

*This short book is about making some adjustments in school policy with reference to school psychological and counseling services that is intended to improve the overall effectiveness of high school students in their matriculation into adult society.*

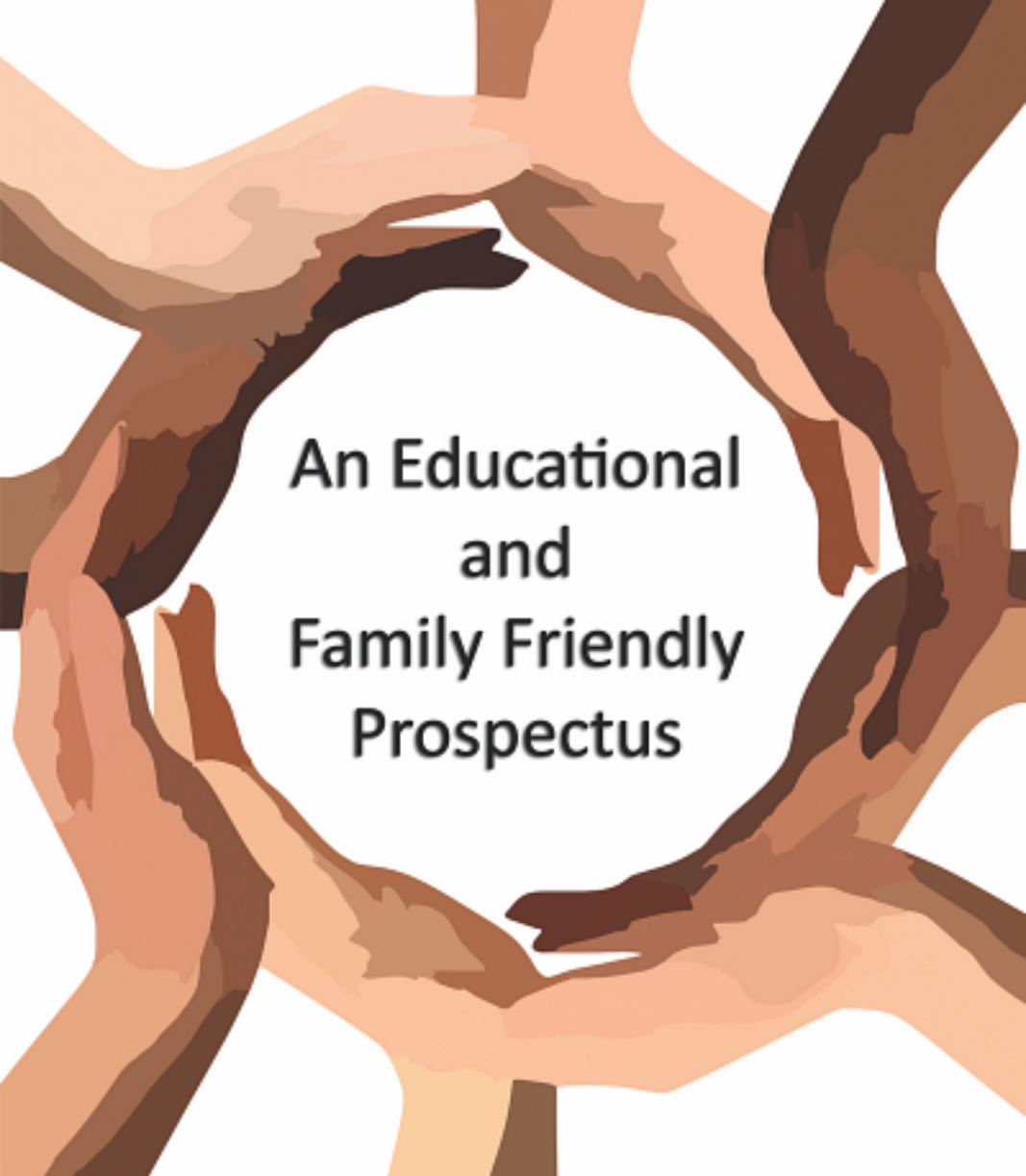
## **AN EDUCATIONAL AND FAMILY FRIENDLY PROSPECTUS**

By Harry Gael Michaels

**Order the book from the publisher [BookLocker.com](https://www.booklocker.com)**

**<https://www.booklocker.com/p/books/11876.html?s=pdf>**

**or from your favorite neighborhood  
or online bookstore.**

An illustration of several hands of various skin tones (light, medium, and dark brown) reaching in from the sides and top, holding a large white circle. The hands are rendered in a stylized, flat-shaded manner. The white circle is centered and contains the title text.

**An Educational  
and  
Family Friendly  
Prospectus**

**Harry Gael Michaels, MA, LMFT, LEP**

Copyright © 2021 Harry Gael Michaels

ISBN: 978-1-64719-611-0

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, recording or otherwise, without the prior written permission of the author.

Published by BookLocker.com, Inc., St. Petersburg, Florida.

Printed on acid-free paper.

BookLocker.com, Inc.  
2021

First Edition

## **DISCLAIMER**

This book details the author's personal experiences with and opinions about child development. The author is not a licensed M.D.

The author and publisher are providing this book and its contents on an “as is” basis and make no representations or warranties of any kind with respect to this book or its contents. The author and publisher disclaim all such representations and warranties, including for example warranties of merchantability and all advice for a particular purpose. In addition, the author and publisher do not represent or warrant that the information accessible via this book is accurate, complete or current.

The statements made about products and services have not been evaluated by the U.S. government. Please consult with your own legal, accounting, medical, or other licensed professional regarding the suggestions and recommendations made in this book.

Except as specifically stated in this book, neither the author or publisher, nor any authors, contributors, or other representatives will be liable for damages arising out of or in connection with the use of this book. This is a comprehensive limitation of liability that applies to all damages of any kind, including (without limitation) compensatory; direct, indirect or consequential damages; loss of data, income or profit; loss of or damage to property and claims of third parties.

You understand that this book is not intended as a substitute for consultation with a licensed medical, legal or accounting professional. Before you begin any change your lifestyle in any way, you will consult a licensed professional to ensure that you are doing what's best for your situation.

This book provides content related to education topics. As such, use of this book implies your acceptance of this disclaimer.

# Foreword

Having spent my career working with young people and parents it made me reflect on how I found my way into the educational mental health field. Well, it was because of my own experience as a youth. It occurred to me that the best way I could make some contribution after retirement was to present a few items of information that might help a young person matriculate into the adult world a bit more efficiently than I did and help parents in their arduous and gratifying task of raising their children.

When I got out of high school, I didn't have the slightest idea what to do with my life—so I went to college and, after college, I still didn't know what to do so I went into the Army. After my Army service I still didn't know which way to go so.

It took a long time for me as a young person to find my way into the adult world of work and relationships and develop a sense of direction and purpose. It seems, now, so wasteful to bang around from one job to another as a kind of trial and error method when there are so many

good resources available today to get it right in the first place.

Eventually, after many dead-end jobs and a waste of valuable time, and narrowly avoiding becoming a delinquent citizen myself, as is unfortunately, the case with too many kids, I happened to find a job in law enforcement as a juvenile probation officer. Then, after going on to do graduate work I went into school psychology and child development earning State licenses in Marriage, Family Therapy and Educational Psychology.

Today's complicated world is more problematic for many young people matriculating into adulthood. One can easily get sidetracked if not fully aware of his or her identity and potential; that is; interests, capabilities, goals, social disposition and temperament. Young people of America will, in the very near future, be taking the reins of power in setting the course and destiny of this Country which is to carry the torch of liberty (with responsibility, I might add) to realize one's destiny with freedom from oppression and open doors for unfettered opportunity.

Whenever I start to write about this subject I always seem to start out with some historical perspective and then proceed with the real issue at hand. Those of us who have lived through many episodes of recent U.S. history have seen many changes—some good and some not so good, however, the trend is always onward and upward.

The important issue, it seems to me for young people is how to effectively join the adult world with less stress and confusion, which, in these times, is far more complicated and competitive than it was when I was a teenager.

When I was a young guy, life revolved around winning the great world war (1939-1945) and everyone was dedicated to that purpose so there was a feeling of true unity, cooperation and brotherhood among all the peoples of America—the alternative was unthinkable.

Jobs were plentiful and easy to learn. Young people could pick and choose where they wanted to start their careers. Company business ethics dictated that employment could be reliably maintained for an entire life of service with loyalty to a company culminating in a



dependable pension and medical benefits for the rest of one's life and that of his spouse. I use the term "his" because back then the norm was for women to remain at home and tend to the young children while the men were responsible for earning the family income. Traditionally, women were not thought to be responsible for providing financial security. Rather, the woman's primary job was to function as a stay-at-home mother and home maker making sure the needs of the children were of primary consideration and the homestead was kept in order.

Over the following years massive changes occurred to alter the composition of the social/political fabric of the nation together with the advent of high-tech industries. In the 60s there emerged an upheaval and rebellion of established norms of living and young people discovered drugs as a way of implementing their fantasies of a better way of life. When the 60s rolled around we became embroiled in a very contentious war in southeast Asia and a social/political revolution regarding racism and injustices toward minority groups and questionable justification for entering the civil wars in southeast Asia.

New ways and explorations led in to a launching of a “tuning in, turning on and dropping out” as advocated by the Pied Piper of the Haight/Asbury, the drop-out psychology professor from Harvard, Dr. Timothy Leary.

This period in American history began with great challenges to the stability of our democratic republic and established institutions. Liberal and conservative factions began to take extreme positions and our political leaders became more adversarial in governing.

Technology zoomed upward and gave us a way of communicating throughout the world with mobile devices. While medical science, cyber technology, sociology and psychology gave us useful knowledge and better ways to manage our lives the exploiters were seeking ways to undermine our essential stability and security for their own benefit and self-interest. Our government and corporate leaders began a digression into inordinate partisan self-interest and tragic mistakes were made such as the failure of congressional oversight to stem the rising avaricious behavior of irresponsible Wall Street gamblers. Corporate greed tended to exploit hostile engagements around the world by seeking excessive and bloated military contracts

which President Dwight Eisenhower warned us about which he called the Industrial/Military Complex. Another major problem of that era was the mishandling of domestic affairs with reference to the rights of minority groups. The world had become very complex and perplexing to all of us.

So, how can young people reduce their anxiety about entering the adult world in a sensible and purposeful way? Trial and error wastes valuable time, taking whatever is handed to us won't bring satisfaction necessarily, and accepting the first opportunity that comes along can prove unfortunate in the long run. In other words, it is very important for a teenager to establish his or her identity by an understanding of themselves and how to relate themselves to the world of work and the world of adult relationships.

All this starts, or ought to start, with the primary relationships in the family—with a solid base of belonging, valuing and development of competence within a background of essential trust. In my view, it is essential for our society to enable mothers to be with their small children until they are well established in school. Someone

once said that, “children need roots and wings” i.e. (emotional security and a sense of competence and then the freedom to explore the world of work and relationships). It has also been said that, “the hand that rocks the cradle, rules the world” indicating how important it is for a child to have the attention and emotional support it needs from its most significant other persons in their lives so they can confidently make their meaningful contributions to the world.

Too many families, today, are highly stressed in today’s American society and children are often neglected when they need the attention of their parents the most. Stress filters down to the children and creates anxiety and self-doubt. Too many young people are fearful and confused about the world they are about to inherit. An emotionally secure and tuned in mother and father can help their child along the way of their developmental tasks so they can experience basic trust and emerging autonomy instead of self-doubt; initiative and competence, industry and assertiveness instead of inferiority; and identity instead of confusion. (see Erik Erikson)

By the time a young person has graduated from high school and into their 20s they ought to have a firm grasp of themselves, who they are, a firm understanding of their interests and aptitudes, social disposition and the things they value.

All this self-knowledge ought to start in the home when a parent notices what objects and events seems to capture the child's interest, attention and pre-occupation. As the child grows older, exploration should be encouraged. Efforts and mistakes can be allowed with encouragement (within limits of safety, of course) because a child must learn it is not a disgrace to fail at an honest attempt. In other words, encouragement works much better than scolding and criticism when it comes to helping a child develop a sense of self-competence and hence self-confidence.

I have always believed that one of the important roles of a school psychologist is to serve as an adjunct assistant to parents in how to understand the tasks of healthy child development since they are trained in that discipline or ought to be. As parents we can all learn better ways to launch our children more effectively into adulthood. So, the

school psychologist ought to be available for assistance, consultation and instruction to parents and school personnel and students rather than the heavy burden of psychological and educational testing. The testing can be and ought to be done by credentialed school psychometrists for which they are especially trained.

As the child enters the school experience a well-trained and perceptive teacher can further the child's development by continuing what the parents have begun, i.e. helping the child further discover the world of things and people in a productive way. Good teachers, for a child in those early formative years are a treasure and ought to be rewarded as such. They set the tone and character for children in how they develop attitudes toward learning and responsible productivity.

The elementary grades ought to be an experience of further exploration both academically and in a community sense so that budding interests and aptitudes can be explored by each student as well as the concept of what it means to be a member of a community. I believe this is being done in some areas but sadly neglected in others.

Another important consideration has to do with the deterioration of professionalism among teachers. The structure of the institution of education (much as a corporation with management and labor) signifies a public perception of teacher's having an inferior status to administrators. Administrators are paid far more than teachers and are thought to have much more responsibility however, it is the teacher that ought to be regarded as the true professional and ought to be financially rewarded as such. How much more responsibility it is that a teacher educates and molds the character of its emerging American citizens.

In the high schools and community colleges, the schools, then, can support and encourage the continuation of this character development through exposure and guidance toward their inherited and learned propensities. The schools can provide the knowledge and skills necessary to develop the natural inclinations of the young person as well as the institutional foundations of the nation. Schools can encourage the matriculation into the adult "world of work" by providing realistic experiences in the community with actual time in a responsible tutorial or apprenticeship job. I started a program like this when I was

the guidance counselor at an American school in Brazil. I placed seniors in various jobs according to their expressed interests for half a day twice a week and it proved very instructive for the students and they appreciated the realistic introduction to what a job is all about.

Quality relationships can be studied so a young person understands the difference between a co-dependent and a healthy relationship before they choose a life-mate. A young person must understand the difference between a co-dependent relationship and one that stands with maturity and independent responsibility between both partners. There are tests that can and ought to be made available in the high schools for those in need that can greatly assist an unsure student as to his or her emotional maturity, abilities, interests, aptitudes, social disposition and uniqueness as to relating him or herself to the adult world of civil responsibilities and relationships.

Finally, in closing it is my unquestioned belief that the future of America has a bright and purposeful destiny with its upcoming generations. It only needs to be seeded with the important values that every parent wishes to impart to the child along with the affinity and cooperative spirit of a



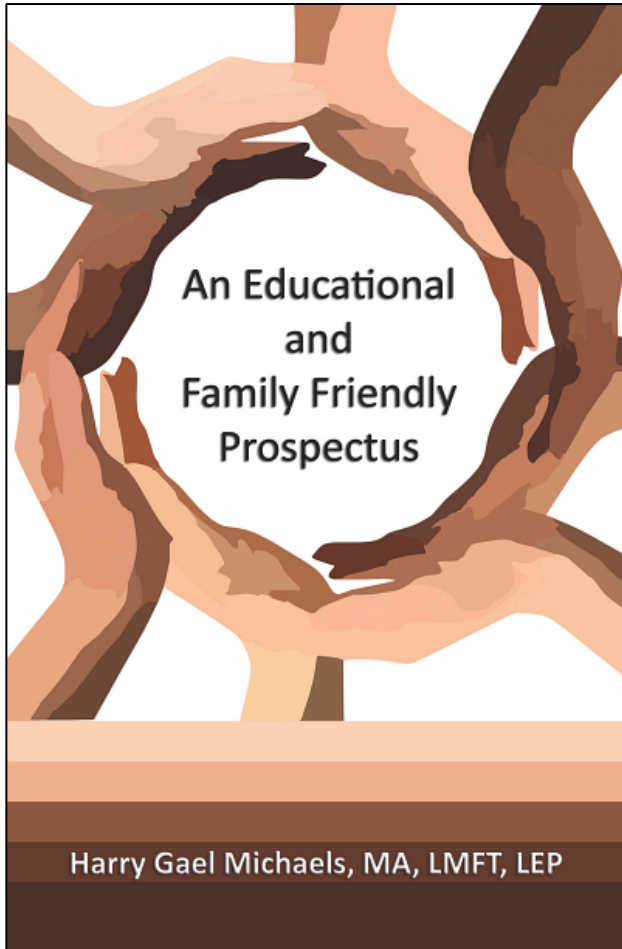
*Harry Gael Michaels, MA, LMFT, LEP*

interested community and a quality and professionally staffed school system.

# CONTENTS

Introductory Statement .....	1
Family Dynamics, Intercession and Preparation.....	3
Synopsis for: How Goes It with America.....	13
Protocol for Family & Student Services .....	21
Family Dynamics, Intercession and Preparation and Scale for the Assessment of Wellbeing .....	21
Protocol for School Psychological Services.....	25
Protocol for Career Consultation and Orientation.....	27
Why Career Assessment.....	27
School History Survey .....	33
Student Evaluation Survey .....	35
The Basic Career Assessment Enhanced Version ....	41
The Career Assessment Inventory-Enhanced (CAI).....	41
The Vocational Preference Inventory .....	42
Career Orientation Placement & Evaluation Survey.....	42
The Quest for Suitable Employment.....	47

The Resume .....	47
Studying the Market.....	49
What type of organization or private enterprise interests me? .....	50
Making the Initial Contact and Preparing for the Employment Interview .....	52
Preparing for the initial employment interview. ....	53
Making it All Work for You .....	55
Bibliography .....	57



*This short book is about making some adjustments in school policy with reference to school psychological and counseling services that is intended to improve the overall effectiveness of high school students in their matriculation into adult society.*

## **AN EDUCATIONAL AND FAMILY FRIENDLY PROSPECTUS**

By Harry Gael Michaels

**Order the book from the publisher [BookLocker.com](https://www.booklocker.com)**

**<https://www.booklocker.com/p/books/11876.html?s=pdf>**

**or from your favorite neighborhood  
or online bookstore.**