



# Early Recollections & Career Counseling

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# School Career Counseling

- ▶ ASCA National Model
- ▶ ASCA Standards – non-cognitive factors: persistence, resilience, grit, goal-setting, self-regulation, motivation, work habits, etc.
  - ▶ Two Categories: Mindsets & Behaviors
  - ▶ *Mindsets* – standards associated with psycho-social attitudes or beliefs students have about themselves.
  - ▶ *Behaviors* – visible standards related to behaviors that are associated with being successful students.
  - ▶ Three domains of student development – “promote college & career readiness”
    - ▶ Career
    - ▶ Personal/Social
    - ▶ Academic

(ASCA, 2012)



# ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

Mindsets	Grade Level		
	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
<b>Behavior: Learning Strategies</b>			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
<b>Behavior: Self-Management Skills</b>			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate perseverance to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate the ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
<b>Behavior: Social Skills</b>			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			

# Career Theories in School Counseling

## ▶ Trait and Factor Theory

- ▶ Aptitudes
- ▶ Achievements
- ▶ Interests
- ▶ Values
- ▶ Personality

## ▶ Holland's Theory of Types

- ▶ Realistic
- ▶ Investigative
- ▶ Artistic
- ▶ Social
- ▶ Enterprising
- ▶ Conventional

## ▶ Myers-Briggs Type Theory

- ▶ Two Ways of Perceiving
- ▶ Two Ways of Judging
- ▶ Combination of Perceiving and Judging

## ▶ Super's Life-Span Theory

- ▶ Developmental Stages
- ▶ Self-Concept

## • Ginzberg's Adolescent Career Development Theory

- Development of Interests
- Development of Capacities
- Development of Values
- Transition Period

(Sharf, 2006)

# Career Counseling in Schools

- Myers' Briggs Type Indicator
- Holland's
  - Vocational Preference Inventory
  - Self Directed Search
- Kuder Navigator
- Strong Interest Inventory
- Occupational Outlook Handbook
- ACT Career Readiness Assessments
- O\* NET
- ASVAB



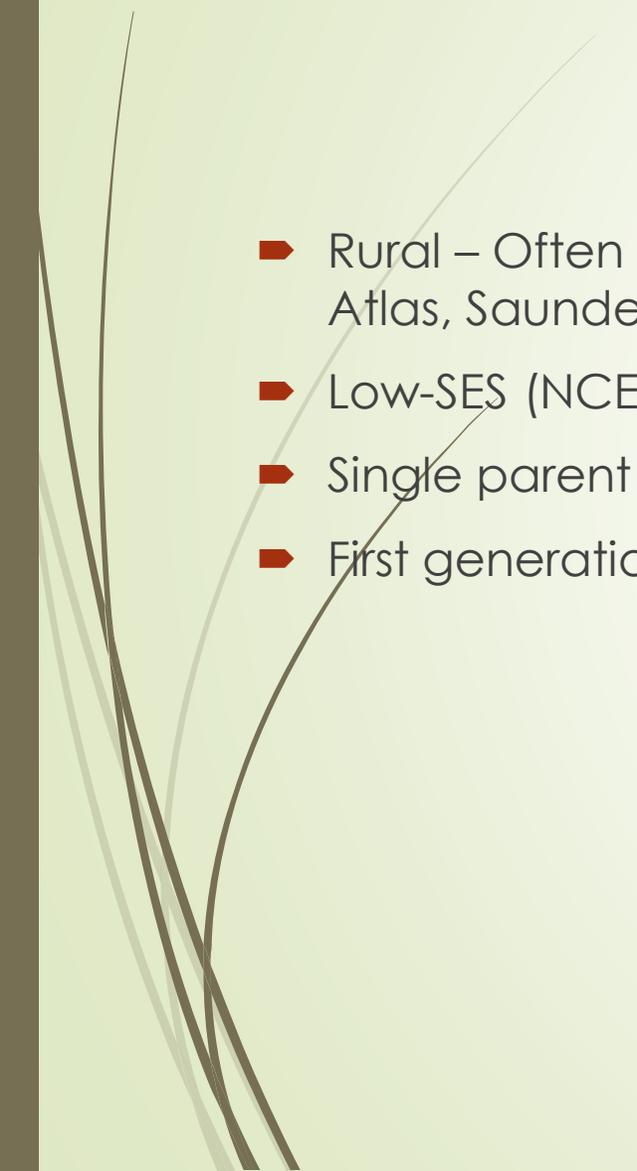


# Career/College Meetings

- ▶ Meet with parents about career and college tracks
- ▶ Have students select courses depending on their career track
- ▶ Counselors meet with students about college applications, scholarships, and FAFSA
- ▶ Counselors meet with parents about the FAFSA application
- ▶ Students get a checklist of things to do each year in high school
- ▶ Students attend college fairs and college campuses



# US Student Demographics

- ▶ Rural – Often diverse and economically disadvantaged (Davis, 2009; O'Connell, Atlas, Saunders, & Philbrick, 2010)
  - ▶ Low-SES (NCES, 2010)
  - ▶ Single parent homes (NCES, 2010; Thomas, D. A., & Gibbons, M. M., 2009)
  - ▶ First generation college students
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# Adding Pieces to the Puzzle

- Smaller student to counselor ratios
  - Small group career counseling sessions
  - Individual career counseling session
  - Incorporate Narrative Career Counseling
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# Introduction of Narrative Career Counseling in Public Schools

- ▶ Postmodern approaches are emerging to assist students in uncovering career-related themes and meanings in their personal stories (Brott, 2004).
- ▶ Viewing students as experts of their own lives is a departure from traditional career theories where the counselor is the expert (Bujold, 2004).
- ▶ Provides a framework for understanding the past and planning for the future.
- ▶ Is a multiculturally sensitive approach based on social constructionism (Monk, 1997; Semmler & Williams, 2000)
- ▶ Narrative counseling is strengths-based and brief which makes it a good fit for school counselors (Nafziger & DuKruyf, 2013).

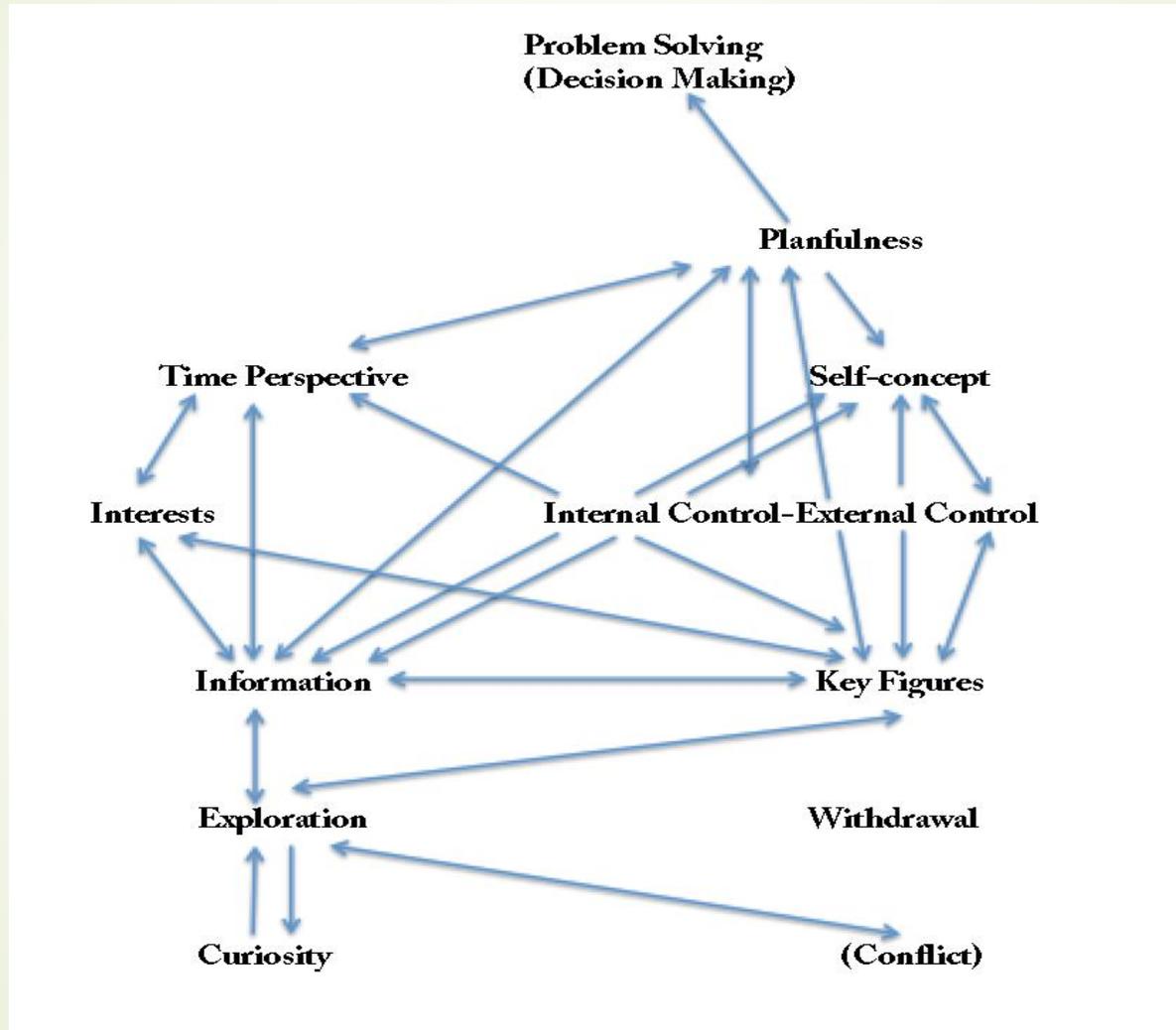




# ER Theme Development Complements other career counseling approaches

- Super's Model
  - Holland's Typology
  - Interest Inventories
  - Other Assessments
  - School Counseling Comprehensive Developmental Programs
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# Application of Super's Model to ER Theme Development



(Carkhuff, 2005)



# Introduction of Narrative Career: A Storyed Approach

- ▶ Co-Construction Phase
- ▶ Deconstruction Phase
- ▶ Construction Phase

(Brott, 2004)



# Co-Construction phase

The student and school counselor collaborate to tell and understand the student's life story, experiences, events, people, and words.

- Card sorts, lifelines, life-role circles, goal maps, and the use of creative art techniques help the student author their story.
- The way the student chooses to tell his or her own story is a way of revealing their identity.

(Brott, 2004)



# Deconstructing

- ▶ Counselor and student examine the stories, view them from different perspectives.
- ▶ They work together to identify patterns and themes, and note areas needing further exploration.
- ▶ Students can challenge filters (labels) that block their movement and help them weigh their decisions or options from a different perspective.

(Brott, 2004)



# Construction

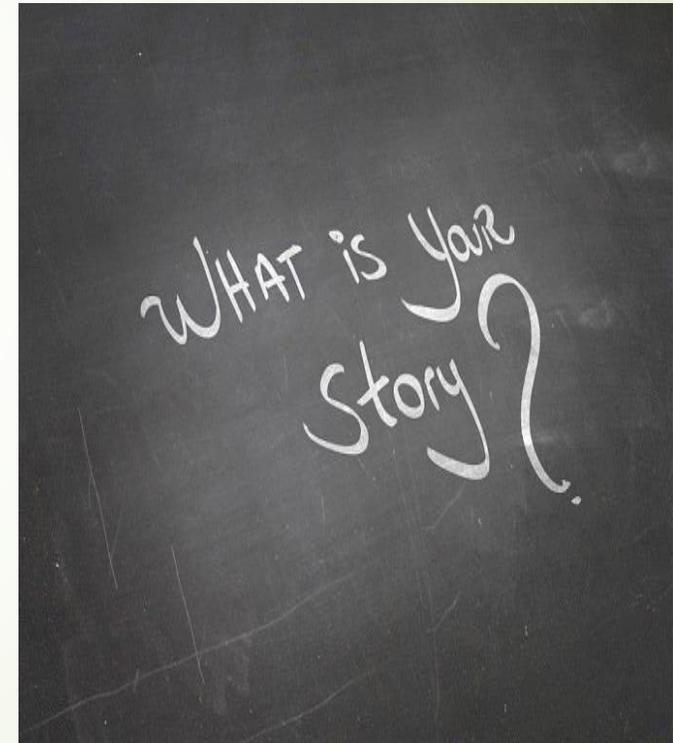


- ▶ The student reauthors his or her stories in a future oriented way.
- ▶ The student focuses on patterns and themes they wish to develop or diminish.
- ▶ The school counselor's role is to help the students clarify their choices, generate alternatives, and extend their plotlines into the future.

(Brott, 2004)

## Benefits of Narrative Career Counseling

- Provides a holistic picture of the student (Shepard & Marshall, 2000)
- Works well with all students developmental needs, particularly students in rural and low-income school districts
- Fosters resilience and improves career prospects
- Helps students to see their strengths and talents
- Helps students find meaning and purpose in their future careers
- Helps students see that they can be the author of their own stories



(Thomas & Gibbons, 2009)



# Adolescent Developmental needs

- ▶ A strong desire for autonomy
- ▶ View their thoughts, beliefs, and attitudes more correct than others
- ▶ Have a high sensitivity to personal criticism

(Thomas & Gibbons, 2009)

## Early Recollections



- ▶ Memories are screens for other emotional experiences (Freud, 1910)
- ▶ Memories are projections of the present day self onto the past – “stories of my life.” (Adler, 1937)
- ▶ Childhood memories are attempts to solve present day conflicts (Burness & Solomon, 1964)



# Taking Early recollections (ers)

- Build Therapeutic Relationship
- Ask the client if they are willing to engage in an activity concerning remembering events from childhood
- Direct the client to remember:
  - A specific scene or event – not something told to them about events
  - Preferably events before the age of 10 years old
  - Ask the client to tell the story of the event as if it were a film clip
  - Record event in writing – as accurately as possible
  - Ask about most salient moment in the event
  - As about emotion at the most salient moment



# Using ERs in Career Counseling

## Look for themes in the memories

- ▶ Themes are patterns and overall “lines of movement” that emerge from the data
- ▶ A qualitative process (both inductive & deductive)
- ▶ Techniques for developing themes



# Techniques for developing themes

- ▶ **Emotions** – reported by the client and gleaned from the use of empathy
  - ▶ How do these emotions influence decision making? (Hartung, 2011)
- ▶ **Private Logic** – Cognitive Schemes – Patterns of thinking and interpreting
- ▶ **Overuse and Underuse of strengths**
- ▶ **Look for patterns of striving** – what is the direction and goal of the client in the memory?
- ▶ Use Holland's (1994) categories: Values, Self, Others, Avoids, & RIASEC
  - ▶ Prestige, Self-efficacy (Tracey, 2013)
- ▶ **What helps the client be adaptable** – strengths and ability to survive (Concern, Control, Curiosity, Confidence) – Savickas, 2011 & Super, 1990
- ▶ **What themes help you understand the client's identity**
- ▶ **What is the client's meaningfulness gained in work endeavors**



# ER – Example 1

- ▶ **Headline: Family Flagged for Taunting Flipper**

- ▶ My mom, dad, and I went to Sea World for a family vacation in the summer. In this particular event, we were visiting the dolphin petting tank in which people could purchase a small carton of fish to feed dolphins. My mom and I were leaning over the tank feeding and petting the dolphins as my dad videotaped. We were enjoying ourselves petting the dolphins. We had run out of fish and my mom decided to use the carton that had fish smell on it to lure the dolphins over so that we may still pet the dolphins. At that time, a Sea World worker had come over to tell my mom to stop teasing the dolphins as the dolphins often accidentally eat the carton which harms their digestive systems. My mom apologized and put away the carton immediately. I felt humiliated that we had gotten in trouble.

- ▶ **Lifestyle Themes**



# ER – Example 1

- ▶ **Headline: A Door Smiles While a Child Cries**

- ▶ My mom and I had just arrived home from being at daycare all day. In the car, my mom had told me that we had hired someone to paint our front door and shutters red that day. It was a sunny spring day and I noticed the smell of the freshly cut lawn as I ran up driveway and up the three stairs to the front door. I stopped at the front door admiring the new glossy, burgundy color and inhaling the scent of the paint. Knowing the door was not yet dry, I took my index finger to the door and drew two adjacent dots and a large half circle in the wet paint. Examining the large grinning face in the wet paint, I felt satisfied and pleased with my work until my dad quickly reprimanded me for ruining the door. Only after I heard my dad's shouting did I realize I had done something wrong. I felt an immediate flood of remorse for having to make the hired person repaint the door.

- ▶ **Lifestyle Themes**



# Themes



- ▶ ER 1
  - ▶ Social and participates – interested & nurturing
  - ▶ Conscientious
    - ▶ Life is best when I know the rules
- ▶ ER 2
  - ▶ Intense detail noted
  - ▶ Artistic endeavors
  - ▶ Conscientious
    - ▶ I sometimes get carried away with the beauty of the world and forget the practicality
- ▶ Social (Community & Family) / Artistic (Color, Smell, Drawing) / Investigative (Intense Detail)



## ER – Example 2

- ▶ **Headline: That Time I went Missing**

- ▶ The most vivid memory I have from childhood was when I was approximately four or five. It was holiday time and I was terribly afraid of Santa. My parents took me to my neighbor's holiday party, where there were a lot of other children present and they told us that Santa would be visiting the kids later that night at the party. I remember freaking out and being so scared to see this man, that I hid underneath a table that had a long tablecloth blocking me from view. I remember hearing others trying to find me during the night, including my parents, but I was so paralyzed with fear that I stayed hidden. I remember hearing my parents calling 911 because they believed I had gone missing or had fallen in the pond that was on the property. Then I remember that someone finally found me... That person was Santa. He offered me play dough and I came out of hiding in better spirits. I have no recollection of why I was afraid of Santa.

- ▶ **Lifestyle Themes**



# ER – Example 2

- ▶ **Headline:** When I Killed the Easter Bunny
  - ▶ Interestingly enough, my next most vivid memory was around the same age and had to do with the Easter Bunny. I woke up on Easter morning and ran downstairs to see if the Easter Bunny had left baskets out for my sister and I. When I ran downstairs I saw that there was a trail of white cotton or powder that was an indication that the Easter Bunny had visited our house. I followed the trail which ended underneath the sofa in our living room. So excited, I jumped onto the couch and began jumping up and down wanting to find the Easter Bunny. In what I now realize was a joking voice, my dad said “Careful, all your bouncing might kill the Easter Bunny if he is under the couch.” Devastated, I checked all around the couch, couldn’t find the bunny, and was convinced that I had killed the Easter Bunny. I remember crying and crying. Then my parents told me that the Easter Bunny wasn’t real and they placed the cotton on the floor....
- ▶ **Lifestyle Themes:**



# ER – Example 2

- ▶ **Headline: “It’s back!”**
  - ▶ The funniest and last memory I can recall happened during probably 2<sup>nd</sup> grade. My sister had been watching the horror film, *Bride of Chuckie*, and I remember walking in the room and being terrified of the murderous doll I saw on the television. The next day at school, I remember feeling, what now I might refer to as paranoia. I had gotten a life size Barbie doll for Christmas and I was absolutely convinced that she was going to come to life like the doll in the movie had. I asked my parents repeatedly to get rid of the doll or donate it because I was so afraid. After a while, they finally agreed to donate the doll. When I had just gotten the doll out of my mind, a couple weeks later I was sitting in the backseat of the car in the garage, and I looked outside my window and saw the doll standing there, looking right at me. She was disheveled and appeared to have car grease on her, since she was clearly stowed away somewhere in the garage. I remember screaming “It’s back!!” over and over. My parents finally donated the doll after that incident.
- ▶ **Lifestyle Themes:**



# Themes across ERs

- ▶ ER 1
  - ▶ Holiday (social but cautious)
  - ▶ Fear of unknown (cautious)
  - ▶ Paralyzed
- ▶ ER 2
  - ▶ Social (family)
  - ▶ Curious & Active (exploring)
  - ▶ Devastated & Crying (fun can lead to hurting others – empathy)
- ▶ ER 3
  - ▶ Intense Fear (Went to parents – social)
  - ▶ Donated (social and empathy)
  - ▶ Intense Fear again (Parents – Social)
- ▶ Acuity to the environment – Cautious, Social and connected, Explore and adventure – Decision Making may be challenging?



# ER – Example 3

- ▶ **Headline: Getting Through My Guitar Lesson**

- ▶ Guitar lesson – I'm 7 years old... I have the recollection of a music stand and note reading book. Mr. D is exasperated that I am so slow to get through the music lines – He's impatient, frustrated. I can't do any better. Mom is present in the background and concerned. She interrupts Mr D pressuring me, says he hadn't made me read music before, and needs to take it at a slower pace. The lesson finally ends. After that, anxiety about upcoming guitar lessons. Feelings associated with the memory: discomfort, anxiety.



# ER – Example 3

- ▶ **Headline: Fun At Summer Camp**

- ▶ Community summer camp – 6 or 7 years old. I recall cabins and the campground. Daytime in the afternoon, a free space in the schedule to do what I want. I remember getting my BB gun to shoot at soda cans. One of the parents there reprimands me for using the gun at camp. My dad comes up and tells her that it's ok. Two of my other friends get their BB guns and we shoot soda cans for the next hour. I'm the best shot, very proud. Feelings associated with the memory: gratitude to my dad, confidence.



# Themes across ERs

- ER 1
  - Being pushed is not comfortable (Self-motivated and independent)
  - Anxiety when pushed by environment (may move away from stressor)
- ER 2
  - Independent and confident when following interests
  - Social (Dad & Friends)
- Social and independent, self-directed, introspective and self-knowledge (Investigative), Realistic activity (Shooting), May have struggled with asserting self when confronted?



# Case Study

Evan is a 10<sup>th</sup> grade student living in a rural, low-SES, ethnically diverse community. His parents divorced when he was in early childhood, about 4 years of age. He did not spend much time with his father as a child because his father lived 2 hours away. He recently moved in with his father and started attending the public high school there. Evan can't decide what career he wants to pursue. He has thought about college but the expense scares him. He has also considered the military because he likes planes. Using the Self Directed Search, Evan finds out that he is Investigative, Realistic, and Artistic. Evan consistently scores above average on standardized tests and has an IQ of 135. However, he does not perform well in school because he lacks confidence, is unmotivated, and dislikes school in general. Evan spends many nights playing on his computer and playing on his Sony PlayStation doing online gaming. He has very few friends and often misses school.



# ER 1

- ▶ **Headline: Halloween Fighter Pilot**
  - ▶ Halloween at a party store – Age 4 or 5. One of my earliest memories...It was Halloween. The air was cool and crisp and the leaves were gold, red, and orange. I love the look and smell of fall. I was probably 4 or 5. My mother brought me to a party supply store to find a costume. She asked what I wanted to wear. I wasn't sure. I couldn't decide between a super hero or a pirate. Then, I spotted a military uniform for the Air Force. I didn't know they had those, so, I was super excited about it. I started jumping up and down and pointing to it. I always liked watching the air shows and thought the pilots were so cool. I was so proud of my costume. I dressed as an air force pilot for Halloween every year after that.



# ER 2

- ▶ **Headline: Christmas with GI Joe**
  - ▶ Christmas at Grandparent's – Age 5. My next memory was when I was about 5. It was Christmas. My parents were divorced and we, my mother, me, and my sister, were living with my grandmother and grandfather. I had asked Santa for some army men, a GI Joe, and a camouflage jeep. I was worried Santa wouldn't be able to find where I lived. The next morning, I woke up and saw a bunch of toys scattered on the floor. All I could think about was whether I got those three things. Then, I saw them and went berserk! I played with those toys every day, acting out battles and saving the platoon.



# ER3

- ▶ **Headline: Summers in Papaw's Pool**
  - ▶ Grandparents pool – age 5 or 6. My other memory is when I played outside in the pool with my cousins at my grandparents' house. It was super hot that summer and the water in the pool felt so nice and cool. I learned how to swim from my cousin Adam. I looked up to him like an older brother. I always wanted to be like him. Anyway, the best part of swimming in the pool at my grandparents' house, was my Papaw picking me and my cousins up and letting us stand on his shoulders. Then, we would jump into the water. Sometimes, he would toss us into the pool or act like he was an alligator with his hands gaping open like jaws coming out of the water and trying to bite us. We would all scream and swim to the edge of the pool to safety. He was a lot of fun. He was a better dad to me than my own dad.



# Reflections on Evan

- ▶ Themes across Ers
    - ▶ ER1
    - ▶ ER2
    - ▶ ER3
  - ▶ Analyze the student's themes and patterns using Holland's Theory of Typed, Super's Life-Span Theory, Ginzberg's Adolescent Career Development Theory
  - ▶ What did you decide on his career typology, developmental level, strengths, interests, self-concept, values, etc.
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# Comments and Questions

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