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031306T4PSY

COUNSELLING PSYCHOLOGY LEVEL 6

PSY/OS/CO/CR/09/6

Provide Child Counselling

March/April 2026

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TVET CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL (TVET CDACC)

PRACTICAL ASSESSMENT

TIME: ONE HOUR

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INSTRUCTIONS TO THE VERIFIER

1. Read the following excerpt carefully.
2. Brief the persons acting as the child and the class teacher on the expected emotional and behavioural expressions as per the scenario.

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INSTRUCTIONS TO THE PERSON ACTING AS THE CHILD (ARVIN)

1. Read the excerpt carefully and take 10 minutes to rehearse your role.
2. Present yourself as an **11-year-old child who is sad, moody, and hopeless.**
3. Show signs of **confusion, being withdrawn, irritable, and deep in thought.**
4. When speaking, keep your responses **short, hesitant, and sometimes show helplessness.**

INSTRUCTIONS TO THE PERSON ACTING AS ARVIN'S TEACHER

1. Read the excerpt carefully and take 10 minutes to rehearse your role.

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2. Present yourself as a **concerned, distressed, but supportive teacher**
3. Express **worry and concern** about Arvin’s situation, while showing efforts to comfort and protect him.
4. Respond to the school counsellor’s questions with a tone that reflects **determination to seek help** for your pupil.

Printed By: Amref International Training Center **EXCERPT**

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Arvin, a 9-year-old boy in grade 4, was referred to the school counsellor due to persistent stammering and sudden changes in his behaviour. Arvin began stammering at around age four, a period when he also struggled with bed-wetting. By the time he was seven, his home environment had become unstable as his parents began fighting frequently. His father grew increasingly aggressive and would beat Arvin and his siblings, sometimes to the point of hospitalization. After one particularly violent outburst, his father stormed out, declaring he could no longer live with Arvin’s “useless mother.” Arvin was then taken to his maternal grandparents. Although his grandparents provided him with safety and met all his basic needs, Arvin remained deeply troubled. His worldview became coloured by disappointment and confusion. Over the past year, his school performance deteriorated sharply. Teachers noticed he was often sad, moody, or irritable without a clear reason. He frequently isolated himself from friends, refused to play during breaks, and avoided group activities. At times, he appeared distracted and lost in thought. Recently, after a difficult day, Arvin confided in a trusted teacher that he had thought about harming himself because he felt “tired of everything.” The teacher responded calmly, ensured his safety, and immediately arranged for a counselling session with a school counsellor.

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