewis, et al (2011) stated that community counseling is a comprehensive helping framework that is grounded in multicultural competence and oriented to social justice. Because human behavior is powerfully affected by context, community counselors use strategies that facilitate the healthy development both of their clients and of the communities that nourish them.

Ford et al (2007) stated that Outreach generally is defined as "the process of locating, contacting, and recruiting groups that are invisible, hidden, or otherwise difficult to engage in a program." The operational definition of outreach for a given project, however, varies by project goals and community characteristics (Elwood, Montoya, Richard, & Dayton, 1995). Outreach is defined as the process of finding, contacting, and recruiting groups of paraprofessionals to engage the program.

### The purpose of Guidance and Counseling for Students with Intellectual Disability

Sunardi (2005) stated that, the purpose of guidance and counseling are (1) Help students to pass the transition of development; (2) Help learners from learning problem and development delay through the fulfillment of special needs; (3) Help students prepare the mental development for admission to higher education. Helping students in achieving a level of independence and happiness in life; (4) Help the environment, in particular parents in understanding the child as an individual with all its uniqueness; (5) Help the parents in meeting the special needs of children that arise as the impact of their uniqueness.

The Social Cognitive Model posits four important components for altering student behavior: (a) acquisition of information, (b) development of social and self-regulatory skills, (c) enhancement of skills and self-efficacy, and (d) establishment of social support (McKusick & Hoff in Botvin & Busenbury, 1992). There is a concept of Outreach Counseling in order to help students with intellectual disability have good self-determination.

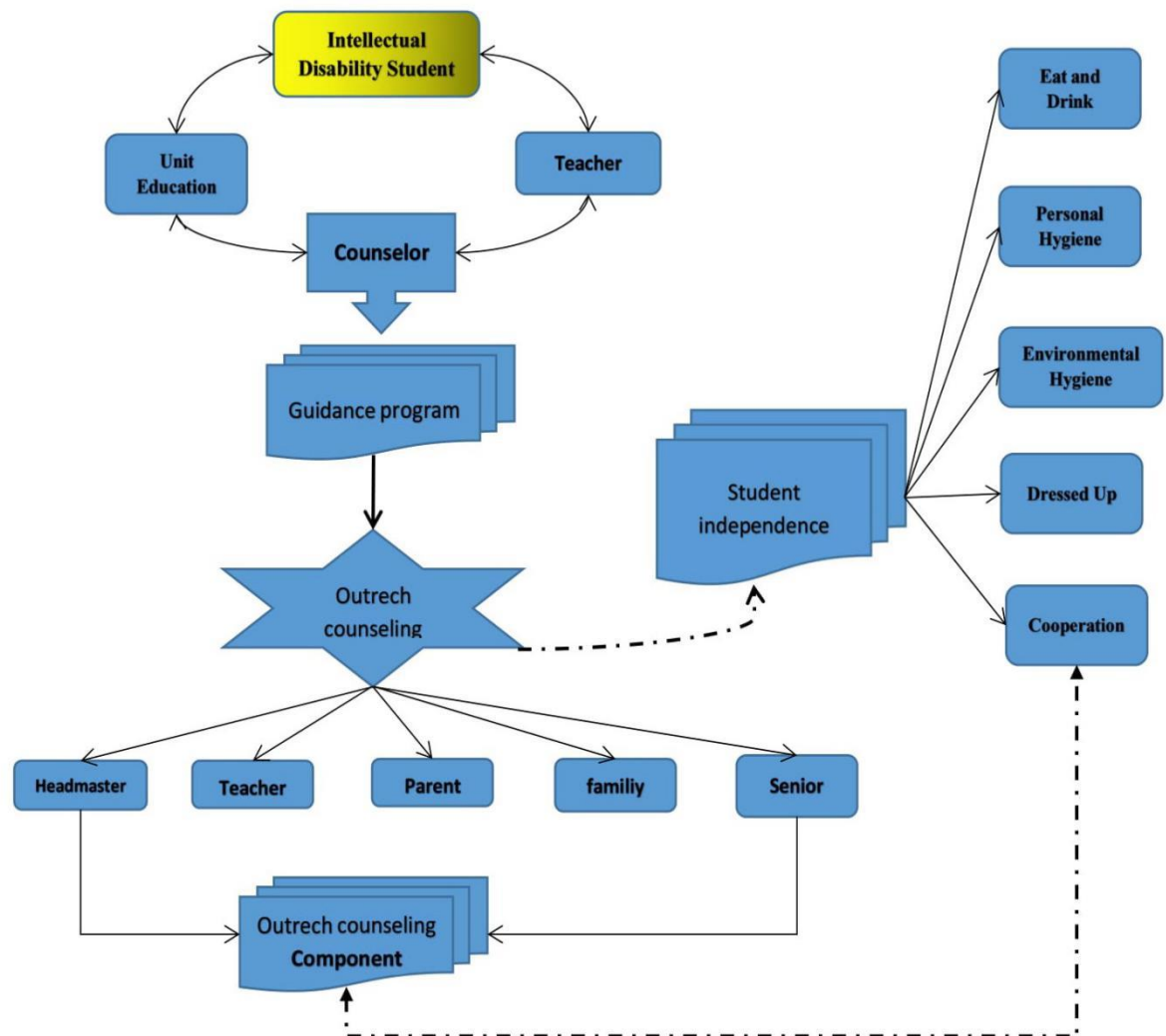


Figure 1. Outreach counseling conceptual model

### Outreach Counseling and Self-Determination for Students with Intellectual Disability

Outreach counseling is a counseling approach, to maximize counseling service when the counseling process is generally difficult to do by a counselor. Teachers in innovative, alternative schools and programs have attempted, for more than 30 years, to meet the needs of students who either cannot or will not pursue their education in traditional high schools. In Alberta, a few educators began as early as 20 years ago to attempt to meet the needs of these students. The term outreach, which applies to community outreach and outreach counselling and refers generally to efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population (Housego, 1999).

Community-based approach in the field of college counseling since the late 1960s, the primary focus of college counseling remains on individual and group treatment. For example, Stone and Archer (1990) surveyed a number of college counseling centers and found that only 24% of their staff time was spent in outreach and consultation. called for a further evolution by suggesting a paradigm shift, one aspect of which would be further development of the counselor's role as campus educator (Crego, 1990).

Research by Stone and Archer (1990) stated that need a better conducted further evolution suggest a paradigm shift by doing outreach counseling in promoting self-determination of learners. Outreach as a program of counseling on physical and psychological problems to find additional ways which providing an important contribution as individual programs.

Counselors who work in special populations such as the poor, the homeless/jobless, diseased acute/chronic, children victims of violence, racism, heterosexism, sexism, and other. They experience higher levels of stress due to their environment. (Israel, 2006). The realities of marginalization and oppression make it clear that the role of community counselors must be to work with their clients within the broadest possible context. "Because oppression

likely contributes to marginalized individuals' vulnerabilities to mental health problems, individualistic interventions must be accompanied by societal and systemic solutions".

Professional Outreach is committed to providing individuals with the knowledge and understanding of how to control their mental health. Psychologists provide evaluations and assessments in the client's home, in the office, in the community or in another location. Services include family and individual counseling, parenting education, and substance abuse and psychological testing and services. Coming soon will be dentistry and physical therapy. (US Fed News Service, 26 May 2007). Outreach counseling was developed in variety activities to increase the range larger and more varied.

### **The Reasons of Outreach Counseling for Students with Intellectual Disability**

Particular community counselor can develop a sense of empathy into personal power as suggested by Lewis et al (2011), (1) End the self-devaluing and internalized oppression that result from external limitations and labeling; (2) Bring marginalized individuals currently excluded from various aspects of school or community life into the mainstream of social interaction; (3) Facilitate efforts to increase the power of the marginalized group to strive for needed social changes; (4) Increase community responsiveness to the needs and rights of marginalized individuals and groups.

Some of initiatives counselor according to Archer & Cooper (1998), (1) "...Adopt a primary outreach, consultation role as an initiator and catalyst for system change. Encourage and foster campus wide efforts to change and modify norms as well as the culture of campus groups and environments to promote health and development and to prevent dysfunctional and destructive behavior among students; (2) Be aware of the politics of the institution; (3) Participate in the outcome assessment mechanism of the institution to ensure that it assesses the broad-based objectives articulated in the college catalog; (4) Develop and use various communication methods to discuss developmental and mental health issues within the campus community; (5) Secure a role in faculty development activities, particularly those related to personal and career development; (6) Foster the development, maintenance, and coordination of paraprofessional peer education and peer counseling programs on campus; (7) Develop and coordinate self-help prevention/developmental programs using the best available technology; (8) Develop expertise in mass communication strategies to assist campus groups that are attempting to change harmful campus norms or to develop norms that support the mission of the institution; (9) Delegate the coordination, execution, and development of campus-wide outreach and environmental change projects to students, staff, faculty, and administrative constituencies to the fullest extent possible; (10) Capitalize on opportunities such as crises or campus-wide concerns to initiate and foster needed programs and to modify campus norms and sub-environments; (11) Provide organizational consultation for academic and service departments on campus".

### **The Steps of Outreach Community Implementation**

Lewis et al (2011) stated that ideally, outreach programs for vulnerable clients should adhere to the following guidelines: (1) Use all available sources of client support, including family members, extended family members, peers, co-workers, church affiliates, counselors, and others who can serve as role models for successful coping; (2) Provide opportunities for clients to help themselves and one another; (3) Inform clients about the nature of the new roles or situations they face; (4) Help clients develop the coping skills they will need to manage their specific situations effectively; (5) Use methods that enhance clients' sense of control over their situations and their lives; (6) Implement services that reflect an accurate understanding of and demonstrate a genuine respect for the cultural integrity and needs of clients.

The supervisor does not need to involve themselves directly in handling of guidance students with intellectual disability but by empowering the students' environment. Students with intellectual disability as the target of outreach counseling is a group/community that makes them different from normal children in general (counseling community) that makes them different.

The involvement of people in the process of counseling for students with intellectual disability is highly associated with the ability of low intelligence and in according to their characteristics. We understand that the counseling relationship requires an atmosphere of trust and confidence between the student and the counselor. Professional responsibilities of school counselors is to fully respect the privacy rights of those with whom they enter counseling relationships. Counselors can jeopardize confidentiality when health and safety of students and/or others in danger. Despite all counseling is confidential, it is the purpose of school counselors and to involve parent or guardian whenever possible. Consent forms for services are made available to all parents/guardians. If problems arise that seem to need the help of more than academic counselor can provide, then the referral will be made to care outreach program (Bosco, 2012).

In addition Evette dan Susan, et al (1999) stated that outreach counseling can be conducted in order to extend the range to the client. Some of the reasons for the needs of doing outreach counseling for supervising teacher as a counselor in special school are the following: (1) Guidance which overprotection in order to vary the intervention time; (2) Involved others as helpers when counseling hard to reach clients directly, so that the program is not monotone in classical approach; (3) Varying the methods in intervention. In order to avoid saturation of the officer counseling, they can be expanded by involving other people who are considered have competences in-service professional counseling; (4) Change the focus during the intervention, avoiding the monotony approach in giving help counseling services in order to avoid saturation; (5) Change and set the level of involvement of counselor is required vary of settings and strategies with specific people, so that work is more relaxed and varied.

Outreach counseling is basically passive-reactive, but depends on the decrease in dependence on the client's survival. Outreach counseling is available for individuals and families affiliated with the department of Human services that requires intervention for behavioral health problems. Services generally occur in the home consumer, and include 1 to fifty-minute sessions per week, depending on your needs (Clinton, et al, 2011).

Outreach counseling is basically passive-reactive, but it depends on decreasing in dependence on the client's survival. Different forms of diversity include "language background, race, culture, ethnicity, gender, socioeconomic status, religious affiliation, family configuration, physical or psychological exceptionalities, sexual orientation, and literacy experiences." "Successful" outreach counselors can identify and demonstrate appropriate counseling strategies for diverse populations and are able to adjust counseling styles to effectively respond to their students' needs (Okoji, 2008).

Opinion of Okoji understood as a form of diversity include language background, race, culture, ethnicity, gender, socioeconomic status, religion, the configuration of the family, exceptionalities, physical or psychological, sexual orientation, and experience. Effort to help increase independence and skill development of students with intellectual disability have been initiated since the beginning of the 19th century.

Morrill cited in Drumdan Figler (1977) stated that (1) The number of outreach counselling in special schools that provided relatively small, so the variety and depth of approach to outreach is very limited; (2) Describe the situation (time and energy) devoted to outreach activities is to have the coverage range of a broader approach; (3) Program counseling more emphasis on the development of a structured on any program of counseling services.

Leading country has outreach counseling centre such as: 1) assistance and referrals to obtain federal and state veterans' benefits, 2) food pantry and clothing closets, 3) transportation services and community activities, 4) peer counseling, 5) professional counseling and substance abuse counseling, 6) anger management and posttraumatic stress counseling (Galvin, 2012). The workings of counselors in outreach services is the outreach counselor works from a theoretical framework. The "successful" outreach counselor uses a theoretical framework to guide counseling practice and activities. "Accomplished school counselors use their extensive knowledge of the theories and best practices that support their profession to develop a sound, consistent, professional philosophy of counseling that guides their work with a diverse student population. (NBPTS, 2002, Okoji, 2008).

### **The Requirements of Counselor Outreach Counseling**

The requirements of counselor in special school according to Corvelay (2010) and Geldard and Geldard (2011) as follows: (a) Have a diploma of bachelor of special education from an accredited institution; (b) Bachelor of education and already get lectures and practice of Guidance and Counseling; (c) Have teaching experience in special school at least five years, and understand the techniques of counseling; (d) The class teacher has full responsibility in his class, and always in cooperation with various stakeholders in the smoothness of the learning process (the Learning Process) in the SLB; (e) Teachers who understand the conditions of environment and local culture where the outreach counseling is done.

### **Conclusions**

Outreach counseling is a counseling approach program to maximize counseling services as an alternative if the counseling process is generally difficult for the counselor. The implementation of guidance for ATGS in SLB has not been fully handled by teachers who have qualified guidance and counseling. Required as a basis for alternative implementation of guidance in the community. Outreach guidance needs to touch on various efforts in helping ATGS to develop optimally, and be able to overcome the problem of independence, so that counselors do not need to involve themselves directly.

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