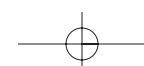


Section I

ACADEMIC MOTIVATION



GOOD NEWS AND BAD NEWS OF MAKING IT IN SCHOOL

GOALS OF THE EXERCISE

1. Recognize that all behavior has consequences.
2. Identify the unconscious goals of underachievement.
3. Identify the hidden fears of achievement.
4. Establish strategies necessary to attain future goals.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO ACADEMIC MOTIVATION

• Career Planning	Attributes for a Successful Career	Page 118
• Responsible Behavior Training	Decision Making	Page 275
• Oppositional Defiant Disorder (ODD)	Responses to Praise, Criticism, and Encouragement	Page 223
• School Refusal/Phobia	School Days in a Perfect World	Page 296

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Attention-Seeking Behavior
- Career Planning
- Responsible Behavior Training
- Oppositional Defiant Disorder (ODD)

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

Every action has consequences. Behaviors that are repeated have consequences that make students feel better or validate their internal view of the world. Many actions have both positive and negative consequences; for instance, skipping a day of school (a strategy for underachievement) may give the student time to relax and watch TV (positive consequences) but also create more work to be completed upon his/her return to school and additional frustration trying to keep up with class discussions (negative consequences). The student who uses a successful school strategy (e.g., working for high

Counselor's Overview

grades) may feel a sense of accomplishment, be recognized by teachers and parents, and viewed by peers as smart (positive consequences) but may have higher expectations imposed, be viewed as a nerd, and may have to do more work to maintain a high level of performance (negative consequences).

This activity will help the student recognize the reinforcing consequences of his/her behavior, the unconscious goals of underachievement, and the underlying fears of achievement. Once the reinforcing consequences are identified, the student will be free to determine if current self-defeating behaviors are likely to achieve long-term goals and future expectations. Positive strategies for achievement can then be substituted for strategies that currently contribute to underachievement.

Exercise I.A

GOOD NEWS AND BAD NEWS OF MAKING IT IN SCHOOL

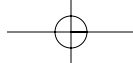
All behaviors have consequences. Responsible behavior in school helps you successfully complete work assignments, achieve better grades, and progress toward your future goals. Irresponsible behavior in school results in lack of knowledge and failure to reach your long-term goals. However, each behavior has some positive and some negative effects; for instance, although paying attention and raising your hand to participate results in increased knowledge and positive relationships with your classmates and teacher, this self-control takes time and effort. When you weigh the positive and the negative effects of your current behavior, you will be able to determine whether your actions contribute to or detract from the results you want to achieve.

Review the following list of strategies for personal and school achievement and underachievement and add some of your own ideas or strategies. Brainstorm the positive (Good News) and negative (Bad News) consequences of each strategy and record your ideas. Analyze your behavior and compare the strategies you use now to the strategies you will need for meeting your short- and long-term goals.

Strategies for Personal Achievement	Good News	Bad News
Raising my hand in class:	<i>Teacher appreciates my self-control</i>	<i>I have to wait my turn</i>
Listening to instructions:	<i>I know what I'm supposed to do</i>	<i>I don't get to fool around in class</i>

Write the good news and bad news consequences for each strategy.

Doing my homework:	_____	_____
Attending school regularly:	_____	_____
Studying for an exam:	_____	_____
Participating in class discussions:	_____	_____
Asking the teacher for help:	_____	_____
Getting tutoring:	_____	_____
Working with a mentor:	_____	_____



Exercise I.A

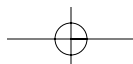
Getting an A:	_____	_____
Testing out in math:	_____	_____
Taking excruciated classes:	_____	_____
Belonging to an academic club:	_____	_____
College acceptance:	_____	_____
Getting a good job:	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

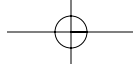
Strategies for Underachievement	Good News	Bad News
Skipping school:	<i>A day of leisure</i>	<i>More work to complete at school</i>

Write the good news and bad news consequences for each strategy.

Forgetting homework:	_____	_____
Not participating in class:	_____	_____
Daydreaming:	_____	_____
Being a couch potato or video-game nerd:	_____	_____
Being tardy for class:	_____	_____
Refusing help from the teacher:	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Strategies I am Currently Using	How This Helps Me	How This Hurts Me
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

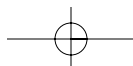
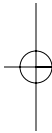
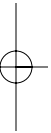




Exercise I.A

Strategies I Will Need in the Future

How This Will Help Me Achieve my Goals



PERSONAL BEST

GOALS OF THE EXERCISE

1. Measure goal achievement in personal terms.
2. Break long-term goals into smaller achievable segments.
3. Affirm self for progress made toward long-term goals.
4. Recognize goal achievement as an ongoing process.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO GOAL ACHIEVEMENT

- | | | |
|---------------------------------------|------------------------------------|----------|
| • Career Planning | Attributes for a Successful Career | Page 118 |
| • Oppositional Defiant Disorder (ODD) | Chore Report Card | Page 218 |
| • Attention-Seeking Behavior | Student Self-Report | Page 91 |

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Learning Difficulties
- Oppositional Defiant Disorder (ODD)
- Responsible Behavior Training

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

A *personal best* is an achievement signifying the student's best effort to date. Emphasizing personal best can help students with various talents and abilities experience a sense of accomplishment as they work toward both short- and long-term academic, social/emotional, athletic, or personal goals. Each short-term goal reached becomes a new personal best accomplishment.

This exercise reinforces the idea that goal achievement should be measured in terms of personal progress, not by competing or comparing oneself with family members or other students. Ask the student to select a skill he/she would like to improve (e.g., cursive writing, math, computer applications, spelling, or a foreign language). Assist the student in determining a baseline level of performance (current level of functioning), a specific long-term goal, and a general short-term goal that can be used to identify and track

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progress (e.g., incrementally increasing legibility, speed, or, fluency; improving test scores; or increasing length of workouts or practice sessions).

Review the "Personal Best" activity with the student during each counseling session to ensure the student's up-to-date completion of the chart and graph, affirm the student for the progress made, and encourage the student's continued effort toward the long-term goal. This activity can be used to track progress toward goal achievement in several skill areas if student motivation and circumstances warrant.

PERSONAL BEST

Choose an activity or academic subject that you would like to improve. Determine how you are going to measure your progress (e.g., grade, work sample, self-assessment, time on task, coach's rating). Before you begin to work, measure your performance on the subject or skill you have chosen to improve. This will be your baseline level of performance. If you are trying to improve your spelling scores, your baseline may be only two or three correct words on a quiz. If you are measuring your improvement in jumping rope, your baseline may be 5 or 10 jumps. As you study or practice, your skill will improve and you will achieve higher levels of performance. Each improved level that you measure is a personal best.

Record your improvement in scores, grades, or another method of assessment as you progress weekly or monthly throughout the year. Use the Personal Best Graph to record progress in one area of skill development. Shade in the graph and record the date of each personal best on the graph to measure both short- and long-term goal achievement.

Example

PERSONAL SKILL DEVELOPMENT

Subject/Activity	Unit of Measurement	Baseline/Date	Date and Improved Grade or Score
<i>Cursive writing</i>	<i>Handwriting samples</i>	<i>9/1: Name only</i>	<i>10/1: Writing whole alphabet and 25 words</i>
	<i>Letter to parents</i>		<i>12/1: 50 words</i>
	<i>Class assignments</i>		<i>3/1: 200 words</i>
			<i>6/1: All assignments legible and in cursive</i>
Short-Term Goal	Long-Term Goal	Percent of Progress Toward Goal	
<i>Increase speed and legibility</i>	<i>All assignments legible and in cursive</i>	<i>10/1: 10%</i>	
		<i>12/1: 50%</i>	
		<i>3/1: 75%</i>	
		<i>6/1: 100%</i>	

Exercise I.B

PERSONAL BEST GRAPH

Tracking My Personal Progress

Shade or color in the graph and record the date as you progress toward your goal.

Example

Baseline:	Date:	Date:	Date:	Goal Achieved:
<u>9/1</u>	<u>10/1</u>	<u>12/1</u>	<u>3/1</u>	<u>6/1</u>

Personal Skill Development

Subject/Activity	Unit of Measurement	Baseline/Date	Date and Improved Grade or Score
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Short-Term Goal	Long-Term Goal	Percent of Progress Toward Goal	
_____	_____	_____	
_____	_____	_____	

PERSONAL BEST GRAPH

Tracking My Personal Progress

Shade or color in the graph and record the date as you progress toward your goal.

Baseline:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Goal Achieved:
_____	_____	_____	_____	_____	_____	_____	_____	_____

Section II

ANGER MANAGEMENT/AGGRESSION

CASES OF CONFLICT

GOALS OF THE EXERCISE

1. Recognize the roadblocks to effective anger management.
2. Practice effective strategies for a positive resolution to a conflict.
3. Identify the range of emotions experienced during a conflict.
4. Experience the effect of nonverbal communication upon anger management.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO CONFLICT RESOLUTION

• Anxiety Reduction	Reframing Your Worries	Page 27
• Conflict Management	Feelings Vocabulary	Page 132
• Learning Difficulties	Personal Problem-Solving Worksheet	Page 213
	Listening Skills	Page 136
	Speaking Skills	Page 140

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Conflict Management
- Oppositional Defiant Disorder (ODD)
- Parenting Skills/Discipline
- Responsible Behavior Training
- Sibling Rivalry

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

Most conflicts begin with a small triggering event and escalate because the disputants focus upon their individual points of view and personal feelings rather than on working toward a mutually acceptable solution. The “Cases of Conflict” activity provides common power struggles or arguments that students experience in their daily lives. These examples of conflict can be used to study the anger, hurt, frustration, and resistance that occur during a conflict and to determine how verbal and nonverbal communication can contribute to either a peaceful or a highly antagonistic outcome.

Assign the student(s) to read one of the Cases of Conflict and role-play the situation to its conclusion by using negative nonverbal communication cues (e.g., rolling eyes,

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finger-pointing, raised eyebrows, folded arms) that contribute to increased anger and antagonism and a lose/lose outcome. Then have the student(s) role-play the same scenario by using positive nonverbal cues (e.g., smiling, eye contact, leaning toward the speaker, nodding the head) that contribute to a mutually agreeable win/win outcome.

Use the "Cases of Conflict" activity to teach additional strategies of anger management and conflict resolution, including brainstorming, effective listening, empathetic responses, "I" statements, and working for consensus. Act as an observer and stop the role playing occasionally to increase awareness of the process, to point out specific techniques that are being used effectively or misused, and to guide the student(s) toward authentic consensual problem solving.

CASES OF CONFLICT

SCENARIOS OF CONFLICT TO ROLE-PLAY, BRAINSTORM, AND RESOLVE

Read each scenario and make up an ending that might occur if the disputants use negative nonverbal communication cues (e.g., rolling eyes, finger-pointing, raised eyebrows, folded arms) that tend to increase the level of frustration and lack of cooperation. Then complete the same scenario by using positive nonverbal cues (e.g., smiling, eye contact, leaning toward the speaker, nodding the head) that contribute to a mutually agreeable solution. Role-play each outcome in your group or with your counselor.

Next use the Cases of Conflict to practice various responses to conflict. First use negative approaches to resolve each conflict (e.g., arguing, fighting, sulking, walking away) and role-play the outcome. Then role-play positive methods to reach a mutually agreeable or win/win solution (e.g., listening, empathetic responses, brainstorming, using positive and negative nonverbal cues, "I" statements).

1. **Playground Equipment**

Jamaul and Arianna run outside when the recess bell rings. It is the first warm day of spring and both have been waiting to jump-rope. The jump ropes are in a pile on the basketball court. Other students are looking for the jump ropes, too. By the time Jamaul and Arianna reach the pile, only one jump rope is left. Both grab for it, each holding on to one end. They face one another, each pulling on the rope. Jamaul looks at Arianna and says . . .

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

Exercise II.A**2. Chores**

Mother leaves a list of chores to be completed by the time she returns from work on Saturday. She instructs Lyndsay and Sam to divide the chores evenly between them and make sure that the chores are finished before they get involved in any other activities. There are nine chores, so Lyndsay and Sam each take four. The remaining chore is to clean the upstairs bathroom. Each sibling thinks that this chore should be done by the other. They decide to resolve their difference of opinion by . . .

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

3. First in Line

Rebecca and Martin bolt out of their seats when the teacher asks the class to line up for lunch. Martin pushes Rebecca and says, "I got here first." "Did not," Rebecca replies as she pushes him back. The teacher asks them to sit back down and decide how they are going to resolve the lining-up problem while she walks the rest of the class to lunch. She indicates that if they can't come up with a solution that will work for the rest of the year, she will think of something herself. Rebecca and Martin discuss the problem. They decide to . . .

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

4. Road Rage

Jamie is late for school. He is driving fast because he doesn't want to get another tardy. Another car cuts him off just as he is about to pull into the fast lane and pass another car. He is furious and drives as close to the other car's bumper as possible while grimacing and gesturing with his hands. The other driver speeds up and gestures back to Jamie. Jamie stays right on his tail. Both cars pull into the school's parking lot. Jamie jumps out of his car and runs up to the other driver. He realizes it is another student from his Spanish class, who says, "Hey, man, you were following me real close." Jamie responds, "..."

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

5. Remote Control

Destiny and Erika hit the family room couch at about the same time. They rarely agree on TV programs, and their new satellite dish makes choosing a program even more complicated. They both grab for the remote control, but Erika is the quickest and begins to channel-surf. Destiny walks up to the TV and stands in front of the screen. She says, "Erika, either we find something we both like or we won't be watching anything." Erika responds, "You always want your own way or nothing at all." At this point, their mother walks into the room, takes the remote control, and instructs the girls to work it out or lose their remote control privileges for one week. Destiny and Erika begin to . . .

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

Exercise II.A**6. Competitive Games**

Anthony and Lamaar are playing a board game during indoor recess. Lamaar is winning, and when it is his turn, he takes a long time trying to decide on a strategy. Anthony is anxious to take his turn and try to regain the advantage. He becomes frustrated with Lamaar's slow play and gives him several "looks," but Lamaar continues to take his time. Finally, Anthony decides to . . .

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

7. Seats on the Bus

Stephanie and Amilia plop into the same seat on the school bus. They wiggle and squirm, each trying to occupy the majority of the seat. They become so loud in their conquest that the bus driver gives them the evil eye in his rearview mirror. "Girls," he warns them, "decide who gets the seat or I will assign you seats for the rest of the semester." The girls react by . . .

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

8. Put-downs and Dissing

Marquis and Carina arrive in their social skills class a few minutes early. Carina is wearing her favorite sweater, a Christmas present from her father. "Where'd you get that ugly sweater?" Marquis quips. "It's a whole lot better than anything I've seen

Exercise II.A

you wearing,” Carina replies with disgust. “Coming from you that’s a compliment, since you have no taste,” Marquis snaps back. Carina retorts, with fire in her eyes, “Just don’t even talk to or look at me,” to which Marquis replies nastily, “Your wish is my command, loser.” At this point both students notice the teacher standing behind them, who says, “You know how I feel about dissing in general and especially in this class. You may both take a seat at the back of the room and let me know when you have come up with a plan for respecting one another’s personal dignity.” The students move to the back of the room and begin to . . .

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

9. **Boyfriend/Girlfriend Disputes**

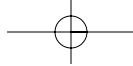
Brittany and Eric have been seeing each other since the beginning of the school year. Eric wants Brittany to go steady with him but insists that she first promise to spend more time with him and less time with her girlfriends. Brittany tells Eric that friendships are very important to her and accuses him of trying to control every part of her life. Eric says that Brittany’s friends are jealous of him and are trying to break up their relationship. He insists that he really cares for Brittany but can’t continue to see her if she insists on spending so much of her time with her girlfriends. Brittany wants to keep seeing Eric but has very uncomfortable feelings about agreeing to his terms for going steady. She decides to meet with him and . . .

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____



Exercise II.A

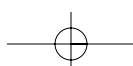
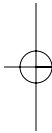
Now work with your group to create a case of conflict to role-play by using both positive and negative techniques.

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____



COMMUNICATION WITH OTHERS

GOALS OF THE EXERCISE

1. Recognize that communication involves both listening and speaking.
2. Develop assertive strategies for self-expression.
3. Define appropriate times for listening.
4. Define appropriate times for speaking.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO DEVELOPING COMMUNICATION SKILLS

• Conflict Management	Feelings Vocabulary	Page 132
	Listening Skills	Page 136
	Speaking Skills	Page 140
• Attention-Deficit/Hyperactivity Disorder (ADHD)	The Rewind Game	Page 229

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Attention-Seeking Behavior
- Conflict Management
- Depression
- Self-Esteem Building
- Social Skills/Peer Relationships

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

Students often view communication with others as self-expression or “talking” to others. This activity is designed to teach both aspects of communication: speaking and listening. Discuss with the student, either individually or in a group session, that there are appropriate times to speak and appropriate times to listen. Give some examples of each. Appropriate times to listen might be during teacher instruction, at church, and while a friend is talking; appropriate times to speak might be during class discussion, while giving directions, and while communicating an idea, thought, or feeling. Brainstorm with the student(s) additional ideas for listening and speaking and record the ideas in the spaces provided on the worksheet. After all the spaces are filled in with appropriate responses, assign the student(s) to draw a picture or write a short story of a good time for him/her to listen and a good time for him/her to express ideas, thoughts, or feelings. This activity is appropriate for students in grades kindergarten through 5.

Exercise II.B

COMMUNICATION WITH OTHERS

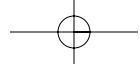
Communication involves both speaking and listening and knowing the appropriate time for each. Think of some times when it's important to listen and some other times when it's important to speak up and express yourself. Consider situations at home, school, and during other activities when you use these communication skills. After you have written your ideas, draw a picture of yourself communicating by listening and another of yourself speaking up.

Appropriate Times for Listening:

Appropriate Times for Speaking:

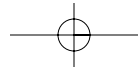
A good time to listen (picture or story):

A good time to speak up (picture or story):



Section III

ANXIETY REDUCTION



MISTAKE OR LEARNING OPPORTUNITY?

GOALS OF THE EXERCISE

1. Recognize that mistakes are an essential part of learning.
2. Record the lesson learned from several personal mistakes.
3. Identify a positive change in behavior resulting from a mistake.
4. Reduce feelings of guilt and frustration linked to personal mistakes.
5. Verbalize the knowledge that all people make mistakes.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO LEARNING FROM MISTAKES

- | | | |
|---|---------------------------|----------|
| • Attachment/Bonding Deficits | Problem-Solving Worksheet | Page 61 |
| • Attention-Deficit/Hyperactivity Disorder (ADHD) | The Rewind Game | Page 229 |
| • Parenting Skills/Discipline | Problem Ownership | Page 232 |

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Anger Management/Aggression
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Attention-Seeking Behavior
- Conflict Management

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

Generally, students try to avoid making mistakes, but when they make them, they try to cover them up and feel frustrated, angry, embarrassed, and guilty as a result. Ideally, students should be taught from early childhood that mistakes are a natural part of learning that can strengthen and enrich life. This activity can help the student differentiate chronic mistakes that he/she has repeated with no lesson learned and no change in behavior (unproductive mistakes) from mistakes that teach him/her important lessons and change future behavior (productive mistakes).

Ask the student to read the introduction to the activity and discuss the meaning of a *learning opportunity* (e.g., a chance to learn a lesson that will improve personal coping skills). Read and discuss the examples provided with the student and ask the student to

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record several mistakes he/she can recall making. If the student is in early elementary school, assist in recording his/her ideas. Take time to explore the lessons learned and the future benefits of each mistake. Students may enjoy and gain additional insight by drawing a picture of a mistake made and a follow-up picture of the lesson they have learned, as well as describing what they plan to do next time should they find themselves in a similar situation. Drawings can be done by using the sequential cartoon frames provided in the activity. The student who maintains a personal or counseling journal should keep this activity in that folder. The activity may take several sessions to complete, depending on the amount of dialogue and pictures that are elicited. Brainstorm the most difficult aspects first, followed by the benefits of making a mistake; then ask the student to record his/her favorite ideas in the space provided at the bottom of the activity sheet.

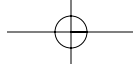
This activity is appropriate for students in grades 4 through 12 and can be adapted for use with younger students.

Exercise III.A

MISTAKE OR LEARNING OPPORTUNITY?

Mistakes are things we usually try to avoid. However, if mistakes are looked at as learning opportunities rather than something that shouldn't happen to us, they can help us develop problem-solving skills and better ways of handling the many challenges in our lives. List several personal mistakes in the space provided in the following list. Then list the lesson that could be learned from that mistake and the future benefits that can be gained from the experience.

Mistake	Lesson Learned	Future Benefits
<i>Examples</i>		
<i>I left my baseball glove out in the yard</i>	<i>Rain can ruin a good baseball glove</i>	<i>I'll take better care of my important belongings</i>
<i>I ran out of gas on the way to school</i>	<i>It's a big hassle to run out of gas</i>	<i>I'll get gas when the gas needle reads low</i>
<i>I didn't study for a test</i>	<i>Failure to study causes poor grades</i>	<i>I'll study so I can succeed in school</i>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
14. _____	_____	_____
15. _____	_____	_____



Exercise III.A

The hardest part of making a mistake is _____

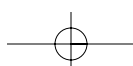
The benefits of making a mistake are _____

When a mistake helps you learn a better way to handle a problem or challenge, it is called a productive mistake. Draw a picture or cartoon about a mistake that helped you learn an important lesson.

A mistake I once made:

The lesson I learned:

Next time I face the same situation, I will:



REFRAMING YOUR WORRIES

GOALS OF THE EXERCISE

1. Verbalize an understanding of the reframing process.
2. Reframe situations that have triggered feelings of fear or anxiety.
3. Create encouraging and supportive self-talk to address stressful situations.
4. Identify the positive aspects of a challenging problem or situation.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO ANXIETY REDUCTION

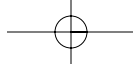
- | | | |
|-------------------------------|------------------------------------|----------|
| • Anger Management/Aggression | Cases of Conflict | Page 12 |
| | Problem-Solving Worksheet | Page 61 |
| • Divorce | Positive and Negative Consequences | Page 187 |
| • Parenting Skills/Discipline | The Rewind Game | Page 229 |

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Anger Management/Aggression
- Conflict Management
- Depression
- Divorce
- Grief/Loss

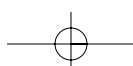
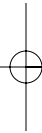
SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

This activity is based on the rational emotive techniques outlined in *A New Guide to Rational Living*, by Ellis. The activity can be used to help students deal with a variety of problems and is applicable to most of the therapeutic areas addressed in *The School Counseling and School Social Work Treatment Planner*, by Knapp and Jongsma. Students who experience high anxiety and low self-esteem and who lack problem-solving skills tend to *awfulize* and *catastrophize* their problems, interpersonal relationships, and lives in general. Their self-talk becomes very negative and discouraging, and soon they see themselves as incapable of dealing with any challenging situation. Feelings of helplessness and hopelessness overwhelm these students and interfere with any attempt to seek help or effectively work out the problem alone.



Counselor's Overview

The reframing process (e.g., reassessing a difficult situation from a different perspective that focuses on a more positive or solution-oriented approach) can help students gain a sense of self-control and personal power. Begin by brainstorming with the student a list of problems that he/she faces. Ask him/her to record these problems in the Situation column of the activity sheet. Next, have the student describe and record the worst case scenario for each problem. Finally, ask the student to determine and record a positive yet realistic approach to the problem.



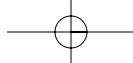
INSTRUCTIONS FOR THE STUDENT

Use the reframing chart that follows to record one or more of your worries from an awfulizing/catastrophizing and a realistic/positive perspective. This will help you recognize that your point of view greatly influences whether you view a problem as manageable or beyond your control.

After you have analyzed one or more initial problems, begin to apply this approach to several additional situations throughout the week and use the activity sheet to record the process of moving from a helpless to an empowered state of mind. Discuss each recorded scenario with your counselor during subsequent counseling sessions. The following is an example of using this approach to problem solving.

Example

Situation	Awfulizing/Catastrophizing	Realistic/Positive
<i>I lost my boyfriend.</i>	<i>There is nothing I can do. I cry all the time. I can't focus on my studies. I'll never find another true love. I have to get him back. He thinks I'm a loser. All my friends will drop me. He's my whole life. I have no reason to live.</i>	<i>I'm lonely, but I'm also young and fun. I have other friends. It'll be hard, but I can get through this. There are plenty of other boys. I wasn't ready to get serious anyway. Perhaps he wasn't the right one for me.</i>



Exercise III.B

REFRAMING YOUR WORRIES

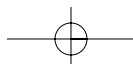
Record several of your prominent worries, a worst case scenario, and an optimistic solution-oriented approach for each. Try to think of as many positive ways to consider the problem as possible.

Situation

Awfulizing/Catastrophizing

Realistic/Positive

Situation	Awfulizing/Catastrophizing	Realistic/Positive



PHYSICAL RECEPTORS OF STRESS

GOALS OF THE EXERCISE

1. Identify how stress is demonstrated in physical symptoms.
2. Recognize the positive and the negative aspects of stress.
3. Differentiate between long- and short-term stress.
4. Implement techniques to counter the negative aspects of chronic stress.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO ANXIETY REDUCTION

- | | | |
|---|------------------------------------|----------|
| • Learning Differences | Personal Problem-Solving Worksheet | Page 213 |
| • Attention-Deficit/Hyperactivity Disorder (ADHD) | The Rewind Game | Page 229 |
| • School Refusal/Phobia | Do I Have What I Need? | Page 291 |
| • Responsible Behavior Training | Personal Organization Chart | Page 279 |

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Anger Management/Aggression
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Depression
- Divorce
- Grief/Loss
- Responsible Behavior Training

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

The “Physical Receptors of Stress” activity helps the student pinpoint the areas of his/her body that harbor anxiety and stress. Review with the student the short- and long-term results of stress, which are listed on the “Physical Receptors of Stress” activity sheet. Point out that the short-term results of stress can be helpful and positive as they heighten the ability of the body and mind to address a threat or problem. However, the long-term effects of chronic stress are harmful physically, mentally, socially, and emotionally.

Counselor's Overview

Instruct the student to identify physical areas where personal stress is evident and mark them with a colored pencil or marker on a human figure that he/she draws or pastes on the activity sheet. Discuss how stress manifests itself in these physical receptors. Instruct the student to be alert to stress in his/her body between counseling sessions and to identify and mark on the human figure new and recurring physical receptors as they are recognized, using a pencil or marker of a different color. Review the identified physical receptors with the student during the next counseling session. This activity is appropriate for students in grades 5 through 12.

INSTRUCTIONS FOR THE STUDENT

Stress is created by your body's natural reaction to a perceived threat or problem and the resulting fight-or-flight response intended originally for self-protection. Your stress reactors were designed to deal with a problem within a short period of time and then return to a more normal, relaxed state. Chronic or constant stress keeps the body's alert systems active over long periods of time. This causes both physical and mental damage as a result of the toxic chemicals (adrenaline and cortisol) that remain in the system rather than being released from the body as nature had intended. Constant stress can lead to fatigue, anger, depression, diminished cognitive ability, suppression of the immune system, and many other physical problems. Symptoms of chronic stress can often be harbored in particular parts of the body and are indicated by tightness, stiffness, weakness, and/or pain (e.g., a tight jaw; a headache; shoulder, neck, or lower back pain; a stomachache; chest pains).

Keep track of where stress affects your body most often. Use a pencil or colored marker to pinpoint the areas where you feel stress during the following week. Each time you feel stress in your body, record the location on the picture of a human figure. This process will help you identify how your body reacts to challenging situations.

Some antidotes for the physical symptoms of stress include listening to music or relaxation tapes, aerobic exercise, sequential muscle relaxation, rhythmical breathing, humor, and talking with a friend. Talk with your counselor about how these antidotes can help you deal with challenges without becoming overly stressed or developing physical symptoms. Choose one of the antidotes and practice it between counseling sessions. Report the results of your stress fighting program during your next counseling session.

Exercise III.C**PHYSICAL RECEPTORS OF STRESS****Long- and Short-Term Physical Effects of Stress**

Paste or draw an outline of a human figure similar to yourself in the center box. Record the most common areas where you feel stress in your body during the following week.

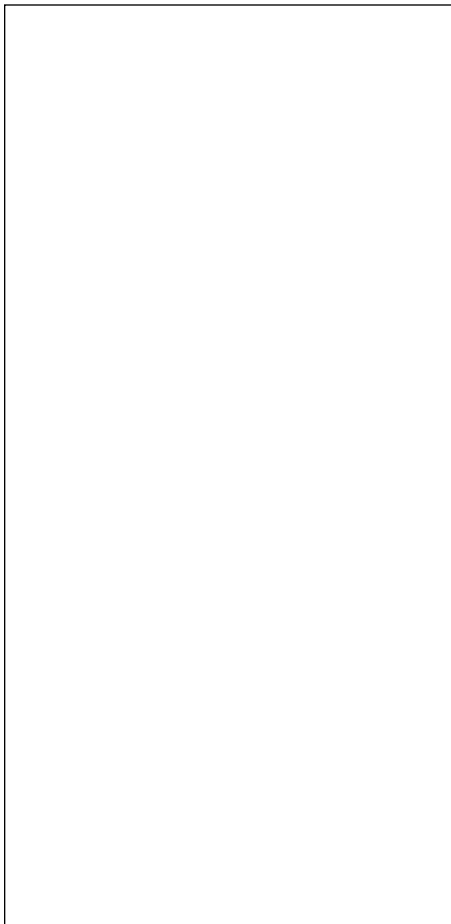
Short-term stress makes us more mentally and physically alert and able to deal with the problem.

Short-term results: The body prepares to deal with the problem.

Long-term or chronic stress threatens our physical and mental health.

Long term results: The body is unable to release harmful chemicals designed to cope with short-term stress.

- **Brain:** Improved thinking and reduced sense of pain.
- **Eyes:** Improved vision.
- **Lungs:** Increased oxygen intake.
- **Heart:** Increased heart rate and blood pressure.
- **Adrenal glands:** Adrenaline released into body.
- **Intestines:** Digestion stops to allow for increased energy in muscles.
- **Hair:** Body hair stands up.



- **Brain:** Released cortisol becomes harmful to brain cells. Fatigue, anger, and depression result.
- **Immune system:** Weakened resistance to disease.
- **Intestines:** Reduction of blood flow increases chance of ulcers.
- **Circulation:** Higher blood pressure and heart rate. Damaged blood vessels.

101 WAYS TO COPE WITH STRESS

GOALS OF THE EXERCISE

1. Recognize the availability of many strategies to cope with anxiety.
2. Verbalize confidence in the ability to reduce personal anxiety.
3. Implement coping strategies to reduce symptoms of stress.
4. Recognize personal behavior that contributes to stress.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO STRESS REDUCTION

- | | | |
|---|--------------------------------|----------|
| • Attachment/Bonding Deficits | Problem-Solving Worksheet | Page 61 |
| • Attention-Deficit/Hyperactivity Disorder (ADHD) | Sustained-Attention-Span Graph | Page 85 |
| • Self-Esteem Building | My Personal Profile | Page 302 |
| • Substance Abuse | Antidotes to Relapse | Page 351 |

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Anger Management/Aggression
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Substance Abuse
- Suicide Ideation Attempt

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

The “101 Ways to Cope with Stress” activity can be used to help students evaluate stress and anxiety from several different perspectives. Often, an elevated level of anxiety is coupled with the perception that no viable solution for stress reduction exists. This list offers the student numerous options for reducing anxiety.

Read the entire list with the student. Ask him/her to circle any strategies he/she has tried and found useful. Stop to discuss or explain any strategies that are unclear to the student or perceived as unworkable.

Ask the student if any of the coping strategies suggest behavior that is counterproductive to stress busting (e.g., number 37 of the list might suggest that taking life too

Counselor's Overview

seriously contributes to anxiety; number 4 might suggest that substance abuse is counterproductive). Instruct the student to highlight all strategies that point to a personal behavior contributing to his/her stress level.

Discuss with the student how different coping strategies from the list might alter his/her level of stress or anxiety. Ask him/her to pick two or three that might work to reduce the level of stress and choose one to implement between counseling sessions. Explore with the student the specifics of how and when to use the strategy and brainstorm its potential results. Review the outcome at the next session and elicit an agreement to either continue with the strategy or choose another from the list.

INSTRUCTIONS FOR THE STUDENT

Read over the “101 Ways to Cope with Stress” list and circle all the strategies that you already use to cope with stress. Ask for an explanation of any of the ideas that are unclear or that you think may not work to reduce your level of stress. Determine which strategies are most helpful to you and choose one or two to use more frequently as stress reducers during the following week. Discuss with your counselor or group members why you have chosen these particular actions to reduce your level of stress.

During the next counseling session, report to your counselor or group how the interventions you picked affected your level of stress during the week. Choose two additional strategies that you want to add to your stress reduction program. Continue to try different strategies during the weeks ahead and review the effects of each action during your next counseling session.

After several weeks of trying different methods of reducing your personal level of stress and anxiety, create your own top 10 list of effective stress reducers. Write this list in a personal journal and review and modify it occasionally throughout the year.

101 WAYS TO COPE WITH STRESS

1. Get up earlier
2. Prepare ahead
3. Avoid tight clothes
4. Avoid chemical aids
5. Set appointments
6. Write it down
7. Practice preventive maintenance
8. Make duplicate keys
9. Say “no” more often
10. Set priorities
11. Avoid negative people
12. Use time wisely
13. Simplify meals
14. Copy important papers
15. Anticipate needs
16. Make repairs
17. Get help with jobs you dislike
18. Break down large tasks
19. Look at problems as challenges
20. Look at challenges differently
21. Unclutter your life
22. Smile
23. Prepare for rain
24. Tickle a baby
25. Pet a dog or cat
26. Don’t know all the answers
27. Look for the silver lining
28. Say something nice
29. Teach a kid to fly a kite
30. Walk in the rain
31. Schedule playtime
32. Take a bubble bath
33. Be aware of your decisions
34. Believe in yourself
35. Stop talking negatively
36. Visualize winning
37. Develop a sense of humor
38. Stop thinking tomorrow will be better
39. Have goals
40. Dance a jig
41. Say hello to a stranger
42. Ask a friend for a hug
43. Look at the stars
44. Breathe slowly
45. Whistle a tune
46. Read a poem
47. Listen to a symphony
48. Watch a ballet
49. Read a story
50. Do something new
51. Stop a bad habit
52. Buy a flower

Exercise III.D

53. Smell a flower
54. Find support
55. Find a “vent partner”
56. Do it today
57. Be optimistic
58. Put safety first
59. Do things in moderation
60. Note your appearance
61. Strive for excellence, not perfection
62. Stretch your limits
63. Enjoy art
64. Hum a jingle
65. Maintain your weight
66. Plant a tree
67. Feed the birds
68. Practice grace
69. Stretch
70. Have a plan B
71. Doodle
72. Learn a joke
73. Know your feelings
74. Meet your needs
75. Know your limits
76. Say, “Have a good day,” in pig Latin
77. Throw a paper airplane
78. Exercise
79. Learn a new song
80. Go to work earlier
81. Clean a closet
82. Play with a child
83. Go on a picnic
84. Drive a different route to work
85. Leave work early
86. Put air freshener in your car
87. Watch a movie and eat popcorn
88. Write a faraway friend
89. Scream at a ball game
90. Eat a meal by candlelight
91. Recognize the importance of unconditional love
92. Remember that stress is an attitude
93. Keep a journal
94. Share a monster smile
95. Remember your options
96. Build a support network
97. Quit trying to fix others
98. Get enough sleep
99. Talk less and listen more
100. Praise others
101. Relax, take each day at a time . . .
you have the rest of your life to live

(Information provided with permission from Kids-in-Touch, a division of West Michigan Addiction Consultants, PC. Phone: 616-365-8830; e-mail: www.wemac.com/kit.html.)

Section IV

ASSESSMENT FOR SPECIAL SERVICES

STUDENT AND FAMILY HISTORY FORM

GOALS OF THE EXERCISE

1. Parents provide background information and developmental history to the assessment team.
2. Parents consider issues that may affect or influence the student's adjustment and progress in school.
3. Parents become members of the student assessment team.
4. Facilitate and enhance communication between parents and the student assessment team.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO STUDENT ASSESSMENT

• Assessment for Special Services	Student Interview Outline	Page 51
• Attention-Deficit/Hyperactivity Disorder (ADHD)	Summary of ADHD School Assessments	Page 72
	Medication-Monitoring Survey (Parent and Teacher Form)	Page 78
• Learning Difficulties	Record of Behavioral Progress	Page 210
• Self-Esteem Building	My Personal Profile	Page 302

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Depression
- Learning Difficulties
- Oppositional Defiant Disorder (ODD)
- Physical Disabilities/Challenges
- Social Maladjustment/Conduct Disorder

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

Parents are an essential part of the school's multidisciplinary evaluation team, and their unique and intimate knowledge of the student is key to the assessment process for determining eligibility for special education, 504 accommodations, or additional regular

Counselor's Overview

education services. The "Student and Family History Form" guides the parents to consider their child and his/her adjustment and current functioning from several perspectives. The parent is asked to provide information about the student's background, medical history, personal characteristics, interests, strengths, and weaknesses. The form is comprehensive, organized, and somewhat lengthy. Parents are asked to complete the form before meeting with a member of the student assessment team. Completing the form will help them to formulate their thoughts and concerns in preparation for the interview session and assist them in their role as student advocate at the individualized education planning and placement committee (IEPC) and other meetings with school staff. The parent's time and emotional energy spent completing the form contribute greatly to the quality of the assessment; their cooperation should be encouraged and acknowledged.

INSTRUCTIONS FOR USING THE STUDENT AND FAMILY HISTORY FORM

Give or send the “Student and Family History Form” to the parent(s) after an initial meeting or phone call to communicate the school’s concern and explain the proposed evaluation or assessment process. Ask the parent(s) to complete the form in as much detail as possible and to return it prior to the formal parent input interview. A school-addressed stamped envelope will facilitate the return of the form in many cases. Advise the parent to phone for clarification if any part of the form is confusing or if there is information they can’t remember or don’t have access to. Encourage the parent(s) to obtain medical or therapeutic records or any additional information that is relevant to the student’s presenting difficulties and would help the assessment team complete the evaluation and determine appropriate services.

Exercise IV.A

STUDENT AND FAMILY HISTORY FORM

Dear Parent,

In order to conduct a comprehensive evaluation of your child's social, emotional, and academic adjustment in school, your input is a necessary component. All information you provide will be kept confidential and will be used in determining eligibility for special services or accommodations that may be effective in enhancing your child's performance in the school setting. Please complete and return this form to me at your earliest convenience. If you have any questions concerning this form or the evaluation process, please call me at _____ .

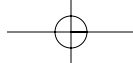
Sincerely, _____
Title: _____
School: _____
Address: _____

Student's Name: _____ Date: _____

Form completed by _____ Relationship to student: _____

How would you describe your child's adjustment to school?

What is your child's greatest difficulty in school?



Exercise IV.A

List five strengths and five weaknesses you observe in your child:

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How would you describe your child's behavior at home (e.g., cooperation, self-discipline, responsible behavior, trustworthiness, following rules)?

How does your child relate to

Family members: _____

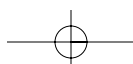
Siblings: _____

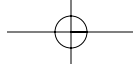
Friends or peers: _____

Teachers or mentors: _____

Were there any problems that your child experienced at birth or during the first year (e.g., eating, sleeping, snuggling, smiling, eye contact, or other health concerns)?

Are there current health factors that may be affecting your child's school performance (e.g., vision, hearing, allergies, seizures)?





Exercise IV.A

Are there social/emotional, family, or other factors now or in the past that may be contributing to your child's school performance?

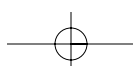
How would you describe your child's ability to speak and use language?

What suggestions do you have for helping your child to become more successful in school?

What are your child's leisure-time activities?

What is your child's bedtime?

Additional comments:



DEVELOPMENTAL HISTORY

Student's name: _____ Date of Birth: _____ Age: _____

Father's name: _____ Age: _____

Mother's name: _____ Age: _____

PREGNANCY AND BIRTH

Pregnancy: Planned or unplanned: _____

Length of pregnancy: Full term? _____ Premature (what month)? _____

Illnesses during pregnancy: _____

Delivery (e.g., easy, difficult, normal, breach, instruments used, hours of labor):

Birthweight: _____ lbs. _____ oz. Length at birth: _____

Other comments about the pregnancy or birth: _____

Problems the child or mother had immediately after birth: _____

Place of birth (hospital or home): _____ City: _____

Attending physician(s): _____

Mother's age at time of delivery: _____

Total number of pregnancies of the mother: _____

The student is the _____ (birth order among siblings) of _____ (total number) siblings.

Exercise IV.A

Problems that the student's siblings had during pregnancy or birth: _____

Is the child adopted? _____

Age of adoption and circumstances if adopted: _____

EARLY INFANCY (BIRTH TO ONE YEAR)

Please check items that characterize your child:

- | | |
|---|--|
| <input type="checkbox"/> Breast-fed to age ____ | <input type="checkbox"/> Resisted solid foods |
| <input type="checkbox"/> Bottle-fed to age ____ | <input type="checkbox"/> Frequent rocking or banging of head |
| <input type="checkbox"/> Colicky | <input type="checkbox"/> Too active |
| <input type="checkbox"/> Eczema | <input type="checkbox"/> Did not like to be held |
| <input type="checkbox"/> Cuddly | <input type="checkbox"/> Rarely cried |
| <input type="checkbox"/> Difficult to feed | <input type="checkbox"/> Difficulty gaining weight |

Additional comments about your child during early infancy:

DEVELOPMENTAL STAGES

Indicate the age when the following developmental milestones took place:

- | | |
|---|---|
| <input type="checkbox"/> First smiled | <input type="checkbox"/> Weaned from bottle or breast |
| <input type="checkbox"/> Sat up alone | <input type="checkbox"/> Toilet training began |
| <input type="checkbox"/> Crawled | <input type="checkbox"/> Day wetting ended |
| <input type="checkbox"/> Stood alone | <input type="checkbox"/> Night wetting ended |
| <input type="checkbox"/> Walked independently | <input type="checkbox"/> Bowel soiling ended |

Additional comments:

Describe your child now (check where appropriate):

- | | |
|---|---|
| <input type="checkbox"/> Absentminded | <input type="checkbox"/> Easily frightened |
| <input type="checkbox"/> Affectionate | <input type="checkbox"/> Eating difficulties |
| <input type="checkbox"/> Considerate | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Cries excessively | <input type="checkbox"/> Happy |
| <input type="checkbox"/> Dependable | <input type="checkbox"/> Irritable |
| <input type="checkbox"/> Destructive | <input type="checkbox"/> Keeps feelings to self |
| <input type="checkbox"/> Difficulties with parents | <input type="checkbox"/> Lonely |
| <input type="checkbox"/> Difficulties with siblings | <input type="checkbox"/> Moody |
| <input type="checkbox"/> Difficulties with teachers | <input type="checkbox"/> Nightmares |

Exercise IV.A

- | | |
|---|---|
| <input type="checkbox"/> Obedient | <input type="checkbox"/> Shy |
| <input type="checkbox"/> Overactive | <input type="checkbox"/> Steals |
| <input type="checkbox"/> Restless sleeper | <input type="checkbox"/> Temper tantrums |
| <input type="checkbox"/> Self-reliant | <input type="checkbox"/> Underactive |
| <input type="checkbox"/> Sensitive | <input type="checkbox"/> Unduly dependent |
| <input type="checkbox"/> Serious | <input type="checkbox"/> Wanders or runs away from home |

Fears (please list): _____

Learning difficulties (e.g., reading, speech): _____

Special interests or hobbies: _____

Additional comments about your child's current characteristics or behavior:

MEDICAL INFORMATION

Please check any medical conditions that apply to your child:

- | | |
|---|--|
| <input type="checkbox"/> Allergies | <input type="checkbox"/> Heart disease |
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Hernia |
| <input type="checkbox"/> Chicken pox | <input type="checkbox"/> High fevers |
| <input type="checkbox"/> Convulsions | <input type="checkbox"/> Overweight |
| <input type="checkbox"/> Deliriums | <input type="checkbox"/> Paralysis |
| <input type="checkbox"/> Ear infections | <input type="checkbox"/> Pneumonia |
| <input type="checkbox"/> Eczema | <input type="checkbox"/> Rheumatic fever |
| <input type="checkbox"/> Fainting spells | <input type="checkbox"/> Tonsillitis |
| <input type="checkbox"/> Food sensitivities | <input type="checkbox"/> Underweight |
| <input type="checkbox"/> Frequent colds | |

Accidents, surgeries, or hospitalizations (please describe):

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

Therapy (physical or psychological):

_____ Age _____ Length _____

Exercise IV.A

_____ Age _____ Length _____

_____ Age _____ Length _____

Is your child taking any type of prescribed or over-the-counter medication? Please list type and prescribing doctor: _____

Has your child had a hearing test? Date _____ Results _____

Has your child had a vision test? Date _____ Results _____

SCHOOL INFORMATION

Has your child ever had difficulties in school (please describe)?

When did these difficulties begin (e.g., age, grade, time of year)?

What appeared to trigger these difficulties?

How old was the student when he/she began school? _____

Please list all of your child's school experiences, including preschool, kindergarten, tutoring, summer school, accelerated classes, and special education.

Experience _____ Age ____

Experience _____ Age ____

Experience _____ Age ____

Experience _____ Age ____

Experience _____ Age ____

Experience _____ Age ____

Last grade completed: _____

Current school attending or enrolled for next semester: _____

Signature: _____

Date: _____

STUDENT INTERVIEW OUTLINE

GOALS OF THE EXERCISE

1. Develop a positive relationship and establish a level of trust with the therapist.
2. Actively participate in the assessment process.
3. Share background information and feelings about school and personal life.
4. Identify factors contributing to the presenting problem.

ADDITIONAL HOMEWORK THAT MAY BE APPLICABLE TO STUDENT ASSESSMENT

• Assessment for Special Services	Student and Family History Form	Page 41
• Attention-Deficit/Hyperactivity Disorder (ADHD)	Summary of ADHD School Assessment	Page 72
	Medication-Monitoring Checklist	Page 78
• Learning Difficulties	Record of Behavioral Progress	Page 210
• Self-Esteem Building	My Personal Profile	Page 302

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Depression
- Learning Difficulties
- Oppositional Defiant Disorder (ODD)
- Physical Disabilities/Challenges
- Social Maladjustment/Conduct Disorder

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

The "Student Interview Outline" provides the school mental health specialist (e.g., school counselor, social worker, psychologist) with a structured guideline for gathering essential data from the student's perspective. The outline is designed to be used with students of all ages, from early childhood through young adulthood, with only minor changes in wording left to the interviewer's discretion.

During this structured interview, the interviewer is able to assess the student's

Counselor's Overview

speech and language skills; knowledge of concrete personal data; ability to imagine and think abstractly; ability to test reality; attitude toward school; level of self-esteem; ability to problem-solve, expression of personal feelings and defensiveness; family relationships; plans for the future; and awareness of personal problems, including the presenting problem. The interview questions allow a positive relationship between student and interviewer to develop in a low-key, nonthreatening manner. The questions begin very simply and gradually increase in intensity only after trust has been established. Completion of the outline may take up to three sessions or two to three hours, depending on the willingness of the student to share and the length of his/her verbalizations.

INSTRUCTIONS FOR ADMINISTERING THE STUDENT INTERVIEW OUTLINE

Before the interview, explain to the student that his/her teacher or parent has asked you to meet with him/her. Ask some questions about home, school, and favorite activities. Indicate that you are trying to find out if there is anything the school or family can do to help him/her become more successful in school. Share any additional referral information that may be useful in encouraging the student to cooperate with the interview. Tell the student that he/she is a key important factor in the assessment process for gathering information and determining solutions for success. Ask the student if he/she has any questions; then begin the structured interview.

The outline begins with concrete questions about the student's personal data (e.g., name, address) and family and school background; then it moves to a more abstract exploration of thoughts, feelings, dreams, reality testing, and positive and negative experiences. The student is asked to assess personal strengths and weaknesses, future plans, and desired changes in him-/herself and family members. Finally, the presenting problem is explored and the student's input regarding possible solutions is requested.

Exercise IV.B

STUDENT INTERVIEW OUTLINE

I. PERSONAL DATA

How do you spell your first name? _____
How do you spell your last name? _____
What is your middle name? _____
Do you have any nicknames? _____
What do you like to be called best? _____
What is your address? _____
When is your birthday? Month: _____ Day: _____ Year: _____
What is your age? _____

II. FAMILY INFORMATION

What is your father's name? _____ Age: _____
Father's address: _____
Occupation: _____
Who does your father live with? _____

What is your mother's name? _____ Age: _____
Mother's address: _____
Occupation: _____
Who does your mother live with? _____

Do you have any brother or sisters? _____ How many? _____

Exercise IV.B

First and last name of sibling:	Age:	School and grade:	Living with:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. SCHOOL INFORMATION

What is the name of your school? _____

What grade are you in? _____ Teacher's name: _____

What subjects or activities do you do well in? _____

What subjects or activities do you struggle with? _____

Why are these subjects or activities difficult for you? _____

What is your favorite thing about school? _____

Are there some things you dislike about school? _____

What was your best year or class in school? _____

Why? _____

What was your worst year or class in school? _____

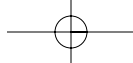
Why? _____

IV. HOBBIES AND INTERESTS

What do you do after school? _____

What is your favorite way to spend time? _____

Name several of your hobbies or interests. _____



Exercise IV.B

What kinds of books do you like? _____

What movies or videos have you seen that you like? _____

Do you belong to any clubs, teams, or church or other activity groups? _____

V. FACTS, FANTASY, AND WISHES

If you could choose, how old would you like to be?

Older: _____ Younger: _____ Same age: _____

Why? _____

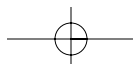
Tell me three things that are true:

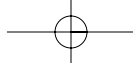
Tell me three things that are impossible (not true):

Tell me about a dream you have had, or make up a short story:

What is the first thing you can remember in your life? How old were you? _____

What is the best thing that has ever happened to you?





Exercise IV.B

What is the worst thing that has ever happened to you?

Who do you admire most? _____

Why? _____

Is there anyone you strongly dislike or despise? _____

Why? _____

VI. PERSONAL ASSESSMENT

List your personal strengths and assets and the things you like about yourself:

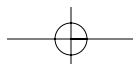
List your personal weaknesses and the things you dislike about yourself:

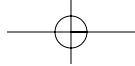
Have you ever felt that you would like to change places with someone? Explain.

When you grow up and leave school, what would you like to do? Why?

Suppose you could change all or part of someone's personal characteristics or behavior. How would you change yourself?

How would you change your father?





Exercise IV.B

How would you change your mother?

Is there anyone else in your family you would like to change?

VII. PERSONAL FEELINGS

Everyone gets angry or mad sometimes. When do you get angry or lose your temper?

What do you do when you get angry (e.g., how do you look, feel, and act)?

When do you get angry at your mother?

When do you get angry at your father?

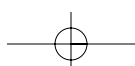
When do you get angry at your siblings?

When do you get angry at your teacher?

When do you get angry at your classmates or friends?

When do other people become angry with you?

Have you ever wanted to seek revenge or get even with someone? Explain.



Exercise IV.B

When do you feel unhappy or sad?

When do you feel like crying?

When do you feel sorry for something you have done?

How do you apologize or make things up to someone you have hurt?

What kinds of things do you worry about?

VIII. ADDRESSING THE PRESENTING PROBLEM

What is the problem that you or others who know you are most concerned about (e.g., the presenting or identified problem)?

Do you know why you are working with me today?

Is anyone else helping you to resolve this problem? Explain.

What can you do to resolve this problem?

What can others do to help you resolve this problem?
