

Helping Youth Think Better, Feel Better, Relate Better: Empower

Counseling 448

Intervention and Advocacy for Children

Rosemary A. Thompson, Ed.D., NCC, LPC Chesapeake Public Schools, Chesapeake, Va.
Old Dominion University, Norfolk, VA thompson @ pinn.net www.school-counselors.com

Baby-Roomers vs Generation X

Talking	Alcohol/drugs
Gum Chewing	Underachievement
Making Noise	Dropouts
Running	Violence/guns
Cut Class	Rape/robbery
Dress Code	Suicide/Depression
Littering	Pregnancy/STds

Decade of the 'QOs: Jonesboro, Arkansas; Edinboro, Pennsylvania; Peducah, Kentucky;
Houston, Texas; Springfield, Oregon; Liffleton Colorado , Ft. Gibson, Oklahoma - Another
School, Another Senseless Act of Violence

Indications of trouble youth are all too familiar: school dropouts, gang involvement, drugs
and alcohol, unintended pregnancy, crime, violence, homicide, suicide and cult groups.

Ten Disturbing Trends in Youth Character (1997)

Rising youth violence
Increasing dishonesty (lying, cheating, stealing)
Growing disrespect for parents, teachers and legitimate authority figures
Increasing peer cruelty
Rising prejudice and hate crimes
Deteriorating language

Ten Disturbing Trends in Youth Character (1997)

Declining work ethic
Declining personal and civic responsibility
Increasing self-destructive behaviors (e.g., premature sexual activity, substance abuse,
suicide, and self-mutilation)
Engaging in destructive behavior without understanding that it is wrong

Relationships Among Our Youth are Strained

Adolescents themselves are polarized wearing the uniforms and insignia of their various tribes:

The Crips, the Bloods, leather-clad death metal heads, the skinheads, the stoners; The surfers, the skaters,
the preppies; the straightedge kids, The multipierced gypsies, and born again hippies

Looming Demographics: Our Challenge as Educators and Helping Professionals

Each Day in the United States

13 youth are murdered; 16 youth are killed by firearms
5,702 youth are arrested; 316 youth under 18 are arrested for violent crimes
1,420 babies are born to teen parents
13,076 public students are suspended;
3,356 students dropout of school

Looming Demographics: Our Challenge as Educators and Helping Professionals

Diversity: In Fairfax County Public Schools, Virginia students come from 182 countries and speak more than
100 languages.

In the not-so-distant future, half of all public school students will be minorities, and no group will
dominate the ethnic landscape.

Looming Demographics: Our Challenge as Educators and Helping Professionals

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School dropouts will earn 237 billion less during their life time than high school graduates

Welfare, unemployment & crime prevention costs for dropouts will cost 6 billion

Looming Demographics: Our Challenge as Educators and Helping Professionals

It costs \$24,498 annually to incarcerate a juvenile in a detention facility. Over the next 20 years, society will pay 16 billion to support first-born infants of teenagers

Looming Demographics: Our Challenge as Educators and Helping Professionals

Abused and neglected children: In fiscal year 1996, 10,423 children in Virginia were victims in founded reports of abuse and neglect

Children with emotional problems: The U.S. Department of Health reports that 12% of all children under 18 suffer mental disorders.

Looming Demographics: Alcohol, Violence, Poverty

The U.S. has the highest incidence of alcohol abuse among adolescents of any county in the world.

Violent crime by juveniles increased nearly 70% from 1988-1997.

Looming Demographics: Critical Skills for the Information Age

Interpersonal Skills

- Leadership
- Managing/Supervising
- Negotiating/Arbitrating
- Teaching

Intrapersonal Skills

- Self Management
- Self Assessment
- Time Management

Looming Demographics: Critical Skills for the Information Age

Communication Skills

- Writing
- Public Speaking
- Listening
- Reading and Researching

Informational Skills

- Organizing
- Researching
- Problem Solving

Significant Correlates: Alcohol and Substance Abuse Consistently Correlates to:

School vandalism, absenteeism, tardiness, truancy, discipline, classroom disruption, violence, declining achievement, dropout rates, and automobile related deaths

Significant Correlates: The Relationship Between Abuse, Violence and the Family

Significant Correlates: The Scaring Effects of

Family poverty is seen in declines in educational outcomes, and is relentlessly correlated with high rates of school-age childbearing, school failure, violent crime, abuse and neglect.

Significant Correlates: The Relationship Between Abuse and Violence

Children who are abused have higher rates of delinquency, tend to be impulsive, have difficulty expressing themselves, and acknowledging painful feelings.

Significant Correlates: Behaviors Presented in the Media Can Be Interpreted as Norms

The average child spends 900 hours a year in school and 1500 hours a year watching TV.

By middle school s/he has seen 8,000 murders and over 100,000 other acts of violence.

Children who watch violence become less sensitive to the pain and suffering of others and view violence as acceptable solution to human problems.

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Some Common Traits in Recent School Shootings.

The child felt inferior or picked on with a grudge

The attackers complained of being fat near-sighted, short, or unloved

Most were suicidal and saw killing as a means of ending a tortured life in a blaze of terror

Social, Emotional, and Cognitive Deficits Permeate Child and Adolescent Behavior

Assertiveness

Decision-making

Social Support

Impulse Control

Critical Thinking

Perception Checking

Affective Processing

Anger Management

Problem Solving

Empathy

Communication Skills

Deadline Disorder

Classifying

Conflict Resolution

Social, Emotional, and Cognitive Deficits

Emotional Deficits manifest themselves in increased incidents of violence, suicide, and homicides.

Cognitive Deficits place youth at a disadvantage academically making them more vulnerable to criminal influences.

Social Deficits manifest themselves with poor peer relations, an inability to resolve conflicts and manage anger.

Social, Emotional, and Cognitive Deficits

Current research is linking intellectual, social, and emotional processes.

Social, emotional, and cognitive processes are inextricably linked to learning.

Empowering Youth with Social Skills...

Social skills are interpersonal skills essential for meaningful relationships with others.

They fall into categories such as being kind, cooperative and compliant to reduce defiance, aggression and conflict

* problem solving * assertiveness* resolving conflict * managing anger* peer pressure refusal skills* receiving feedback* perception checking* giving constructive criticism* being socially responsible

Empowering Youth with Emotional Skills...

Emotional skills are intrapersonal skills such as managing emotions, recognizing a feeling as it happens, motivating oneself to attain goals, delay gratification, maintain self control, and metamood (making mood connections).

Selected Emotional Skills...

Expressing Empathy Positive Affirmations About self Seeking Social Support *

Managing Anxiety *Self Disclosure*Confronting* Dealing with False Accusations *

Preparing for a Difficult Conversation * Describing Feelings * Stress Management * Using Self-Control Techniques*

Empowering Youth with Cognitive Skills...

Cognitive Skills are thinking skills such as knowing how to problem solve, describe, associate, conceptualize, classify, analyze, make inferences and think critically.

Cognitive skills encourage metacognition - thinking about our thinking

Many Students Have Failure Syndrome and Approach Class Assignments with Very Low Expectations of Success

Do not invest their best efforts and simply give up;

Abandon serious attempts to master tasks;

Concentrate instead on preserving their self-esteem in their own eyes

reputation in the eyes of others.

Students with Failure Syndrome Need Cognition Retraining:

Attribution training: Attribute their failure to insufficient effort, lack of information, or ineffective strategies rather than lack of ability;

Efficacy training: Set realistic goals with the expectation of ability if apply reasonable effort.

Strategy training: Cognitive skills

Selected Cognitive Skills...

*Graphic organizers/IMind Maps * Creative Problem Solving*Decision making * Reducing Test Anxiety

5Q3R/52R05 Analysis for flaws* PMI * CAP *Evaluation * Application * MI*

A Comprehensive Psychoeducational Approach to Enhance Interpersonal Effectiveness

Youth Need Critical Skills to Defeat Dysfunctional Behavior and Enhance Resiliency

A Psychoeducational Life Skill Instructional Model

The five-step social learning model:

1. Instruction (teach),
2. Modeling (show),
3. Role play (practice),
4. Feedback (reinforce), and
5. "Ownwork"¹ (apply).

Social Literacy Skill: Sending an "I" Message

"I feel
when you
because

"Jack, I feel rejected when you don't return my phone calls because I really need to know your opinion on this project.."

Social Literacy Skill: Anger Management

Stay in control of the situation.

Stay cool - don't give into anger.

Stand in the other person's shoes (see things from their perspective)

Give the person a way out - let them save face

Lighten up - things may not be what they seem.

Apologize or excuse yourself

Emotional Literacy Skill: Requesting Assertively

To convey your thoughts, feelings and wants assertively follow this simple formula: I

think... (your perception); I feel... ("I" message)

I want... (an assertive request)

"When you joke me in front of my friends you make me look stupid. I feel embarrassed and angry. I want you to stop."

Emotional Literacy Skill: The XYZ Formula for a Complaint

Criticism are usually voiced as personal attacks which create defensiveness.

"When you did X, it made me feel Y, and I'd rather you did Z instead."

"When you didn't call to tell me you were going to be late, I felt unappreciated." "I'd rather you call ahead of time instead."

Cognitive Literacy Skills...

- Beware of point-of-view
- Indicate examples of bias clues (EOIOC):
 - E xaggeration ("never"; "always")
 - O vergeneralization
 - I mbalance
 - O pinion as fact ("They say" ...)
 - C harged words ("You don't have to be a rocket scientist to know.")
 - A ccount for possible bias by citing proof
 - S tate opinion based on reasoned judgment

Imagine what would happen if families, places of worship, and schools - joined by television writers and radio talk show hosts, recording artists, athletes, movie stars, business executives and politicians - all would agree to teach children, both word and example, honesty, respect, responsibility, compassion, self-discipline, perseverance and giving. What if all the adults, who seem so upset about the troubled lives of children, would indeed create a climate in which these core virtues would become, for all of us, a way of life. Ernest Hoyer