

SECOND EDITION

School Counseling and School Social Work HOMEWORK PLANNER

- Contains 75 ready-to-copy homework assignments that can be used to facilitate therapy with children
- Homework assignments and exercises are keyed to the behaviorally based presenting problems from *The School Counseling and School Social Work Treatment Planner, Second Edition*
- Assignments may be quickly customized using the enclosed CD-ROM



Includes
CD-ROM

SARAH EDISON KNAPP

WILEY

**School Counseling and
School Social Work
Homework Planner,
Second Edition**

PracticePlanners® Series

Treatment Planners

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The Child Psychotherapy Treatment Planner, Fourth Edition
The Adolescent Psychotherapy Treatment Planner, Fourth Edition
The Addiction Treatment Planner, Fourth Edition
The Continuum of Care Treatment Planner
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Adolescent Psychotherapy Homework Planner, Second Edition
Adult Psychotherapy Homework Planner, Second Edition
Child Psychotherapy Homework Planner, Second Edition
Parenting Skills Homework Planner
Veterans and Active Duty Military Psychotherapy Homework Planner

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Complete Planners

The Complete Depression Treatment and Homework Planner
The Complete Anxiety Treatment and Homework Planner

PracticePlanners®

Arthur E. Jongsma Jr., Series Editor

School Counseling and School Social Work Homework Planner

Second Edition

Sarah Edison Knapp

WILEY

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PRACTICEPLANNERS® SERIES PREFACE

Accountability is an important dimension of the practice of psychotherapy. Treatment programs, public agencies, clinics, and practitioners must justify and document their treatment plans to outside review entities in order to be reimbursed for services. The books and software in the PracticePlanners® series are designed to help practitioners fulfill these documentation requirements efficiently and professionally.

The PracticePlanners® series includes a wide array of treatment planning books, including not only the original *Complete Adult Psychotherapy Treatment Planner*, *Child Psychotherapy Treatment Planner*, and *Adolescent Psychotherapy Treatment Planner*, all now in their fourth editions, but also *Treatment Planners* targeted to specialty areas of practice, such as:

- Addictions
- Co-occurring disorders
- Behavioral medicine
- College students
- Couples therapy
- Crisis counseling
- Early childhood education
- Employee assistance
- Family therapy
- Gays and lesbians
- Group therapy
- Juvenile justice and residential care
- Mental retardation and developmental disability
- Neuropsychology
- Older adults
- Parenting skills
- Pastoral counseling
- Personality disorders
- Probation and parole
- Psychopharmacology
- Rehabilitation psychology
- School counseling and school social work
- Severe and persistent mental illness
- Sexual abuse victims and offenders
- Social work and human services
- Special education

- Speech-language pathology
- Suicide and homicide risk assessment
- Veterans and active military duty
- Women's issues

In addition, three branches of companion books can be used in conjunction with the *Treatment Planners*, or on their own:

- ***Progress Notes Planners*** provide a menu of progress statements that elaborate on the client's symptom presentation and the provider's therapeutic intervention. Each *Progress Notes Planner* statement is directly integrated with the behavioral definitions and therapeutic interventions from its companion *Treatment Planner*.
- ***Homework Planners*** include homework assignments designed around each presenting problem (such as anxiety, depression, chemical dependence, anger management, eating disorders, or panic disorder) that is the focus of a chapter in its corresponding *Treatment Planner*.
- ***Client Education Handout Planners*** provide brochures and handouts to help educate and inform clients on presenting problems and mental health issues, as well as life skills techniques. The handouts are included on CD-ROMs for easy printing from your computer and are ideal for use in waiting rooms, at presentations, as newsletters, or as information for clients struggling with mental illness issues. The topics covered by these handouts correspond to the presenting problems in the *Treatment Planners*.

The series also includes:

- **TheraScribe®**, the best-selling treatment planning and clinical record-keeping software system for mental health professionals. TheraScribe® allows the user to import the data from any of the *Treatment Planner*, *Progress Notes Planner*, or *Homework Planner* books into the software's expandable database to simply point and click to create a detailed, organized, individualized, and customized treatment plan, along with optional integrated progress notes and homework assignments.

Adjunctive books, such as *The Psychotherapy Documentation Primer* and *The Clinical Documentation Sourcebook*, contain forms and resources to aid clinicians in mental health practice management.

The goal of our series is to provide practitioners with the resources they need in order to provide high-quality care in the era of accountability. To put it simply: We seek to help you spend more time on patients and less time on paperwork.

ARTHUR E. JONGSMA, JR.
Grand Rapids, Michigan

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Many thanks to Dr. Arthur Jongsma, the series editor and co-author of the treatment planners that have helped hundreds of thousands of therapists in numerous treatment settings. *The School Counseling and School Social Work Treatment* and *Homework Planners* are a much-needed addition to the planner series and are now available because of Dr. Jongsma's foresight, dedication, and diligence. I often wish that I had these useful therapeutic guides while I was working with students in the schools. Thanks also to Sweta Gupta of John Wiley & Sons for her guidance and encouragement throughout the production process. Finally, thank you to my children, Michael Knapp, Jr. and Heather Werkema, for their love, encouragement, good humor, and insight that helped me survive and enjoy the time and effort it took to create this Homework Planner.

INTRODUCTION

School counselors and school social workers are seeing more and more students with varied and difficult issues to manage and overcome. The role of the school-based therapist is to assist the student and his or her teachers and family members in solving the problems that interfere with the student's successful adjustment to school and to life in general. Homework assignments and activities used in individual and group counseling sessions help the student invest in the therapeutic process and take responsibility for the effort necessary to reach the treatment goals.

The homework activities provided in this planner are designed to enhance the therapeutic interventions described in *The School Counseling and School Social Work Treatment Planner, Second Edition* (Knapp, Jongsma, & Dimmitt, 2012). Assessment tools are provided for use by the therapist, along with self-monitoring exercises for the student and numerous activities that can be completed by the student. These exercises can be assigned as a part of the counseling session or as homework between sessions to reinforce the insights and information processed during the individual or group sessions.

The homework activities presented in this planner speed up the attainment of therapeutic goals. Through the completion of assignments, the student becomes increasingly aware of the process of problem solving and the behavioral changes necessary to reach therapeutic goals. The activities help the student to clarify his or her issues of conflict and detrimental behavior patterns. They also empower the student to become actively involved in attaining socioemotional health. The insight gained as a result of the completed homework can be discussed during subsequent counseling sessions and used as a basis for more productive, successful behavioral and thought patterns.

During my 25 years as a school social worker, I used numerous written and interactive activities to enhance the therapeutic process with students of all ages and with varied socioemotional problems. Creating these activities was labor-intensive and time-consuming. *The School Counseling and School Social Work Homework Planner, Second Edition* provides 75 homework activities that are ready for you to copy and use with your students. This book will eliminate hours spent preparing activities for your ever-increasing caseload of students with a wide range of therapeutic issues.

USING THIS HOMEWORK PLANNER WITH STUDENTS

Homework activities help the student take the therapeutic process seriously and recognize his or her essential part in creating change. All of the activities are designed to be interesting and fun for the student, as well as helpful in resolving therapeutic issues. However, homework may have a negative connotation to students who already feel overwhelmed by the amount of assignments that they are required to complete for

their academic classes. For the student who is reluctant to complete additional assignments, it will be helpful to have him or her begin the homework activity during the counseling session and to spend time discussing how the assignment will benefit him or her. Each exercise should be processed during the next counseling session to reinforce the value of the exercise and to acknowledge the student's time and effort spent completing it. If the homework is not complete, time for completion can be taken during the session and reasons for lack of completion can be discussed. This process will help the school-based therapist understand the student and how he or she deals with tasks and assignments more fully.

Many of the activities can be completed as part of the student's counseling sessions and will facilitate dialogue on the particular issues considered. The activities are designed to be used with the student individually or as part of a counseling group. Some require assistance from either the classroom teacher or the parents. The activities help the teacher or parent assist the student in dealing with classroom or at-home issues. It is wise to contact the teacher or parent to explain the activity and its intention and enlist their cooperation before you assign it to the student.

ABOUT THE ASSIGNMENTS

Two or more assignments correlate directly with each treatment concern presented in *The School Counseling and School Social Work Treatment Planner, Second Edition* (Knapp, Jongsma, & Dimmitt, 2012). These assignments are cited as part of the therapeutic interventions recommended for each identified problem in the Treatment Planner. Each exercise begins with a Counselor's Overview, which cites goals of the exercise, additional homework that may be applicable to the problem, additional problems for which the exercise may be useful, and suggestions for using the exercise with the student(s). These assignments are ready to be copied and used with your students. Each activity provides instructions for the student or students; however, in most cases these instructions should be covered and clarified during the counseling session. Not all homework activities are applicable to all students; your professional judgment should be used in assigning them, and often activities from other sections of this Homework Planner will be applicable to a presenting problem. All of the assignments can be tailored to fit the individual circumstances and needs of the student or group by using the word-processing disk that accompanies this Homework Planner. The therapist should feel free to alter the activities to best suit the requirements of the student and the issues addressed.

It is recommended that the therapist read through the entire book to become familiar with the activities that may be helpful to students. A suggested age range for appropriate use of the activity is given in most cases, but many of the activities can be modified slightly to suit students of various ages. If the student is being seen for several sessions or for an extended period, the activities can be kept in a therapeutic journal or notebook for easy reference and review. This journal or notebook will become a record of progress made during the counseling process and should be given to the student upon termination of the sessions.

The activities in *The School Counseling and School Social Work Homework Planner, Second Edition* are designed to accompany the therapeutic counseling process and should not be used independently without the guidance of a school-based therapist.

SARAH EDISON KNAPP

GOOD NEWS AND BAD NEWS OF MAKING IT IN SCHOOL

GOALS OF THE EXERCISE

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

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

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

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

Every action has consequences. Behaviors that are repeated have consequences that make students feel better or validate their internal view of the world. Many actions have both positive and negative consequences; for instance, skipping a day of school (a strategy for underachievement) may give the student time to relax and watch TV (positive consequences) but also create more work to be completed upon his or her return to school and additional frustration trying to keep up with class discussions (negative consequences). The student who uses a successful school strategy (e.g., working for high grades) may feel a sense of accomplishment, be recognized by teachers and parents, and viewed by peers as smart (positive consequences) but may have higher expectations imposed, be viewed by peers as nerdy, and may have to do more work to maintain a high level of performance (negative consequences).

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

GOOD NEWS AND BAD NEWS OF MAKING IT IN SCHOOL

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

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

Strategies for

Personal Achievement

Good News

Bad News

Raising my hand in class:

Teacher appreciates my self-control.

I have to wait my turn.

Listening to instructions:

I know what I'm supposed to do.

I don't get to fool around in class.

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

Doing my homework:

Attending school regularly:

Studying for an exam:

Participating in class discussions:

Asking the teacher for help:

Getting tutoring:

Working with a mentor:		
Getting an A:		
Testing out in math:		
Taking accelerated classes:		
Belonging to an academic club:		
College acceptance:		
Getting a good job:		

**Strategies for
Underachievement**

Good News

Bad News

Skiping school:	<i>A day of leisure</i>	<i>More work to complete at school</i>
-----------------	-------------------------	--

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

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

**Strategies I Am
Currently Using****How This Helps Me****How This Hurts Me**

**Strategies I Will Need in
the Future****How This Will Help Me Achieve My Goals**

PERSONAL BEST

GOALS OF THE EXERCISE

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

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

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

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

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

This exercise reinforces the idea that goal achievement should be measured in terms of personal progress, not by competing or comparing oneself with family members or other students. Ask the student to select a skill he or she would like to improve (e.g., cursive writing, math, technology competence, spelling, or a foreign language). Assist the student in determining a baseline level of performance (current level of functioning), a specific long-term goal, and a general short-term goal that can be used to identify and track progress (e.g., incrementally increasing legibility, speed, or fluency; improving test scores; or increasing length of workouts or practice sessions).

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

PERSONAL BEST

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

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

Example

PERSONAL SKILL DEVELOPMENT

Subject/Activity	Unit of Measurement	Baseline/Date	Date and Improved Grade or Score
<i>Cursive writing</i>	<i>Handwriting samples</i>	<i>9 / 1: Name only</i>	<i>10 / 1: Writing whole alphabet and 25 words</i>
	<i>Letter to parent</i>		<i>12 / 1: 50 words</i>
	<i>Class assignments</i>		<i>3 / 1: 200 words</i>
			<i>6 / 1: All assignments legible and in cursive</i>

Short-Term Goal	Long-Term Goal	Percent of Progress Toward Goal
<i>Increase speed and legibility</i>	<i>All assignments legible and in cursive</i>	<i>10 / 1: 10%</i>
		<i>12 / 1: 50%</i>
		<i>3 / 1: 75%</i>
		<i>6 / 1: 100%</i>

PERSONAL BEST GRAPH**Tracking My Personal Progress**

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

Example

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

PERSONAL SKILL DEVELOPMENT

Subject/Activity	Unit of Measurement	Baseline/Date	Date and Improved Grade or Score
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Short-Term Goal	Long-Term Goal	Percent of Progress Toward Goal
_____	_____	_____
_____	_____	_____

PERSONAL BEST GRAPH**Tracking My Personal Progress**

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

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

CASES OF CONFLICT

GOALS OF THE EXERCISE

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

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

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

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

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

Assign the student(s) to read one of the Cases of Conflict and role-play the situation to its conclusion by using negative nonverbal communication cues (e.g., rolling eyes, finger-pointing, raised eyebrows, folded arms) that contribute to increased anger and antagonism and a lose/lose outcome. Then have the student(s) role-play the same scenario by using positive nonverbal cues (e.g., smiling, eye contact, leaning toward the speaker, nodding the head) that contribute to a mutually agreeable win/win outcome.

Use the Cases of Conflict activity to teach additional strategies of anger management and conflict resolution, including brainstorming, effective listening, empathetic responses, "I" statements, and working for consensus. Act as an observer and stop the role-playing occasionally to increase awareness of the process, to point out specific techniques that are being used effectively or misused, and to guide the student(s) toward authentic consensual problem solving. This activity is appropriate for students in grades 3 to 12 and can be adapted for use with younger students.

CASES OF CONFLICT

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

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

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

1. Playground Equipment

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

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

2. Chores

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

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

3. First in Line

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

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

4. Road Rage

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

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

5. Remote Control

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

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

6. Competitive Games

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

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

7. Seats on the Bus

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

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

8. Put-Downs and Dissing

Marquis and Carina arrive in their social skills class a few minutes early. Carina is wearing her favorite sweater, a Christmas present from her father. "Where'd you get that ugly sweater?" Marquis quips. "It's a whole lot better than anything I've seen you wearing," Carina replies with disgust. "Coming from you that's a compliment, since you have no taste," Marquis snaps back. Carina retorts, with fire in her eyes, "Just don't even talk to or look at me," to which Marquis replies nastily, "Your wish is my command, loser." At this point both students notice the teacher standing behind them, who says, "You know how I feel about dissing in general and especially

when you have come up with a plan for respecting one another's personal dignity." The students move to the back of the room and begin to . . .

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

9. Boyfriend/Girlfriend Disputes

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

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

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

EXERCISE 2.A

Negative techniques that could be used: _____

Negative outcome: _____

Positive techniques that could be used: _____

Positive outcome: _____

COMMUNICATION WITH OTHERS

GOALS OF THE EXERCISE

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

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

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

SUGGESTIONS FOR USING THIS EXERCISE WITH STUDENT(S)

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