

Development of scenario for Parents Counseling Simulation

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Abstract: In the school scene in Korea and Japan, teachers have many difficulties in parent counseling. The quality of parental counseling effects on teacher-parent relationship and student achievement. Therefore, beginning teachers need to learn the strategies of parent counseling. Parents Counseling Simulation(PCS) is a VR-based simulation that allows learners to interact with virtual parent avatars and learn parent counseling strategies. We will investigate teachers' difficulties and major themes in parent counseling. We will also explore the strategies to correspond with parent to develop a PCS's parent counseling scenario.

Keywords: Parent counseling, simulation, virtual reality

INTRODUCTION

In the case of Korea, novice teachers at the school site have difficulty in parent counseling. The quality of parental counseling has important role in reducing students' problem behavior(Kang & Kang, 2009; Kim & Ahn, 2015). It is necessary for novice teachers to learn parent counseling techniques. Parents Counseling Simulation (PCS) is a virtual reality based simulation in which parent avatars and learner can interact directly with each other. The goal of this simulation is to learn the parent counseling process, develop counseling skills, and develop counseling strategies.

In the case of Japan, there is a questionnaire result by the Ministry of Education in Japan that shows the response to the parents is one of the most burdensome works for school teachers. Many teachers suffer from the problem and have stress. We cannot neglect it because burdens increase more when they fail in parent counseling. Therefore, we will develop the scenario for applying PCS to reduce failure by learning appropriate correspondence. It can reduce the burden on teachers.

The purpose of this study is developing the PCS scenario for Korea and Japan. The main problems that occur in parent counseling and strategies in Korea and Japan are different. We will conduct a literature research on the major problems and counseling strategies that occur in the parent counseling scene in Korea and Japan. Based on literature research results, we will develop a parent counseling scenario in Korea and Japan.

RESEARCH DESIGN & METHODS

Major problem occurs in parent counseling

Through the literature survey, we investigated main themes and difficulties of counseling felt by teachers.

KOREA

First, Many teachers experience negative feelings during parents counseling. According to a study conducted by Hong and Lim(2014), many teachers should feel pressure to have a friendly relationship with parents, and the professionalism about resolving the problems. In particular, during the parent counseling process, teachers are said to experience negative emotions such as a feeling of being unrepresented as an expert and being attacked as opposed to a parent.

Secondly, Many teachers are having a hard time because of the increase in ADHD students. According to Seo, Kang, and Yang(2013), the proportion of students with emotional behavioral problems is on the rise in modern Korean society. Most teachers complain of the difficulties of teaching ADHD children because they are absorbed in their own behavior, which is not well attended or followed, and not even interested.

JAPAN

The serious problem in japan is helicopter parents. It's called monster parents in Japan. According to a study conducted by Kamiya and Sakamoto(2012), monster parents request hard demand that beyond the common sense. And the reason why the parents become a monster parents is some of parents are

overprotective and unskilled humanity. they come to school and request a lot of thing. And if their request doesn't pass, they complain about school.

Counseling strategies

Korea

First, establish a positive counseling relationship with parents. According to a study by Kim and Ahn (2015), teachers recognized that forming counseling relationships with parents is most important for effective parent counseling. The counseling relationship is recognized as an important factor in the success of counseling. In order to establish a positive counseling relationship with parents, strategies such as 'to tell positive stories first rather than negative stories', 'strategies to listen to parents', 'a message that parents and teachers themselves' are helping children together and 'delivering strategies' can be used.

Secondly, communicate with honest and positive attitude. According to Choe(2006), teacher must have an attitude of honest speaking to their parents. In expressive choice, positive expressions of students' problems help parents to accept problems, so they should use strategies that express student's problem behavior in an honest and positive manner. (Woo, 2018).

Japan

First, calm parents. When parents come to school to request hard demand, teacher should suggest parents to move to a quiet place. A quiet place can calm parents. And the two teacher have to deal with the problem together. One has to talk to the parents and the other has to record the conversation.

Secondly, pay attention to the parents' needs. Some parents do not know how to care for their children and often lack confidence. Therefore, it is necessary to constantly communicate with parents and understand the needs of their parents.

Finally, respect parents' opinion. Parents are not sure how to take care of their students. That is why teacher should be more grateful for the parents' opinions and say they should reflect their opinion to hold a teachers' meeting.

RESULTS

Based on the above literature survey, we developed each scenario.

Korea

T: Good to see you ma'am.

P: Hello, Teacher. This is Sunwoo's mother.

T: It would not have been easy to get your time.

P: Oh, It's Ok. Is Sunwoo have any problem at school?

T: You should have been worried about getting contact from the school. Please easy your mind.

T: Sunwoo likes P.E. He got A score in P.E. class.

P: He is good at sports.

T: Yes, he does very well at sports. Then, what do you think about Sunwoo's school life?

P: Former teacher said, there is no problem. Everything is pretty good. Isn't it?

T: Yesterday, Sunwoo suddenly woke up in Math class, and he walked around the class about 7 minutes. Sunwoo often shows this behavior. I cannot just let that happen, and I keep worrying children around him can think Sunwoo as a problem friend.

P: I know, he is little distracted.

T: What do you think about him?

P: OK. Frankly, last year, teacher gave good guidance to my son. But this year, I think that you treats him too badly.

T: Why do you think like that?

P: I know, my son has problem. My son has been bullied before. It was really hard time to him. You cannot understand me because you do not have a child.

T: That would have been a big hurt to you. I think you're very upset.

P: Thank you for understanding me.

T: When teaching Sunwoo at home, was there any way that worked?

P: When he kept the promise, the way to give candy was effective.

T: Then I will make a promise checklist at school so that if Sunwoo keeps his promise, I will use the compensation method.

P: I see.

T: At home, please make a promise checklist and instruct him. And encourage Sunwoo steadily.

P: I'll do that.

T: Thank you for your time. If you have any further questions, please feel free to contact me.

P: I would like to ask my son.

Japan

P: Mr. Sato! Please put my son to a different classroom with Yu-ki!

T: Please calm down, Mrs. Sugimoto. Shall we move to a quiet place where we can talk calmly?

T: OK. What is your problem?

P: Mike's friend, Yu-ki is a naughty and vulgar boy. I worry that Mike will be effected by Yu-ki. Could you separate their classroom?

T: Sorry Mrs. Sugimoto. It is difficult for us to change their classroom. But please don't worry about it. If they have some troubles I will deal instantly with it.

P: It's too late if a problem happens. I'm afraid that Mike will be involved in misconduct. Can you take responsibility if it happens?

T: Well... How does Mike think about Yu-ki?

P: He thinks Yu-ki is the best friend. However, Yuki often uses some inappropriate words and slang. So, I worried that Mike is affected and behaves like him.

T: I see. I understand what you want to say. I share what we talked on teacher meeting. And I will carefully monitor their behavior and tell you as soon as possible when I find something unusual. So you don't have to worry.

P: OK. I'm counting on you.

DISCUSSION

The following points can be discussed for this study. First, this study covered the major counseling situation, but it is limited to one scenario. Because there are so many themes and difficulties of parent counseling occur, various scenario need to be developed.

Secondly, it is need to verify the effectiveness of scenario developed. Scenarios were developed through literature survey, but no attempt was made to verify their effectiveness. A review should be conducted of experts, such as teachers and counselors, to examine the effectiveness.

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