

THE INFLUENCE OF DUSO-2 AND
STUDY SKILLS ON THE SELF CONCEPT
OF ELEMENTARY STUDENTS

A Thesis
Presented to
the Faculty of the College of
Education and Behavioral Sciences
Morehead State University

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist in Guidance and Counseling

by
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Accepted by the faculty of the College of Education and Behavioral Sciences Morehead State University, in partial fulfillment of the requirements for the Education Specialist Degree in Guidance and Counseling.

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THE INFLUENCE OF DUSO-2 AND STUDY SKILLS ON
SELF-CONCEPT OF ELEMENTARY STUDENTS

ABSTRACT OF APPLIED PROJECT

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Abstract

Many of Kentucky's students are not experiencing academic success. The Appointed Task Force (1991) found that the number of at-risk students was increasing. There are more student drop-outs, drug and alcohol use, teen pregnancy, suicide, and poverty than ever before. This study was conducted in the hope of finding a means to positively impact the self-esteem and academic success of the students. Many theorists believe a positive self-concept results in academic achievement. Academic achievement, in turn, reinforces self-concept (Bleuer & Schreiber, 1989). Once students have self-confidence, the belief that they can achieve whatever they set their minds to, teachers can proceed with the traditional part of their job, providing opportunities for learning (Young, 1989).

This study was conducted by a certified school counselor. The Piers-Harris Children's Self-Concept Scale (P-H) was the instrument used to measure the self-esteem level of the students. Those students scoring below the 31st percentile on the pre-test, as recommended by the P-H as an indicator of low self-esteem, were randomly placed in one of four groups. One group of students was involved in DUSO-2 self-esteem activities (Dinkmeyer, 1982). The second group was given instruction on study skills (Cooper & Martenz, 1987). The other two groups served as the control groups and received only the routine class guidance sessions. The two treatment groups met weekly for thirty minutes for eight weeks. The post-test of the P-H was then administered to all the students. The data was analyzed to determine if there was any

significant difference in the scores of the students in either of the treatment groups as compared to each other and the control group. No significant difference was found. However, between the groups an interesting finding was that all the groups showed an improvement in self-concept at the statistically significant level of $p < .05$ or better, on the t test for the pre- and post-test of all four groups. This would seem to indicate that the results may be due to the Hawthorne effect or practice effect. However, further research and on-going investigation is needed through a revised design to control for the Hawthorne effect.

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INTRODUCTION

"Schools shall expect a high level of achievement of all students" (House Bill #940). This statement expresses one of the expected outcomes for all students in Kentucky's schools. Students may be capable of academic success but, unfortunately, many do not succeed. Recent statistical information indicates that numerous Kentucky students are at-risk under our present educational system and the number is increasing. Present data shows little more than 67% of 9th graders receive their high school diploma four years later and more than 23% of the children under eighteen years of age live in poverty. Of the high school students surveyed in 1990, 30% seriously considered suicide, 22% indicated using marijuana, and 35% reported having five or more drinks on one or more occasions (Appointed Task Force, 1991).

These statistics do not portray happy well-adjusted students. When children feel good about themselves, they are more likely to succeed. Likewise, when children see themselves as bad, negative behavior results. The development of a positive self image as a child is essential for success as an adult (Mitchell & Burton, 1985).

If it can be determined that group sessions on study skills and self-esteem, under the guidance of a certified school counselor, have a positive effect on students' self-esteem, the policy-makers for Kentucky's schools may recognize the value of school counselors and mandate one for every elementary school. Should the experiment not support this concept, then research should be ongoing in pursuit of another possible program to improve academic achievement and self-esteem. If the group sessions prove beneficial they should be continued by the schools even without the mandated counselors.

Kelly and Jordan (1990) defined self-concept as a view of oneself based on past experience and attainment, current motives and accomplishments, and a sense of what one can become. They used the term self-concept to represent an evaluation of self as an agent in the world.

Academic self-esteem is the self-feeling regarding ability in schoolwork or academic pursuits (Hoge, Smit & Hanson, 1990).

"At-risk" was defined by Thornburg, Hoffman & Remeika (1991) as being in danger of not succeeding, of becoming dependent rather than productive, of having

all children. Educators need to systematically develop traits of assertiveness, independence, self-direction and decisiveness in the students (Kelly & Jordan, 1990). Students will learn to trust themselves and take pride in who they are. Once students have self-confidence, the belief that they can achieve whatever they set their minds to, teachers can proceed with the traditional part of their job, providing opportunities for learning (Young, 1989).

Classroom teachers are not always the best qualified persons to conduct a self-esteem program. With the number of mandated requirements for academics, there is little time left in the school day. The results of a study similar to this one (Burnett, 1983) showed the school counselor was effective in these programs. The position of counselor has a degree of flexibility and provides a program with consistency and continuity. The counselor's participation supports and enhances the teachers' efforts. (Meehan & Raw, 1991). The small group sessions have proven advantageous in other counseling studies (Burnett, 1983; Mitchell & Burton, 1985; Bleurer & Schreiber, 1989). Because of the small size of the group each student is always involved. More students can be reached in a small

amount of time. A trained certified school counselor runs the group session, freeing the teacher to concentrate on the classroom demands. Burnett (1983) conducted a study that seemed to indicate students in small groups have more positive attitudes and feelings about themselves after participating in a self-esteem program using Developing Understanding of Self and Others Kit 2 (Dinkmeyer, 1970) (DUSO-2). Although it involved only students in grade seven, other grade levels could participate in a similar program. A program on study skills (Bleuer & Schreiber, 1989) was shown to have positive effects on students in small group counseling sessions.

Summary

Previous studies have indicated that positive self-concept is associated with academic achievement, and academic achievement reinforces self-concept (Bleurer & Schreiber, 1989). The self-concept of children in the regular classroom can be enhanced as a result of participating in a self-esteem program (Burnett, 1983). The purpose of this study is to compare the levels of students self-concept, as determined by the Piers-Harris Children's Self Concept Scale pre- and post-tests to attempt to verify if group

counseling on study skills and self-esteem can have a positive effect, and if either is more effective than the other.

HYPOTHESIS

The null hypothesis is elementary students with poor self-concept who receive group intervention on study skills or self-esteem will not exhibit greater improvement in self-concept than those elementary students with low self-concept who do not participate in either group intervention program.

METHODOLOGY

Population

The population for the study were those students enrolled in grades three through five in the Greenup County School System, Greenup, Kentucky that are served by the Title V elementary counselor during the 1991-92 school year. Those students who score below the 31st percentile on the Piers-Harris Children's Self Concept Scale (1969) pre-test, the level recommended by the P-H as an indicator of low self-esteem, were the subjects involved. Using a random number table, the students were randomly placed in one of the two treatment groups

or one of two control groups. All the groups received a post-test.

Instrumentation and Data Collection

The Piers-Harris Children's Self Concept Scale (P-H) (Piers & Harris, 1969) measures the construct of self-concept by presenting the subject with eighty self-descriptive declarative statements. The statements are worded in both positive and negative language to control for social desirability response sets. The items on the scale were written on a third grade reading level. Median test-retest reliability coefficients were .73, which is moderately high, with retest intervals ranging from three to four weeks to eight months (Piers & Harris, 1969). (See Appendix A)

Procedure

All students in grades three through five were administered as a pretest the Piers-Harris Children's Self Concept Scale during the second month of the school year 1991-92. The 54 students that scored below the 31st percentile on the P-H pretest were randomly assigned to one of the treatment groups or one of the control groups. The 15 students in one of the treatment groups received group counseling on study skills (SS). The MarCo Products, Inc. Study Skills

(1987) by JoAnn Cooper and Arden Martenz was readily available to this author. It is a program designed to improve learning, develop responsibility, and gain self-awareness. The six complete programs can be used sequentially in grades one through six or only with those levels desired. (See Appendix B) The other treatment group of 13 students was involved in sessions on self-concept enhancement (SE) from the Developing Understanding of Self and Others Kit 2-Revised (Dinkmeyer, 1982). This well-known program was used in a similar study as cited earlier, with positive effects. The stories, discussions, and activities provide a greater understanding of feelings, opportunities to choose solutions, predict consequences, and build communication skills. (See Appendix C) The same counselor led all of the group sessions to control for differences in instructions. Parental permission was obtained for the children to be involved in the group counseling (See Appendix D).

The two treatment groups met for weekly sessions, lasting approximately thirty minutes, for eight weeks. The intervention was brief because the school counselor was assigned to four elementary schools. The schools provided a regular meeting place.

was assigned to four elementary schools. The schools provided a regular meeting place.

The control group was those students who scored below the 31st percentile on the P-H pretest but they were not involved in any type of small group counseling. They were only involved in the routine class guidance sessions along with all the other students in their classroom. The control group for the study skills intervention had 14 students from grades three through five, and the self-esteem control group had 12 students assigned.

In April 1992, the P-H was administered to all the students as a post-test. The data was analyzed to determine if there was any significant differences in scores of the students in the treatment groups compared to the control group.

Design

The study used a pretest-posttest control group experimental design as presented below. Where the students were randomly assigned (R) after the pretest (O). The experimental groups were exposed to a treatment (X) and then all were posttested (O).

| | | | | | |
|---|---|----------------|---|---------|------|
| R | O | X ₁ | O | Exp.1 | (SE) |
| R | O | X ₂ | O | Exp.2 | (SS) |
| R | O | | O | Control | (SE) |
| R | O | | O | Control | (SS) |

Data Analysis

A t test for independent samples was used to test the null hypothesis. The independent variables were the treatment groups on study skills and self-esteem. The dependent variable was the self-concept level of the students.

RESULTS

A test for the degree of significance in the difference between the means of the scores for the self-esteem group, the study skills group, and both control groups was completed by the inferential method of the t test.

Table 1

Descriptive Data for P-H Posttest of Independent
Samples

NOTE: * $p > .10$ for all samples.

| Group | n | mean | Group | n | mean | t |
|----------------------|----|------|------------|----|------|-------|
| Self Esteem (SE) | 12 | 34.4 | SE Control | 9 | 34.0 | .034* |
| Study Skills (SS) | 15 | 34.4 | SS Control | 13 | 29.7 | .533 |
| SE | 12 | 34.4 | SS | 15 | 34.4 | .030 |

The results, as shown in Table 1, represent a comparison of the self-esteem group to the control group yielded $t = .034$ ($p > .10$). The results of the study skills group compared to the control group was $t = .533$ ($p > .10$). A similar difference was found in the comparison of the self-esteem group to the study skills group with a $t = .030$, $p > .10$. The t value was less than the t table value. Therefore, we were not able to reject the null hypothesis.

As presented in Table 2, all of the groups showed an improvement in self-concept from the pretest to the posttest.

Table 2

Descriptive Data for P-H of Nonindependent Samples

| Group | n | Pre- test Mean | SD | Post- test Mean | SD | \underline{t} (p) |
|----------------------|----|----------------------|-----|-----------------------|-------|---------------------|
| Self Esteem (SE) | 12 | 17.91 | 9.9 | 34.08 | 23.11 | 2.54(<.02) |
| SE Control | 9 | 17.00 | 9.6 | 34.44 | 23.71 | 3.39(<.005) |
| Study Skills (SS) | 15 | 15.19 | 9.1 | 30.93 | 29.27 | 1.97(<.05) |
| SS Control | 13 | 18.3 | 8.5 | 28.76 | 26.17 | 2.09(<.05) |

DISCUSSION

The null hypothesis was not rejected. It may be true that the self-esteem and study skills small groups may not improve the self-concept of students. However, there were external factors that may have hindered the effectiveness of the small group sessions. The brevity of the intervention could have affected the results. Based on the extensive research on school factors and self-esteem, no one should expect large effects on self-esteem in one year (Hoge, Smit & Hanson, 1990). These sessions were brief because the counselor served four different schools located many miles apart. The schedule had the counselor at one specific school on each day of each week. The sessions were cancelled whenever there were school assemblies, class field trips or school closings. The counselor would reschedule sessions in an attempt to cover all the lessons but often there was a two-week span between the meetings. These types of interruptions may have had an adverse effect on the continuity of the program.

With every group showing $p \leq .05$ or better there is a high probability that the results are due to a Hawthorne effect or a practice effect from the same form of the P-H being used for pre- and posttest.

Further research is needed on self-esteem and other factors such as tangible attainment, positive feedback, and recognition of one's abilities by peers, educators and family. "Virtually all researchers have found that grades are positively associated with self-esteem." (Hoge, Smit & Hanson, 1990). As the traditional family structure continues to vanish, the schools must accept more responsibility for the success of the children. The study cited in this research was for 30 minutes each week for eight weeks. That is too brief and it was too inconsistent to be effective.

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Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do *not* circle both *yes* and *no*. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me.....yes no
2. I am a happy person.....yes no
3. It is hard for me to make friends.....yes no
4. I am often sad.....yes no
5. I am smart.....yes no
6. I am shy.....yes no
7. I get nervous when the teacher calls on me.....yes no
8. My looks bother me.....yes no
9. When I grow up, I will be an important person.....yes no
10. I get worried when we have tests in school.....yes no
11. I am unpopular.....yes no
12. I am well behaved in school.....yes no
13. It is usually my fault when something goes wrong.....yes no
14. I cause trouble to my family.....yes no
15. I am strong.....yes no
16. I have good ideas.....yes no
17. I am an important member of my family.....yes no
18. I usually want my own way.....yes no
19. I am good at making things with my hands.....yes no
20. I give up easily.....yes no

21. I am good in my school work yes no
22. I do many bad things yes no
23. I can draw well yes no
24. I am good in music yes no
25. I behave badly at home yes no
26. I am slow in finishing my school work..... yes no
27. I am an important member of my class yes no
28. I am nervous..... yes no
29. I have pretty eyes yes no
30. I can give a good report in front of the class yes no
31. In school I am a dreamer..... yes no
32. I pick on my brother(s) and sister(s) yes no
33. My friends like my ideas..... yes no
34. I often get into trouble..... yes no
35. I am obedient at home..... yes no
36. I am lucky yes no
37. I worry a lot..... yes no
38. My parents expect too much of me yes no
39. I like being the way I am yes no
40. I feel left out of things yes no

41. I have nice hair.....yes no
42. I often volunteer in schoolyes no
43. I wish I were differentyes no
44. I sleep well at night.....yes no
45. I hate school.....yes no
46. I am among the last to be chosen for games.....yes no
47. I am sick a lotyes no
48. I am often mean to other people.....yes no
49. My classmates in school think I have good ideasyes no
50. I am unhappyyes no
51. I have many friendsyes no
52. I am cheerfulyes no
53. I am dumb about most thingsyes no
54. I am good lookingyes no
55. I have lots of pep.....yes no
56. I get into a lot of fights.....yes no
57. I am popular with boys.....yes no
58. People pick on meyes no
59. My family is disappointed in me.....yes no
60. I have a pleasant faceyes no

61. When I try to make something, everything seems to go wrong. yes no
62. I am picked on at home yes no
63. I am a leader in games and sports yes no
64. I am clumsy..... yes no
65. In games and sports, I watch instead of play yes no
66. I forget what I learn..... yes no
67. I am easy to get along with..... yes no
68. I lose my temper easily..... yes no
69. I am popular with girls yes no
70. I am a good reader yes no
71. I would rather work alone than with a group yes no
72. I like my brother (sister) yes no
73. I have a good figure yes no
74. I am often afraid..... yes no
75. I am always dropping or breaking things..... yes no
76. I can be trusted yes no
77. I am different from other people..... yes no
78. I think bad thoughts..... yes no
79. I cry easily..... yes no
80. I am a good person..... yes no
-

Appendix B

Study Skills Group

Session 1 - Orientation (All groups)

Explain that the group will meet for eight weekly sessions, lasting thirty minutes. Ask the students to assist in compiling a list of rules that are appropriate for the group. The counselor will write the rules on a poster and display them. If any of these rules are omitted, the counselor will propose them.

- A. Be positive.
- B. Talk to each other.
- C. Listen for feelings.
- D. Tell how you feel about things.
- E. Do not interrupt (Dinkmeyer, 1982).

Grade 3: A Trip To Better Learning

Session 2 - Listening Skills

1. Distribute the "Map to Better Learning" as an introduction to the lesson. A picture of the mode of travel with a rule to remember will be included in each session. Have students color the Hear-A-Lot Helicopter and Listening Pad.
2. Discuss the meaning and importance of listening.
3. Explain the Listening Game and follow the procedure.

4. Go over the answers and have students score their own papers.
5. Pass out the pictures of Hear-A-Lot Helicopter and have students color it.
6. Give each student a folder to keep the materials in from each session.
7. Review the rule: Listen carefully to be a good student.

Session 3: Following Spoken Directions

1. Pass out the folders. Use the map to review the previous session. Follow the route on the map to locate Talking Train and Say What You Mean Station.
2. Explain that this session will be about following spoken or oral directions.
3. Discuss the directions to the Directions Activity and follow the procedure.
4. Students will correct their own papers and after discussing the activity, put the papers in their folders.
5. Pass out the Talking Train pictures. Students will read the rule and color the picture. Then place it in the folder.

6. Review the rule: To understand oral directions - pay attention and listen carefully.

Session 4: Giving Oral Directions

1. Review the previous sessions by having the students state and explain the rules.
2. Begin this session by telling the students to think of a set of directions to tell the group to do at this session. Explain that they will play a game like "Simon Says".
3. Allow time for each student to be the leader.
4. Lead a discussion how and when to give oral directions.
5. Pass out the folders. On the maps the students will locate and color The Tuned-In Truck, the garage and the path to Think Clearly City.
6. Distribute the Tuned-In Truck picture and have the students color it. Then put it in their folder.
7. Review the rule: When giving oral directions: think about what you will say and speak clearly.

Session 5: Following Written Directions

1. Pass out the folders and use the map to review previous sessions.

2. Distribute Pay-Attention Plane pictures and the Written Directions sheets. Tell the students that they are to follow the written directions on their own.
3. When the students are finished, go over the written directions on their maps and picture.
4. Follow with a discussion on how to follow written direction and which school subjects have them.
5. As a homework assignment, pass out the Hidden Picture and tell the students to complete it independently.
6. Review the rule: To understand and follow written directions, read carefully.

Session 6: Writing Written Directions

1. Collect the homework assignment and use it to review the previous session.
2. Pass out the folders and direct the students to find the Map to Better Learning. They are to color the Cool Car and The Land of Better Learning.
3. Review things that are important about written directions.

4. Divide the group into pairs. Give each pair four slips of paper and a treat. The pair is to plan a treasure hunt by writing directions on the slips of paper. A copy of the clues will be given to the counselor.
5. The pairs will take turns hiding the directions and treats. The first clue will be given to a pair as a starting point. When all the students have had a chance to participate, the pairs may share the treat.
6. Lead a discussion on writing and following written directions.
7. Distribute the Cool Car pictures and review the rule: To write good directions, plan ahead and write carefully.

Session 7: Being Responsible in School

1. Distribute the folders and use the map to review all of the rules covered in the sessions.
2. Give each student a copy of the test and explain to them that they will be practicing the rules they have learned in the previous sessions.
3. When the students are finished they are to give their papers to the counselor. These will be scored in the next session.

4. Students are to color all remaining sheets and take their folders with them.

Session 8: Closure

1. Distribute the test to each student.
2. Read the correct response and have each student check their own papers.
3. Discuss any areas on which the students had difficulty.
4. Review the study skills rules covered in the sessions.
5. Distribute rewards for group participation and dismiss the group.

Grades 4 and 5: Organization and Homework

Session 2: Organization of Materials

1. Have the students define what study skills are and how they are developed.
2. Explain that there are two important things for them to remember:
 - A. Do your best in the least amount of time.
 - B. The better you work, the more you learn.
3. Tell the students that in order to have good study skills they must be organized in their thinking, their time, and their materials.

4. Give each student a copy of the Desk Award. In this session, the students will decide what is needed in their desk and where each item will be kept.
5. Students will draw or list these items on their desk award.
6. After the plans are completed, they will be taped under each desk lid. Then students will arrange their desk to match the plan.
7. Explain that the counselor will check the desks at various times to see if they are following their plan.

Session 3: Homework

1. Review the previous session on desk organization.
2. Ask students to complete this sentence, "Homework is _____." Give each student the opportunity to answer and record the answers on the board.
3. Give each student a copy to the Homework Portrait sheet. Explain to the group that each will make a picture of the way they do their homework.
4. Instruct the group to follow these directions.
 - A. Divide the sheet into four parts.

- B. Label one part "Time". Then draw a clock and the time they usually do their homework.
- C. Label another part "Place". Draw a picture of the place where they usually do their homework.
- D. Label a part "People". Have them draw who is around when they do their homework.
- E. Label the last part "Atmosphere". They are to draw a picture of their surroundings as they do their homework. They are to indicate whether it is quiet or noisy.
- F. The counselor will collect their drawings to use in the next session.

Session 4: Homework II

1. Inspect the desks and give Desk Awards to the deserving students.
2. Return the Homework Portraits and allow students to comment on any ways that their homework picture could be made more productive.
3. Explain to the group that they will be learning skills to help them with their homework and they need to practice each night.
4. Ask the students how much time they usually spend on homework. Discuss completing one

assignment before starting another and finish all homework before time is spent on leisure activities.

5. Read directions to the group out of their math book, leave out every third word. Ask the students to repeat the directions. Ask how they feel.
6. Explain that students may make mistakes in their work if they do not read or listen to directions carefully.
7. Distribute three Homework Assignment sheets to each student. They are to record homework assignments and bring these sheets to the next session.
8. Review the rules: Finish one assignment before starting another and read directions carefully.

Session 5: Time Awareness

1. Review the previous session by discussing the Homework Assignment sheets.
2. Ask the students if they feel they make the best use of their time.
3. Explain that for goals to be met people need to know how their time is spent. By knowing how

time is spent, students can decide whether they need to make changes in how they use their time.

4. Distribute the assignment sheet "Time Awareness". Read the directions together and answer all questions.
5. Students will complete and bring the assignment sheet to the next session.

Session 6: Responsibilities of Learning

1. Review the previous session by discussing the students reactions to the Time Awareness sheets. Collect these sheets for the counselor to view.
2. Introduce the term "Brainstorming" and discuss its meaning. Divide the group into threes and tell them to brainstorm the meaning of the word "Learning". Then write their definitions on the board.
3. Ask the student to name people most responsible for their learning. As they name teachers, parents, and themselves, write each on the board.
4. Encourage students to give responsibilities of each, both in and out of school.
5. Give each student assignment sheet "Learning Responsibilities". Tell the students to follow

the directions and bring the sheet to the next session.

Session 7: Importance of Review

1. Collect the "Learning Responsibilities" sheet and discuss as a review of the previous session.
2. Give the students a sheet of paper and a pencil. Tell them to complete the activity (Unit V, p.14).
3. After the activity is finished, discuss the difference in long-term and short-term memory. Stress that knowledge can pass from short-term to long-term memory by reviewing information frequently.
4. Distribute the Review sheets and discuss the directions. Sheets are to be returned to the next session.

Session 8: Closure

1. Inspect the students desks and distribute Desk Awards to deserving students.
2. Discuss the Review sheets and their reaction to reviewing information.
3. Distribute all of the sheets collected at the sessions, one at a time, and discuss the importance of each study skill.

4. Distribute copies of the poster "Study Skills Reminder" for the students to color and hang in a prominent place at their home. Dismiss the group. (MarCo, 1987).

Appendix C

Self-Esteem Group

Session 1: Orientation

Explain that the group will meet for eight weekly sessions, lasting thirty minutes each. Ask the students to assist in compiling a list of rules that are appropriate for the group. The counselor will write the rules on a poster and display them each session. If any of these rules are omitted the counselor will propose them.

- A. Be positive.
- B. Talk to each other.
- C. Listen for feelings.
- D. Tell how you feel about things.
- E. Do not interrupt (Dinkmeyer, 1982).

Session 2: Develop Self-confidence and Self-esteem

1. Present the story "The Invisible Boy" (pp 40-43) on the audio tape and discuss these areas:
 - A. Review of the story.
 - B. Discuss the feelings and behavior of the people in the story.
 - C. Discuss how the students might feel or act in a similar situation. (This format of questions

will be followed in every session as outlined in the DUSO guide.)

2. Read aloud a similar problem situation, "Jimmy's Little Sister" and discuss it with the students.
3. Home Activity Sheet 1: Family Tree. Review the directions of the activity sheet with the students. They are to interview family members to get the needed information and bring the completed sheet to the next session.

Session 3: Develop Awareness of One's Capabilities and Achievements

1. Discuss the students' information on the Family Tree homework sheet as a review of the previous session. Collect these sheets.
2. Read the story "Last Year in Skokie" (pp. 44-50) and discuss it with the students.
3. Read the problem situation "I Can Read It!" (pp.46-47) and discuss how students often discover what they can do by trying to do new things.
4. Organize the group into pairs. Have each pair visit a different grade in the school to see what students are learning in math. Before the visit discuss how the students should behave.

This activity will serve as a homework assignment with the information to be brought in to the next session.

Session 4: Develop the Courage to be Imperfect

1. Have the groups report what they learned when visiting the different grades. Write the information on cutout figures of graduated sizes. Stress how and what people learn as they grow older. Collect the figures.
2. Present the story "The Quitters" (pp. 105-110) and discuss it with the group.
3. Read the problem situation "By Himself" (pp. 106-107) and discuss how doing something by oneself is sometimes more important than the quality of the product.
4. Explain what a diary is and help the students make a booklet that includes five pages with these three entries:
 - A. Date.
 - B. New things I tried today.
 - C. What I discovered about myself.
5. Instruct the students to write in the diary during the next week whenever it is appropriate and bring the booklet to the next session.

Session 5: Learn to Solve Problems Creatively

1. Allow time for student to share a part of their diary and discuss their feelings and reactions to the new situations. Collect them.
2. Present the recorded story "The Clubhouse" (pp. 146-150) and discuss it with the group.
3. Read the problem situation "Try Another Way" (pp. 146-147) to encourage the students to think of several solutions to a problem.
4. Give each student a copy of Home Activity Sheet-15A. With pen, pencil, or marker, have students make a design that incorporates the doodle lines on the sheet. They are to bring the picture to the next session.

Session 6: Learn to Appreciate Individuality in Others

1. Allow each student to share the picture created from the doodle and discuss any thoughts and feelings concerning the activity. Collect the sheets.
2. Read the story "Henry Foster's Life Works" (pp. 154-159) and discuss it with the group.
3. Read the problem situation "Linda's Problem" to help the students recognize people have different abilities and talents.

4. Distribute the Home Activity Sheet 5. It is designed to help students recognize qualities that are valued in friends. The student is to fill in one column of answers and then ask family members or friends to fill in the other sections. The sheet is to be returned to the next session.

Session 7: Recognize Behavior that is Acceptable or Unacceptable

1. Encourage each group member to share a portion of their home activity sheet as a review of the previous session. Collect the sheets.
2. Read the story "The Outcast" (pp. 209-214) and discuss the areas with the group.
3. Ask the students to name things people sometimes do in groups that irritate other group members.
4. Arrange the group in pairs and have them complete these sentences:
We like to work with people who

We don't like to work with people who
_____.
5. When completed, each pair will be allowed to share and compare with the group.

6. Give each student a copy of the sheet "People Who Helped Make This a Good Week". The students are to observe their classroom and fill out the worksheet at the end of the week. This activity is used to encourage the students to recognize behavior that is helpful in the classroom. The students are to bring these sheets to the next session.

Session 8: Understand and Recognize the Purpose of Behavior

1. Discuss the sheets from the previous lesson as a review.
2. Read the story "The Greatest Art Project of Them All" (pp. 310-314) and discuss with the students.
3. Give each student a copy of Activity Sheet 12. Read the directions aloud and be sure the students understand that in each situational story the characters behave a certain way for a purpose.
4. Have the students read the situations aloud and brainstorm the purpose of the behavior. Discuss each carefully to clarify the responses.

5. Provide closure for the group by distributing all the materials collected at each previous session. Review the concepts that were presented. Dismiss the group. (Dinkmeyer, 1982).

Greenup County Schools

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Director Special Education

DEBBIE SOPER
Coordinator School Health Services

January 1992

Dear Parents,

The small group counseling session will begin this month. This will be four to six students working with the counselor for thirty minutes about once each week. These small group sessions will involve getting the students to become better academically than they already are, and helping them to realize how special each individual is.

If you would like for your child to participate or not participate as needed, please complete the form below.

 Yes, I want my child to participate.

No, I do not want my child to participate.

Comments: _____

Parent: _____ Student: _____

Teacher: _____ Grade: _____