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No. 4183

THE EFFECTS OF CAREER GROUP COUNSELING ON THE SELF-CONCEPT  
OF AT-RISK HIGH SCHOOL STUDENTS AS MEASURED BY THE  
PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

DISSERTATION

Presented to the Graduate Council of the  
University of North Texas in Partial  
fulfillment of the Requirements

for the Degree of

DOCTOR OF EDUCATION

By

Linda Szydlik, B.S., M.Ed.

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The purpose of this study was to determine the effectiveness of career group counseling in raising the self-concept of at-risk high school students. The following subgroups were represented in the sample: male and female students, white and non-white ethnic groups, and students from sophomore, junior, and senior classifications.

Two groups of students in the Lewisville Independent School District meeting the criteria for at-risk as defined by House Bill 1010 were administered a pretest and posttest using the Piers-Harris Children's Self-Concept Scale. The experimental group was from the Lewisville Learning Center. The control group was students enrolled in the Coordinated Vocational Academic Education (CVAE) classes at Lewisville High School.

A treatment sample of 25 students received career group counseling. A nontreatment sample of 25 students did not receive any group counseling. The t-test for independent samples was used to analyze the data. The pretests for the experimental and control groups showed no significant difference at the .05 level.

The treatment sample received 30 hours of group counseling in the Fall semester of 1994. At the end of 30 hours of counseling a posttest was administered to the treatment sample and to the control sample. The t-test for independent samples was used to analyze

the data. While career group counseling appeared to impact the students in the experimental group, the limitations of sample size and population may have effected the results. The treatment was significant at the .05 level and the null hypothesis was rejected.

The findings showed that career group counseling was not an effective tool for increasing positive self-concept. It is concluded that self-concept was not effectively enhanced through group interaction conducted by the school system in this study. Further research is recommended.

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## CHAPTER I

### INTRODUCTION

The importance of keeping children in school has been the focus of political debates, presidential campaigns, Parent Teacher Association programs, and private conversations throughout the United States. The failure to retain children in school has long been recognized as a national, state and local problem of appalling proportions. "Dropout" is the current buzzword for students who leave school before receiving a high school diploma. The dropout rate of school children in public schools is recognized as a national crisis (Paris, 1988).

Economically, dropouts cost millions of dollars in Texas through the welfare system, increased crime rates and significant loss of competition in the global work force. At a time when even the most menial jobs often require sophisticated training, students are leaving school and entering the work force with fewer and fewer skills (Waters, 1989).

Although federal, state, and local governments have spent millions of dollars on work programs, training programs, and educational programs to provide potential dropouts with the tools needed to earn a living, no significant decreases in the dropout rate have resulted. Furthermore, the academic skill levels of students who drop out of the public education system have not increased (Waters, 1989).



Efforts to prevent students from dropping out of school should be focused on students. Rosales (1989), a professor at Texas A & M University at Corpus Christi, has conducted research on the impact of the traditional school system's social setting on Hispanic students self-esteem. In an article for the San Antonio Light she reported that William Kirby, former Commissioner of Education for the State of Texas, suggested that the chief underlying factor in a student's decision to dropout of school is a lack of self-esteem (Rosales, 1989).

As a result of difficult economic conditions, the numbers of latchkey children, single parent families, and mobile communities have increased in recent years. Positive family and community interactions and opportunities for students to develop a healthy sense of self-worth have been diminished. For students who do not develop a healthy self-concept, the societal pressures to measure-up, fit-in, and belong are often overwhelming. As a result, they often drop out of school (Bhaerman & Kopp, 1988).

#### Purpose of the Study

The purpose of this study was to determine whether career group counseling has an effect on the self-concept of at-risk students as measured by the Piers-Harris Self-Concept Scale.

#### Hypothesis

The following hypothesis was formulated to carry out the purpose of this study:

There will be no significant difference in the mean attitude self-concept scores of students participating in career group counseling and students who did not participate in career group counseling.

### Significance of Study

All school districts in the State of Texas are required by House Bill 1010 to identify students who meet at least one of the following four criteria as being at-risk: (1) the student has been retained in an earlier grade, (2) the student is two or more years below grade level in mathematics and/or reading based on the results of a norm-referenced achievement test, (3) the student has failed to master any one of the three sections of the Texas Assessment of Academic Skills instrument (TAAS), and (4) the student has failed two or more courses and will not graduate on time.

The design and implementation of programs to combat the increasing number of students who meet the criteria to be designated at-risk and the resulting escalating dropout rate are issues of high priority nationwide. It is important that efforts to assist school districts in addressing needs of identified at-risk students include recognition of self-concept as a major contributing factor in academic success. A healthy self-concept and a belief in their own self-worth are necessary in order for at-risk students to continue their struggle for academic success (Carpenter, 1990).

The significance of this study is the determination of whether career group counseling measurably enhances at-risk students' self-concept. Determination that at-risk students can make significant positive gains in self-concept, as measured by the Piers-

Harris Children's Self-Concept Scale, is necessary in order for career group counseling to be considered a viable vehicle for assisting at-risk students in achieving academic success and for helping them to remain in public school until they graduate.

### Definition of Terms

The following terms are defined for this study:

At-risk youth are students who are in danger of leaving school before obtaining a diploma because of educational, economic, or social problems. Texas House Bill 1010 enacted by the 69th Texas Legislature identifies at-risk youth by the following four criteria:

1. If they have not advanced from one grade level to the next for two or more school years.
2. If they have mathematics or reading skills that are two or more years below grade level as defined by a nationally normed referenced test.
3. If they have failed at least two courses in one or more semesters and are not expected to graduate within four years from the time they first entered the ninth grade.
4. If they have not mastered any one of the three portions of the Texas Assessment of Minimum Skills test.

Coordinated Vocational Academic Education (CVAE) was a special vocational program within Lewisville High School for academically at-risk students in Lewisville Independent School District. The programs provided courses to students who were

identified as at-risk according to Texas House Bill 1010. These at-risk students had the options to enroll in these courses as part of their high school curriculum.

Career group counseling, for purposes of this study, is a structured process involving more than five students and a leader that focuses on the attributes, skills, and information necessary to make effective career decisions. Personal growth, interpersonal skills, and instillation of hope are the goals for members of the group.

House Bill 1010 is legislation enacted by the Texas legislature in 1987 which requires that school districts identify students who meet one or more of the criteria for at-risk designation.

Lewisville Learning Center (LLC) is an alternative school for at-risk high school students within the Lewisville Independent School District. LLC students have not been successful in the traditional school system but desire to complete their high school education. The students have the option of enrolling at LLC or a Lewisville high school.

Piers-Harris Children's Self-Concept Scale is a test designed by Ellen V. Piers and Dale B. Harris to measure the self-concept of students. The test is appropriate for school populations above the age of eight (Piers, 1984).

Self-concept is the view, or mental image, that students have of themselves, their abilities, and their self-worth as measured by the Piers-Harris Children's Self-Concept Scale.

### Limitations

The following limitations apply to this study:

1. The experimental group included students presently attending the Lewisville Learning Center. The control group included students presently attending Lewisville High School and enrolled in the Coordinated Vocational Academic Education Cooperative Education class.

2. The study included only students who meet the criteria for at-risk as established by House Bill 1010.

#### Basic Assumptions

1. It was assumed that the students responded honestly to the Piers-Harris Children's Self-Concept Scale. It was assumed that the students participating in the study had the reading ability (at the third-grade level) to successfully complete the questionnaire.

2. It was assumed that the subjects in the control group were generally similar to subjects in the experimental because of their identification as at-risk students.

## CHAPTER II

### SYNTHESIS OF RELATED LITERATURE

Students at-risk are a primary concern of national, state, and local education agencies. The impact that at-risk students have on the work force from the local level to the national level is a significant determining factor in the future economic stability of the United States (Ligon, 1990). Many studies have been conducted to determine the reasons students are at-risk of dropping out of school and the effectiveness of a variety of programs and strategies designed to encourage students to stay in school until completion of their high school requirements. This review of literature is divided into six areas: (1) the national impact of at-risk students, (2) the state impact of at-risk students, (3) characteristics of at-risk students, (4) the effects of a negative self-concept for at-risk students, (5) the impact of group counseling on at-risk students' self-concept, (6) career counseling, (7) and related studies.

#### Impact of At-Risk Students at the National Level

In 1989, the high school completion rate in the United States was 81.1 percent for nineteen-year-olds, 86.5 percent for twenty-four-year-olds, and 86.9 percent for twenty-nine-year-olds (United States Department of Labor, 1991).

The total number of students dropping out of school each day is 2,478 (Leading Indicators, 1992). Students who drop out of school before graduation are compelled to

take lower paying jobs and, therefore, are limited in their power to purchase consumer goods and to make significant contributions to the economy (United States Department of Labor, 1991).

Undereducated workers have difficulty mastering the complex skills required in a rapidly changing technological environment. The employment trends of the 1990's indicate a greater demand for service-oriented businesses and companies in technological fields (Cardenas, 1986). In order to provide the skills necessary to perform the duties required in these areas it is imperative that members of the work force be better educated. To meet the needs of sophisticated technology, students must attain higher levels of critical thinking skills through education (Ligon, 1990).

Students must possess global knowledge as well as technical skills if they are to compete successfully in the world marketplace. In the future, the United States may well be in third position as a world power, behind Western Europe and South Eastern countries headed by Japan (Carpenter, 1990). The Japanese are setting standards of educational performance and efficiency that the United States must meet or exceed in order to survive as a global economic power (Harris, 1989). A recent report indicates, however, that the United States has under-invested in elementary and secondary education compared to other industrialized nations. Compared to other nations, the United States has the least well-articulated system of school-to-work transition in the industrialized world (Ligon, 1990). It is important that the federal government continue to

address the dropout problem and the issues of at-risk students if the United States is to maintain its position as a leading world power.

### Impact of At-Risk Students at the State Level

The 1988-1989 Public School Dropout Report presented by the Texas Education Agency to the Texas State Board of Education in May 1990 revealed that a total of 82,325 students dropped out of Texas schools during the 1988-1989 school year. This is an estimated annual state dropout rate of 6.1 percent for the 1988-1989 school year. According to the Texas Education Agency's report, Hispanic students have a 8.1 percent dropout rate, Anglo students have a 4.5 percent dropout rate, and African-American students have a 7.5 percent dropout rate (Ligon, 1990).

These statistics combine to give Texas the dubious honor of ranking sixth from the bottom nationally in dropout statistics (Waters, 1989). Unless the quality of education improves, the difficult economic situation in Texas is not likely to improve. The days when illiterate workers could find enough work to provide for themselves and their families through migrant jobs are gone. The sophistication of machinery and the knowledge necessary to work efficiently, whether in agriculture, oil, or other industry, requires more highly educated employees than in the past. Because oil is no longer "king" in Texas, there is also little demand for undereducated oilfield workers. Agriculture has become a highly technical occupation which involves the use of machinery and formulas for producing crops, and requires a sophisticated level of education. The economic trends in the state have evolved from agriculture and oil to service, defense, and technological



industries (Carpenter, 1990). In order for Texas to exhibit healthy economic growth, workers in the state must be able to produce competitively, not only with other states, but with workers in other countries.

### Characteristics of At-Risk Students

According to Texas House Bill 1010 (1987), students must be classified as at-risk if they meet any one of the following criteria:

1. If they have not advanced from one grade level to the next for two or more school years.
2. If they have mathematics or reading skills that are two or more years below grade level as defined by a nationally normed referenced test.
3. If they have failed at least two courses in one or more semesters and are not expected to graduate within four years from the time they first entered the ninth grade.
4. If they have not mastered any one of the three portions of the Texas Assessment of Minimum Skills test.

Additional characteristics listed in House Bill 1010 which indicate that students may be at-risk for dropping out are poor academic performance; delinquency; drug or alcohol abuse; limited English proficiency; need for compensatory or remedial instruction; sexual, physical, or psychological abuse; pregnancy; slow learning; late enrollment; nonattendance before the end of school year; and lack of motivation. These characteristics may also directly affect self-esteem (Carpenter, 1990). As evidenced by this extensive list of indicators, students drop out of school for many reasons. According

to Pallas (1987), however, these reasons can be grouped into a few basic categories:

academic performance, social adjustment, and early transition into adulthood.

Students who do not experience positive academic performance are most likely to drop out of the educational system. Grades and performance on standardized tests are the truest indicators for the identification of potential dropouts in this category (Pallas, 1987).

Social adjustment encompasses a wide spectrum of behaviors. Chronically truant students have a high dropout rate. Students who are rebellious in the community and within the school system frequently drop out before completing their high school education. Students who cannot find their niche in school often leave the educational environment because their need to belong frequently overshadows their need for academic success (Farrell et al., 1988).

Early transition into adulthood is a significant reason for students dropping out of school. Thirty-one percent of the female dropouts from the sophomore class of 1980 in a study by Pallas left school to get married (Pallas, 1987). The need to work full-time to support families is becoming an all-too-familiar reason for young men and women to drop out of school (Carpenter, 1990).

The three main reasons given by students for dropping out of school in a 1988 study conducted by Farrell and colleagues were social pressure, school pressure, and school boredom. Social pressure included family friction, peer loyalty and pressure, and sexual activity. Family friction included families that were too strict, families that were dysfunctional, and families that had abusive relationships. The pressure to perform well

in school is often more than a student can bear. Because the competition for grades is intense, "good" students often suffer "burnout," and "poor" students become overwhelmed and discouraged. The apparent lack of correlation in the relevancy of course work and the outside world makes it difficult for students to remain interested and attentive to the material presented. Farrell et al (1988). suggest that varied presentation of course work by instructors can help students with differing learning styles and abilities to become involved and to maintain interest.

According to Gruskin and Campbell (1987), "poverty is the most overwhelming demographic predictor of who will drop out" (p. 5). Today's economic difficulties have caused students who have not previously experienced economic hardship to fall into the poverty category (Orr, 1987). When socioeconomic factors are controlled, the difference across racial, ethnic, geographic, and other demographic lines become less distinct (Gruskin & Campbell, 1987). Table I illustrates the effects unemployed parents have on students dropping out of school.

Mobility from one school district to another also affects students' rate of school completion. In a study conducted by Gerald W. Bracey (1989a), Director of Research and Evaluation for Cherry Creek School District in Englewood, Colorado, the graduation rate for non-movers was 95 percent, for students moving once was 68 percent, for students moving twice was 56 percent, and for students moving three times was only 30 percent.

It is imperative that parents and educators be aware of the impact that relocation has on students' high school graduation rates. Provisions to assist students in handling the

transition from one school to another should be provided by parents, the community, and the education (Bracey, 1989a).

Table I

Nationwide Percentage of Dropouts by Ethnicity whose Parents are Unemployed

Ethnicity	Percentage
Anglo	12
Afro-American	31
Hispanic	24

Self-Concept

How students view themselves and their abilities is considered by many to be the most important variable in academic success (Sarokon, 1986). Because of the possible importance of self-concept to the likelihood that students will drop out of school, it is necessary to establish a working definition of the term. Many definitions of self-concept, or self-esteem, have been suggested by previous researchers. Cohen (1968) defines self-esteem as "the degree of correspondence between an individual's ideal and actual concepts of himself" (p. 383). Blythe and Traeger (1983) define self-esteem as the evaluation of oneself and the degree of satisfaction with that evaluation. Researchers also disagree as to whether the terms self-concept, self-image, and self-esteem are used

interchangeable. Self-esteem is described by psychoanalyst Edith Jacobson (1964) as the degree to which actual self-image matches ideal self-image. According to Stanley Coopersmith (1967), self-esteem is a personal judgment of worthiness expressed in the attitudes an individual has toward himself or herself. As noted by Lewis, Hayes, and Lewis (1986), Carl Rogers defines self-concept as the constellation of self-perceptions of "I" and "me." The debate on the similarities and differences between the terms self-esteem, self-concept, self-image, and self-worth is ongoing and unlikely to be resolved in the near future. In the Piers-Harris Children's Self-Concept Scale self-esteem and self-concept are the same (Piers, 1984). Therefore, for the purpose of this study, the operational definition of self-concept is the view, or mental image, that students have of themselves, their abilities, and their self-worth as measured by the Piers-Harris Children's Self-Concept Scale.

Outward signs of low self-esteem are often the same behaviors recognized as being typical of at-risk students. Academic failure, drug and alcohol abuse, delinquency and crime, truancy, and unwed pregnancy all can be the result of low self-esteem (Ralph, 1989).

Students with a poor self-image are often incapable of believing that an educator or peer is interested in them because it is difficult for them to believe there is anything interesting about their person. Students who have a low self-esteem often feel a sense of having lost control of their future.

Often, because of low self-esteem, students' perceptions are that teachers are not interested in them and that the educational system's discipline plan is neither effective nor fair (Wehlage, Rutter, & Turnbaugh, 1986). At-risk students often eventually become alienated from the school environment and see themselves as being on the other side of the fence (DeBlois, 1989).

Because at-risk students internalize what they interpret as negative expectations from others, they often become the victims of a self-defeating, self-fulfilling prophecy (Katz, 1967). Failure is permanent to students with low self-esteem, they cannot see temporary hurdles, only insurmountable odds (Walker, 1978). As failure begets more failure, the cycle becomes more and more discouraging, and students' sense of worthlessness and helplessness is increased (Mink & Kaplan, 1970).

Low self-esteem contributes to students' low expectations of receiving good schooling or good grades and often accounts for their leaving school (Carpenter, 1990). According to Sarokon (1986), several state assessment programs include self-esteem as an important variable in the academic stability of students. The development of a healthy self-esteem is an important strategy for lessening the dropout rate in the United States educational system (Rosales, 1989).

Burton C. Kelly (1993), a professional psychologist and family counselor, offers five tips to be used by parents, families, and schools to foster children's self respect:

1. Let them know they are important. Help children understand that every human being is unique, valuable to the family, and deserving of respect.

2. Send positive messages. Parents' communication, both verbal and non-verbal, needs to send messages telling children they are capable and worthwhile.

3. Spotlight their strengths. Focus on what the child does well, rather than on the child's mistakes.

4. Help them face problems. By precept and by example parents can teach children to live in a straightforward manner, encouraging the child to deal honestly regardless of their situation.

5. Teach them to serve. Children need an opportunity to contribute something to society. (Kelly, 1993, p. 2C).

Social pressures on today's adolescents are increasing. Expressions and feelings of ineptness, self-destructive behavior, and suicide notes and attempts are indicative of the inappropriate means that students sometimes use to combat their feelings of inadequacy (Fredrick, 1985). Communities can help adolescents overcome negative self-images by providing positive peer activities such as scouting, community sports programs, counseling, and community service projects.

Sarokon (1986) found that the educational system can address the problem of raising children's self-esteem by providing opportunities for children to experience academic success. Sarokon suggests that strategies for improving self-esteem through education should include the encouragement of at-risk students to participate within the school and in extracurricular activities, and the creation of a school environment that encourages positive relationships. Multi-model presentations of academic materials allow

more diverse opportunities for students to grasp and retain information and enable at-risk students to experience greater success in learning. Academic success raises self-esteem, and as self-concept increases so does the likelihood that students at-risk of dropping out will stay in school (Grossnickle, 1986).

Carpenter conducted a study on the relationship of self-concept and study habits using the Piers-Harris Children's Self-Concept Scale and the Survey of Study Habits and Attitudes. While Carpenter's study did not find a relationship between self-concept and study habits of at-risk students, he did conclude that the mean self-concept of at-risk. Students in his study were slightly above the 50th percentile indicating that at-risk students are capable of being successful in school. A significant finding in Carpenter's study was that at-risk students retained more than one time had a lower self-concept than at-risk students retained only one time. In Carpenter's study he found that economic status had less impact on self-concept than did gender, ethnicity, participation in school activities, and retention (Carpenter, 1990).

#### Group Counseling

The purpose of group counseling, as stated by Conyne (1985), is to prevent, correct, or enhance personal or task behavior. According to Knowles and Knowles (1959), successful group counseling must include (1) definable membership, (2) group consciousness or unity, (3) shared purpose, (4) interdependence in needs satisfaction, (5) communication and interaction, and (6) the ability to act in a unitary manner.



Groups are commonly classified according to their size, duration, function, participant qualities, settings, level of prevention, and natural leadership (Lewis, Hayes, & Lewis, 1986). Conyne (1985) and Gazda (1978) provide two similar but different models depicting group organization.

Gazda's model (1978) categorizes groups into three different but overlapping categories: preventive and growth engendering, preventive-growth engendering-remedial, and remedial. Preventive and growth engendering groups include group guidance, life skills, and training groups. Group counseling, T-groups, sensitivity groups, organizational development groups, encounter groups, and structured groups (including life-skills training groups) are in the preventive-growth engendering-remedial category. The final category, remedial groups, includes psychotherapy groups and life-skills training groups.

Conyne's model (1985) categorizes groups by their purpose and level. Purposes include the prevention, correction, and enhancement of behavior; levels of intervention include individual, interpersonal, organizational, and community.

Lewis, Hayes, and Lewis (1986) identify the following ten learning opportunities that are available to individuals through group counseling, as opposed to individual counseling.

1. Groups offer an opportunity to reality-test self-perceptions.
2. Distorted perceptions and false assumptions become more apparent and lose their value in a group setting.

3. Group members give a sense of psychological safety for individuals who are attempting to eliminate self-defeating behaviors.

4. Group members can try out new behaviors as the group provides an in vivo atmosphere.

5. The responses of group members can help an individual to appreciate the universality of some personal concerns.

6. Groups provide members a place to give and to experience appropriate self-disclosure and feedback.

7. Groups provide individuals with opportunities to enhance their empathy and social interest.

8. Individuals have the opportunity to make systematic progress and receive reinforcement in groups of some duration.

9. Members are helped in developing a deeper understanding and acceptance of individual differences through the group process.

10. An individual's accuracy of perception can be enhanced through the group process.

Yalom (1975) developed a comprehensive list of eleven curative factors that groups possess. These include the instillation of hope, universality, imparting of information, altruism, corrective recapitulation of the primary family group, development of socializing techniques, imitative behavior, interpersonal learning, group cohesiveness, catharsis, and existential factors.

Corey and Corey (1987) divide groups into two categories, group therapy and group counseling. In group therapy, attention is given to unconscious factors, to individuals' past and to personality change. Group counseling, on the other hand, usually focuses on a particular type of problem. The problem may be personal, educational, social, or vocational. Group counseling works with conscious problems but not major personality changes. Group counseling is usually short-term and does not involve the treatment of severe psychological problems or behavioral disorders.

Corey and Corey (1987) categorize group counseling into the following four types:

1. Personal-growth groups are concerned with the exploration of personal issues. These groups provide support and challenge participants to make honest self-assessments. These groups assist participants in determining specific ways to change their thinking, feeling, and acting patterns. Goals for personal-growth groups are to assist the participant in developing more positive attitudes and better interpersonal skills, facilitate personality change, and help members transfer skills and behaviors developed in the group to the outside world.

2. T-groups, or training groups, emphasize human relations skills. These groups provide education in an environment where experimentation can occur and new data can be analyzed. T-groups are task-oriented and focus on specific organizational problems. The group process rather than personal growth is the focus of these groups.

3. Structured groups have specific topics. Some examples of topics for structured groups are eating disorders, stress management, incest recovery, and assertiveness training. The purpose for structured groups is to provide participants with an increased awareness of a life problem and tools to better equip participants to cope with the problem. The structured group was used this study.

4. Self-help groups stress a common identity and provide a support system for participants. Members share experiences and provide encouragement. These groups are led by group members rather than by professionals.

There is a place in the public education system for all four group classifications. The group classification most frequently used in educational settings, however, is the structured group (Corey & Corey, 1987).

### Career Counseling

Career counseling incorporates family counseling, leisure counseling, and personal counseling. These areas are so closely related that each area involves all other areas (Super, 1993). The "whole person" is a constellation of many roles and activities including work or career, love, and friendship and relationship (Erikson, 1963, p. 265). People need both work and love in their lives to be mentally healthy and fulfilled (Savickas, 1991). The holistic emphasis in career counseling is the approach of Super, the developmentally oriented theorist Fassinger and Scholssberg, Vondracek, and many others (Rak, 1994).

Developmental career counselors theorize that career problems are inextricably intertwined with personal problems and addressed as a whole by career counselors (Krumboltz, 1991). The current emphasis by the developmental career counselors is to shift career counseling from an intervention and remediation approach to an optimization, education, and enhancement development approach (Vondracek & Schulenberg, 1992, p. 293).

Salmone (1988) identified five client stages and counselor steps in career counseling: understanding of self, understanding of environment, decision making, implementing decisions, and adjusting to new educational or occupational circumstances. Each step is important to the client's ability to make and carry out wise career decisions.

The first stage, understanding of self, includes issues of self-concept and personal and vocational identity. Greenberg et al. (1992) determined that self-esteem protected individuals from unmanageable anxiety because of threat. Greenberg's study proposed a "terror management" theory of social behavior that suggested people are motivated to maintain a positive self-image because self-esteem protects them from anxiety. Tice (1992) conducted a study that found people were more likely to alter their self-concepts to fit recent behaviors if the behaviors occurred in the context of interpersonal relationships rather than private situations.

The second stage is for the person to understand their potential work environment from several perspectives. Clients should learn about: (1) ecological variables of an environment (i.e., the geographical, meteorological, architectural, and design issues); (2)

the social climate of the work environment; (3) the organizational structure of the environment including size of work group, management style and structure, and rules of the organization; (4) the general characteristics of workers usually employed in the environment (Salmone, 1988).

Stage three is the decision-making process. Harum (1979) proposed a model using three decision-making styles: (1) rational, a logic step by step approach; (2) intuitive, a feeling of rightness approach; and (3) dependent, an approach that is heavily influenced by the opinions and expectations of peers and authorities. Elwood (1992) uses a pyramid model for decision making incorporating genetic and personal factors, values and opportunities, and the influences of friends and families in the decision-making process.

Stage four is implementing educational and vocation decisions. There are many job placement models utilizing various resources available to career counselors. Resume writing and interview skills should be addressed in this stage. Written, verbal, and non-verbal communication skills should be assessed (Ugbah & Evuleocha, 1992).

Stage five is adjusting to the work or school environment. Work adjustment has three components: task performance, work-role behavior, and work satisfaction (Hershenson & Szymanski, 1992, p. 291). Counselors must concentrate on problems associated with working or schooling at this stage in the career counseling model. Adjustment problems could include poor work and study habits, ineffectual interactions with co-workers or academic colleagues, one's self-image as a worker or student, and motivational issues (Salmone, 1993).

Career counseling is an important tool in encouraging students to remain in school. Avoiding career-life planning issues in traditional counseling work limits the ability of the counselor to help the client holistically (Salmone, 1993).

### Related Studies

Review of the literature yields several studies using various types of group counseling programs to improve self-esteem. All of the populations participating in these studies have some of the same characteristics as the high school at-risk students.

Rudolf Mathias and Ronald Sindberg (1986) conducted a study utilizing a time-limited therapy group. Members of the group were inmates of a minimal-security correctional institution. Eight male prisoners attended ten group sessions led by a psychologist volunteer. The Minnesota Multiphasic Personality Inventory (MMPI) was administered as a pretest-posttest to determine the effect of the counseling on the prisoners' self-esteem. A t-test for correlated means was used to evaluate changes. The most consistent change was reduction on the Pa (paranoia scale) ( $t = 4.97, p < .01$ ). The remaining clinical scales and validity scales showed less-dramatic change with the exception of the Ma (Mania) scale which averaged out to no change at all. While statistically insignificant, results suggested that there were positive changes in the self-worth of the subjects at the conclusion of the group counseling sessions.

In 1981, Nancy Mitchem conducted a six-session group counseling program for Navy children whose fathers were on deployment. The Coopersmith Self-Esteem Inventory was used in a pretest and posttest to measure the effect of group counseling on

self-esteem for the Navy children. Results of the Coopersmith Self-Esteem Inventory suggested that the group counseling process had a positive effect on self-esteem. The pretest and posttest scores of the Coopersmith Self-Esteem Inventory were analyzed using a paired t-test on the total scores of the pretests and posttests and on each of the subscales. Significant differences were found in the total scores ( $p < .025$ ) and on the school-academic subscale ( $p < .005$ ).

A study using a psychodramatic group therapy program to raise the self-esteem of students in an alternative school setting was conducted by Franklin, McNeil, and Wright (1988). The group counseling sessions met twelve times. Pretests and posttests measuring behavior and ego strength were administered to an experimental group of seven students and to a control group of ten students. Results showed significant improvement in the experimental group's asocial index, ego strength, and introversion tendencies.

Group counseling sessions for adolescents of divorced families were conducted by Michael and Sharon Omizo (1987). In this study, the Coopersmith Self-Esteem Inventory was administered as a pretest and posttest to an experimental group of thirty and a control group of thirty. Results indicated that the experimental group had higher posttest levels of self-esteem and possessed a more internal perception of locus of control orientation.

A program to develop self-esteem was implemented by Gloria Myrick to reduce the failure and potential dropout rate of limited-English-proficient eighth-grade Haitian students ( $N = 15$ ). The Piers-Harris Children's Self-Concept Scale was administered as a pretest and as a posttest. The students attended fifty-minute group sessions one day a



week for ten sessions. A gain in students' self-esteem and in their achievement in school was evident at the conclusion of the ten sessions. It was concluded that building positive self-esteem improves students' academic achievement (Myrick, 1989).

An assertiveness training group of adolescents was administered the Piers-Harris Children's Self-Concept Scale as a pretest, a posttest, and a one-month follow-up test. Results showed that the ratings of students significantly improved on the Piers-Harris Children's Self-Concept Scale, both at termination of the group and one month later (Wakeman, 1984).

Patricia Marin (1990) used the Piers-Harris Children's Self-Concept Scale to evaluate personal, academic, and social factors associated with high school graduation and non-graduation among Hispanics. Subjects in the study were fifty-five high school graduates, fifty-eight high school equivalency students, and fifty dropouts from the South Bronx in New York City. Results of the study indicated that the dropout students had lower self-esteem than did students in either the graduate or the high school equivalency groups.

## CHAPTER III

### METHODOLOGY

The design of the study, variables, instrument, sample, procedure used to collect the data, and the method used for data analysis are described in this chapter.

#### Research Design

A pretest-posttest control-group design, was used for this study (Campbell & Stanley, 1963). The pretest-posttest control group design is one of the three pure experimental designs for research (Huck, Cormier, & Bounds, 1974). Table II presents the design of the study (Borg, 1987).

Table II

#### Experimental Design of the Study

Group		Pretest		Posttest
Experimental	R	O	X	O
Control	R	O		O

The two categories of the study were at-risk students who were involved in a career group counseling session for a total of thirty hours, and at-risk students who were not involved in any group counseling activity. At-risk students who were involved in

career group counseling at the Lewisville Learning Center campus served as the experimental or treatment group. At-risk students who were not involved in group counseling and were enrolled in Lewisville High School's CVAE class served as the control group.

The first administration of the Piers-Harris Children' Self-Concept Scale, the pretest, was completed in September 1993. The second measurement, the posttest, was taken in November 1993 at the end of thirty hours of group counseling.

#### Variables

The independent variable for this study was group counseling. The treatment was thirty hours of career counseling. All students in the treatment group participated in career group counseling.

The dependent variable for this study was change in students' self-concept as measured by a pretest and posttest. The Piers-Harris Children's Self-Concept Scale was used to measure change in students' self-concept.

#### The Instrument

The Piers-Harris Children's Self-Concept Scale, "The Way I Feel About Myself," developed by Ellen V. Piers and Dale B. Harris in 1969, was used as the instrument for this study (Piers, 1984). The scale consists of eighty declarative statements which are answered with "yes" or "no." Written on the third-grade reading level, the Piers-Harris Children's Self-Concept Scale is appropriate for administration to students in grades four through twelve. Although the scale is untimed, students can complete the test in ten to

fifteen minutes. The instrument yields a total self-concept score and six cluster scores, including behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. The total raw score can be converted to percentile, stanines, and *t*-scores.

The validity and reliability of the Piers-Harris Children's Self-Concept Scale have been determined by a variety of tests. In a sample of students in grades six and ten, the Kuder-Richardson Formula 21 was applied to half of the sample, and yielded reliability coefficients ranging from .78 to .93. The Spearman-Brown odd-even formula was applied to half of the sample in grades six and ten and yielded coefficients of .90 and .87 for each grade. A four-month test-retest on half of the sample in grades three, six, and ten resulted in coefficients of .72, .71, and .72, respectively. A two- and four-month test-retest on 244 fifth-grade students resulted in a reliability coefficient of .77 (Piers, 1984).

Recent studies have revealed that the test-retest reliability coefficients vary according to the time interval, with mean of .73. A five-month interval for a test-retest study with students in grades five, six, and seven by McLaughlen revealed stability coefficients from .71 to .75 (Piers, 1984). Shavleson and Bolus (1982), who conducted another five-month interval test-retest study with a group of seventh and eighth grade white, upper-class students, reported reliability coefficients have ranged from .88 to .93 for the total score, and from .73 to .81 on the cluster scores (Mitchell, 1985).

Attempts were made shortly after the scale was first developed to address content validity by including items in all areas of interest and concern to children. The non-

discriminating items were deleted during the item analysis. Although it is not relevant that children's perceptions of their self-concept correspond to those of others, correlations with teachers and peer ratings ranged from non-significant to .49. According to Piers (1984), Mayer used the Lippsit Children's Self-Concept Scale to measure concurrent validity, and found a coefficient of .68 at the .01 level. Two other types of validity checks considered have been the relevant moderator variables of ethnicity, age, and grade, and invalid responses due to random biases. Other validity studies have explored the relationship between the Piers-Harris and other self-concept, behavior, and personality scales. These intercorrelation coefficients have ranged from .21 to .59 (Mitchell, 1985).

Lian-Hwang Chiu (1988) compared five self-concept scales; the Coopersmith Self-Esteem Inventories, the Culture-Free Self-Esteem Inventories for Children and Adults, the Piers-Harris Children's Self-Concept Scale, the Rosenberg Self-Esteem Scale, and the Tennessee Self-Concept Scale. Chiu recommended that all five self-concept measures be used in research when a global self-esteem score is what is needed. Chiu Concluded that the Piers-Harris Children's Self-Concept Scale was the most adequate for clinical purposes. On the basis of Chiu's endorsement of the Piers-Harris Children's Self-Concept Scale as an appropriate test for clinical purposes, as well as its comparatively low cost, the Piers-Harris Children's Self-Concept Scale was selected for use in this study.

### Sample

The population for this study was comprised of at-risk students in North Central Texas enrolled in the Lewisville Independent School District. All participants were classified as at-risk and met requirements established by Texas House Bill 1010 for at-risk designation. Pretest and posttests, in the form of the Piers-Harris Children's Self-Concept Scale, were administered to all students enrolled at the Lewisville Learning Center and all students who were enrolled in the Lewisville High School's Coordinated Vocational Academic Education (CVAE) course at the time of the study. A total of 60 students from the Lewisville Learning Center completed pre- and posttests.

A table of random numbers was used to select 25 students from the 60 students attending Lewisville Learning Center to participate as members of the experimental group. Similarly, a table of random numbers was used to select 25 students from the 40 students enrolled in Lewisville High School's CVAE class to constitute the study's control group (Thomas & Young, 1987).

Subjects in the experimental and control groups included male and female subjects whose ages ranged from 16 to 19 years and enrolled at the sophomore, junior, and senior levels. The sample included Hispanic, African-American and Anglo students. Table III presents a summary of the characteristics of subjects included in the study's experimental and control groups.

Table III

Experimental & Control Groups Composition by Gender, Ethnicity, Age, and GradeLevel.

	Experimental Group	Control Group
	<u>N</u>	<u>N</u>
<hr/>		
Age		
Seventeen	10	12
Eighteen	12	11
Nineteen	3	2
Ethnicity		
African-American	6	8
Anglo	14	11
Hispanic	5	6
Gender		
Female	7	13
Male	18	12
Grade Level		
Tenth	2	8
Eleventh	13	6
Twelfth	10	11

---

### Procedures

The procedure used for the experimental career counseling groups is outlined in this section. Copies of all group activities and the New Focus manual are provided in the Appendix.

#### Session 1

1. Introduction: Purpose, scope, and goals of the career counseling unit were presented (20 minutes).
2. Guidelines: Expectations of group members, confidentiality, and courtesy were presented (20 minutes).
3. Piers-Harris Children's Self-Concept Scale: The pretest was introduced and administered (20 minutes).
4. Break: Students were given a short break (10 minutes).
5. Learning styles: The leader introduced and briefly explained different types of learning styles (30 minutes).
6. Dunn and Dunn's Learning Styles Inventory (LSI): Students were divided into small groups of five and took the time to complete the LSIs on personal computers (40 minutes).

(Total time for Session 1: 3 hours.)

#### Session 2

1. Introduction: Brief welcome and explanation of the day's session and a review of expectations and group conduct (10 minutes).



2. Warm-up exercise: The "people hunt" exercise was used to get group members interacting (15 minutes).

3. Career Ability Placement Survey (CAPS): CAPS was introduced and administered (1 hour and 25 minutes).

4. Break: Students were given a short break (10 minutes).

5. Interpretation: The CAPS assessment was interpreted (45 minutes).

6. Introduction to New Focus: The goal of the New Focus program was to change negative behaviors of students through the internal management process which encourages self-management, responsibility, and positive decision-making skills (15 minutes).

(Total time for Session 2: 3 hours.)

### Session 3

1. Introduction: The author and presenter of the New Focus Program, and co-presenter were introduced to the large group.

2. New Focus training: The training was done in large and small groups. A copy of the training manual is provided in the Appendix.

(Total time for Session 3: 3 hours.)

### Session 4

Sessions 4 through 11 were a continuation of New Focus training.

1. Session 4 -- New Focus follow-up: The groups reviewed the New Focus class through group discussion. Highlights of the discussion included -- you are the sum total

of your data; you are the product of your conditioning, defense mechanisms, and the internal management process.

(Total time for Session 4: 1 hour.)

2. Session 5 -- action plan: The groups developed an action plan, and listed personal, family, school, and community goals. The students presented their action plans to the group.

(Total time for Session 5: 1 hour.)

3. Session 6 -- confrontation skills: The groups used confrontation skills introduced to them in the New Focus training. Confrontation skills involved the extension of care and concern from the group to the individual participants who demonstrated areas in their lives in which they were out of control. The group confronted the behavior, thoughts, and feelings of a group member with care and concern. Possible questions asked were: What did you hope to accomplish? What is it that you want? What are you doing to get it? Is it working? What are you going to do about it? The students were encouraged to always use what, where, when, and how questions and to avoid why questions.

(Total time for Session 6: 1 hour.)

4. Session 7 -- visualization: The group will center on the concept of visualization. Russell (1992) states "what the mind conceives (has an idea about) it will perceive (begin a formalization process that moves it from abstract to concrete) and it will achieve (the

mind attempts to make it a reality)" (p. 16). The difference between internal and external influences on success was the topic of group discussion.

(Total time for Session 7: 1 hour.)

5. Session 8 -- review: This session was a continuation of confrontation skills, review of action plans, visualization, and getting out of personal ruts.

(Total time for Session 8: 1 hour.)

6. Session 9 -- movie: The group watched the movie, Drug Avengers, discussed the movie, and reflected on what defense mechanism they saw. The students gave examples of giving personal power away, examples of recognition of personal power, and examples of what they did not have control over.

(Total time for Session 9: 1 hour.)

7. Session 10 -- chemical dependency: The groups looked at the chemical information in the student workbook, and participated in a group discussion on stages, the feeling chart, the identification process, the disease concept, and "good" drugs versus "bad" drugs.

(Total time for Session 10: 1 hour.)

8. Session 11 -- movie and summary: The groups watched the movie Fast Forward Future, and discussion on chemicals was continued from the previous session. A summary of strengths and accomplishments and areas of improvement was made by each of the students in the group. This session concluded the New Focus section of career counseling.

(Total time for Session 11: 1 hour.)

#### Session 12

1. Warm-up activity: "Interview" (15 minutes).
2. Introduction: A brief outline of the next ten sessions and a reminder of the importance of internal control (15 minutes).
3. Relaxation exercise: A relaxation tape that encouraged students to visualize the future (30 minutes).
4. Processing: Group discussion (30 minutes).

(Total time for Session 12: 1 hour and 30 minutes.)

#### Session 13

1. Warm-up exercise: The group began with the "2 Truths and a Lie" activity (15 minutes).
2. Introduction: The leader introduced growth wheels (10 minutes).
3. Growth wheel: The students drew a personal growth wheel and in each area of the wheel listed events that had happened to them within the last six months (15 minutes).
4. Goal setting: The students projected the events that they would like to have happen in each area of the growth wheel in the next five years and identified steps to reach their goals.
5. Processing: The students shared their wheels with the groups and explained their past and forecasted their future (30 minutes).

(Total time for Session 13: 1 hour and 30 minutes.)

#### Session 14

1. Warm-up activity: Students participated in a color activity (15 minutes).
2. Introduction: The leader introduced the Occupational Outlook Handbook and career research worksheets (15 minutes).
3. Group activity: Students researched careers and completed worksheets (30 minutes).
4. Processing: Students shared their discoveries with each other through group discussion (30 minutes).

(Total time for Session 14: 1 hour and 30 minutes.)

#### Session 15

1. Warm-up activity: The "spectrum" activity began the group (20 minutes).
2. Introduction: The leader introduced college, technical school, and apprenticeship books (15 minutes).
3. Group activity: Students compiled the information for their careers and wrote letters to schools or facilities requesting additional information (35 minutes).
4. Processing: Students compared college and training costs and other requirements with group members (20 minutes).

(Total time for Session 15: 1 hour and 30 minutes.)

#### Session 16

1. Warm-up activity: "Memory" activity (15 minutes).

2. Introduction: The leader introduced ACT, SAT, and TASP tests to the group (15 minutes).

3. Group activity: Students practiced filling out forms and taking practice tests (45 minutes).

4. Processing: Students discussed who was going where, what tests were required, and whether or not post-secondary training was necessary (15 minutes).

(Total time for Session 16: 1 hour and 30 minutes.)

#### Session 17

1. Warm-up activity: "Am I Who I Think I Am" began the group (20 minutes).

2. Introduction: Financial aid forms, materials, and resources were explained to the group (20 minutes).

3. Group activity: The career information was compiled into a binder with addresses and telephone numbers for training, schools, and financial aid or employment highlighted (30 minutes).

4. Processing: Students discussed what had been gained and what they wanted to know more about (20 minutes).

(Total time for Session 17: 1 hour and 30 minutes.)

#### Session 18

1. Introduction: The leader introduced the relaxation and visualization tape (5 minutes).

2. Group activity: After the relaxation and visualization exercise, then students built a road map of their next five years with construction paper (40 minutes).
  3. Processing: Students compared their visualizations from the first exercise to this one, then explained their road maps to the group (25 minutes).
  4. Closure: The leader reemphasized the importance of internal management and students wished each other a fulfilling future (20 minutes).
  5. Piers-Harris Children's Self-Concept Scale: The posttest was administered (untimed).
  6. Pizza luncheon: Students ate pizza together (untimed).
- (Total time for Session 18: 1 hour and 30 minutes, plus pizza and test time.)

## CHAPTER IV

### PROCEDURES FOR ANALYSIS OF DATA

The following chapter presents an analysis of the data obtained from administering the Piers-Harris Children's Self-Concept Scale to at-risk students enrolled in a regular high school and not participating in group counseling session and high school students enrolled in an at-risk facility and participating in group counseling sessions. Data for the study was obtained from two administrations of the test instrument. The study included 30 hours of career group counseling sessions during the 1993 Fall semester with the experimental group. All the subjects in the study were students in the Lewisville Independent School District and met the criteria for at-risk designation as defined by the Texas Education Agency and Texas House Bill 1010.

#### Restatement of the Null Hypothesis

For the purpose of this study the following null hypothesis was formulated: there will be no significant difference in the mean attitude self-concept scores of students participating in career group counseling and students who are not participating in group counseling.

#### Analysis of Data

The data gathered from the two administrations of the Piers-Harris Children's Self-Concept Scale was statistically analyzed using the independent t-test. Table IV



presents the results of the independent t-test on the pretest. There was no significant difference at the .05 level between the pretest of the experimental group and the pretest of the control group.

Table IV

t-Tests for Independent Samples -- Pretest Experimental Group and Control Group

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	F Value	2-tail Prob.
Experimental	25	60.6400	15.381	3.076	1.41	.402
Control	25	57.4800	12.936	2.587		

Table V presents the results of the independent t-test to determine significant difference of the means between the experimental and control groups on the posttest. There is no significant difference at the .05 level in the scores of the posttest experimental group and the scores of the posttest control group.

Table V

t-Tests for Independent Samples -- Posttest For Experimental Group and Control Group

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	F Value	2-tail Prob.
Experimental	25	60.0400	12.177	2.435		

Table V (continued)

t-Tests for Independent Samples -- Posttest For Experimental Group and Control Group

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	F Value	2-tail Prob.
					1.08	.859
Control	25	56.8000	12.633	2.527		

Findings

The null hypothesis was retained. There is no significant difference in the pretest mean self-concept scores of the experimental group and the control group. There was no significant difference in the posttest mean self-concept score of the experimental group and the posttest mean self-concept score of the control group. The mean score of the experimental group was 60.0400 and the mean score for the control group was 56.8006. The standard deviation for the experimental group was 12.177 and the standard deviation for the control group was 12.633 on the post-test. A probability factor of .859 cannot be considered significant. On the basis of these results, it is concluded that career group counseling had no significant effect on the self-esteem of at-risk students.

## CHAPTER V

### SUMMARY, CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

A summary of the background for this study, the purpose and procedures, and review of the literature is provided in this chapter. The conclusions drawn from the findings, a discussion, and the recommendations proposed are also presented in this chapter.

#### Summary

The problem of keeping adolescents in school is a critical social and economic issue nationwide. Academic success raises self-esteem, and a good self-image promotes academic success. As self-image increases so does the likelihood that students at-risk of dropping out will stay in school (Grossnickle, 1986).

The financial drain on local, state, and federal agencies to support programs for those people who are unable to provide for themselves is at a crisis stage (Waters, 1989). The cost to the public and private sectors for training and retraining an inadequately educated society is billions of dollars (Bracey, 1991). Finding avenues to keep students in school is of critical economic importance to this country (Waters, 1989).

The purpose of this study was to determine the effects of career group counseling on the self-concept of at-risk high school students as measured by the Piers-Harris

Children's Self-Concept Scale. The criteria for at-risk designation is established by House Bill 1010. A comprehensive review of related literature focused on the following aspects of at-risk students:

1. The impact of at-risk students at the national level;
2. The impact of at-risk students at the state level;
3. Characteristics of at-risk students;
4. Self-concept
5. Career counseling;
6. Group counseling;
7. and Related studies

At the national level, the dropout rate in 1989 was 18.9 percent for nineteen-year-olds, 13.5 percent for twenty-four-year-olds, and 13.1 for twenty-nine-year-olds (United States Department of Labor, 1991). The national economic impact of the growing dropout rate is significant. With fewer academic skills, students who drop out of school are compelled to take lower paying jobs. Their contribution to taxes is less, their power to purchase and stir economic growth is less, and their contribution to assist the United States in competing in an international market is less (Ligon, 1990).

In Texas, during the 1988-89 school year a total of 82,325 students dropped out of school. The estimated dropout rate is 6.1 percent. Texas ranks the from the bottom nationally in dropout statistics (Waters, 1989). Texas must address the dropout problem before the drain on the Texas economy, through social programs, the overworked justice

system, and lost revenues due to an inferior workforce, cripple the economic growth of the state (Carpenter, 1990).

House Bill 1010 states a student must be classified as at-risk if they meet any one of the following criteria:

1. Not advanced from one grade level to the next for two or more school years.
2. Math or reading skills are two or more grade levels behind as defined by a nationally normed reference test.
3. Failed at least two courses in one or more semesters and are not expected to graduate within four years from the time they first entered ninth grade.

Additional characteristics established by House Bill 1010 that may indicate an at-risk student are:

1. poor academic performance
2. drug or alcohol abuse
3. delinquency
4. limited English proficiency
5. remedial instruction
6. sexual, physical, or psychological abuse
7. pregnancy
8. slow learning,
9. late enrollment
10. none attendance before the end of the school year

11. and lack of motivation.

These are characteristics that may also directly effect self-concept (Carpenter, 1990).

The operational definition of self-concept for this study is the view, or mental image that students have of themselves, their abilities, and their self-worth as measured by the Piers-Harris Children's Self-Concept Scale. Low self-esteem and self-concept contributes to students' failures academically and socially (Walker, 1978). Raising students' self-esteem and self-concept raises academic success, and academic success raises and reenforces positive self-concepts (Grossnickle, 1986). It is important to recognize the effects of self-esteem and self-concept on academic achievement in devising strategies to decrease the dropout rate (Wehlage, Rutter, & Turnbaugh, 1986).

The group counseling section in the review of literature defines types of groups, purposes of groups, and topics for groups. In the school setting structured groups are used most frequently (Corey & Corey, 1987). Structured group counseling was used for this study.

Career counseling is so fundamentally related to family counseling, leisure counseling, and personal counseling that each area involves all other areas (Super, 1993). There is a current emphasis by developmental career counselors to shift from intervention and remediation to optimization, education, and enhancement development in their approach to career counseling (Vondracek & Schulenberg). Career-life planning issues in

counseling help the client holistically (Salmone, 1993). The developmental philosophy of career counseling was the guideline for establishing the contents of the career group counseling for this study.

Review of the literature yielded several studies using group counseling to improve self-esteem and self-concept. Gloria Myrick implemented a group counseling program of fifty-minute group sessions once a week for ten weeks to increase the self-esteem of limited-English-proficient eighth-grade Haitian students. The Piers-Harris Children's Self-Concept Scale was administered as a pretest-posttest. It was concluded that positive self-esteem improves students' academic achievement (Myrick, 1989).

Patricia Marin (1990) used the Piers-Harris Children's Self-Concept Scale to evaluate personal, social, and academic factors associated with Hispanic high school graduates and non-graduates from South Bronx, New York. The results of the study indicate that students who dropped out of school had a lower self-esteem.

The study was conducted, in the Fall of 1993, by administering the Piers Harris Children' Self-Concept Scale to all of the students enrolled in the Lewisville Learning Center, and all of the students enrolled in Lewisville High School CVAE Class. These populations met the criteria for at-risk as defined by House Bill 1010. At the end of thirty hours of career counseling with the experimental group, The Piers-Harris Children's Self-Concept Scale was administered as a posttest to both the experimental and control groups. A table of random numbers was used to select the twenty-five students from each group for the study. Using a t-test for independent means the data was statistically

analyzed. The findings showed no significant differences in the mean scores of the pretests and no significant differences in the posttest mean scores.

### Conclusion

Based on the findings of this study the following conclusion was drawn. Career group counselling was not effective in raising the self-concept of at-risk students.

### Discussion

Observing student interaction it was apparent that career group counseling did impact the students' awareness of self and others. During group sessions group members expressed that the opportunity to relate to each other in a group setting allowed them more insight into ways to handle problems in all areas of their lives. Members also enjoyed the activities that encouraged them to plan their futures. Actively plotting strategies for future successes through the roadmap exercise instilled confidence in the students. The roadmap exercise had members sharing their past struggles and hopeful futures with each other. Encouraging each other to strive for success and overcome hurdles on their roadmap was the favorite activity of the group.

The population from which the sample was drawn may be a contributing factor in not finding significant differences in the mean scores of the posttests. Sample size has a significant impact on the degree of variance between the means of scores. Due to the limited sample size of twenty-five in the experimental and twenty-five in the control groups the degree of error in standard deviation is increased. Campbell and Stanley



(1963) reported that as the sample size increases the degree of error decreases proportionally.

The experimental and control groups are similar in that the populations have met the criteria for at-risk classification as designated by House Bill 1010. However, some of the differences in the two groups that may have impacted this study are:

1. The experimental group was located on the Lewisville Learning Center Campus, while the control group was located on the Lewisville High School Campus.
2. The experimental group was located at an at-risk accelerated curriculum facility with little social interaction. The control group was in a typical high school offering a full range of curriculum, social interaction, and extracurricular activities.
3. When comparing the data for the experimental and control group it was found that the mean age of the experimental group was 17.9 years of age, while the mean age for the control group was 18.8 years of age. This is a difference of .9 years.
4. In comparing ethnicity the experimental group was 56% Anglo and 44% minority, while the control group was 56% minority and 44% Anglo.
5. Significant differences were found in gender between the experimental and control group. The experimental group had 28% female and 72% male, while the control group had 52% female and 48% male.
6. There was found to be only a .1 variance between the experimental and control groups when compared on grade level.

The selection process began by testing all of the students at the Lewisville Learning Center (LLC) and in the Coordinated Vocational Adjustment Education

(CVAE) class at Lewisville High School. Using a table of random numbers, twenty-five students were selected from the LLC and twenty-five students were selected from the CVAE class.

Self-concept is a philosophical, qualitative concept that is difficult to define. There is considerable controversy among the authorities as how to define this concept. Therefore, a quantitative approach--assessing high school completions, academic successes, future successes, or other measurable outcomes--would provide an additional measure for interpreting the effectiveness of career group counseling.

The review of literature shows that group counseling can significantly impact self-esteem in various populations. Studies to assess the relationship of study skills and self-concept and the effects of peer relationship classes on self-concept of at-risk students using the Piers-Harris Children's Self-Concept Scale have not shown a significant impact on self-concept. The studies in the literature have not addressed at-risk students and the effects of career group counseling on self-concept.

### Recommendations

School districts in Texas are mandated by House Bill 1010 to develop and implement programs and strategies to keep students in school until they earn their high school diploma. The breadth of societal problems the dropout rate impacts makes it imperative that school districts implement effective programs to combat the at-risk students' early withdrawal from school. Based on the results of this study the following recommendations are suggested:

1. A study with a larger sample size and better control of selection procedure would provide a more statistically significant data.
2. A study comparing two or more similar at-risk campuses or mainstream campuses, rather than comparing isolated at risk students with mainstreamed at-risk students.
3. A study measuring self-esteem and a quantitative measure of high school completion rates, or academic improvement to provide more measurable data.
4. Further research comparing different types of group counseling is recommended to determine the type of group counseling that is most effective in raising the self-concept of at-risk students.
5. A study comparing the effects of group counseling on self-concepts of at-risk students by gender, ethnicity and age is recommended to determine the most effective approach for all students.
6. A study incorporating learning styles within the group counseling sessions, and assessing the retention and application of the group process as compared to groups conducted without an emphasis on the individual learning preferences of the members.
7. A longitudinal study comparing the self-concept of at-risk students in the traditional system and at-risk students in an alternative system.
8. A study comparing the effects of group counseling with regular students and at-risk students measured by academic achievement and social appropriateness.

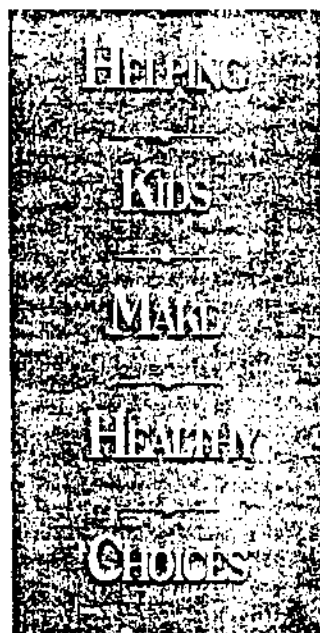
## APPENDIX A

### NEW FOCUS MANUAL

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*Instructors  
Manual  
InnerFocus  
Class*



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INNERFOCUS CLASS

Secondary grades 5-12

by

Stephen W. Russell, Ed.D., LPC, CADAC

**GOAL:** To change negative behaviors of students through the Internal Management Process which encourages self-management, responsibility, and positive decision making skills.

**I. INTRODUCTION (Big Group)****A. Class Orientation**

Have the students sit around in a circle with you to discuss the following information:

"You are here because your teachers, counselor, and principal felt that you could benefit from the program. This day is about and for you. We are going to be doing a lot of activities today to help you look at yourself and to see if you can discover some things about why you feel, think and do the things you do. You're going to find out a lot about yourself today."

**B. Review of Rules**

1. What the day is (see above)
2. Behavior - same rules apply as on campus (bathroom breaks, lunch, etc.)
3. Cooperation
4. Respect for others (talking 1 at a time, feelings)
5. Make-up work (responsible for getting from teacher)
6. Confidentiality, "What is said in the group stays in the group! If somebody shares something in the group, whose story is it? That's right, it's their story and they own it so we don't have the right to take it out of here without their permission." Students and parents are not free to discuss what goes on in class with others. There may be times when sharing of information is needed. An example might be if there is a threat to a student's life or well-being--this information can only be shared by the counselor to the appropriate people. Every body gives first name and "I agree" to confidentiality.
7. Option: First names for counselors during day (this is inappropriate while back at school).

\* When the asterisk is beside a number, it is the one that I prefer to use during the class when I run it myself. The other options have all been tried, but I prefer to use the ones with the asterisk.

II. Ice breaker: Move students to a less structured place such as chairs in a circle.  
(Small Group)

\*A. Name Game - ability to name each student in group (give name tags to put on and wear throughout the day).

B. Option: Duo Interviews - Leaders pair off group by two's. Each student is to interview the other for 5 minutes. Back in large group each will stand behind chair and speak as if they are the person that they interviewed, ex. "I am...", etc. Group may ask questions, person standing must respond to what he/she believes might be the right answers for the person seated. After questioning is completed, the person seated may respond to the accuracy of partners answers.

Alternate approach - structured interviews - pair off into groups of two's, ask structured questions, report back to large group information that has been gained. This exercise can also be used in large group. Only go as far into the questions as needed to gain safety and security and belongingness levels.

Possible Questions:

1. Favorite hobby?
2. Significant thing that happened this week?
3. Tell one thing about yourself?
4. Person you feel safe with?
5. A time when you listened well to someone?
6. A time when someone wouldn't listen to you?
7. A time someone betrayed your trust?
8. Who was the last person you were mad at and why?
9. What was the last thing you were scared about?
10. Who is the most important person in your life & why?
11. What was the last thing that helped you feel really good about yourself?

C. \* Active listening drill

Pair off by two's or three's, have one person be the talker and the other(s) be listeners.

Instructions:

"For 30 seconds talker you tell about something that is of great interest to you. Listener, your job is to do the best listening job you can do!"

After 30 seconds dialogue how they knew they were being listened to, what are the elements of good listening, etc.

Continue: "Now listener you become the talker and talker you become the listener. . ." (same directions as before, then process as before.

Continue: "Now, go back to the original talker, you begin telling your story again, but listener, this time you mismatch, you find something to disagree about, shoot holes in their story, tell them why it won't work."

After 30 seconds dialogue that process, again change listener and talker and process again.

Continue: "Back to our original talker, continue your story, but listener this time ignore them, let them know in a nonverbal way that you're not really interested in what they have to say."

After 30 seconds dialogue that process, change listener and talker and process again.

\*D. Shields: draw a symbolic representation in each of four general areas of your life: Family, Education, Hobbies, and Spirituality. Share these with the group when you have finished. Ask questions about each others shields.

E. Go around the circle letting a new person start each time and complete the following:

I like...  
 \*Sometimes I wish...  
 \*I can't...  
 When I was younger...  
 Most people I know...  
 I need to know...  
 Whenever I enter a new group...  
 \*I regret...  
 One of my goals is...  
 I'm afraid...  
 I feel proud when...  
 A good thing that happened recently...  
 Whenever I come to school...  
 If I joke around...  
 If I don't say anything...

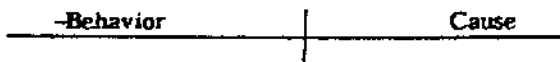
Only use as many questions as necessary to move students through Safety & Security and Belongingness levels. (approximately 1 hour)

Break - take as a group, return as a group (10-15 minutes)



### III. Behavior and Causes (Big Group)

Draw on board:



Ask: "What are some negative self-destructive behaviors that you see other people making, you don't have to limit these behaviors to people your own age, you can include older adults as well."

\*List the behaviors they are concerned about under behavior.

After you have a list of negative behaviors ask, "What do you believe is the cause of these behaviors?"

Adolescent Examples:

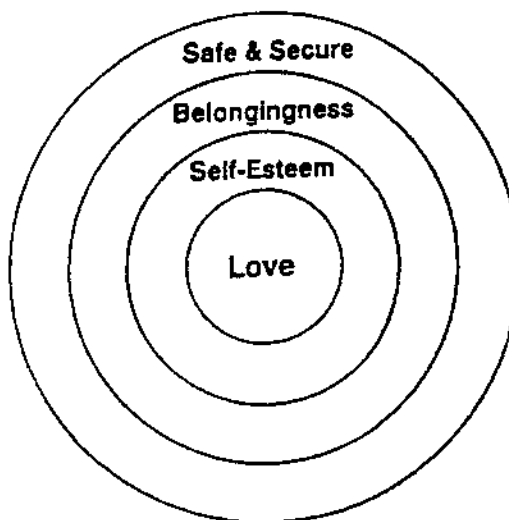
Why do kids commit suicide?

Why do kids use drugs?

Why do kids have premarital sex?

\*List these causes on the board.

IV. \*Group these causes under the following headings:



The needs that they have will all go back and fit somewhere under the headings above. We know that people will have different needs and will behave in a variety of ways. Why is it people do this differently--because people are different! What makes them different? Discuss how people become the way that they are, for example:

- \*A. Environment
- B. Intelligence
- \*C. Religion
- D. Emotions
- E. Chemistry
- F. Attitude
- \*G. Education
- H. Past Experience

Not Better, Not Worse—Just Different

than each other. (Have the students respond to DIFFERENT. These DATA bits go together to form our ego's or our "self." We create an inner world around which the outer world must revolve.

\*V. YOU ARE THE SUM TOTAL OF YOUR DATA!

(Have students respond to "Data".)

Bucket demonstration - showing + and - data elements

Divide "good" data and "bad" data in the following way:

+ CAPABLE—capable to

- INCAPABLE—NOT able to

+ SIGNIFICANT--important, worthy

- INSIGNIFICANT--NOT important or worthy

+ RESPONSIBLE—"taking care of your stuff", in control

- IRRESPONSIBLE-- "NOT taking care of your stuff", out of control

+	-
Capable	Incapable
Significant	Insignificant
Responsible	Irresponsible



We are all so different because of all our different data (stuff).

Give illustrations from your own life how people made you feel INCAPABLE, INSIGNIFICANT, AND IRRESPONSIBLE. I use the story about Mrs. Polly, my 3rd grade teacher who failed me because I couldn't read.

## VI. YOU ARE THE PRODUCT OF YOUR CONDITIONING!

(Have students respond to "conditioning".)

+++---All data accumulates--we are the product of this accumulation of data bits  
Operant conditioning - demonstrate on fake animal how they are **CONDITIONED to perform**.

7x stop until next expectation is met. Break it up into increments that can be accomplished.

Discussion of conditioning on humans. Examples of **HOW** we have been conditioned to perform, feel, think.

3x for humans

Then tell one story about how somebody made you feel **CAPABLE, SIGNIFICANT, AND RESPONSIBLE**.

I use the story about Mrs. Mayo, drawing an airplane on the board and asking the various parts of the airplane and finally one that nobody else knew the answer to. When she called on me to answer the question I knew the answer, "I think it's called an aileron". Mrs. Mayo made a big deal out of my response.

How do we condition our parents? Ex. hugs, withdrawing, tantrums, pouting, depressing, gripping, etc.

How do we condition our boyfriends/girlfriends?

(5 minute break)

## \*VII. FAMILY SYSTEMS (20--40 Minutes)

(sometimes I leave this section out when working with younger students)

Discuss the roles that families members play in dysfunctional families. Start by discussing what dysfunctional means (not working). List on the board possible causes of a dysfunctional family,

examples:   absent parent  
                  alcoholism/drugs  
                  abuse  
                  special needs child  
                  divorce  
                  unemployment, etc.

Dysfunctional ----- Functional

Discuss the rules of a dysfunctional family:

No TALK

Not allowed to:    **feel,**  
                          **be,**  
                          **leave.**

Discuss the roles of a dysfunctional family

Victim  
Chief Enabler  
Hero  
Mascot  
Scapegoat  
Lost Child

**\*VIII. LIFELINES: (small groups) (15-20 Minutes)**

Handout sheets with graph on it ask students to graph their lives as you did showing ages and significant events in their lives. Usually we do not ask the students to share these, but to put down everything that is significant in the formation of self. Give examples.

**\*IX. Feeling exercise (DO NOT OMIT THIS SECTION!!!)**

Divide into groups that are small enough for everyone to get a chance to talk IN DETAIL about these.

Tell about a time that someone or something MADE you feel: (Or ask them to think of different kinds of feelings they have and to write them on the blackboard, then proceed with "when was the last time someone or something MADE them feel that way")

1. Happy
2. Angry
3. Sad

Next have the students tell who and how they MAKE someone else:

1. Happy
2. Angry
3. Sad

Next have the students "Describe a time when they felt rejected".

Finally have the students, "Describe a time when they felt like a failure".

Who MAKES you feel? / Who do you make feel?

Be specific!!! Ask the questions WHO? HOW? and WHEN? for each of the questions above. The more specific you get the better!!!

If you broke into smaller units when you move back into large group have each person share 1 feeling and why or what **MADE** them have that feeling.

**Remember—this is not a time to do counseling, but instead to listen and give permission for each student to express their feelings completely, with NO guidance, interpretation, advice, reframing, etc., from anyone. It is OK and necessary for them to get into touch with their feelings, if they start crying, acknowledge their pain and allow them to talk and feel about it. DO NOT CHANGE DIRECTION AND MOVE TO SOMETHING MORE PLEASANT!!!!!!!!!!!!!!**

X. Option: Self-Pictures (This works well with 5-6 graders)  
Give each student a sheet of paper and ask them to draw a picture of themselves. Encourage a picture of whole self. When finished, place picture under chair.

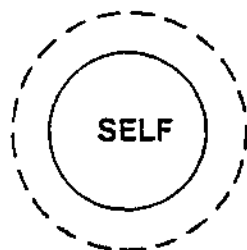
#### XI. BEING RIGHT "Self-Defense Tools" (Big group--20-30 minutes)

The most predominate need of the self or ego is to SURVIVE (safety and security.) For the self this = being RIGHT = being OK creates a self-defense mechanism to help us maintain our RIGHTNESS.

"Think of a time when you were in conflict with someone, the head of the argument--which one of you did you honestly feel was RIGHT during the argument? Exactly, because you wouldn't be arguing if you didn't think YOU were right--RIGHT? (Have students respond with RIGHT! Because I've got to be Right--RIGHT! (Students respond)

**I'VE GOTTA BE RIGHT!**

#### Self-Defense Tools



**Survival= Being OK = Being RIGHT**

## DEFINITIONS OF SELF-DEFENSE Tools:

1. **Projection** - No talk messages, most used DT. Project either consciously or unconsciously what we are feeling inside. EX. Body language.
2. **Rationalization** - making an excuse or justification for our behavior. **Blaming**--putting the responsibility for your actions onto somebody else.
3. **Denial** - refusal to recognize the reality of the situation.
4. **Compensation** - when we feel inferior or inadequate in one area we make up for it in another area. It means there are more - data bits in their self-concept than +'s.  
Being into **ACCEPTANCE** - doing, thinking, feeling to please other people.

## Examples:

Macho-ism--machoman  
 Snob--better than others  
 Seductiveness--flirting  
 Defiance--rebellion  
 Hostility--mean dude, tough act, tough girl  
 Compliance--people pleaser  
 Procrastination--everything is later  
 Playing ill  
 Suicidal gestures--please look at me, please love me  
 Shyness--please rescue me  
 Crying  
 Playing Ignorant  
 Constantly smiling or apologizing  
 Flattery  
 Laughing inappropriately

5. **Minimizing/Maximizing** - going to extremes, either underevaluating the reality of the situation or grandiosing it.
6. **Withdrawal** - another form of going unconscious.  
Going unconscious - checking out of uncomfortable situations.
7. **Gaining alliances** - "Let's Game" getting others to join in inappropriate responses, actions, thought, feelings, etc. "Everybody else is doing it."
8. **Mismatching**--find the negative reason for everything, focusing on why things won't work, finding the one tree in the whole forest that you don't

like and then believing the whole forest is wrong or bad, etc.

9. **Intellectualizing** - keeps feelings in the head, not in the heart. Can TALK it but can't WALK it.

10. **Suppression-repression** - Push down uncomfortable thoughts or feelings either on purpose or unconsciously. Allows us to act impulsively, without future thought or consequences. "I don't know!" The art of thinking NOT.

All of the self-defense tools allow us to be **RIGHT** and to maintain our behaviors, thoughts, and feelings.

## XII. Lunch (This is a flexible)

## XIII. Skits (10 Minutes)

Each group develops a skit showing at least 3 self-defense tools. Then these skits are performed in front of the group.

## XIV. Internal management process (50-60 minutes)

7-11 story - "Why should I allow that man to make the decision for me to become angry."

Nobody makes you angry, sad, glad, or happy - you choose to be these things.

You cannot make anyone else angry, sad, glad, or happy - they must choose that for themselves.

Story of Katie

Story of Pinocchio

1st step - recognizing your limitation - you are not fully developed - not fully mature - not totally responsible -

What is controlling you - DATA

Past experience, education, intelligence, environment, religion, attitude.

### #1 PERSONAL POWER

Recognition that I am responsible for my own life, nobody else can do it.

I am responsible for my actions, thoughts and feelings.

## #2 LIMITATIONS OF PERSONAL POWER

Recognition that there are things in life that I cannot change.  
Give up my attempts to control others. Recognize that the more  
you try to control others, the more you are out of control with  
your self.

### Whose Problem Is It?

The only way that I know of to break the cycle of conditioning that my DATA has produced is to find something bigger than my SELF, my DATA, my Conditioning! Finding a power that is big enough and strong enough to PULL me, rather than having my programming PUSH me through LIFE. I call this HIGHER POWER LOVE, because this is a concept that I can understand. It is based on the "Golden Rule", "Do unto others as you would have them DO unto you."

### 3 Steps:

- I CAN - the recognition that I CAN take ACTION
- I WILL - the decision to follow up on a healthy action
- I AM - bringing the decision into reality

STOP - Think

LOOK - at my options

LISTEN - to my HIGHER POWER to help me with my choice - LOVE

Learning what works, - manipulation - not knowing what is best for you. You may get what you want through conning - but that doesn't mean you fully know what is best for you.

Maturity - the ability to fulfill one's own needs, and to do so in a way that does not deprive others of that ability to fulfill their needs. Fully responsible - recognizing that regardless of our inner longing to make others responsible for our lives - the end analysis is that we are responsible for our own lives.

## XV. Ownership of Internal Management

Go back to the feeling chart, and review the items that MADE them feel Angry, Mad, Happy, Sad, Etc.

These are the areas that they are OUT OF CONTROL with their life. Help them to see that they are making these people, situations, data, etc., RESPONSIBLE FOR THEIR THOUGHTS, FEELINGS, AND ACTIONS.

Go back to the feeling chart, and recall where they were holding themselves accountable for other people's Happiness, Anger, and Sadness.



**THE MORE YOU ATTEMPT TO CONTROL OTHERS THE MORE OUT OF CONTROL  
YOU ARE YOURSELF!!!**

Go back to the Feeling Chart and discuss where their fear of rejection and failure may be bad Data they are allowing to control their lives.

Help them to make a commitment to move from External Control toward INTERNAL MANAGEMENT!!!

Make a list of the qualities, characteristics, values that they can attribute to their HIGHER POWER. (Draw a large heart and start making a list inside the heart, ex. peace, joy, caring, sharing, courage, etc.)

**XVI. Closure**

Give any last thank-you's, Group hug, set meeting time for Support Group Follow-up.

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## INNERFOCUS CLASS

### Follow Up Support System Secondary Format

Meet each week for an hour for a minimum of 6 to 8 weeks.

Objective: Reinforce conceptual framework of the Internal Management Process, so that it can be incorporated into every day living.

#### 1st Week

Review of N.F. class (group discussion, not a lecture, have the students tell you in detail what the class covered)

Highlights to include:

1. You are the SUM total of your DATA.
2. You are the PRODUCT of your CONDITIONING.
3. Defense Mechanisms (in detail, each one talked about with an illustration).
4. Internal Management Process

#### #1 PERSONAL POWER

Recognition that I am responsible for my own life, nobody else can do it.  
I am responsible for my actions, thoughts and feelings.

#### #2 LIMITATIONS OF PERSONAL POWER

Recognition that there are things in life that I cannot change. Give up my attempts to control others. Recognize that the more you try to control others, the more you are out of control with your self.

Whose Problem Is It?

5. 3 Steps:

STOP - THINK

LOOK - at my options

LISTEN - to my HIGHER POWER to help me with my choice - LOVE

6. I CAN - the recognition that I CAN take ACTION

I WILL - the decision to follow up on a healthy action

I AM - bringing the decision into reality

2nd Week

Review Lifelines--share 3 events in lifeline, with particular attention paid to those areas of your life where negative data is still controlling your present life.

3rd Week

Review Feeling chart using this text:

"how have I tried to make others responsible for MY feelings."  
 "how have I tried to control how others feel"  
 and "how can I stop".

List ways that we can take responsibility for our lives. This includes making amends for our past wrongs. To take responsibility may mean going to others and sharing how I did this to them and what am I going to do about it.

4th week

Review self-defense tools

Share examples of how we have been seeing others use these self-defense tools. This could include our friends, parents, brothers and sisters, and people that we don't even know.

Share examples of the self-defense tools that we have been using in our own lives (external control) and how we can take responsibility for them (Internal management)

**Confrontation Skills**

(This is actually an ongoing PROCESS that began in the first session but is now becoming more formalized, so that the students are confronting and you are encouraging their actions.)

Confrontation skills are simply the extension of care and concern from the group to the individual participants who demonstrate areas in their lives in which they are out of control.

The group confronts the behavior, thoughts, and feelings (Lovingly with care and concern.)

Example: 1) naming the defense mechanisms that the student is using.  
2) helping the person see where they are being externally controlled vs. internally managed.

### **AVOID WHY**

Stick with What, Where, HOW, statements.

What did you hope to accomplish?  
What is it that you want?  
What are you Doing to get it?  
Is it working?  
What are you going to do about it?

SHIFT EVERYTHING INTO OPTIONS SO THAT THEY HAVE A CHOICE

Move from GENERAL to SPECIFIC

Avoid generalities; always, never, etc.

What is something that they can take control over in their life?

BREAK IT DOWN INTO SMALL ENOUGH INCREMENTS SO THAT THEY CAN BE SUCCESSFUL AT IT

### **5th Week**

#### **Identification Process**

What is it that you want to become:

This is ~~not~~ limited to what your choice of vocation will be in life, even more importantly, what would you like to be like on the INSIDE! How would you like to be able to think, feel, and act.

Start forming a picture of what it is that you would like to move towards.

This will be based primarily on what they conceive their Higher Power would like them to be like. What ingredients does their Higher Power possess, that they would like to have incorporated into their own lives.

REMEMBER: what the mind -

CONCEIVES - has an idea about it

PERCEIVES - begins a formalization process that moves it from abstract to concrete.

it ACHIEVES - the mind attempts to make it a reality!

SEE SUCCESS

See yourself moving toward becoming whatever it is your conceive your Higher Power would have you become.

Movement away from External Control and TOWARD Internal Management

External

Internal

Avoidance behavior

Toward behavior

See myself doing something NOT

See myself DOING

DISIDENTIFICATION--Recognize those thoughts, feelings, actions that do not match with your potential self and form an action plan that moves you toward what your potential self is!

#### 6th Week

Review: External Control and Internal Management, confrontation skills, self-defense tools, Identification and disidentification process.

ACTION PLAN - follow directions on form

What areas of my life can I take control over in a positive, healthy, caring way.

Group discussion of individuals action plans.

#### 7th Week

Movie "Dick and Jane"

#### 8th Week

Use information in notebook on chemicals,

Stages, Feeling chart, Identification process, disease concept

**Movie "Overcoming Adversity"**

**J. Charles Plumb  
1200 N. San Marcos Rd.  
Santa Barbara, CA 9311**

**Discussion of overcoming problems, coping, attitude of gratitude for all that we Do  
have and are.**

**Closure**

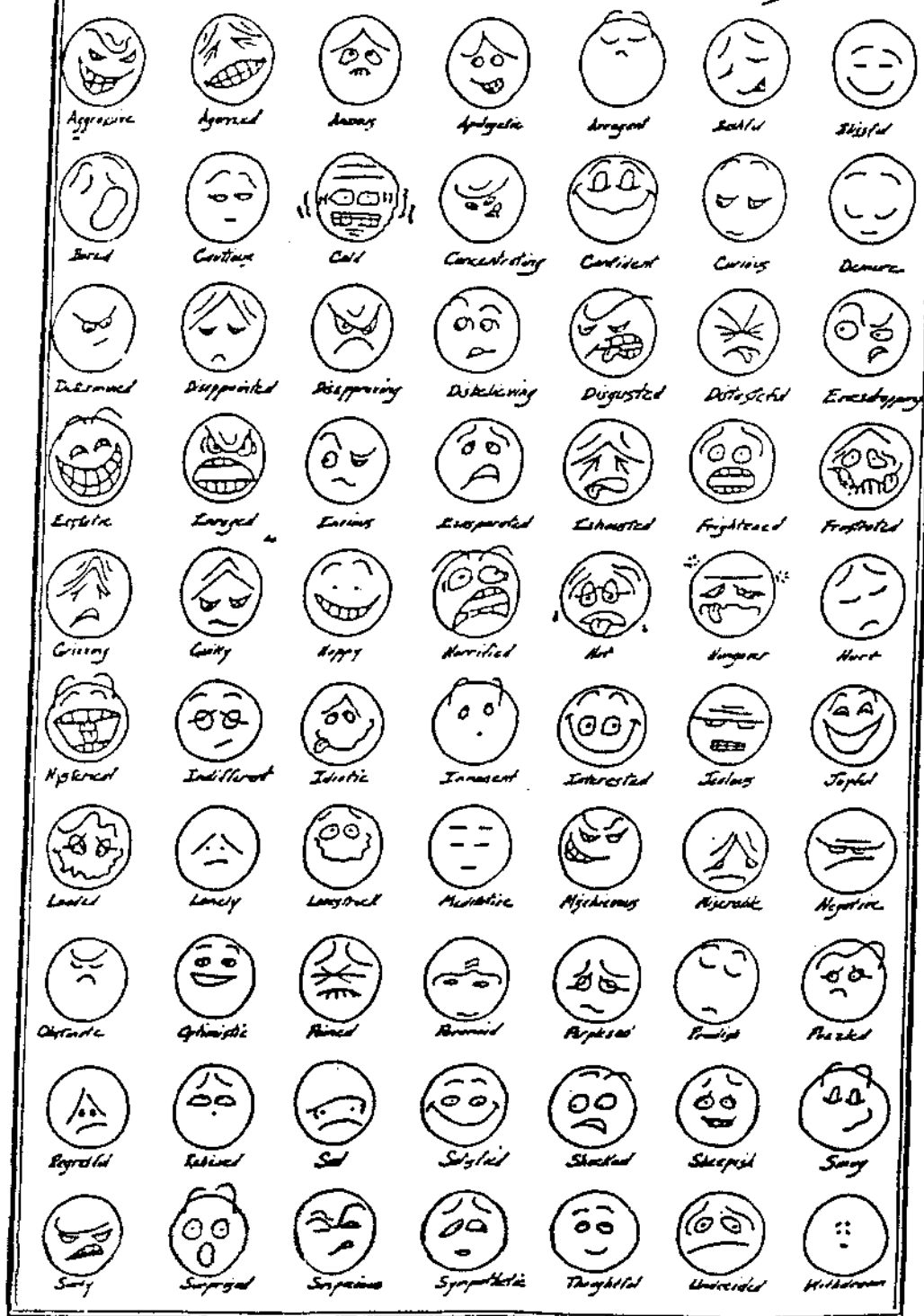
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Grand Prairie, TX.**

## FAVORITE THINGS



1. Favorite Movie
2. Favorite Group
3. Best time I've ever had
4. Most beautiful thing I've ever seen
5. A person I would like to model myself after
6. Most influential person in my life

# How Do You Feel Today?





## *PERSONAL SHIELD*



<i>FAMILY</i>	<i>EDUCATION</i>
<i>HOBBIES</i>	<i>SPIRITUALITY</i>



## Feeling Chart



*Who makes you feel:*

*Happy*

*Angry*

*Sad*

*Who do you make feel:*

*Happy*

*Angry*

*Sad*

*Describe a time you felt rejection:*

*Describe a time you felt like a failure:*

*Who?*

*How?*

*When?*



# SELF DEFENSE MECHANISMS

**--USED TO KEEP YOU *RIGHT*--**

1. **Projection (No Talk Messages)**  
Project either consciously or unconsciously what we are feeling inside.  
Ex. Body Language
2. **Rationalization (Excuses, Blaming)**  
Making an excuse or justification for our behavior.
3. **Denial**  
Refusal to recognize the reality of the situation
4. **Suppression/Repression**  
The art of "Thinking Not", Acting impulsively, without thinking.
5. **Minimizing/Maximizing**  
Going to extremes, either underevaluating or exaggerating the situation.
6. **Withdrawal (Going Unconscious)**  
Pulling back for emotional protection.
7. **Gaining Alliances**  
Getting others to join in negative behaviors, thoughts, feelings, etc.
8. **Mismatching.**  
Finding the negatives in life. Focusing on why things will not work.
9. **Intellectualization**  
Keeping feelings in the head, not in the heart. Can TALK it but can't WALK it.
10. **Compensation (Attention Seeking, Being into Acceptance)**  
When we feel inferior or inadequate in one area we make up for it in another.

## Examples of Behaviors:

Macho-ism--macho man  
 Snob--better than others  
 Seductiveness--flirting  
 Defiance--rebellion  
 Hostility--mean dude, tough act, tough girl  
 Compliance--people pleaser  
 Procrastination--everything is later  
 Playing ill  
 Suicidal gestures--please look at me, please love me  
 Shyness--please rescue me  
 Crying  
 Playing ignorant  
 Constantly smiling or apologizing  
 Flattery

***"I Gotta Be---RIGHT!!!"***

## *INTERNAL MANAGEMENT SKILLS WORKSHEET*

List areas in your life where you now recognize that you have been "externally controlled" and then how you can be "*internally managed*".

**Where I have been  
Externally Controlled**

*How I can be  
Internally Managed*


*A NEW PERSON--THROUGH A NEW FOCUS*

## ACTION PLAN



### A GOOD PLAN IS:

- 1) **SIMPLE:** That is, not complicated
- 2) **SPECIFIC:** As to What, When, Where, How, How Many Times
- 3) **START SOMETHING:** DO something, Not Stop doing something
- 4) **REPETITIVE:** Something you can do each day or repeat often
- 5) **IMMEDIATE:** Something that can be started soon.

*LIST YOUR GOALS FOR IMPROVING YOUR LIFE IN THE FOLLOWING AREAS:*

### *PERSONAL*

(how can you improve yourself mentally, physically, socially, & spiritually)

### *FAMILY*

(what contributions can you make to improve your family, ex. improve relationships with parents, sisters & brothers)

### *SCHOOL*

(what can you do to improve your school, ex. influence in a positive direction the choices of others)

### *COMMUNITY*

(what can you do to help your community be a better, healthier place to live)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## NEW FOCUS

Initials	Group	Time	Activity
_____	Circle		I. Introduction Why you are here (pg.1) Introductions of adults Review Rules What day is Behavior - "Focus Up" Cooperation Respect for others Active Listening - demonstration of listening styles
_____	Small		II. Confidentiality - pledge (p2) Ice Breaker Duo Interviews Shields  BREAK - as a group - arrange room in a large group - milk & cookies
_____	Large		III. Behavior and Causes - List
_____	Large		IV. Group causes under hierachy: A. Love Self esteem belongingness safety & security  B. How people become the way they are (pg.4) Not better - not worse - just different
_____	Large		V. Bucket demonstration of plus and minus story  YOU ARE THE SUM TOTAL OF YOUR DATA (pg.5)  capable                      incapable significant                insignificant responsible                irresponsible  Example - Polly - Mayo Story
_____	Large		VI. YOU ARE THE PRODUCT OF YOUR CONDITIONING Tell story of how someone made you feel capable, significant and responsible
_____	Large	30min	VII. Family systems (page 6) No talk rule Discuss roles of dysfunctional family
_____	Small	10min.	VIII. Lifelines Write down their data
_____	Small	20min.	IX. Feeling exercise (who & how) Happy Angry Sad

Initials	Group	Time	Activity
_____	Large		X. Self defense tone - Being right I've got to be RIGHT Discuss self defense tools. (Pg. 8 & 9) Think about skits during lunch.
			LUNCH BREAK - PUT CHAIRS IN CIRCLE
_____	Small	1 min ea. group	XII. Skits - each choose different self defense Mech. (pg. 9)
_____	Circle		Using 4 or 5 defense tools after each group name mech each person portrayed
_____	Large		XIII. INTERNAL MANAGEMENT PROCESS (pg 9)  A. 7-11 story personal power limitatins of personal power  B. I can I will (pg. 10) I am  C. STOP LOOK (pg. 10) LISTEN CHOOSE
_____	Large		XIV. Ownership of Internal Management  XV. Closure (pg.11)



**New Focus Master Training Plan**

*The following information and dates should be included in your Master Plan:*

*Include information on:*

- 1. Who is the contact person that is responsible for the class or meeting.*
- 2. The day of the week and the time of day that the class or meeting is to be held.*
- 3. The location of the class or meeting.*

*Include dates for the following:*

- 1. Adult New Focus Community Trainings*
- 2. Positive Peer Leadership Trainings*
- 3. New Focus Instructors Training Class*
- 4. Care Team (intervention) training*
- 5. New Focus Class (Secondary grades 7-12)*
- 6. New Focus Class (Elementary, broken down into grades, ex. 1 & 2, 3 & 4, 5 & 6, etc.)*
- 7. New Focus Parenting Class (secondary will usually be in the evening of the day the class is held, elementary may wish to combine several classes into one session)*
- 8. Support Group (Secondary) held for 6 to 8 weeks following the New Focus Class.*
- 9. Support Group (Elementary) held for each age group for 6 to 8 weeks following each New Focus Class.*
- 10. Prevention Team meetings (This group is made up of community members and school personnel. PTA or PTO would be a good source of members)*
- 11. Care Team meeting*
- 12. Board Report*

*An example of a Master Plan is included on the following page.*

**Key:**

*Each class is assigned a number (#) from the Master Plan.*

*Support groups take the New Focus Class # then a period (.) plus the number of the Support Group Class. Ex. The first Support Group following New Focus Class #1 would be 1.1.*

*Include who will be conducting the class and who is responsible for the following support group, also put time and place of meeting.*

*If possible rotate New Focus Class dates and Support Groups throughout the week and time of day. By doing this you avoid a student missing any one class an inordinate amount of time.*



# New Focus Master Training Scheduley

September

S	M	T	W	T	F	Sy8
3	4 12:00 HB Prevention-Burey	5 MFC #11 HB2 Caldwell Elm Janice Worble Mary Stevens	6 MFC #2 C&J Brandon Elm Susan Price Lynn Cummings	7 MFC #3 P-12 HB Library Toni Weaver Sharon Marks	1	2
10	11 12:00 Care Team (Intervention) Library HB 12:00 Care Team (Caldwell Elm) Rm 217 1:00 Caldwell Prevention (P7A)	12 MFC #4 B HB Caldwell Elm Carolyn Baskin Judy Hart 8:30 SB #11 Rm 112 Janice Worble	13 8:30 SB #2.1 Brandon Elm Susan Price 12:00 Care Team Brandon Elm	14 8:30 #3.1 HB Library Toni Weaver	8	9
17	18 4:30 HB Prevention Team HB Conference Rm	19 10:30 SB #12 Rm 212 Mary Stevens 10:30 SB #4.1 Carolyn Baskin	20 8:30 SB #23 Rm 313 Lynn Cummings	21 8:30 #3.2 HB Library Sharon Marks	22	23
24	25 1:00 HB Care Team Library HB	26 MFC #5 HB2 Brandon Elm Shirley Stevens Marian Phillips 10:30 SB #13 Rm 112 Janice Worble 10:30 SB #4.2 Rm 117 Judy Hart	27 MFC #6 C&J Caldwell Elm Sharon Marks Tammy Jackson 9:30 #23 Rm 414 Susan Price	28 8:30 #3.3 HB Library Toni Weaver MFC #7 P-12 HB Library Heleen Carlson Betsy Jordan	29	30
31yd						

# *NEW FOCUS*

## INSTRUCTIONS FOR GROUP FACILITATORS

1. Learn and use the students' names
2. Set the ground rules:
  - Everyone must sit up and be a part of the group--knees touching
  - Do not interrupt the person talking
  - Do not give advice--we are not here to judge
  - Confidentiality--everything that is said in the group stays in the group.

Respect the student's confidentiality and do not discuss what is said in the group once you are back in the large group or back in school.
3. Help the students feel comfortable:
  - keep good eye contact
  - use their names
  - always thank them for sharing
  - limit time so everyone has a chance to talk
4. The leader can start, then ask for volunteers. If no one volunteers, choose someone. Try to pick someone different to start each time. Always go around the group in the same direction. No one passes.
5. THE LEADER SHOULD NOT MONOPOLIZE THE CONVERSATION.
6. Remember, you are the model. Be real about your own fears, defenses, feelings. This will set the tone for the rest of the group. Don't be afraid to touch or even hug the kids. Share--but remember to stay on task.
7. Timing is important--stay in the external framework until the program moves into internal management.

NOTE: be alert for potential problems. If you notice someone holding back or withdrawing, give them special attention. If you detect someone with a possible crisis situation, discreetly notify one of the seminar leaders.

# INNERFOCUS CLASS

## ENROLLMENT FORM

Innerfocus classes are being offered for students enrolled in our school system. The goal of these classes is to enhance the behavior of students through a structured process that improves self concept and encourages self-management, self-control, responsibility and decision making skills to benefit both you and your child. We encourage you to attend.

The Innerfocus Class is voluntary and only those students whose parents are willing to cooperate in attendance and class functions are eligible for enrollment.

### Attendance

The Innerfocus Class must be completed by students and parents for the absence from school to be an excused absence. Students are responsible for securing and completing all make-up work. The referring agent will be notified if a class is not attended or not completed.

### Class Hours & Place for Students

The Innerfocus Class will be held on a regular school day. Some classes may be held off campus. Students are to report directly to the Innerfocus Class. There is to be no loitering on the grounds or in the buildings.

### Meals

Students must bring a sack lunch.

### Personal Property

Personal property (including medication prescribed by a physician) will be checked in to the facilitators of the Innerfocus Class at the beginning of the day and kept until the end of the day.

### Breaks

There will be a restroom break in the morning and again in the afternoon, only one student at a time. A water fountain will be available only during that time.

### Confidentiality

The rule of confidentiality will be observed in this class. There may be times when the sharing of information is needed. An example might be when a student may benefit from communication shared among professionals whose interests and input could be helpful to the student.

The Innerfocus Class for students is scheduled as follows :

Date : \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

I understand and agree to the above conditions

\_\_\_\_\_  
Signed by parent or guardian

## INNERFOCUS CLASS

Elementary Format  
by

Stephen W. Russell, Ed.D., LPC, CADAC

**GOAL:** To change negative behaviors of students through a structured process that encourages self-management, responsibility, and positive decision making skills.

### I. INTRODUCTION

#### A. Class Orientation

Have the students sit around a table with you (or in a circle) to discuss the following information:

"You have been invited to attend the Innerfocus Class, because your teachers, counselor, and principal felt that you could benefit from the program. We are going to be doing a lot of activities today to help you look at yourself and to see if you can discover some things about why you feel, think and do the things you do. Your going to find out a lot about yourself today."

#### B. Review of Rules

1. What the day is (see above)
2. Behavior - same rules apply as on campus (bathroom breaks, lunch, etc.)
3. Cooperation
4. Respect for others (talking 1 at a time, feelings) "Who has the focus? (points to the person that they should be listening to).
5. Make-up work (responsible for getting from teacher, don't wait for the teacher to come to you).
6. Confidentiality, "What is said in the group stays in the group." Students and parents are not free to discuss what goes on in class with others. There may be times when sharing of information is needed. An example might be if there is a threat to a student's life or well-being--this information can only be shared by the counselor to the appropriate people. Every body gives

first name and "I agree" to confidentiality.

7. Option: First names for counselors during day (this is inappropriate while back at school).

## II. Building Trust

Any type of game that will help the students feel more at ease with the group. Get to know each other and be more comfortable in the group. Get to know each other. Remember that a group must follow the same HIERARCHY OF NEEDS that were presented by Maslow. Build the foundation on

### *SAFETY & SECURITY*

Ice breaker: Move students to a less structured place such as chairs in a circle.

A. Name Game - ability to name each student in group (give name tags to put on and wear throughout the day).

Name each student in the group.

Example: start with yourself and say,

"Hi, My name is Mrs. Smith, and I like exercising."

The next student repeats your name and what you like to do then adds his/her own name and what they like to do.

"Hi, my name is Kevin, and I like riding my bike. Her name is Mrs. Smith, and she likes to exercise."

B. Option: Duo Interviews - Leaders pair off group by two's. Each student is to interview the other for 5 minutes. Back in large group each will stand behind chair and speak as if they are the person that they interviewed,

example: "I am....," etc. (giving the name of the student they just interviewed and speaking in 1st person) The group may ask questions, person standing must respond to what he/she believes might be the right answers for the person seated. After questioning is completed, the person seated may respond to the accuracy of partners answers.

This works well, particularly for 3rd grade and up.

Alternate approach - structured interviews - pair off into groups of two's, ask structured questions, report back to large group information that has been gained.

Possible Questions:

## 1st &amp; 2nd Grade

1. How many brothers and sisters do you have?
2. Do you have any pets?
3. What is your favorite game to play?
4. Tell about a time that you were very happy.
5. Tell about a time when you were very sad.

For 3rd and 4th grade add to the above questions:

6. Who is a person whom you really like being with.
7. A time when someone would not listen to you.
8. The last person you were mad at and why

For 5th and 6th Grade add

9. A time when somebody really listened to you.
10. What was the last time you were really scared.
11. Who is the most important person in your life & why are they the most important?

There are several ways you can use the above questions. You don't have to break into pairs to do them. If it is a very large group break into groups of 3 to 5, or if the group is small stay in the large group and go around (taking turns beginning each new question) answering the question. Remember the goal is to build a feeling of safety and trust. You will know if you are getting there by how specific the questions are answered, and the level or depth of feeling achieved. If they are staying general and value you might have to say something like:

"Do any of you have any questions you would like to ask \_\_\_\_\_ about their answer?"

If none of them respond, ask more specific questions about the topic yourself. **NO COUNSELING OR ENABLING AT THIS TIME!!** Just feelings!



"I can see that must have really upset you!" type of responses. Do not deflate their pain or uncomfortableness at his time! You want them to get in touch with their feelings.

#### Alternate approach

Go around the circle letting a new person start each time and complete the following:

I like...  
 Sometimes I wish...  
 I can't...  
 When I was younger...(4, 5, 6 grade)  
 Whenever I enter a new group...(4, 5, 6 grade)  
 I am sorry about. . .(1, 2, 3, grade)  
 I regret...(4, 5, 6 grade)  
 When I grow up...  
 I'm afraid...  
 If I could I would ...  
 A good thing that happened recently...  
 Whenever I come to school...  
 If I joke around...(4, 5, 6 grade)  
 If I don't say anything...(4, 5, 6 grade)

#### PROCESS QUESTIONS

Who do you know most about?  
 What answers surprised you the most?  
 Who in this group is most like you?  
 Who would you like to get to know better?

Only use as many questions as necessary to move students through Safety & Security and Belongingness levels.

Break - take as a group, return as a group

#### III. Feeling Exercise

##### A. Self-pictures (optional)

Give each student a piece of paper and ask them to draw a picture of

themselves. Encourage each student to draw their whole self. Have each student explain their picture to the group.

#### B. Face pictures

Use picture of large faces that show different feelings from "How do you feel today" sheet (2.2). Or draw faces on several sheets of paper.

Ask, "What is this person feeling?" Holding up picture of a happy face.

"Can you think of something that MADE you feel happy?" Go around group for responses. Hold up next face. Go around group after each face and get their responses to things, situations, or people that MADE them feel that way.

1. Happy
2. Shy
3. Withdrawn--Pulling back
4. Sorry
5. Sad
6. Afraid
7. Irritated (grades 4, 5, 6)
8. Mad or Angry (Very IMPORTANT!!)

Again, if the group isn't gaining depth of feeling. Encourage the group to ask more specific questions about the responses. If they don't, then you help them go from general to more specific, paying particular attention to the more negative feelings.

#### IV. Self-formation

How the development of ego or "self" comes about. We want to take them deeper into WHY they FEEL, why they THINK, and why they DO the way they do.

##### A. What makes us different?

"Have you ever wondered WHY we are the way we are? Why do some of us feel the way we feel, or think the way we think, or Do the things we do?

"What makes us different from each other, not better or worse but DIFFERENT?

Remember to emphasize this means, NOT BETTER OR WORSE --JUST DIFFERENT than each other.

- A. Environment
- B. Intelligence
- C. Religion

- D. Emotions
- E. Chemistry
- F. Attitude
- G. Education
- H. Past Experience

#### IV. YOU ARE THE SUM TOTAL OF YOUR DATA.

##### 1&2 Grade

Center discussion around GOOD and BAD "stuff".

What kind of stuff we build up over a life time. Give examples of Good and Bad stuff. Ex.

Draw a circle on the board and put + or - in it.

Get a plastic or metal bucket and drop rocks (-) or candy (+) into it.

Give each child a piece of paper with either a + or - on it . Have them place it in a container in the middle of the circle a the appropriate time while you tell a story.

Mark a cup + and one -, may have them place their votes in the appropriate container as you tell them a story.

With each of the above, tell a story about a young person their age, incorporating things that happen to him/her during the day they MAKE them feel good or bad about themselves. In your story, have more negatives than positives.

##### 1-6 grades

There is always a REASON for everything we FEEL, THINK, AND DO.

Ask them questions like:

"Why do some kids talk back to the teacher?"

"Why do some kids get in fights?"

"Why do some kids steal, or lie, or cheat, etc.?"

"What do you think their buckets have in them?"

Explaining the bucket demonstration - showing + and - data elements

+ CAPABLE—able to

- INCAPABLE--NOT able to

+ SIGNIFICANT—important, worthy

- INSIGNIFICANT—NOT important, NOT worthy

+ RESPONSIBLE--"taking care of your stuff", in control

- IRRESPONSIBLE-- "NOT taking care of your stuff", out of control

Give illustrations from your own life how people made you feel INCAPABLE, INSIGNIFICANT, AND IRRESPONSIBLE.

I use the story about Mrs. Polly, my 3rd grade teacher who failed me because I couldn't read.

Then tell one story about how somebody made you feel CAPABLE, SIGNIFICANT, AND RESPONSIBLE.

I use the story about Mrs. Mayo, drawing an airplane on the board and asking the various parts of the airplane and finally one that nobody else knew the answer to. When she called on me to answer the question I knew the answer, " I think it's called an alleron". Mrs. Mayo made a big deal out of my response.

## V. YOU ARE THE PRODUCT OF YOUR CONDITIONING

5&6 GRADE (optional) Operant conditioning - demonstrate on fake animal how they are CONDITIONED to perform.

7x stop until next expectation is met. Break it up into increments that can be accomplished.

Discussion of conditioning on humans. Examples of HOW we have been conditioned to perform, feel, think.

3x for humans

# VI. LIFELINES:

Grades 4, 5 & 6

With this age child the normal life line takes a long time, so if I choose to do this option consider using a "SHIELD" instead. Divide the shield into different areas and have them draw something that represents their life for ex. My fondest memory, my worst memory, what I want to be, my family, etc.

## \*V. Feeling exercise (DO NOT OMIT THIS SECTION!!!)

Divide into groups that are small enough for everyone to get a chance to talk IN DETAIL about these.

Tell about a time that someone or something MADE you feel: (Or ask them to think of different kinds of feelings they have and to write them on the blackboard, then proceed with "when was the last time someone or something MADE them feel that way)

1. Afraid
2. Hurt
3. Angry
4. Guilty
5. Sad
6. Jealous
7. Disgusted
8. Happy
9. Loving

Remember it is not necessary to go through all of these, just get them to admit that there are situation, things, people that are controlling their lives (external)

If you broke into smaller units when you move back into large group have each person share 1 feeling and why or what MADE them have that feeling.

Remember—this is not a time to do counseling, but instead to listen and give permission for each student to express their feelings completely, with NO guidance, interpretation, advice, reframing, etc., from anyone. It is OK and necessary for them to get into touch with their feelings, if they start crying, acknowledge their pain and allow them to talk and feel about it. **DO NOT CHANGE DIRECTION AND MOVE TO SOMETHING MORE PLEASANT!!!!!!!!!!!!!!**

## VI. BEING RIGHT

The most predominate need of the self or ego is to SURVIVE (safety and security.)  
For the self this = being RIGHT = being OK creates a self-defense mechanism to help us maintain our RIGHTNESS.

## VIII. Self defense Tools

### DEFINITIONS OF SELF-DEFENSE Tools:

#### 1 - 3 Grades

1. No Talk Messages (Projection) - No talk messages, we can tell what a person is feeling by what message they are sending out without using words.  
EX. Body language, facial expressions.

Go back to the faces used earlier, then expand to body messages.  
Give examples, "what message does this say?" (folding arms and looking very put out, etc.)

2. Excuses (Rationalization) - telling WHY we did something. Answer to a "why" question and usually starts with "because. . .".

#### Example Blaming

"Why didn't you make your bed this morning?" Answer, "Because. . ."

"."

"Why did you fail that test?" Answer, "Because. . ."

"Why did you hit your little brother?" Answer, "She hit me first," or "She made me mad," or "she called me a name", etc.

3. Attention seeking or wanting Acceptance (compensation) - This happens as a result of having a lot of - stuff inside, so try to feel good by getting attention or being accepted by others.

#### examples:

Doing what everybody else is doing, because you want to belong.

Getting friends to go along with you, nobody wants to get into trouble alone. "LET'S write on this wall," or "LET'S throw a rock through that window". "Everybody else is doing it". Here we are lumping Gaining Alliances with compensation)

4. I don't know (repression/suppression) just not thinking about the results of our actions, not looking down the road to see what might happen because we did this. Acting without thinking. The art of thinking not!

5. Pulling back (withdrawal) hiding from our emotion so we don't have to deal with anything.

#### Grades 4-6

5. Under/over exaggerating (Minimizing/Maximizing) - going to extremes, either underplaying the situation, "It's no big deal", or overplaying it, "I'll never have another boyfriend!".

8. Mismatching--find the negative reason for everything, focusing on why things won't work, finding the one tree in the whole forest that you don't like and then believing the whole forest is wrong or bad, etc.

All of the self-defense tools allow us to be RIGHT and to maintain our behaviors, thoughts, and feelings.

#### IX. Ownership of self-defense tools

##### Grades 1-3

Have the defense tools printed on index cards and placed on the floor in the middle of the circle. Read illustrations and have them guess what self-defense tool is being used, or you may have them give an example of each with a starter illustration.

1. You come to school without your homework and your teacher asks you why you don't have it.

(blame, excuse)

2. How you explain your poor presentation to the class.

(blame, excuse, Pulling back)

3. A student falls out of his chair, pinches other students, etc.

(Acceptance, attention)

4. Your embarrassed because somebody teased you about your looks.

(excuse, blame, attention, acceptance, withdrawal) (have them give examples of how each of these might work)

5. Throws a rock through a window, because his friend dared him to.

(acceptance, excuses, didn't think)

6. Talks mean about other kids behind their backs.  
(acceptance, excuses, blame, thinking not, no talk messages)
7. Bully (acceptance, attention, excuses, blame)
8. Flirt (acceptance, attention, excuses, blame)
9. Cheating (acceptance, attention, excuse, blame, thinking not)
10. Lying (acceptance, attention, blame, thinking not)
11. Dresses differently (acceptance, attention, blame, excuses)
12. Rebellion, deviant to parents, teachers, etc.  
(acceptance, attention, blame, excuses, thinking not)

#### Grades 4-6

Skits: you can have them come up with skits on their own, or you can give them prompts using the examples mentioned above.

Example: "Your group is to do a skit about attention, you could have a bully or a flirt as an example of this."

#### X. Lunch (you can have lunch before defense mechanisms if you schedule demands it)

#### XI. Internal management process

7-11 story - "Why should I allow that man to make the decision for me to become angry."

1) RECOGNITION OF PERSONAL POWER — Nobody makes you angry, sad, glad, or happy - you choose to act, feel, think these things.

2) RECOGNITION OF THE LIMITATIONS OF YOUR PERSONAL POWER You cannot make anyone else angry, sad, glad, or happy -they must choose that for themselves. "When they do, who are they giving their person power to?"

Story of Katie (or similar story)



Grades 1-3

Whose problem is it?

Who is in control?

Go back to self-defense tools, use their examples in describing who had the problem, who is in control.

Grades 3-6

Give an example of someone who took control of their lives, "Found out I had a brain", "They found out they didn't have to!"

(From here on down you may have run out of time, anything that you missed you can cover in the support group follow up.

**XI. Turning the corner**

Freedom to choose our thoughts, actions, and feelings

Might center discussion around winners and losers or kids who love themselves vs. kids who don't love themselves or kids taking control of their controls. Discussion around who is in control.

Grades 1-3

Good decisions vs. Bad decisions

Good for you and for other people

Loving things to feel, think, and do (vs. doing to get)

Options: What is something that you could DO that would be a GOOD thing for that other person, and for you, just because it is good?

Grades 3-6

Choices: today's choices affect tomorrow's world. What choices did you make today that will affect your or others' tomorrows?

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### INNERFOCUS CLASS

### Follow Up Support System Elementary Format

**Meet each week for an hour for a minimum of 6 to 8 weeks.**

**Objective:** Reinforce conceptual framework of the Internal Management Process, so that it can be incorporated into every day living.

1st Week

**Review of N.F. class (group discussion, not a lecture, have the students tell you in detail what the class covered)**

**Highlights to include:**

1. You are the SUM total of your DATA.
2. You are the PRODUCT of your CONDITIONING.
3. Defense Mechanisms (in detail, each one talked about with an illustration).
4. Internal Management Process

## #1 PERSONAL POWER

Recognition that I am responsible for my own life, nobody else can do it. I am responsible for my actions, thoughts and feelings.

## #2 LIMITATIONS OF PERSONAL POWER

Recognition that there are things in life that cannot change. Give up my attempts to control others. Recognize that the more you try to control others, the more you are out of control with your self.

### Whose Problem Is It?

### 3 Steps:

## STOP - THINK

LOOK - at my options

1855-1856 HIGHER POWER to help me with my

**I CAN - the recognition that I CAN take ACTION**

**I WILL** - the decision to follow up on a healthy action

**I AM - bringing the decision into reality**

## 2nd Week

**ACTION PLAN - follow directions on form**

What areas of my life can I take control over in a positive, healthy, caring way.

Group discussion of individuals action plans.

### 3rd Week

Confrontation Skills - (This is actually an ongoing PROCESS that began in the first session but is now becoming more formalized, so that the students are confronting and you are encouraging their actions.)

Confrontation skills are simply the extension of care and concern from the group to the individual participants who demonstrate areas in their lives in which they are out of control.

The group confronts the behavior, thoughts, and feelings (Lovingly with care and concern.)

EX. naming the defense mechanisms that the student is using.

### AVOID WHY

Stick with What, Where, HOW, statements.

What did you hope to accomplish?

What is it that you want?

What are you Doing to get it?

Is it working?

What are you going to do about it?

**SHIFT EVERYTHING INTO OPTIONS SO THAT THEY HAVE A CHOICE**

Move from GENERAL to SPECIFIC

Avoid generalities; always, never, etc.

What is something that they can take control over in their life?

**BREAK IT DOWN INTO SMALL ENOUGH INCREMENTS SO THAT THEY CAN BE SUCCESSFUL AT IT**

### 4th Week

Visualization: what the mind -

CONCEIVES - has an idea about it

PERCEIVES - begins a formalization process that moves  
it from abstract to concrete.

It ACHIEVES - the mind attempts to make it a reality!

SEE SUCCESS

External

Internal

Avoidance behavior

See myself doing something NOT

Toward behavior

See myself DOING

#### 5th Week

Continuation of confrontation skills, review of Action plans, visualization, getting out of their personal ruts.

#### 6th Week

Movie DRUG AVENGERS

Discussion of movie, have the children reflect on what defense mechanisms they saw, examples of giving personal power away, and ex. of recognition of Personal Power and what they do not have control over.

#### 7th Week

Use information in notebook on chemicals,  
stages, feeling chart, identification process, disease concept,  
Good drugs vs. bad drugs.

#### 8th Week

Movie Fast Forward Future

Same discussion as last week, summary of strengths and accomplishments and areas of improvement. Small party.

CLOSURE

## NOTES

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APPENDIX B

LEARNING STYLES INVENTORY PROFILE

Price Systems, Inc., Box 1818, Lawrence, KS 66044-1818 913-842-7892

# INDIVIDUAL PROFILE

## LEARNING STYLE INVENTORY

NAME: \_\_\_\_\_ DATE: 09/02/93

SEX: F GRADE: 10 BIRTHDATE: 07/04 GROUP NO.: 999  
YR/MO

GROUP IDENTIFICATION: vanessa SPECIAL CODE:

\*\*\*\*\* SCALE \*\*\*\*\*

SCOPE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
RAW	22	12	12	4	29	13	6	7	36	4	12	16	3	21	33	24	7	14	16	20	12	17
STD.	68	49	35	32	47	36	30	34	70	22	44	58	26	59	70	64	51	60	50	65	30	43

## \*\*\*\*\* PREFERENCE SUMMARY \*\*\*\*\*

	20	30	40	50	60	70	80
1 / Prefers Quiet			/	NOISE LEVEL	/	Prefers Sound	/ 1
2 / Prefers Dim			/	-*-HI	/	Prefers Bright	/ 2
3 / Prefers Cool			/	TEMPERATURE	/	Prefers Warm	/ 3
4 / Prefers Informal			/	DESIGN	/	Prefers Formal	/ 4
5 / Low			/	M*-VATION	/	High	/ 5
6 / Low -*-			/	PERSISTENT	/	High	/ 6
7 / L*-			/	/RESPONSIBLE (CONFORM)	/	High	/ 7
8 / Does Not L*-			/	STRUCTURE	/	High	/ 8
9 / Prefers Alone			/	ALONE/PEERS	/	Prefers -*-h Peers	/ 9
10 / -*-es Not Want Pres			/	AUTHORITY FIGURES	/	Wants Present	/ 10
11 / Does Not Learn In			/	-*-SEVERAL WAYS	/	Prefers Variety	/ 11
12 / Does Not Prefer			/	AUDITORY -*-	/	Prefers	/ 12
13 / D*- Not Prefer			/	VISUAL	/	Prefers	/ 13
14 / Does Not Prefer			/	TACTILE -*-	/	Prefers	/ 14
15 / Does Not Prefer			/	KINESTHETIC	/	Prefers	/ 15
16 / Does Not Prefer			/	INTAKE	/	-*- Prefers	/ 16
17 / Prefers Evening			/	TIME OF DAY	/	Prefers Morning	/ 17
18 / Does Not Prefer			/	LATE MORNING -*-	/	Prefers	/ 18
19 / Does Not Prefer			/	AFTERNOON	/	Prefers	/ 19
20 / Does Not Prefer			/	NEEDS MOBILITY	/	-*- Prefers	/ 20
21 / L*-			/	PARENT MOTIVATED	/	High	/ 21
22 / Low			/	-*-CHER MOTIVATED	/	High	/ 22
	20	30	40	50	60	70	80

CONSISTENCY: 100

PROFILE NO.:

APPENDIX C  
THE HUNT ACTIVITY



## THE HUNT

FIND A GROUP MEMBER FOR THE FOLLOWING CATEGORIES. DO NOT USE THE SAME MEMBER MORE THAN TWICE. HAVE THE GROUP MEMBER INITIAL THE BLANKS BESIDE THEIR STATEMENTS.

- \_\_\_\_\_ 1. WHO HAS THE SAME ZODIAC SIGN?
- \_\_\_\_\_ 2. WHO LIKES THE SAME FLAVOR OF ICE CREAM?
- \_\_\_\_\_ 3. WHO HAS THE SAME FAVORITE COLOR?
- \_\_\_\_\_ 4. WHO HAS THE MOST PETS IN GROUP?
- \_\_\_\_\_ 5. WHO HAS THE SAME FAVORITE CAR?
- \_\_\_\_\_ 6. WHO DOESN'T LIKE PIZZA?
- \_\_\_\_\_ 7. WHO HAS THE SAME BIRTH MONTH?
- \_\_\_\_\_ 8. WHO LIKES CLASSICAL MUSIC?
- \_\_\_\_\_ 9. WHO LIKES THE SAME FRAGRANCE?
- \_\_\_\_\_ 10. WHO HAS THE SAME FAVORITE MOVIE?

APPENDIX D  
THE INTERVIEW EXERCISE

## **INTERVIEW**

### **EXERCISE**

Students pair up and interview each other. They introduce their partners to the other group members. Group members are encouraged to ask questions about the person being introduced. The member of the group doing the introduction must respond to the questions.

APPENDIX E  
RELAXATION ACTIVITY

### PROGRESSIVE RELAXATION EXERCISE

*Allow 20 minutes for the following relaxation exercise.*

*Instruct the participants to get as comfortable they can. They can sit on the floor, lay on the floor, get a pillow, take off coats or shoes. Whatever they would like to make them the most comfortable. Take a minute to turn the lights down or off and minimize the noise distractions. Talk softly as you prepare them for the exercise and during the exercise in an effort to assist them to relax. You will read the following PROGRESSIVE RELAXATION exercise so read slowly and gently.*

READ THE FOLLOWING: Close your eyes now and position your body where you feel the most comfort. Begin breathing deeply by taking big, full breaths in through your nose and out through your mouth. Take a minute or so to begin to relax by breathing deeply in.....and out.....As you are breathing in and out, begin to focus on the air that is passing through your body, replenishing your body. Notice how full your lungs are with air as you breathe in. Become more aware of the great capacity of your lungs with each and every breath. You may be experiencing other thoughts at times as you try to concentrate on your breathing. With every thought that enters your mind, just gently notice it and dismiss it and return your focus to your breathing. This time is for your total relaxation. It is your time to allow yourself to be in touch with your body, a time revitalize and regenerate. Continue to concentrate on your breathing, dismissing any thoughts that may interfere.

As you become calm and more comfortable and your breathing is rhythmic-let your concentration move to your feet. Think of your feet as being heavy and relaxed, warm and relaxed.....Continue your deep and full breaths as your feet become more relaxed. Now move your awareness up to your calves and focus on the warmth and heaviness in your legs, allowing any tenseness and strain to be released from them. Continue your breathing.....Now gently shift your concentration to your thighs as you allow them to feel totally at ease. Acknowledge any tension or tightness in your thighs and then allow the tension to disappear as you breathe out. Now your legs are becoming more relaxed and your breathing remains deep and fulfilling. Let your breathing assist you in letting go of the tension in your body. As thoughts begin to interfere, remember to gently dismiss them and return your focus to your breathing and then back to your body.



Now beginning with your feet, and keeping your eyes closed and your breathing whole...gently awaken each part of your body with your attention...Beginning with your feet...now your calves.....now your thighs.....your hips and your abdomen.....Continue your rhythmic breathing....awaken your spine and your shoulders....Notice your head and neck and know that they are strengthened and renewed. Bring your attention gently to your head, your forehead, your eyes, your mouth....Breathe in deeply and as you desire, open your eyes slowly, remaining in the same body position you are in right now. Allow yourself to keep the feeling of total relaxation. Know that you can return to this state at your own free will when you allow yourself the time and attention.

*(Allow each group member to awaken their minds and bodies and then resume lighting. Process with the group.)*

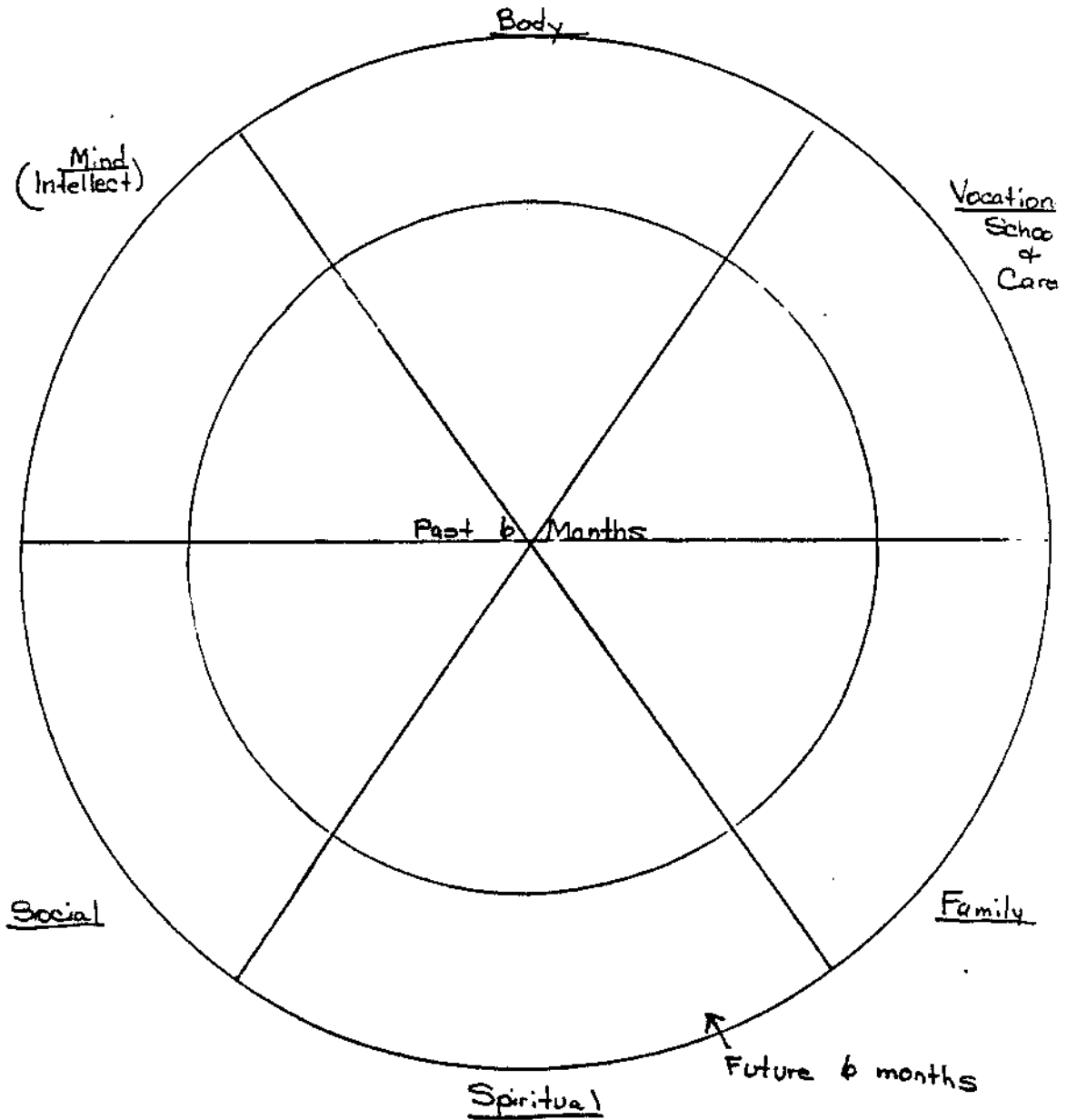
APPENDIX F  
TWO TRUTHS AND A LIE



### TWO TRUTHS AND A LIE

The students present the group with three statements about themselves. Two of the statements are true statements and one of the statements is false. Each student in the group votes on which statement they believe is false. When each member has voiced their opinion, the student who made the three statements tells the group which statement was false. This exercise generates interaction among the group and encourages the students to share about themselves in a fun, nonthreatening manner.

APPENDIX G  
PERSONAL GROWTH WHEEL

Personal Growth Wheel

APPENDIX H  
COLOR ACTIVITY

## COLOR ACTIVITY

The students will each draw a picture of what they believe a scene out of their future life will look like. The students will present the pictures to the group and explain why they believe their future will be like the picture and what significance the scene in the picture has for them. The content of the picture and the color choice of the students are discussed by the group as the pictures are presented.

APPENDIX I  
CAREER RESEARCH ACTIVITIES

## **Career Research Worksheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

One career I am interested in is:

---

Interest Area, Occupational Group:

---

### **Short Job Description**

### **Preparation Required**

Does the job require a high school diploma?

Other required education or training  
(How many years beyond high school?)

### **Required Licenses or Certificates**

### **Nature of the Work**

List three duties or activities a worker in this job does:

- 1.
- 2.
- 3.

Does the worker work alone or in a group?

List the three most important skills the worker must have to do the job well:

- 1.
- 2.
- 3.

What are the working conditions like?

What are the physical demands of the job?

What are the typical working hours for the job?

### **Salary and Benefits**

What is the average starting salary or wage?

What are some of the employee benefits?

What are some employee costs, such as union dues, uniforms, tools, etc.?



**Employment Outlook**

What is the employment outlook for this job in the future?

**Other**

How does this job match your personality, abilities, interests, work values and lifestyle needs?

APPENDIX J  
SPECTRUMS ACTIVITY

## Spectrums

Spectrums is a game that offers a means by which adolescents can see where they stand in relation to others, but in a way that is non-judgmental, non-coercive, and respectful of all positions. To play the game, ask player to line themselves up somewhere in the center of the room. Announce that you are going to suggest words to them, one at a time, and you want them to respond to those words by moving along the spectrum to the place that agrees with how they feel in relation to the word. This is not a game requiring a lot of thinking; instead, suggest that players trust their instincts and respond to each word intuitively. When you introduce these words, allow plenty of time for players to respond. They may feel the need to move to different points on the spectrum before they arrive at the place that feels "right" to them.

The farther players move along the spectrum towards the "positive" pole, the more strongly they feel themselves connected to the word. For example, if the word you offer is "open", the farther one moves towards the positive pole of the spectrum, the more "open" one feels, while movement towards the negative pole indicates the lack of the feeling of "openness." Assure players there is no "right" or "wrong" in this game, and that ten minutes from now they may feel quite different from the way they feel now, so there is nothing "final" about one's place on the spectrum.

When you suggest each word, avoid all requests for clarification or interpretation. Instead, reaffirm that the game invites players to intuitively respond to what they hear.

After everyone has settled in position on the spectrum, invite players to look around at where they stand in relation to others. Invite observations and insights, but avoid judgements on the part of the players. For instance, a player may notice that she and a friend may seem to always be on a similar spot on the spectrum, or that she and another seem to always be at opposite ends. Such comments are great so long as there is nothing to imply that one end is any better than the other. Other observations you may want to solicit: do you find yourself occupying more extreme positions on the spectrum, or do you tend to stay in the midrange? Does anyone notice any pattern to the position of girls on the spectrum in relation to the position of boys. Personal observations, in the manner of "thinking out loud," are to be encouraged.

Here are a few good words to get you started.

gentle  
simple  
powerful  
serious  
young  
quiet

gutsy  
playful  
innocent  
humble  
vulnerable  
mysterious

APPENDIX K  
SAMPLE REQUEST LETTER

**SAMPLE REQUEST LETTER**

Your Street Address  
Your City, State, Zip  
Date

Director of Admissions  
Name of College or University  
City, State, Zip

Dear Director:

Presently, I am a senior at \_\_\_\_\_ High School, and I am interested in applying for admission to (full name of college/university). I would appreciate your sending to me:

1. A general bulletin explaining entrance requirements, a college viewbook, an application for admission, college costs, and facilities available. My areas of interest are in (name curriculum or departmental interests).
2. Financial aid and scholarship information, deadlines, and application, and instructions for applying for financial aid.
3. Information concerning (name of activity or sport). I would also appreciate the name of the (advisor, coach, director, etc.) so I can make contact.
4. Information for housing on and off campus.

Thank you very much for your assistance.

Sincerely,

(Your signature)

Your name (typed in full with middle initial)

1

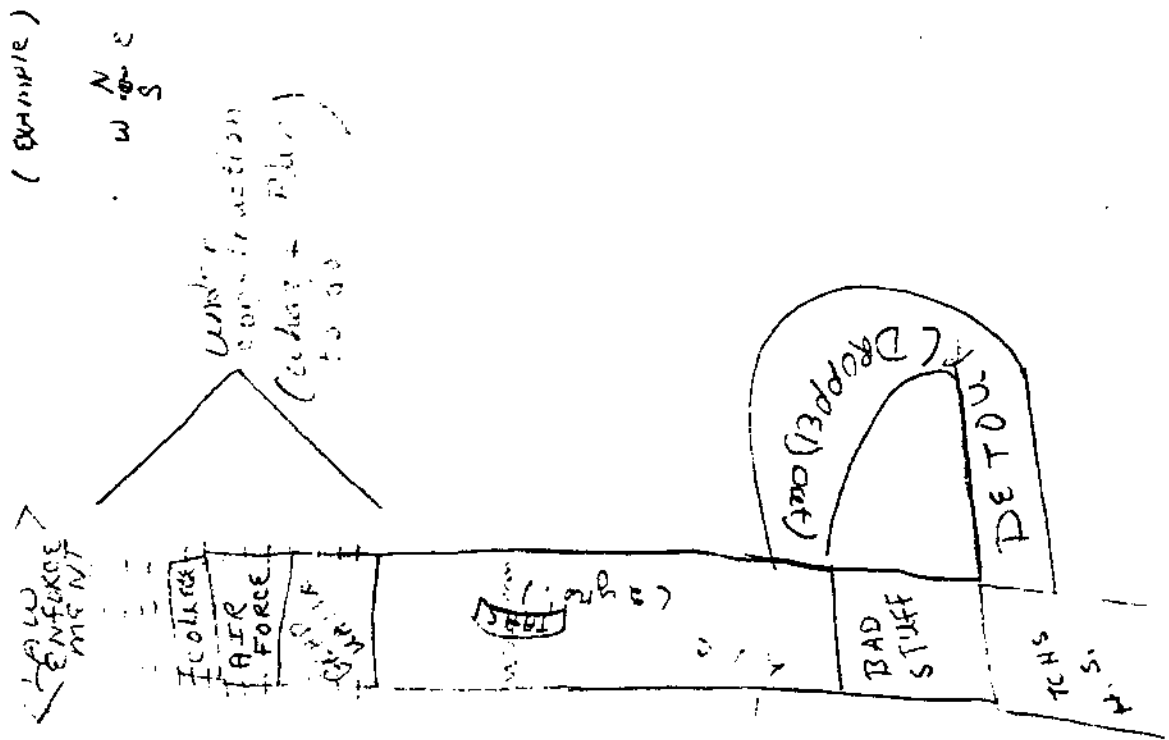
APPENDIX L  
AM I WHO I THINK I AM

## AM I WHO I THINK I AM

Each group member writes about one trait they have observed in group for each person in the group. On the back of the description they write the name of the group member. The leader reads the trait aloud to the group and the group tries to guess whom the description best fits. This exercise helps students discover if their concept of what they are like is how others perceive them.

APPENDIX M  
PERSONAL ROAD MAP





I got back  
on track  
last year  
NOW I'm  
going straight  
ahead - NOTHING  
is going  
to stop me  
now!

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