1. Elements of psychology and child counselling
   1.1. Child’s cognitive development
   1.2. Way of communication between the child and counsellor
   1.3. Child game
2. Elements of psychopathology and approaches in counselling
   2.1. The main categories of psychopathology in child
   2.2. Transfer to child
   2.3. Ways of approaching in child counselling
3. Integrative programs for child counselling
   3.1. Individual counselling and group counselling
   3.2. Integrative program for child counselling "Wizards school"

Objectives: after studying this chapter, students should be able to:
1. define the main psychopathological categories in children
2. apply the basic principles of child counselling
3. evaluate the opportunity of child integration in a program of counselling or personal development

Recommended bibliography:
3. Ellis, Albert; Bernard, Michael, 2003, Terapia rational-emotivă si comportamentală în tulburările copilului si adolescentului, Romanian Psychological testing Services, Cluj Napoca.
The chapter “Child Counselling – Child Psychopathology” has a particular relevance for psychologists and social workers, who frequently encounter children with various disorders, particularly behavioural disorders. Many psychologists find it difficult to approach the problem child in school. The chapter describes specific modalities of intervention, namely group counselling for children, which can be organized both in school and beyond, as well as intervention techniques for children and families in individual counselling.

1. ELEMENTS OF PSYCHOLOGY AND CHILD COUNSELLING

To understand the means of intervention in children with problems you need to know the development stages of children, and problems that may arise regarding the individuation and attachment, so the advisor can choose the means to appropriate psychological intervention. The child, unlike adults, can often have difficulty verbalizing emotions, so that the mode of communication between counsellor and child will be specific to the child's age, including modalities such as play, imaginary dialogue and drawing. Therefore it is necessary to identify psychopathological elements in play or in drawing of children.

2. ELEMENTS OF PSYCHOPATHOLOGY AND APPROACHES IN COUNSELLING

The second section describes the major categories of psychopathology in children, namely those commonly encountered in practice, such as behavioural disorders, ADHD, autism, mental retardation, speech disorders, anxiety, enuresis and encopresis. Main approaches are also discussed in counselling children, both in individual counselling, as well as in the group, as well as specific aspects of the transfer to the child.

3. INTEGRATIVE PROGRAMS FOR CHILD COUNSELLING

Currently, the integrative types of intervention programs are considered to be the most effective in child guidance. The third chapter presents such an integrative program, applicable both in individual counselling, as well as in the group. There are highlighted issues
related to group counselling, the research showing that the results obtained through group counselling are higher than those from individual counselling. Both in theory and in practice, the program includes elements of therapy, through games, gestalt, clinical hypnosis, psychodrama, bible therapy, art therapy, neuro-linguistic programming, counselling, cognitive-behavioural and psychodynamic counselling. The intervention techniques and their enforcement are described.

3.1. INDIVIDUAL COUNSELLING AND GROUP COUNSELLING

3.1.1. Group counselling versus individual counselling to children

Studies show that group interventions for children of school age are effective when it focuses on school behaviour, self-esteem, interaction skills with peers, social learning and insight and when the power and abilities of every child are highlighted in the process (Satterfield and Schell, 1998). Brief therapy group focused on solutions (SEBT) aims to proactive change, structuring the therapy sessions so as to use the resources and strength of each member of the group to focus on present and future and to hold therapy meetings orientated towards the goal (Berg, 1994, La Fontaine and Garner, 1996). De Shazer (1994) said that the questions directed towards a goal lead to the customer recognition of possible solutions.

3.1.2. Group counselling benefits

Studies show that play therapy is effective in the treatment of abused children for decreasing aggression, improving emotional adjustment of children from divorced families, reducing stress and anxiety in hospitalized children, improve symptoms in autistic children blind adaptation, reduce fear and anxiety and reduction adaptation.

Social skills training programs of intervention are the main therapy for children with social communication difficulties, and studies show that these social skills are learned most effectively in groups (Lod, 1995). Cognitive-behavioural therapy (CBT) training and children's social probabilities are advising parents effective ways to treat behavioural disorders and antisocial behaviour in young children (Bernazzani and Tremblay, 2006, and Beelmann Losel, 2006, Van Manen, Prins and EmmelKramp, 2004).
3.2. INTEGRATIVE PROGRAM FOR CHILD COUNSELLING
"WIZARDS SCHOOL"

3.2.1. Theoretical fundaments

Based on the story of Harry Potter, the structured program "Wizards School" is a 12 steps program with application in personal development and group therapy for children (which can be adapted for adults), based on creating an inauthentic context, which contributes to the "extended informal induction of trance". In a school of magicians we can learn everything, we can to give free rein to imagination, fantasy and creativity, we can learn spells that would "undo" any previous bad. "Magic" is a therapeutic ritual. The actual deployment in a story is an informal form of trance induction. Context is automatically created and expectations are developed. Processing techniques themselves are the lessons from Hogwarts School of Harry Potter. According to Gane (2006), Dumbledore acts as a psychotherapist in the volume of Harry Potter series, the therapeutic process and change is viewed primarily from the psychoanalytic perspective. On the other hand, therapeutic interventions are discussed in Harry Potter Ericksonian perspective.

The Wizards School is theoretically and technically an eclectic / integrative approach, taking into account the principles of Ericksonian hypnotherapy, CBT, bible therapy, play therapy, psychodynamic psychotherapy, client-centred therapy, art therapy and family therapy. The structure complies with the classic fairy tale: the child is helped, first by the therapist, which is part of the tale (teacher, "witch expert") and on the other hand, by the "magic items" that the child learns to make and use, objects with multiple functions: support, anchor therapeutic ritual therapy, behavioural task, projective techniques and means of solving problems. In terms of Jungian psychoanalysis of fairy tale the hero is one who restores health (healthy conscious state) and Wizards School program is the client himself, who is the hero of the fairy tale with witches, and possesses the necessary knowledge and fantastic elements therapeutic change.

3.2.2. Counselling program structure

"Wizards School" program follows the model of the therapeutic story. The story is the wizards school itself, a school where children learn how to make changes. Given that for the child, the fantasy world is as real as the reality surrounding world by the age of 7-8 years and that after that age there is a potential hypnotic peak at 12-14 years, the therapeutically
explanatory story is very credible to the child. The story of psychotherapy is perceived by the child in the same way as the adult understands psychoanalysis or hypnosis, or other psychotherapeutic methods. It is unnecessary to explain the principles of CBT to the child. But the principles of a school of wizards are easily assimilated and understood by the child. At the same time, the child memory is accessed and it is driven the unconsciously search and access to things already known. Most children know the story of the famous Harry Potter and the Hogwarts School of witchcraft. Just as adults had heard of Freud and many adult customers in psychotherapy think that the source of their problems is in childhood, (because it is known that Freud said so), in the same way, the sorcerers school for children is automatically associated with Harry Potter or wizards and Hogwarts or stories. Therapeutic rituals serve to reinforce the story. Which is why therapeutic rituals (magic formulas, reaching the magic wand, etc..) are used extensively in the Wizards School program. Speaking to children younger than 7 years old, the Wizards School program is in addition to a psychotherapeutic credible ”story”, a play structured by rules, such as folding the child's need for structured games with rules in the 7-11 years old period.

3.2.3. Intervention Techniques

Technically and methodologically, the Wizards school program approaches rather to the supportive psychotherapy, the main techniques used are focused on problem-solving strategies, alternative modes of perception of the situation and the self, awareness of available help and support child, coping strategies and solving immediate problems. One focus of the program is establishing a relationship of trust with the therapist. There are included a series of projective techniques based on the insight-oriented theory. Finally there is a wealth of techniques borrowed from Ericksonian hypnotherapy, guided imagery and relaxation techniques, and techniques of ”informal hypnosis” based on hypnotics or proto-hypnotic skills of the child, depending on its level of development.

CHAPTER SUMMARY

The chapter reviews the child's cognitive development, guiding the counsellor on interventions that can be applied to the child, in age groups. It describes the main categories of psychopathology in children, while explaining the criteria for inclusion in counselling or personal growth groups, discussing issues relating to transfer, play and possibilities of
pathological communication with the child. The chapter includes references to the three trends in child counselling, cognitive-behavioural approach, psychodynamic approach and integrative approach. There is described an integrative program of intervention in individual and group counselling.

**KEY CONCEPTS**

1. child's cognitive development
2. game
3. child transfer
4. individual counselling
5. group counselling
6. integrative program of counselling to child

**BIBLIOGRAPHICAL REFERENCES**


4. Ellis, Albert; Bernard, Michael, 2003, Terapia rational-emotivă si comportamentală în tulburările copilului si adolescentului, Romanian Psychological testing Services, Cluj Napoca.


7. Hall, Kenneth, 2000, The Asperger Syndrome: The Universe and Everything,


OTHER USEFUL RESOURCES
