

BEST QUOTES ON COUNSELING

How is it that Daddy was never any support to me in my struggle? Why did he completely miss the mark when he wanted to offer me a helping hand? Daddy tried the wrong methods. He always talked to me as a child who was going through difficult phases. It sounds crazy, because Daddy's the only one who has always taken me into his confidence, and no one but Daddy has given me the feeling that I'm sensible. But there's one thing he's omitted: you see, he hasn't realized that for me the fight to get on top was more important than all else. I didn't want to hear about 'symptoms of your age,' or 'other girls,' or 'it wears off by itself;' I didn't want to be treated as a girl-like-all-others, but as Anne on her own merits.

--Anne Frank

I'm not a naughty brat. I'm little and I'm still learning. I get overwhelmed and frustrated just like you do. Because nobody is perfect. Help me. Guide me. Love me.

—*The Learning Station*

Last year, Shaftsbury (Michigan) Elementary School counselor Teresa Severy met a new fourth grader for the first time. The bright and resilient little girl's life had been colored by the horrors of neglect, substance abuse, and family incarcerations. 'I met her as I do all my new students, and she shared much of what was in her heart,' said Severy. Then, one morning, Severy found on her desk a box—clearly wrapped by a young person—and a card, addressed in the beautiful awkward cursive of a child.

'The box contained a wind chime for my office, to add special music to my day,' Severy related. 'The card touched my heart.'

It read: 'Thank you for being a special person who really cares to listen and hear me. I wish you a very happy Mother's Day. Your friend...'

I wept when I read her words. Her mom was incarcerated, and [the child] was living with another family. One never knows that what we say or do can be significant in the life of a child.

—Gary Hopkins

There are no problem children—only children with problems.

—Unknown

One looks back with gratitude to those who touched our human feelings. Warmth is the vital element for the growing plant and for the soul of the child.

--Carl Jung

Listen to the whispers and you won't have to hear the screams.

--Cherokee Saying

The most solid comfort one can fall back upon is the thought that the business of one's life is to help in some small way to reduce the sum of ignorance, degradation, and misery on the face of this beautiful earth.

--George Eliot

A library is a good place to go when you feel unhappy, for there, in a book, you may find encouragement and comfort. A library is a good place to go when you feel bewildered or undecided, for there, in a book, you may have your question answered. Books are good company, in sad times and happy times, for books are people - people who have managed to stay alive by hiding between the covers of a book.

—E. B. White

The man who desires to improve a human being must begin by appreciating him.

--Romano Guardini

Mental health problems do not affect three or four out of every five persons but one out of one.

--Dr. William Menninger

If you do not think about your future, you cannot have one.

--John Galsworthy

'Be yourself' is about the worst advice you can give to some people.

--Unknown

'Tis not enough to help the feeble up, but to support him after.

--William Shakespeare

Everyone has different problems, but everyone has some kind of problem.

--Justine Randal

Do not mistake a child for his symptom.

--Erik Erikson

What do girls do who haven't any mothers to help them through their troubles?

—Louisa May Alcott

Educators, long disturbed by schoolchildren's lagging scores in math and reading, are realizing there is a different and more alarming deficiency: emotional literacy. And while laudable efforts are being made to raise academic standards, this new and troubling deficiency is not being addressed in the standard school curriculum. As one Brooklyn teacher put it, the present emphasis in schools suggests that 'we care more about how well schoolchildren can read and write than whether they'll be alive next week.'

—Daniel Goleman

My request is: Help your students to become human. Your efforts should never produce learned monsters, skilled psychopaths and educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more humane.

--Haim G. Ginott

If a student enters class not knowing algebra, we teach him algebra. If a student enters class not knowing how to behave, we punish him.

--Arnold Langberg

Catch them doing something right! If you can catch people doing something well, no matter how small it may seem, and positively reinforce them for doing it, they will continue to grow in a positive direction.

--Ken Blanchard

A 'naughty child' doesn't exist - a child who acts out is simply a child with unmet needs.

—Birgitte Coste

President John F. Kennedy often invoked Lord Gladstone's quote, 'Victory has a thousand fathers, but defeat is an orphan.' If we apply this to our secondary schools, we see this rings true. Those who are successful in academics, athletics, or activities have no trouble finding adult advocates. In fact, many of them have several adults to give them guidance or complete recommendations supporting their applications for more challenging coursework, organizations, or institutions of higher learning. Many high schools even formally celebrate the signing of grants-in-aid by their athletic stars. Unfortunately, it is the lower-achieving students, who compose the bulk of a secondary school's students, that often lack the adult guidance they need.

—John M. Jenkins

All students wear the sign: 'I want to be important NOW!' Many of our juvenile delinquency problems arise because nobody reads the sign.

--Dan Pursuit

Children are failing to learn not because they lack ability, but because they lack encouragement and support. These are preventable tragedies in thousands of young lives.

—College Board
*Commission on
Pre-College
Guidance and
Counseling*

The first recorded school guidance program was introduced by Jesse B. Davis in 1889. As a school principal in a Detroit high school, Davis introduced guidance as a curricular component in each English class in the school. Frank Parsons, who became known as the 'Father of Guidance,' began his vocational bureau in Boston in 1908 to help youngsters who were leaving the public schools with career choices. Davis included vocational and moral guidance in his program when he moved to a Grand Rapids school, while Parsons' program was basically vocational, matching the individual's traits with a vocation. These early counselors focused on guidance and concentrated on moral and vocational issues.

—Doris Rhea Coy

An article in *Education Week* explored the reasons that teachers quit. Marshall Cohen, a social studies teacher in Newton, Massachusetts, contributed the following story:

I knew one older teacher who kept in it until he was over 60. And one of the ways he did it was. . . every year, he would pick between five and 10 kids that he would really cultivate. And they were a cross-section of the school. They weren't always the smartest kids. Just some kids that he liked in some way, . . . And then he'd make a significant difference in those kids' lives. He'd get them in conversations, and he'd start talking with them. . . . Those kids were what kept him in it. And they'd come back and visit him years and years later.

I am touched by this story of a teacher who created an advising system of his own. How wonderful it would be if each of us could contribute similarly each year to the growth of several young people, to their understanding of the culture, and to their desires to become contributing adults.

—Maxine Seibel and
Joseph N. Muray

Research shows that comprehensive school counseling programs do indeed affect student success and achievement. Data also indicate that students who have access to quality school counseling do better on standardized achievement tests, one predictor of success in college. The percentage of students bound for higher education increases when they have access to highly trained school counselors who are not at lunch duty, completing paperwork or counting test booklets.

—Robert Bardwell

An average day for all of you might start with a child sobbing in your office because she's being bullied or having trouble at home. Or maybe it's the kid who's been kicked out of every class, and he's sitting in front of you, angry and defiant, and it's up to you to figure out how to help him get back on track.

And then, later on in the day, perhaps you meet with an overwhelmed parent who's not sure that they can really trust you, so you've got to convince them that you're there to help and that you're on their side. And then maybe you see that kid with so much promise but who doesn't think she's college material and refuses to apply to any schools because she doesn't know how she's going to pay for school, so you've got to somehow show her that she has what it takes to succeed in life.

And those are just a few ways that you support our young people every day. Too often, you are the only adults in their lives who aren't there to grade them or judge them or punish them, and that's why they seek you out when they have nowhere else to turn.

—Michelle Obama

As a society, our understanding of teenagers has not caught up to the science. In the past 15 years, neuroscientists have discovered that a teenager's brain is different in important ways from an adult's brain. It is more receptive to rewards than to punishment, and the parts that control impulses and judgement are still under construction. Which means that back talk and fake burps are predictable teenage acts—to be corrected, not prosecuted.

—Amanda Ripley

Bad behavior and irrational decisions are almost always caused by fear. If you want to change the behavior, address the fear.

—Seth Godin

The counsellor who never reads a novel or never opens a book of poetry is neglecting an important resource for empathic development.

—Dave Mearns

When the other person is hurting, confused, troubled, anxious, alienated, terrified; or when he or she is doubtful of self-worth, uncertain as to identity, then understanding is called for. The gentle and sensitive companionship of an empathic stance... provides illumination and healing. In such situations deep understanding is, I believe, the most precious gift one can give to another.

—Carl Rogers

Always at the top of her class in her public high school outside Washington, D.C., Caroline Sacks (a pseudonym) had pursued an avid interest in science since childhood. She chose to attend Brown rather than the university of Maryland—and because she went to a great university instead of a good one, she ended up abandoning her goal of a science degree. She had never not excelled academically. But at Brown, her organic chemistry class gave her just this feeling of overwhelming inadequacy. Sacks dropped science and switched to liberal arts. If she'd gone to Maryland, she would have been spared a crisis of confidence and never would have veered away from a field that she loved—and that promised a more lucrative future....The point is that being a big fish is very helpful, even when picking the small pond means forgoing the high-status allure of the big pond. Second-rate schools can promote first-rate achievement, whereas more-selective environments can squelch it. For example, in the first six years after receiving their doctorate, research economists published more, and in more-prestigious journals, if they had been standouts at a bottom-tier school than if they had been not-quite-stars at the best schools.

--Tina Rosenberg

It is one of the beautiful compensations of this life that no one can sincerely try to help another without helping himself.

—Ralph Waldo Emerson

Regardless of your past, your future is a clean slate.

--Unknown

We are our choices.

--Jean Paul Sartre

A guidance counselor who has made a fetish of security...may steer a youth away from his dream of becoming a poet, an artist, a musician, or any other of thousands of things, because it offers no security, it does not pay well, there are no vacancies, it has no 'future.'

--Henry Wriston

Life is the only real counselor; wisdom unfiltered through personal experience does not become a part of the moral tissue.

--Edith Wharton

They that will not be counseled, cannot be helped. If you do not hear reason, she will rap you on the knuckles.

--Benjamin Franklin

Advice after injury is like medicine after death.

--Danish Proverb

I might have saved myself much distraction if I had been less shy about asking advice. I did not understand that people rather like to give it and can often think better for others than for themselves.

--Charles Horton Cooley

The diseases of the mind are more destructive than those of the body.

--Marcus Tullius Cicero

I hold the hands of people I never touch.

I provide comfort to people I never embrace.

I watch people walk into brick walls, the same ones over and over again, and I coax them to turn around and try to walk in a different direction.

People rarely see me gladly. As a rule, I catch the residue of their despair. I see people who are broken, and people who only think they are broken. I see people who have had their faces rubbed in their failures. I see weak people wanting anesthesia and strong people who wonder what they have done to make such an enemy of fate. I am often the final pit stop people take before they crawl across the finish line that is marked: I give up.

Some people beg me to help.

Some people dare me to help.

Sometimes the beggars and the dare-ers look the same. Absolutely the same. I'm supposed to know how to tell them apart.

Some people who visit me need scar tissue to cover their wounds.

Some people who visit me need their wounds opened further, explored for signs of infection and contamination. I make those calls, too.

Some days I'm invigorated by it all. Some days I'm numbed.

Always, I'm humbled by the role of helper.

And, occasionally, I'm ambushed.

—Stephen White

The advice of their elders to young men is very apt to be as unreal as a list of the hundred best books.

--Oliver Wendell
Holmes, Jr.

To profit from good advice requires more wisdom than to give it.

--Churton Collins

A word to the wise is not enough, if it doesn't make any sense.

--James Thurber

In extreme youth, in our most humiliating sorrow, we think we are alone. When we are older we find that others have suffered too.

--Suzanne Moarny

He who builds according to every man's advice will have a crooked house.

--Danish Proverb

The best advisers, helpers, friends, always are those not who tell us how to act in special cases, but who give us, out of themselves, the ardent spirit and desire to act right, and leave us then, even through many blunders, to find out what our own form of right action is.

--Phillips Brooks

All of us, at certain moments of our lives, need to take advice and to receive help from other people.

--Alexis Carrel

Although we act on the best advice, yet, so uncertain is the future, the results are often contrary.

--Francesco Guicciardini

Do not offer advice which has not been seasoned by your own performance.

--Henry S. Haskins

Advice is like snow; the softer it falls, the longer it dwells upon, and the deeper it sinks into the mind.

--Samuel Taylor
Coleridge

There are few things more consoling to men than the mere finding that other men have felt as they feel.

--Frederick W. Faber

The experience of centuries teaches us that men need consoling first, instructing afterwards.

--Ernest Hello

Not to expose your true feelings to an adult seems to be instinctive from the age of seven or eight onwards.

--George Orwell

Telling someone else about it is an ancient form of relief based upon the principle that verbalizing our feelings enables us to objectify them.

--Dr. Karl A. Menninger

We may give advice, but we cannot inspire conduct.

--La Rochefoucauld

A hundred sage counsels are lost upon one who cannot take advice; a hundred bits of wisdom are lost upon the unintelligent.

--*Panchatantra*

No one can shed light on vices he does not have or afflictions he has never experienced.

--Antonio Machado

None knows the weight of another's burden.

--Thomas Fuller

Most often it happens that one attributes to others only the feelings of which one is capable oneself.

--André Gide

If you are reluctant to ask the way, you will be lost.

--Malay Proverb

There's no seeing one's way through tears.

--English Proverb

Waste not fresh tears over old griefs.

--Euripides

The keenest sorrow is to recognise ourselves as the sole cause of all our adversities.

--Sophocles

Bad advice harms him most who gives it.

--Hesiod

You will find as many opinions as there are men.

--Terence

It is easy for a man in good health to offer advice to the sick.

--Terence

Some say one thing, others another.

--Greek Proverb

I have often heard that the outstanding man is he who thinks deeply about a problem, and the next is he who listens carefully to advice.

--Livy

Never take the advice of someone who has not had your kind of trouble.

--Sidney J. Harris

When the rabbit has escaped comes advice.

--Spanish Proverb

Nobody can give you wiser advice than yourself.

--Cicero

One can advise comfortably from a safe port.

--Schiller

There is often as much good sense required in knowing how to profit from good advice as there is to give it.

--La Rochefoucauld

It is too late to seek advice after you have run into danger.

--Publilius Syrus

Advice comes too late when a thing is done.

--Samuel Richardson

It is bad advice that cannot be altered.

--Publilius Syrus

Advice when most needed is least heeded.

--W. G. Benham

To one who knows, it is superfluous to give advice; to one who does not know, it is insufficient.

--Seneca

The sharp thorn often produces delicate roses.

--Ovid

Seldom does the one who really needs advice ask for it.

--Unknown

We can give advice but we can't give the wisdom to profit by it.

--Unknown

Advice is that which the wise don't need and fools won't take.

--Unknown

Offering good advice may be noble and grand, but it's not the same as a helping hand.

--Unknown

The only time to give advice is when it is asked for—and then only in small doses.

--Unknown

The best advice you'll get is from someone who made the same mistake himself.

--Unknown

A good example has twice the value of good advice.

--Unknown

People take your example far more seriously than they take your advice.

--Unknown

Wait for that wisest of all counselors—Time.

--Pericles

It takes a great man to give sound advice tactfully, but a greater man to accept it graciously.

--Unknown

It's better to keep a friend from falling than to help him up after he falls.

--Unknown

It's a pleasure to give advice, humiliating to need it, normal to ignore it.

--Unknown

Knowing your limitations is the first step toward overcoming them.

--Unknown

By speaking of our misfortunes we often relieve them.

--Pierre Corneille

On the wings of Time grief flies away.

--Jean de La Fontaine

Many receive advice, only the wise profit by it.

--Publilius Syrus

If you have some respect for people as they are, you can be more effective in helping them to become better than they are.

--John W. Gardner

I'll not listen to reason....Reason always means what someone else has got to say.

--Elizabeth Cleghorn
Gaskell

No human being can really understand another, and no one can arrange another's happiness.

--Graham Greene

He that gives good advice, builds with one hand; he that gives good counsel and example, builds with both; but he that gives good admonition and bad example, builds with one hand and pulls down with the other.

--Francis Bacon

It is easy when we are in prosperity to give advice to the afflicted.

--Aeschylus

To accept good advice is but to increase one's own ability.

--Johann Wolfgang von
Goethe

Advice is seldom welcome. Those who need it most, like it least.

--Samuel Johnson

Harsh counsels have no effect: they are like hammers which are always repulsed by the anvil.

--Helvetius

None knows the weight of another's burden.

--George Herbert

Weed: a plant whose virtues have not been discovered.

--Ralph Waldo Emerson

He who builds according to every man's advice will have a crooked house.

--Danish Proverb

I complained because I had no shoes, until I met a man who had no feet.

--Spanish Proverb

The girl who can't dance says the band can't play.

--Yiddish Proverb

We give advice by the bucket, but take it by the grain.

--William R. Alger

Advice is seldom welcome. Those who need it most, like it least.

--Samuel Johnson

He who has a why to live can bear with almost any how.

--Friedrich Nietzsche

Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.

--George S. Patton

Trouble is a part of your life, and if you don't share it, you don't give the person who loves you a chance to love you enough.

--Dinah Shore

When a man comes to me for advice, I find out the kind of advice he wants, and I give it to him.

--Josh Billings

The proverb warns that, 'You should not bite the hand that feeds you.' But maybe you should, if it prevents you from feeding yourself.

--Thomas Szasz

That which lies behind us and that which lies ahead of us are insignificant compared to that which lies within us.

--Unknown

Eroding self-esteem is much easier than building it. We need to be the searchers of strength rather than the searchers of weakness.

--Unknown

Measure out your charity carefully—too much help can make a good man helpless.

--Gary B. Wright

You cannot help men permanently by doing for them what they could and should be doing for themselves.

--Abraham Lincoln

If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they're capable of becoming.

--Johann Wolfgang von
Goethe

There is nothing which we receive with so much reluctance as advice.

--Joseph Addison

Advice is not disliked because it is advice, but because so few people know how to give it.

--Leigh Hunt

Complain to one who can help you.

--Yugoslav Proverb

A realistic high school counselor teaches kids to get ready for disappointment.

--Carol Bly

To know the road ahead, ask those coming back.

--Chinese Proverb

A joy shared is doubled—a sorrow shared is halved.

--Unknown

Whatever your past has been, you have a spotless future.

--Unknown

In giving advice, seek to help, not please, your friend.

--Solon

If you can tell the difference between good advice and bad advice, you don't need advice.

--Laurence Peter

In America, the young are always ready to give to those who are older the benefits of their inexperience.

--Oscar Wilde

Listen to all, plucking a feather from every passing goose, but follow no one absolutely.

--Chinese Proverb

I am, at heart, a tiresome nag complacently positive that there is no human problem which could not be solved if people would simply do as I advise.

--Gore Vidal

One ceases to be a child when one realizes that telling one's troubles does not make it any better.

--Cesare Pavese

Sometimes when I get up in the morning, I feel very peculiar. I feel like I've just got to bite a cat! I feel like if I don't bite a cat before sundown, I'll go crazy! But then I just take deep breath and forget about it. That's what is known as real maturity.

--Snoopy

Words of comfort, skillfully administered, are the oldest therapy known to man.

--Luois Nizer

I have never met a man who has given me as much trouble as myself.

--Dwight L. Moody

Never give advice in a crowd.

--Arab Proverb

The only good advice is a good example. You don't tell them a whole lot of anything. You show them by doing. You teach values by making choices in their presence. They see what you do and they make judgments on it.

--Ossie Davis

Expect trouble as an inevitable part of life and when it comes, hold your head high, look it squarely in the eye, and say, 'I will be bigger than you. You cannot defeat me.'

--Ann Landers

Believe you are defeated, believe it long enough, and it is likely to become a fact.

--Reverend Dr. Norman
Vincent Peale

I am what I am. To look for reasons is beside the point.

--Joan Didion

I'm not afraid of storms, for I'm learning how to sail my ship.

--Louisa May Alcott

We can only change the world by changing men.

--Charles Wells

No one can give you better advice than yourself.

--Cicero

Time is the wisest of all counselors.

--Plutarch

All that we do is done with an eye to something else.

--Aristotle

Sometimes the best way to convince someone he is wrong is to let him have his way.

--Red O'Donnell

Everybody knows good counsel except him that has need of it.

--German Proverb

There are some men who turn a deaf ear to reason and good advice, and willfully go wrong for fear of being controlled.

--La Bruyère

Advise and counsel him; if he does not listen, let adversity teach him.

--Ethiopian Proverb

He who conceals his disease cannot expect to be cured.

--Ethiopian Proverb

It is part of the cure to wish to be cured.

--Seneca

If all our misfortunes were laid in one common heap, whence everyone must take an equal portion, most people would be content to take their own and depart.

--Socrates

God gave burdens, also shoulders.

--Yiddish Proverb

Why do social workers use five-syllable words when dealing with juvenile delinquents?

--Unknown

The point of therapy is to get unhooked, not to thrash about on how you got hooked.

--Maryanne Walters

Advice is what we ask for when when we already know the answer but wish we didn't.

--Erica Jong

To do good things is noble. To advise others to do good is even nobler—and a lot easier.

--Mark Twain

The trouble with advice is that you can't tell if it's good or bad until you've taken it.

--Frank Tyger

Accept good advice gracefully—as long as it doesn't interfere with what you intended to do in the first place.

--Gene Brown

Most stress is caused by people who overestimate the importance of their problems.

--Michael Le Boeuf

Sometimes I think that the main obstacle to empathy is our persistent belief that everybody is exactly like us.

--John Powell

You are free to do whatever you like. You only need to face the consequences.

--Sheldon Kipp

There are two ways of meeting difficulties: you alter the difficulties or you alter yourself meeting them.

--Phyllis Bottome

Don't be troubled if the temptation to give advice is irresistible; the ability to ignore it is universal.

--Unknown

If we want kids to talk to us, we should listen when they do....How much they open up depends a lot on how well we listen up.

--Dr. Thomas Lickona

It is very difficult to live among people you love and hold back from offering them advice.

--Anne Tyler

Trust your hunches. They're usually based on facts filed away just below the conscious level.

--Dr. Joyce Brothers

Treat people as if they were what they ought to be, and you help them to become what they are capable of being.

--Johann Wolfgang von
Goethe

You have not converted a man because you have silenced him.

--John Morley

There is no greater joy nor greater reward than to make a fundamental difference in someone's life.

--Sister Mary Rose
McGeady

I can't say that I've changed anybody's life, ever, and that's the real work of the world, if you want a better society.

--Charles Kuralt

I learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

--Maya Angelou

A word to the wise ain't necessary - it's the stupid ones that need the advice.

--Bill Cosby

It's noble to want to confess, but if the results are just damage and pain, that's not noble. It's selfish.

--Carol Green

People seldom refuse help if one offers it in the right way.

--A. C. Benson

Fools need advice most; but wise men only are better for it.

--Benjamin Franklin

The difficult child is the child who is unhappy. He is at war with himself; and in consequence, he is at war with the world.

--A. S. Neill

I pray thee cease thy counsel,
Which falls into mine ears as profitless
as water in a sieve.

--William Shakespeare

Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.

—Leo Buscaglia

The people sensible enough to give good advice are usually sensible enough to give none.

—Eden Phillpotts

You're only as sick as your secrets.

—David Gregory

Some Asian kids did face intense pressure from their parents, on top of a cultural stigma against seeking help for mental-health issues.

—Hanna Rosin

Advice may not be good advice 10 or 15 years from now. Someone could tell you something years ago and it might not work now. The world is constantly changing. One word could mean something different today. Today you can't give advice to anyone.

—Roy Haynes

Just because I give you advice it doesn't mean I'm smarter than you. It just means I've done more stupid stuff than you.

—Ged Backland

One thing young people have to always keep in mind when deciding what they want to do with their lives is, is it fun? Is it something that I'm interested in? Is it something I enjoy?

—Bob Schieffer

Whatever your advice, make it brief.

—Horace

No one wants advice—only corroboration.

—John Steinbeck

What's done to children, they will do to society.

—Karl Menninger

When dealing with people, remember you are not dealing with creatures of logic, but with creatures bristling with prejudice and motivated by pride and vanity.

—Dale Carnegie

College drinking, including extreme heavy drinking, has been a tradition since the 19th century. Because of this, it can be hard to convince middle-aged people that something has changed. But the consistent—at times urgent, at times resigned—report from college officials is that something has gone terribly awry and that huge numbers of students regularly transform the American campus into a college-themed spin-off of *The Walking Dead*. They vomit endlessly, destroy property, become the victims or perpetrators of sexual events ranging from the unpleasant to the criminal, get rushed off in ambulances, and join the ever-growing waiting lists for counseling. Depression and anxiety go hand in hand with heavy drinking, and both are at epidemic proportions on campus.

—Caitlin Flanagan

A young economist at Northwestern University named C. Kirabo Jackson....created a proxy measure for students' noncognitive ability, using just four pieces of existing administrative data: attendance, suspensions, on-time grade progression, and overall GPA. Jackson's new index measures, in a fairly crude way, how engaged students were in school—whether they showed up, whether they misbehaved and how hard they worked in their classes. Jackson found that this simple noncognitive proxy was, remarkably, a better predictor than students' test scores of whether the students would go on to attend college, a better predictor of adult wages, and a better predictor of future arrests.

—Paul Tough

We should not make light of the troubles of children. They are worse than ours, because we can see the end of our trouble and they can never see any end.

--William Middleton

A kid in an abusive home has far fewer rights than any POW. There is no Geneva Convention for kids.

—Andrew Vachss

In some suburban schools, the curriculum is chock-full of rigorous A.P. courses and the parking lot glitters with pricey SUVs, but one doesn't have to look hard to find students who are starving themselves, cutting themselves, or medicating themselves, as well students who are taking out their frustrations on those who sit lower on the social food chain.

—Alfie Kohn

The only person who cannot be helped is that person who blames others.

—Carl Rogers

A good scare is worth more to a man than good advice.

—Edgar Watson Howe

Testing has ruled out A.D.D., A.D.H.D and autism. Turns out, your kid's an asshole.

—Chris Mann

Poor grades are like injuries. Seek help before they become fatal.

—Unknown

Not many college students know what they want to do.

—Andie MacDowell

Many of our students say, 'We wish we had a mentor in high school. We wish we had someone we could spend more time with, who paid more attention to us, who I could sit down with and talk to when I had a problem.' So relationships are critical.

—Gerald Chertavian

Whatever it is that you're feeling, whatever it is you have a question about, whatever it is that you long to know, there is some book, somewhere, with the key. You just have to search for it.

—Adriana Trigiani

Books are standing counselors and preachers, always at hand, and always disinterested; having this advantage over oral instructors, that they are ready to repeat their lesson as often as we please.

--Robert Chambers

I much prefer working with kids whose life could be completely upended by a reading of a book over a weekend. You give them a book to read - they go home and come back a changed person. And that is so much more interesting and exciting.

--Russell Banks

I was looking in books for a bigger world in which I lived. In some blind and instinctive way I knew what was happening in those books was also happening all around me. And I was trying to make a connection between the books and the life I saw and the life I lived.

You think your pain and your heartbreak are unprecedented in the history of the world, but then you read. It was books that taught me that the things that tormented me the most were the very things that connected me with all the people who were alive, or who had ever been alive.

—James Baldwin

Kids who are trying to ‘make it’ in a broken home need to read books about other kids who face similar situations. They need to know that they are not alone in their experiences—that others feel pain and anger, loneliness and frustration....They can learn the possible alternatives that exist by seeing what others (even fictional ‘others’) do. In this way they may realize that they do have lives of their own independent of their parents.

—Beverly Haley

It’s very important that all children are able to be not just entertained, but also that the stories can help them with the challenges in their personal lives.

—Roald Dahl

Reading is the best medicine for a sick man, the best music for a sad man, the best counsel for a desperate man, the best comfort for one afflicted.

--John Florio

A library is a hospital for the mind.

--Unknown

One friend, one person who is truly understanding, who takes the trouble to listen to us as we consider a problem, can change our whole outlook on the world.

—Dr. E. H. Mayo

The energy which makes a child hard to manage is the energy which afterward makes him a manager of life.

--James Baldwin

When I ask you to listen to me
And you start giving advice
You have not done what I asked.
Listen! All I asked was that you listen.
Not talk or do—just hear me.
Advice is cheap: A quarter will get you both Dear
Abby and Billy Graham in the same newspaper.
And I can do for myself. I'm not helpless.
Maybe discouraged and faltering, but not helpless....
So please, listen and just hear me, and, if you want to talk,
Wait a minute for your turn; and I'll listen to you.

—Unknown

Sometimes all a person wants is an empathetic ear; all he or she needs is to talk it out. Just offering a listening ear and an understanding heart for his or her suffering can be a big comfort.

—Roy T. Bennett

Today, over half of China's undergraduate degrees are in math, science technology and engineering, yet only 16 percent of America's undergraduates pursue these schools.

—Cathy McMorris
Rodgers

Asian countries produce eight times as many engineering bachelors as the United States, and the number of U.S. students graduating at the masters and PhD levels in these areas is declining.

—Mark Kennedy

A report released by the Partnership for a New American Economy and the Partnership for New York City predicts that by 2018, there will be 800,000 science, technology, engineering, and mathematics (STEM) jobs in the United States that require a master's degree or higher - and only around 550,000 American-graduates with this training.

—Marvin Ammori

Flattery is useful when dealing with youngsters.

—Isaac Asimov

We know that to compete for the jobs of the 21st century and thrive in a global economy, we need a growing, skilled and educated workforce, particularly in the areas of science, technology, engineering and math. Americans with bachelor's degrees have half the unemployment rate of those with a high school degree.

—Mark Pocan

One teacher can make a difference. And not every teacher has to be that teacher. But when a child has at least one adult on campus who they can connect with, their likelihood of success increases and their likelihood of suspension decreases.

—Mary Ellen Flannery

If I were back in high school and someone asked about my plans, I'd say that my first priority was to learn what the options were. You [high school students] don't need to be in a rush to choose your life's work. What you need to do is discover what you like. You have to work on stuff you like if you want to be good at what you do.

—Paul Graham

There is not a single ill-doer who could not be turned to some good.

—Jean-Jacques Rousseau

You cannot put the same shoe on every foot.

--Publilius Syrus

For behaviour, men learn it, as they take diseases, one of another.

--Francis Bacon

Violence is a learned behavior, not a random, uncontrollable or inevitable occurrence.

--Michael Suntag

There are a thousand hacking at the branches of evil to one who is striking at the roots.

--Henry David Thoreau

It is very difficult for people to believe the simple fact that every persecutor was once a victim. Yet it should be very obvious that someone who was allowed to feel free and strong from childhood does not have the need to humiliate another person.

--Alice Miller

All crime is a kind of disease and should be treated as such.

--Mahatma Gandhi

Those children who are beaten will in turn give beatings, those who are intimidated will be intimidating, those who are humiliated will impose humiliation, and those whose souls are murdered will murder.

--Alice Miller

Men who have been raised violently have every reason to believe it is appropriate for them to control others through violence; they feel no compunction over being violent to women, children, and one another.

--Frank Pittman

Punish the incident and treat the problem.

--Unknown

Every baby born in this country gets on one of two trains—one bound for heaven or one bound for hell. And the children on the train to hell see the kids on the other train. The tragedy is that our society has built so few switching stations to help youngsters change their lives.

--Eli Newberger, M.D.

You can't act on misbehavior until you know the reason for it.

--Robert L.DeBruyn

The life you have led doesn't need to be the only life you'll have.

--Anna Quindlen

The evil is half-cured whose cause we know.

--William Shakespeare

Overly harsh discipline and suspension marginalizes, stigmatizes, and criminalizes these boys. When an African-American male in eighth grade has defiant behavior in the classroom, it's like seeing a burn on their body; we need to treat their behavior as evidence of a problem to be solved rather than a kid to lock up.

--Robert Ross

You can't teach children to behave better by making them feel worse. When children feel better, they behave better.

—Pam Leo

First you have to know them, and then you have to like them, enough to respect what they're going through but not accept responses that may be inappropriate. You really do have to like them. Boys, when they're threatened and angry, they act out in ways that make them difficult to deal with. They can become threatening, sullen, disrespectful. They learn to be frightening as a defense mechanism in the environments they have to navigate. When you don't like them, those are reasons to get rid of them—to put them out of programs, put them out of schools, to call the police to deal with them, lock them up. But when they're kids that you actually know, and actually like, they will listen to you, and you will listen to them. And that's where change starts.

--Geoffrey Canada

By 2000, more than 1 million black children had a father in jail or prison—and roughly half of those fathers were living in the same household as their kids when they were locked up. Paternal incarceration is associated with behavior problems and delinquency, especially among boys.

—Ta-Nehisi Coates

It is noble to be good; it is still nobler to teach others to be good—and less trouble.

—Mark Twain

When emotionally upset, people cannot remember, attend, learn, or make decisions clearly. As one management consultant put, 'stress makes people stupid.'

---Daniel Goleman

There is no end to the violations committed by children on children.

--Elizabeth Bowen

A 'snapshot' feature in *USA Today* listed the five greatest concerns parents and teachers had about children in the '50s: talking out of turn, chewing gum in class, doing homework, stepping out of line, cleaning their rooms. Then it listed the five top concerns of parents today: drug addiction, teenage pregnancy, suicide and homicide, gang violence, anorexia and bulimia. We can also add AIDS, poverty, and homelessness....Between my own childhood and the advent of my motherhood—one short generation—the culture had gone completely mad.

--Mary Kay Blakely

Unable to understand how or why the person we see behaves as he does, we attribute his behavior to a person we cannot see, whose behavior we cannot explain either but about whom we are not inclined to ask questions.

—B. F. Skinner

In their landmark survey of single parenthood, Sara McLanahan and Gary Sandefur showed that children in single-parent homes do not do as well as children who are living with both biological parents. They are more likely to have trouble in school, more likely to drop out of school and, later, more likely to become single parents themselves. Some of this is simply the fact that unstable people are more likely to become single parents and also more likely to have difficulty parenting. But even the children of widows and widowers do worse on many measures than children of intact homes—a problem that was recognized back in the 19th century, when disease and work accidents frequently carried off parents in their prime. Something about living with only one parent holds kids back. That ‘something’...is fewer resources. The Internet overflows with essays on the resourcefulness, grit, and sheer heroism of single parents who manage to be ‘both mother and father’ to their children. But while we should have nothing but admiration for people who do their best in a bad situation, we should still recognize that for the child, and often for the parent, it’s a bad situation.

--Megan McArdle

Children have always taken risks and will continue to do so (which is why some experts argue that restricting them in every way imaginable only pushes them to go farther to find hazards that adults have not yet anticipated); children will always play with objects not intended to be toys; children will always use toys in ways the manufacturers—or the parents—do not recommend. They are driven to experiment and create; that is what developing human beings do.

--Christina Schwarz

MEMO FROM YOUR CHILD

1. Don’t spoil me. I know quite well that I ought not have all that I ask for, I’m only testing you.
2. Don’t be afraid to be firm with me, I prefer it. It makes me feel more secure.
3. Don’t let me form bad habits, I have to rely on you to detect them in the early stages.
4. Don’t make me feel smaller than I am, It only makes me behave stupidly big.
5. Don’t correct me in front of people if you can help it.
6. Don’t make me feel that my mistakes are sins, it upsets my set of values.

7. Don't be upset when I say 'I hate you,' it's not you I hate, but your power to hinder.
8. Don't protect me from consequences, I need to learn the painful way sometimes.
9. Don't nag, if you do I will need to protect myself by appearing deaf.
10. Don't make rash promises, remember I feel badly let down when promises are broken.
11. Don't tax my honesty too much, I am easily frightened into telling lies.
12. Don't be inconsistent, that completely confuses me and makes me lose faith in you.
13. Don't tell me my fears are silly, they are terribly real to me and you can do much to reassure me if you try to understand.
14. Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.
15. Don't forget that I can't thrive without lots of love and understanding, but I don't need to tell you that, do I?

—Unknown

Almost all the criminals we see started out as children who needed help early in life.

—Police Chief John
Douglass

Viewing the child solely as an immature person is a way of escaping confronting him.

--Clark Moustakas

Every obnoxious act is a cry for help.

—Zig Ziglar

Nothing improves a student's hearing more than praise.

—George Pawlas

Black girls are 20 percent of preschool girls, but 54 percent of the girls facing out-of-school suspension in preschool. That number, and also the disparities around corporal punishment, are two points that show how schools are assessing threats among really young children. Those of us who have seen a 6-year-old throw a tantrum know they can throw a mean tantrum—but there are ways we can respond without pushing them out of school. What this says to me is that Black girls, from a very young age, are treated as disposable. What it also says is that we need to find ways to support them.

—Mary Ellen Flannery

The empathic mindset allows for the educator so see beyond a student's actions, and to develop strategies to connect with students rather than just say, 'This kid needs to get out of my classroom.' The emphasis is: This kid has a need and how can I meet it? How can I understand them as a real person?

—Mary Ellen Flannery

The numbers are stark: One in four U.S. students will witness or experience a traumatic event before the age of 4, and more than two-thirds by age 16. These children do not—the cannot—simply close their eyes to what they've seen or experienced. With each forced eviction, each arrest of an adult in their home, each abuse to their own bodies, an instinctive trigger to 'fight or flee' is pulled over and again. Over time, a child's developing brain is changed by these repeated traumatic experiences. Areas that govern the retention of memory, the regulation of emotion, and the development of language skills are affected. The result is a brain that has structurally adapted for survival under the most stressful circumstances,—but not for success in school.

—Mary Ellen Flannery

If you spend time with crazy and dangerous people, remember – their personalities are socially transmitted diseases; like water poured into a container, most of us eventually turn into – or remain – whoever we surround ourselves with. We can choose our tribe, but we cannot change that our tribe is our destiny.

—Stefan Molyneux

It is not children that we want to change. Rather, it is the inappropriate behavior that we want to change. We want to support appropriate behavior. Calling attention to inappropriate behavior lets the child know that the actions are not acceptable, but that the child is still loved. Do not forget to also focus on appropriate behavior. Praise and reinforcement let children know which behaviors are appropriate and acceptable.

—Peggy O' Harrelson

The wrong that men do can all be traced to those who mistaught them.

--Sophocles

Liquor is such a nice substitute for facing adult life.

--Dorothy B. Hughes

When the drug trip or alcohol binge is over, the problems will have remained the same or gotten worse.

--Recovering 16-year-old

If you must drink, drink when you're happy. It'll make you happier. If you drink when you're miserable, it'll only make you more so. Drinkers are people who're looking for easy solutions to their problems. The shortcuts. There aren't any. Problems have to be faced and solved. You don't do anything with them by getting besotted and pretending they don't exist.

--Katharine Hepburn

The use of tobacco, alcohol, and other drugs is not an isolated behavior. It is linked to a host of other unhealthful adolescent problems such as suicide, school failure, family conflict, teen pregnancy, and criminal acts. The tendency of schools is to address each problem separately—as if they were not connected. It is essential that schools and local groups work together in well-coordinated partnerships.

—James R. Smith

People who are dependent are merely using alcohol as a crutch to get through the day. Yet doctors and scientists are still treating 'alcoholism' as if it is the problem, when it has nothing to do with the problem. They might as well be studying 'scratchism' for people who have a chronic itch.

—Chris Prentiss

Most American schools today operate according to a philosophy of discipline that has its roots in the 1980s and '90s, when a belief that schools would be safer and more effective if they had 'zero tolerance' of violence, drug use, and other types of misbehavior led to a sharp rise in suspensions. In 2010, more than a tenth of all public-high-school students nationwide were suspended at least once. And suspension rates are substantially higher among certain demographic groups. African American students, for example, are suspended three times as often as white students. In Chicago public high schools (which have particularly good and well-analyzed data on suspensions), 27 percent of students who live in the cities poorest neighborhoods received an out-of-school suspension during the 2013-14 school year, as did 30 percent of students with a reported personal history of abuse or neglect.

—Paul Tough

A sign is enough for the alert, but a thousand counsels are not enough for the negligent.

—Proverb

My job is to assist you in finding the answer that is right for you. Not the answer that would be right for me.

—John Dolan

The best way to escape from a problem is to solve it.

--Robert Anthony

So many people go unnoticed and unappreciated because no one has ever taken time with them and admired their uniqueness.

--John Powell

Struggling adolescent readers are in danger of dropping out of high school, being unprepared for college and putting their future lifetime earnings at risk. 70% of high school dropouts have poor reading skills. 60% of middle and high school students read below proficient level. 37% of high school seniors are ready for college-level work. 1.3 million students drop out of high school each year. School dropouts cost \$240 billion in social services and lost taxes.

—*Voyager Sopris
Learning*

Reading ability is directly related to earnings potential. Projected annual salaries: \$24,492 for high school dropouts; \$33,904 for high school graduates; \$55,432 for college graduates.

—*Voyager Sopris
Learning (2017)*

Man alone of all the creatures of the earth can change his own pattern. Man alone is the architect of his destiny. The greatest discovery in our generation is that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.

--William James

Everybody is his own best physician when it comes to behavior.

--Hans Selye

Why should I tolerate a perfect stranger at the bedside of my mind?

--Vladimir Nabokov

The child to be concerned about is the one who is actively unhappy (in school)...In the long run, a child's emotional development has a far greater impact on his life than his school performance or the curriculum's richness, so it is wise to do everything possible to change a situation in which a child is suffering excessively.

--Dorothy H. Cohen

All human behavior has a reason. All behavior is solving a problem.

—Michael Crichton

As long as high schools strive to list the number of Ivy League schools their graduates attend and teachers pile on work without being trained to identify stress-related symptoms, I fear for our children's health. I am not mollified by the alums of my daughter's school who return to tell everyone that the rigor of high school prepared them for college, making their first year easier than they'd anticipated.

If they make it that far.

—Candy Schulman

With divorce, adolescents feel abandoned, and they are outraged at that abandonment. They are angry at both parents for letting them down. Often they feel that their parents broke the rules and so now they can too.

--Mary Pipher

Disorder and crime are usually inextricably linked, in a kind of developmental sequence. Social psychologists and police officers tend to agree that if a window in the building is broken and is left unrepaired, all the rest of the windows will soon be broken. This is as true in nice neighborhoods as in rundown ones... One unrepaired broken window is a signal that no one cares. We suggest that 'untended' behavior also leads to the breakdown of community controls... A piece of property is abandoned, weeds grow up, a window is smashed. Adults stop scolding rowdy children; the children, emboldened, become more rowdy. Families move out, unattached adults move-in. Teenagers gather in front of the corner store. The merchant asks them to move; they refuse. Fights occur.

--George L. Kelling and
James Q. Wilson

A thief believes everybody steals.

--Edward W. Howe

The rich middle-and high-school kids...show higher rates of alcohol and drug abuse on average than poor kids, and much higher rates than the national norm. They report clinically significant depression or anxiety or delinquent behaviors at a rate two to three times the national average. Starting in the seventh grade, the rich cohort includes just as many kids who display troubling levels of delinquency as the poor cohort, although the rule-breaking takes different forms. The poor kids, for example, fight and carry weapons more frequently....The rich kids, meanwhile, report higher levels of lying, cheating, and theft.

—Hanna Rosin citing a
Yale Psychiatry
Department Study
by Suniya Luthar

Behavior in the human being is sometimes a defense, a way of concealing motives and thoughts, as language can be a way of hiding your thoughts and preventing communication.

—Abraham Maslow

Popularity is a trap. The research is overwhelming. For instance, a study tracking nearly 200 13-year-olds over the course of a decade found that those who acted old for their age by sneaking into movies, forming early romantic relationship, shoplifting, and basing friendships on appearance were considered by their peers to be the popular kids. The ‘cool kids,’ the same study found, had a 45 percent greater rate of problems due to substance abuse by age 22, and a 22 percent greater rate of criminal behavior, compared with the average teen in the study. Such behavior made the popular group far less socially acceptable as young adults than they were at 13, which suggests that while the cool kids achieved temporary social status, they never developed the skills needed for deep, durable friendships.

—Ron Fournier

When children and adolescents misbehave, we usually assume that they’re doing so because they have considered the consequences of their actions and calculated that the benefits of misbehavior outweigh the costs. So our natural response is to increase the cost of misbehavior, by ratcheting up punishment. One of the chief insights that recent neurobiological research has provided, however is that young people, especially those who have experienced significant adversity, are often guided by emotional and psychological and hormonal forces that are far from rational. This doesn’t mean that teachers should excuse or ignore bad behavior. But it does explain why harsh punishments so often prove ineffective in motivating troubled young people to succeed.

—Paul Tough

I am not a product of my circumstances. I am a product of my decisions.

—Stephen R. Covey

The greatest terror a child can have is that he is not loved, and rejection is the hell of fears....And with rejection comes anger, and with anger some kind of crime in revenge.

--John Steinbeck

Research has convincingly demonstrated that using the 'rod' creates children who are not more obedient but who are instead simply more angry and aggressive than other kids. Parents who routinely slap or strike their children are actually handing them a model of violence to imitate—and many do indeed grow to be abusive, some even murderously so.

--Julius Segal

When people seem angry, sometimes they are simply upset and hurting. Asking the right questions helps them to work through it.

—Sam Owen

We demand that a severely brain-damaged person should have the same rights as a university professor, or a physically disabled person the same rights as an Olympian sportsman. They are all 'human', whatever their intellectual and physical abilities.

—Steven Mithen

Want to do something noble and courageous while you're on this Earth? Treat the mentally ill like they have some worth.

—Stanley Victor
Paskavich

'America generally loves crime and punishment—this idea that punishment somehow corrects behavior, that it teaches kids a lesson,' says Jenny Egan, the Maryland public defender. In reality, the more involvement kids have with the legal system, the worse their behavior gets. Kids who get arrested and appear in court are nearly four times as likely to drop out of high school, Gary Sweeten found. But most people in the chain of decision making—from state lawmaker to the teacher to the principal to the school police officer to the prosecutor—do not realize how much damage their actions can do. Egan says: 'I don't think a majority of people in the system understand what it does to a child to put him in handcuffs and take him to court—at the very moment when he is trying to figure out who he is in the world.'

—Amanda Ripley

Some of the most evil human beings in the world are psychiatrists. Not all psychiatrists. Some psychiatrists are selfless, caring people who really want to help. But the sad truth is that in today's society, mental health isn't a science. It's an industry. Ritalin, Zoloft, Prozac, Lexapro, Risperidone, happy pills that are supposed to 'normalize' the behavior of our families, our colleagues, our friends - tell me that doesn't sound the least bit creepy! Mental health is subjective. To us, a little girl talking to her pretend friends instead of other children might just be harmless playing around. To a psychiatrist, it's a financial opportunity. Automatically, the kid could be swept up in a sea of labels. 'not talking to other kids? Okay, she's asocial!' or 'imaginary friends? Bingo, she has schizophrenia!' I'm not saying in any way that schizophrenia and social disorders aren't real. But the alarming number of people, especially children, who seem to have these 'illnesses' and need to be medicated or locked up... it's horrifying. The psychiatrists get their prestigious reputation and their money to burn. The drug companies get fast cash and a chance to claim that they've discovered a wonder-drug, capable of 'curing' anyone who might be a burden on society... that's what it's all about. It's not about really talking to these troubled people and finding out what they need. It's about giving them a pill that fits a pattern, a weapon to normalize people who might make society uncomfortable. The psychiatrists get their weapon. Today's generations get cheated out of their childhoods. The mental health industry takes the world's most vulnerable people and messes with their heads, giving them controlled substances just because they don't fit the normal puzzle. And sadly, it's more or less going to get worse in this rapidly advancing century.

—Rebecca McNutt

We criminalize juvenile behavior that is considered normal by psychologists. We are creating criminals. I really believe that.

—Aleksandra Chauhan

It's okay to experience the flow of all emotions; however, if we get caught up in feeling pity for others and take on the responsibility of being their 'savior', we often take away their power to 'save' themselves. If I see someone as 'messed up' then I am projecting my 'messed up' vibration onto them, so I am unable to hold space. Yet, if I already view them as whole, well, and beautiful – then I am able to be a vibrational key (vessel of Spirit) that uplifts their energy so that it may come into alignment with being whole, well, and beautiful. It's not that I do any of the healing; I'm simply a mirror reflecting acceptance and loving them for exactly who they are, right where they are. That is all that is ever truly asked of us, to accept and to love.

—Alaric Hutchinson

The child psychologist's clinic: where imaginary friends go to die, where dreams go to burn, where creativity goes to drown.

—Rebecca McNutt

All violence is an attempt to replace shame with self-esteem.

—James Gilligan

It's not a secret that the best predictor of future behavior is past behavior.

—Lee Johnson

The moment we refuse to hurt others because of our own pain, is the time we evolve as souls.

—Aleksandra Ninkovic

Human Nature is not a problem that can be fixed by rules and regulations. All solutions to the existing problems must be based on how people behave, not on how we think they should behave.

—Kirk Chisholm

Nothing gets transformed in your life until your mind is transformed.

—Ifeanyi Enoch Onuoha

At first, when a child meets something that scares him, the fear grows, like a wave. But when he goes into the water and swims - gets used to the water - the wave grows small. If we pull the child away when the wave is high, he never sees that, never learns how to swim and remains afraid. If he gets a chance to feel strong, in control, that's called coping. When he copes, he feels better.

—Jonathan Kellerman

Tantrums are seldom about the thing they appear to be about.

—Diana Wynne Jones

Although psychology and pedagogy have always maintained the belief that a child is a happy being without any conflicts, and have assumed that the sufferings of adults are the results of the burdens and hardships of reality, it must be asserted that just the opposite is true. What we learn about the child and the adult through psychoanalysis shows that all the sufferings of later life are for the most part repetitions of these earlier ones, and that every child in the first years of life goes through an immeasurable degree of suffering.

—Melanie Klein

Shame is internalized when one is abandoned. Abandonment is the precise term to describe how one loses one's authentic self and ceases to exist psychologically.

—John Bradshaw

Hearing has consequences. When I truly hear a person and the meanings that are important to him at that moment, hearing not simply his words, but him, and when I let him know that I have heard his own private personal meanings, many things happen. There is first of all a grateful look. He feels released. He wants to tell me more about his world. He surges forth in a new sense of freedom. He becomes more open to the process of change. I have often noticed that the more deeply I hear the meanings of the person, the more there is that happens. Almost always, when a person realizes he has been deeply heard, his eyes moisten. I think in some real sense he is weeping for joy. It is as though he were saying, 'Thank God, somebody heard me. Someone knows what it's like to be me.'

—Carl Rogers

Using time, pressure and patience, the universe gradually changes caterpillars into butterflies, sand into pearls, and coal into diamonds. You're being worked on too, so hang in there. Just because something isn't apparent right now, doesn't mean it isn't happening. It's not until the end do you realize, sometimes your biggest blessings were disguised by pain and suffering. They were not placed there to break you, but to make you.

—John Geiger

Serious problems can't be solved just by talking about them.

—Nigel Short

Volatile expressions of anger and hostility combined with a tendency to blame others often result from feeling shame.... If you are shame-prone, any accusation directed at you, regardless of how mildly it may be delivered, has the potential to make you feel that you have failed or that you are inadequate. Rather than simply admit wrongdoing, you get angry and accusatory in order to hold yourself blameless. Using anger or hostility for self-protection hides your vulnerability and needs. Unfortunately, since most people are repelled by an angry response, this method may be effective.

Your anger may drive away the very people who should know your real feelings, and it may deprive you of the opportunity to allow others to be aware of your needs. Behaving in an offensive or frightening way toward others can cause them to retreat out of fear. But, actually, the fear is your own, which you have turned against someone else in the form of anger.

—Mary C. Lamia

My head is a prison I've been locked in from the start,
So if I'm treated like a criminal I might as well play the part.

—Dan Garfat-Pratt

Everybody talks about wanting to change things and help and fix, but ultimately all you can do is fix yourself. And that's a lot. Because if you can fix yourself, it has a ripple effect.

--Rob Reiner

Using no control and using humor will build a relationship and make a dent to where the client puts the counselor in their quality world and then begins to relate and seek out the counselor. Effective therapy begins with the acceptance of the therapist into the client's quality world.

—William Glasser

Courage doesn't happen when you have all the answers. It happens when you are ready to face the questions you have been avoiding your whole life.

—Shannon L. Alder

Good... Bad? I'm not here to judge where you're at or where you've been. I'm simply here to encourage you in where you would like to go. You have the map; I'll shine the light on it so you can better read it. And eventually, the sun will rise again in your life and you'll no longer need my light to assist you.

—Alaric Hutchinson

If you do not believe your clients, they may sense your doubt and never fully trust you. As Bruce Goderez, director of a PTSD inpatient unit says, 'It is important for the clinician and counselor to be willing to be made a fool.' In other words, it is better that you believe a client who is lying or distorting the truth than to disbelieve a hurting trauma survivor who may never seek help again if your attitude is one of disbelief or disdain. Even if that client were to continue in therapy, they would never fully trust you.

—Aphrodite Matsakis

I stopped counseling people when I realized how much they never appreciated it. And if they did appreciate it, I never knew about it.

—Chris Mentillo

I found that the same softness which once made me a target now compelled people to trust me with their stories.

—Ta-Nehisi Coates

There is no debating that the effects of trauma experienced in childhood may have grave consequences.

—Asa Don Brown

Someone mentioned therapy to me once. I read a book instead.

—Jayden Hunter

Discovering an inner history requires listening – and often not to the first story told.

—Sherry Turkle

In simple, the past is a time gone by and no longer exists in the present moment, but we choose to allow this past to occupy our minds, our bodies and our very existence.

—Asa Don Brown

Healing doesn't mean forgetting or making the memories insignificant. Healing means refocusing.

—*American Pregnancy Association*

Letting go of the past, is like opening the flood gates of healing to be set free.

—Asa Don Brown

All you need is one safe anchor to keep you grounded when the rest of your life spins out of control.

—Katie Kacvinsky

An anchor should be someone who is personally open and willing to communicate.

—Asa Don Brown

The benefits of forgiveness are limitless.

—Asa Don Brown

The actions and emotional responses of others are not your responsibility. You cannot rescue people from themselves. This is for them to do.

—Nikki Sex

We do not have to have the correct answers to listen well. In fact, often the correct answers are a hindrance to listening well, for we become more anxious to give the correct answer than to hear.

—Richard J. Foster

Facing one's past can be a perilous activity. For the client, joy must exceed misery. Personal successes must far outweigh losses. Pleasure must exceed pain. Always. Always. To do otherwise is a failure of the counselor.

—Nikki Sex

A skilled listener can help people tap into their own wisdom.

—Richard Rohr

The benefit of personal growth and self-discovery is that we become better human beings with the strength to endure and carry on, and then we may experience something magical when we begin to reach out to others. We discover a feeling that is so rewarding and fulfilling: that fact that we can make a difference. Here is to your willingness to begin with making a difference with yourself!

—Michael James

Treat this crisis as practice for the next crisis.

—John Parenti

Every person in therapy has a love disorder.

—John Dufresne

Failure is costly, both to society and to individuals. Pretending that all people are equal in their abilities will not change the fact that a person with an average IQ is unlikely to become a theoretical physicist, or the fact that a person with a low level of music ability is unlikely to become a concert pianist. It makes more sense to pay attention to people's abilities and their likelihood of achieving certain goals, so people can make good decisions about the goals they want to spend their time, money, and energy pursuing.

—David Hambrick

'I could help you,' I said. 'Counseling, drugs, a religious advisor, a girlfriend.'

—Janet Evanovich

Don't be pushed by your problems. Be led by your dreams.

—Ralph Waldo Emerson

Sometimes the greatest signs of strength are demonstrated when you relive the hard parts of your life.

—Lt. Lynn ‘Buck’
Compton

It takes courage to grow up and become who you really are.

—e. e. cummings

Counselors play such an incredibly important role in the development of our students, the ethos and environment of our school, the community and culture of a division, and most importantly....student learning. It’s nice to know that if we face a difficult or unfamiliar situation, or if we need support as professionals dealing with a delicate or complicated issue, we have someone down the hall who can pick us up. I’d like to ask that you go out of your way this week to acknowledge or say thank you...for the incredible work that they do every day.....it can easily get overlooked and we can easily take them for granted. Counselors change lives for the better everyday, and they emerge from heartbreaking conversations with poise, grace, and hope...and in some instances counselors save lives.

—Daniel Kerr

Take the example of a young woman named Sbeidy Dominguez from Escondido, California. Now, no one in Sbeidy’s family had ever attended college -- I know you see many kids like that -- but her school counselor, Rita Guerra, insisted that she was college material. So Rita pushed Sbeidy to take the SATs and the ACTs and enroll in AP classes. Then, senior year, Sbeidy became pregnant, and her dreams of college started to seem impossible.

But once again, Rita stepped in. She helped Sbeidy find medical care, to complete her FAFSA forms, and to make up her AP exams after she gave birth. And as a result, Sbeidy graduated in the top one percent of her high school class, and this fall, she will be starting [her senior year] at the University of California in Riverside. That’s the difference that you all make in a student’s life.

—Michelle Obama

We make all kinds of demands on our school counselors, but we often don’t give you the support you need to meet those demands. And this is unacceptable. School counseling should not be an extra or a luxury just for school systems that can afford it. School counseling is a necessity to ensure that all our young people get the education they need to succeed in today’s economy.

—Michelle Obama

The important thing about our counselor is that she listens. I do know that lots of other people listen, but she listens the most. She does B.A.B.E.S. and lots of other things. She tells stories with important morals. She listens to you and tells no one. She is an important counselor. But the important thing about Mrs. Standley is that SHE LISTENS!!

—Anonymous Student

Many times, I get only one chance to work with a situation, crisis, student, or family. I need to be right on the button the first time out of the gate, so listening skills are essential.

—Larry Steele

Our children might not always say out loud what they are feeling, and school counselors need the ability to listen -- to words, body language, unspoken words, and attitudes. School counselors can effectively help students by really listening to them whether they are talking or not.

—Carol Turner

The ability to understand why others do what they do and think the way they do takes precedence over all other characteristics. Unless one has that quality of understanding, skill in technique is useless and knowledge is less than meaningless

—Robert B. Cormany

Without the ability to understand what the student is experiencing, a counselor cannot truly do an effective job. Empathy leads to good listening and a better ability to help the client come up with solutions. It also helps the student feel more comfortable and willing to open up to a counselor.

—Helen A. Hatridge

Key to the success of any school counselor is the person's ability to build trusting relationships with students and other members of the school community. That should be a prerequisite for anyone who is going to serve as a student advocate. Student referrals to the counselor have greatly increased from teachers, parents, and the students themselves in recent years. A counselor simply must be approachable, inviting, trustworthy and, yes, just plain fun at times. Students must want to seek out that person when in need.

Most counseling cannot begin until that initial "ice" is broken. Once people feel trust, comfort, and acceptance, the possibilities for getting the work of counseling done are greatly enhanced.

—Beckie Meyer

Our students need to sense that they have professional caregivers among the adults that they can turn to [and that the counselor] will be there for them in non-judgmental fashion. This accepting nature is enmeshed in our reputation, which builds student by student and is shared by word of mouth and experiences with others. Students can tell if we are warm and inviting and whether or not they can entrust us with their stories. I feel that this trait is the singular skill that counselors need to build their practice around. We can then do the good work that we have been trained to deliver.

— Julie A. Kruk

You have to be able to develop rapport and you must be genuine! You have to understand the kid culture -- not try to be a part of it but know what the students are interested in, what's important to them. If you don't have a caring relationship of trust and understanding, nothing else is going to happen with children or adults. The old saw -- Kids don't care how much you know until they know how much you care -- still rings true today!

—Andrea Meyer

Empathy, honesty, ethics, sensitivity, accountability. If I don't think I will really make a difference -- if I don't believe in myself and in the student's ability to succeed, to overcome all odds -- then all those qualities are diminished.

The belief that we can make a difference has got to be the most important attribute of an effective school counselor.

— Kim Haloway

Commitment to the belief that counseling makes a difference in student lives and futures must be a foundational belief held sacred by that counselor -- a belief that will guide his or her relationships, responses, actions, program development, and counseling practice. Without that commitment to the process of change, a school counselor will not be able to effectively serve as a catalyst in student lives and a significant change agent in the educational community.

—Jackie M. Allen

Flexibility is another key to success in the school-counseling field. Time is not yours in counseling. When your expertise is needed to deal with a problem, you must make yourself available to assist others. Although your daily schedule has just been [interrupted] by someone else's need, you must be supportive and place your needs and concerns second. An effective school counselor must make the individuals of our attention believe that, at that particular point in time, they are the most important person in the world.

—Rich Downs

You just never know what is going to come up next. You might finish presenting a classroom lesson on friendship, and on the way back to your office, the school secretary gives you a message to return a call from a concerned parent. But before you have a chance to pick up the phone, the school nurse steps in to discuss concerns about a student who might have been physically abused. While you are talking with the nurse, the superintendent calls to invite you to a meeting on developing a district crisis response plan....

A rigid person just couldn't survive very well in this type of setting! You must be able to switch gears and think fast.

—Linda Lueckenhoff

You cannot be an effective counselor if you are not physically, mentally, emotionally, and spiritually healthy. Many times we are so busy taking care of others that we forget about taking care of ourselves. We then not only fail ourselves but [also lack] the energy to take care of our clients.

—Crystal Asche

I think that the most important characteristic for me is balance -- balance between professional and personal life, between giving and renewing, between helping and empowering. I have seen too many school counselors lose their effectiveness because they have lost their balance. They may still be effective at creating relationships, but they lose some of their effective edge either because they can't say no when they need to or because their own unattended-to needs surface. I regularly attend to my own needs so that I feel balanced between giving and receiving.

--Tom Wiggins

With all of the tragic issues our youth must deal with, it is important for them to have someone they can turn to who will support them and also help them to find ways in which to laugh. The healing power of laughter and humor (not malicious) helps to give hope and healing. Humor also assists in building resiliency in children.

—Julie Dillehay

The best help we can give is to be a person who knows that we have our own personal issues to address, works on them as best we can, and makes it possible for others to work on theirs too. As a school counselor, I am a fellow traveler who has the awesome privilege to walk with someone else on his or her journey. My job is to be a role model for someone who does not have all the answers but who is not afraid to look in the very dark places to find them.

—Suzan Nolan

After 30 years of counseling, I think the most important attribute is a consistent, every day smile. I notice how students respond to my smile. Although many might not think of it as a skill in the traditional sense, it is very important.

—Ned W. Toms

I believe a school counselor must be able to see and understand the multifaceted potential of children. Counseling children is like working with an array of different gems and stones. Some are perfect as they are. Others need a little polish to shine, and still others need to be examined for preparation before they are shaped to be most beautiful and functional. One may be most lovely alone, another may be best as part of a small grouping or arrangement, and others need to be surrounded by a crowd. Each is different, each is beautiful in its own right and, most important, each has value.

— Janice Gallagher

THE ROLE OF THE PROFESSIONAL SCHOOL COUNSELOR

The professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students academic, personal/social and career development needs. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement. Professional school counselors are employed in elementary, middle/junior high and high schools and in district supervisory, counselor education and post-secondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages.

Professional school counselors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, professional school counselors promote equity and access to opportunities and rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

—*West Virginia
Department of
Education*

Your job is not to judge. Your job is not to figure out if someone deserves something. Your job is to lift the fallen, to restore the broken, and to heal the hurting.

—Unknown

Therapy is not to ‘talk about’ things, but to change the person’s life, and to relieve suffering, such as depression, anxiety, or relationship problems. Of course, empathy and skillful listening are important at the start of each session, but they are simply not sufficient to change the patient’s life.

—David D. Burns

The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.

—Bruce D. Perry and
Maia Szalavitz

In my early professional years I was asking the question: ‘How can I treat, or cure, or change this person?’ Now I would phrase the question in this way: ‘How can I provide a relationship which this person may use for his own personal growth?’

—Carl R. Rogers

It is painful to face the self we know we have never had the integrity to honor and assert.

—Nathaniel Branden

Once you were in, they put a note in your file that said you were in therapy, and all your teachers saw that file. They might as well have tattooed CRAZY on your forehead. The next year every teacher would be watching you for the first weird thing you did—and has there ever been a kid who never does anything an adult considers weird?

—John Barnes

I consider therapy successful when the family members (or individual clients) have discovered ways to get what they need from their relationships with the people in their lives, so that their relationship with me is no longer necessary to sustain them. Like a chemical catalyst that facilitates a reaction between two other substances, the therapeutic relationship catalyzes the transformation of relationships in the lives of clients. But the real healing takes place not in the therapeutic relationship but in the client’s relationships with significant others.

—Joseph A. Micucci

Forget what we became, focus on what we're capable of becoming.

—Aniekee Tochukwu
Ezekiel

Lots of people in this world have been hurt as children. Most people have been hurt in this world as children, and when you talk honestly and openly it's very difficult for people. This is why it continues and continues. If you can get to the truth of what happened, if you can understand why people made the decisions they've made, even if you don't agree with the reason for those decisions, knowing the reasons for those decisions is enormously important, in my opinion. The more we know the truth of history the more confidently we can face the future without self blame.

—Stefan Molyneux

The act of revealing oneself fully to another and still being accepted may be the major vehicle of therapeutic help.

—Irvin D. Yalom

Your past doesn't define who you are. Biography isn't Destiny.

—Kathryn Perez

I explain to my patients that abused children often find it hard to disentangle themselves from their dysfunctional families, whereas children grow away from good, loving parents with far less conflict. After all, isn't that the task of a good parent, to enable the child to leave home?

—Irvin D. Yalom

We can order him to make appointments and talk to someone, but we can't force him to actually do the work. You've got to be willing to work on your issues. You've got to be willing to face hard truths and fight to get better. That takes courage and force of will.

—Laurell K. Hamilton

Healing is not only a specific method, healing is also to invite another person into our own inner light, to invite another person into our presence, love, joy, acceptance, humor, understanding, playfulness, meditation and silence. Healing can also be a loving word, an understanding glance, a present touch, a silent listening or simply joking with another person and making him or her happy. Humor is also one of the strongest healing powers to see our situation and ourselves in a new and creative light.

—Swami Dhyan Giten

Teachers have rules, but there are 101 reasons for being late to class. Was the student threatened by a bully and hiding in the bathroom? Never assume; talk to kids. Why was your paper late? Why didn't you take the makeup test? When kids don't live up to your expectations, don't treat it as a crime but as a problem to be solved. The search for solutions begins with getting more information, often from students.

--Anne Wescott Dodd

There aren't even truant officers any more. I deal with kids that don't come to school and why (they don't). It has a lot to do with family problems. That is the biggest change. The counselor must find out how to solve the problem. The truancy officer must connect with the community and understand family problems.

—Dennis Kirk

Some school administrators ask teachers to confront students immediately following absences and to refer chronic truants promptly to counselors. Some require counselors to review the attendance records of their particular group of students, call in individual students as warranted, and develop short lists of students to be monitored on a weekly or even daily basis.

Administrators themselves often become involved in the monitoring and counseling of chronic truants. This can create a role conflict. Insofar as these administrators are responsible for imposing penalties, they can be torn between personal caring and their obligation to enforce the rules impartially. Some administrators seek to resolve this dilemma by balancing strict enforcement of penalties with efforts to reform a curriculum that is not working for these students. Some schools operate special programs for chronic truants and other at-risk students. The students are organized into a smaller community within the school. They attend classes together. Their teachers function as their advisers. These special programs, like continuation schools, have a simplified curriculum and focus on building a positive climate to motivate students to stay in school. These alternatives attempt to change the school as well as the student.

Some administrators are using positive motivational techniques for the whole school to improve school spirit and reduce the number of dropouts. They endeavor to build satisfying experiences for students in all aspects of school life—academics, athletics, and social activities. They believe that daily success will motivate students to attend regularly.

—*The NASSP
Practitioner*

As a principal, I believe I have a responsibility to not just take care of my students' academic needs but also to ensure support for their overall well-being. Some students enter our school building each morning hungry, dirty, and unloved. We cannot

teach these children how to add or subtract until their physical and mental health needs are met.

My staff and I take care of our students on many levels that include providing breakfast or clean clothes, moving a family from tents to a house, or even paying electric bills—whatever it takes to make sure that they are on equal ground to learn with their classmates. Sometimes the most important thing I can do is give children a hug or pat on the back and tell them that I'm glad that they are in school. today....Supporting the mental health needs of our students has not only improved their ability to learn, solve problems, and get along with others. It has made our teachers more effective educators and my job as principal more enjoyable.

—DeLanna Lacy

It started out with people calling me names, and then it got worse. They threw things at me, they vandalized my house, and they sang nasty songs about me in school hallways and classrooms. It got so bad that I felt like I was in danger physically.

[Erika Harold, Miss America 2003] Bullying is a pervasive problem in the United States, and no one is immune. Erika Harold survived bullying, but it left an indelible mark. Bullying is a type of aggression that consists of behaviors intended to cause harm to another person or group of people. These actions may be direct, such as teasing, taunting, and hitting, or indirect, such as social isolation or exclusion....A nationwide study done by the *National Institute of Child Health and Human Development* involving 15,686 children in grades six through 10 showed that 30% of young people were bullying victims, perpetrators, or both. These statistics cross gender lines and socioeconomic status...A study of 558 middle school students living in the Midwest showed more than 80% of them reporting bullying behaviors within the previous 30 days.

—Sandra L. Pollock

Bullies often come from home environments where physical punishment is used and children are taught to strike out physically as a way to solve problems. Parental involvement and warmth are often lacking. These children have little empathy for their victims and often find ways to defend their actions by saying they were provoked. In the study of 558 middle school students, bullying behaviors were positively correlated with families where physical discipline was used, adult supervision was lacking, negative peer influence was present, and neighborhoods were considered unsafe. Conversely, the likelihood of bullying was significantly reduced for students who spent time with adults who modeled nonviolent strategies for conflict resolution. This suggests the substantial influence adult (parent, teacher, school counselor) behavior can play in a child's life.

—Sandra L. Pollock

Certainly, school counselors are flooded with responsibilities and may feel overwhelmed to meet all their students' needs. However, providing a safe, respectful school climate is essential for learning....The school counselor is in an ideal position to address the issues of bullying and homophobia in schools.....Eight issues surrounding sexual orientation that..school counselors can and should be aware of:

Misunderstanding & Misinformation—Homophobia (the irrational fear of LGBT people) and institutional discrimination are two issues school counselors need to recognize. Often, LGBT people are not offered counseling, as all students are assumed to be heterosexual.

Invisibility—Often overlooked by the counseling profession and fearful of abandonment and abuse, LGBT youth may choose to remain isolated and silent as a population.

Identity Development—Although this is a task for all adolescents, this may be especially difficult for youth also struggling with questions about their sexual identity that they dare not ask.

Lack of Support Systems—Isolation is an issue for all minority groups, but LGBT adolescents fear expulsion from school, their social circles, and, ultimately, their families.

Family Problems—These range from fears of alienation to violence and abandonment.

Violence—Many youth suffer some form of violence due to their sexual orientation. At the very least, they may be harassed or discriminated against.

Sexual Abuse—While this is a concern for all youth, for sexually abused LGBT students, the issues of guilt, helplessness, and shame may be compounded by their struggles with sexual identity.

Sexually Transmitted Diseases—This is more of a concern for high school students, especially for young males. However, middle school counselors should not rule out the possibility that their students may be sexually active.

Initially, school counselors need to practice self-awareness and challenge and confront their own heterosexism. They can educate themselves to the facts about LGBT people. Often, LGBT youth will keep their orientation a secret to avoid harassment and physical abuse by peers and family members. School counselors need to see their students as whole people. They need to be sensitive to sexual orientation is-

sues and supportive of a student's decision whether or not to 'come out.' Fears of abuse and abandonment are real. School counselors can also help break the invisibility of this minority by asking open-ended questions and by not automatically assuming a student is heterosexual. If the adult brings up the issue of sexual orientation, then the student may be more likely to feel it is a safe topic to discuss.

—Sandra L. Pollock

The roots of modern-day school counseling can be traced to the early 1900s as students needed assistance to navigate the ever-changing industrial society. Working in the family business or in the factory nearby was replaced by other options. With the passage of the National Defense Education Act (N.D.E.A.) in 1958 and the race to the moon in high gear (remember Sputnik?), the federal government decided that we needed more students to attend college, particularly in math and science careers. And who better to prepare them than school counselors? In response, more money was set aside to expand the school counseling workforce. Still, our needs... remain great. In fact, it can be argued that we need school counselors now more than ever because of the complex and complicated society in which we live. The school counseling profession has been reinvented and today's school counselors provide a different set of skills and services to our schools, our students and our communities. They are in the classroom helping to teach students skills about decision making, career planning and getting along with others. They are collecting, analyzing and interpreting data to ensure students are achieving the skills they need for success. They are collaborating with teachers and administrators about best practices and methods to eliminate the achievement gap or raise test scores. They are leaders in our K-12 schools working on solving the very problems our leaders are pledging to fix.

—Robert Bardwell

'Career coaching' is what is needed, and counselors and/or school boards do not see the importance of this step. If a student receives true career coaching in 9th grade, not instructions to a website full of links and a few assessments that are not qualified to be used for career guidance, they will have a future view of themselves that drives their motivation internally. Students are rejecting the 'school subscription-based career programs.' They say these programs are not helping. Why? Because the student is left alone to make sense out of it. This isn't an issue with any one academic group or race or gender. This is an issue with all students, including those graduating at the top. Having a clear vision for a career (future purpose) should be the mission statement for every high school.

—Carl Nielson

A new study has found that five times as many high school and college students are dealing with anxiety and other mental health issues as youth of the same age who were studied in the Great Depression era. The findings, culled from responses to a popular psychological questionnaire used as far back as 1938, confirm what counselors on campuses nationwide have long suspected as more students struggle with the stresses of school and life in general. 'It's another piece of the puzzle -- that yes, this does seem to be a problem, that there are more young people who report anxiety and depression,' says Jean Twenge, a San Diego State University psychology professor and the study's lead author.

'The next question is: What do we do about it?'

Though the study...does not provide a definitive correlation, Twenge and mental health professionals speculate that a popular culture increasingly focused on the external - from wealth to looks and status - has contributed to the uptick in mental health issues. Pulling together the data for the study was no small task. Led by Twenge, researchers at five universities analyzed the responses of 77,576 high school or college students who, from 1938 through 2007, took the Minnesota Multiphasic Personality Inventory, or MMPI.

Overall, an average of five times as many students in 2007 surpassed thresholds in one or more mental health categories, compared with those who did so in 1938. A few individual categories increased at an even greater rate -- with six times as many scoring high in two areas:

- **'hypomania,'** a measure of anxiety and unrealistic optimism (from 5 percent of students in 1938 to 31 percent in 2007)
- and **depression** (from 1 percent to 6 percent).

Twenge said the most current numbers may even be low given all the students taking antidepressants and other psychotropic medications, which help alleviate symptoms the survey asks about.

The study also showed increases in 'psychopathic deviation,' which is loosely related to psychopathic behavior in a much milder form and is defined as having trouble with authority and feeling as though the rules don't apply to you. The percentage of young people who scored high in that category increased from 5 percent in 1938 to 24 percent in 2007. Twenge previously documented the influence of pop culture pressures on young people's mental health....Several studies also have captured the growing interest in being rich, with 77 percent of those questioned for UCLA's 2008 national survey of college freshmen saying it was 'essential' or 'very important' to be financially well off.

—Martha Irvine

‘I don’t remember it being this hard,’ says a mother from northern New Jersey, whose 15-year-old daughter is being treated for depression. She asked not to be identified to respect her daughter’s privacy. ‘We all wanted to be popular, but there wasn’t this emphasis on being perfect and being super skinny,’ she says. ‘In addition, it’s ‘How much do your parents make?’ ‘I’d like to think that’s not relevant, but I can’t imagine that doesn’t play a role.’

—Martha Irvine

The role of the counselor is interwoven into professional activities that involve others in the school and the community (developmental guidance) and into areas for which they have received specific training (counseling, communication skills, and program management).

—*Wisconsin Department
of Public
Education*

APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS:

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS:

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent

- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating school-wide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

*—American School
Counselor
Association*

ELEMENTARY SCHOOL COUNSELORS IMPLEMENT THE SCHOOL COUNSELING PROGRAM BY PROVIDING:

School Guidance Curriculum

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning
- Education on understanding self and others
- Peer relationships, coping strategies and effective social skills
- Communication, problem-solving and conflict resolution
- Substance abuse education
- Multicultural/diversity awareness
- Individual student planning

Academic planning

- Goal setting/decision-making
- Education on understanding of self, including strengths and weaknesses
- Transition plans

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

—*American School
Counselor
Association*

MIDDLE SCHOOL COUNSELORS IMPLEMENT THE SCHOOL COUNSELING PROGRAM BY PROVIDING:

School Guidance Curriculum

- Academic skills support
- Organizational, study and test-taking skills
- Education in understanding self and others
- Coping strategies
- Peer relationships and effective social skills
- Communication, problem-solving, decision-making and conflict resolution
- Career awareness, exploration and planning
- Substance abuse education
- Multicultural/diversity awareness

Individual Student Planning

- Goal-setting/decision- making
- Academic planning
- Career planning
- Education in understanding of self, including strengths and weaknesses
- Transition planning

Responsive Services

- Individual and small group counseling
- Individual/family/school crisis intervention
- Peer facilitation
- Consultation/collaboration
- Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

—*American School
Counselor
Association*

SECONDARY SCHOOL COUNSELORS IMPLEMENT THE SCHOOL COUNSELING PROGRAM BY PROVIDING:

Classroom Guidance

- Academic skills support
- Organizational, study and test-taking skills
- Postsecondary planning and application process
- Career planning
- Education in understanding self and others
- Coping strategies
- Peer relationships and effective social skills
- Communication, problem-solving, decision-making, conflict resolution and study skills
- Career awareness and the world of work
- Substance abuse education
- Multicultural/diversity awareness

Individual Student Planning

- Goal setting
- Academic plans
- Career plans
- Problem solving
- Education in understanding of self, including strengths and weaknesses
- Transition plans

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Peer facilitation
- Consultation/collaboration
- Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

—*American School
Counselor
Association*

Counseling: The active personal process of guiding an individual or group in personal problem solving and decision making regarding personal, social, education., and career/vocational/employability goals and aspirations.

—*Wisconsin Department
of Public
Education*

Guidance: The process of leading, directing, or advising through a program of services that provides students with information, support, instruction, and encouragement to assist them in developing personal, social, educational, and career/vocational/employability skills.

—*Wisconsin Department
of Public
Education*

The focus of elementary school counselors is to help students to:

- develop a better understanding and acceptance of themselves and cope with family changes,
- develop decision-making and problem-solving skills,
- develop socially and emotionally and mature in their ability to relate to others, and
- understand themselves in relation to their own career development.

In addition, elementary school counselors work with parents to understand their child's emotions, behaviors, and learning styles. They also work with teachers and administrators to increase understanding of students' needs in intellectual, personal, social, and emotional areas through the creation of a positive learning environment.

—*Wisconsin Department
of Public
Education*

Middle level counselors guide students through the period of transition by:

- encouraging them to understand more about themselves,
- helping them to manage and organize information,
- empowering them to make choices and deal with change effectively,
- helping them to develop positive attitudes toward lifelong learning and the world of work, and
- directing them to experiences where career exploration is the focus.

—*Wisconsin Department
of Public
Education*

At the high school level, the counselor supports students in their efforts to connect with post-secondary options. This includes:

- providing direct counseling services to students individually and in groups,
- providing education and support services to parents,
- providing consultation services to teachers individually and through in-services,
- advising students on academic planning and career guidance,
- providing parents with career information,
- maintaining career development and postsecondary education and training information,
- networking with postsecondary schools and training programs to ensure a seamless transition from high school to postsecondary education and training, and,
- serving on school and community committees addressing the needs of young people.

—*Wisconsin Department
of Public
Education*

THE ROLE OF THE SCHOOL COUNSELOR:

School counseling and guidance programs help all students answer the questions, Who am I? What can I become as a person? and How can I contribute best to society?...School counseling and guidance programs are coordinated by school counselor whose professional identity is derived from unique preparation grounded in the behavioral science, with training in clinical skills adapt to the school setting.

—Pamela J. Wilson

School counselors help all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor are most effectively used if effort is directed in an organized way toward making the school, the teacher, and the curriculum sensitive to those aspects of personal development most associated with life success.

Counselors serving different school populations function differently, due primarily to variations in the developmental stages of students and in school organization. Whatever the setting, however, counseling and guidance are functions integral to the school that are maximized when counselors collaborate with others.

—Pamela J. Wilson

Children who are comfortable with themselves, who understand the school and its expectations, who begin to explore the world of work at an early age, and who are prepared for the challenges of growing up in a rapidly changing society are children who will find learning easier, entry into the work of work smoother, and metamorphosis from child to successful adult less difficult.

—John T. Benson

ETHICAL STANDARDS FOR SCHOOL COUNSELORS—COUNSELOR RESPONSIBILITIES TO PUPILS:

The School Counselor

1. Has a primary obligation and loyalty to he pupil, who is to be treated with respect as a unique individual.
2. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
3. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling assistance at or before the time when the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.

4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.
5. Is responsible for keeping abreast of the laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
6. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.
7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of pupil information.
8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
9. Informs the appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
10. Provides explanations of the nature, purposes, and results of tests in language that is understandable to the client(s).
11. Adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques.

*—American School
Counselor
Association*

ETHICAL STANDARDS FOR SCHOOL COUNSELORS—COUNSELOR RESPONSIBILITIES TO PARENTS:

The School Counselor

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
2. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
3. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
4. Treats information received from parents in a confidential and appropriate manner.
5. Shares information about the counselee only with those person's properly authorized to receive such information.

6. Follow local guidelines when assisting parents experiencing family difficulties which interfere with the counselor's effectiveness and welfare.

*—American School
Counselor
Association*

HELPING CHILDREN TO GROW UP

Nipping it in the bud is always the smart way to attack a problem.

Happily, the New London school board recognized that last week when it approved the hiring a full-time elementary counselor.

Previously, students with problems had to wait until they were in junior high school to obtain full-time guidance. The junior high school counselor has only had time 'to keep the lid on problems.'

The junior high counselor's task was undoubtedly made even more difficult because there has been no counseling for elementary students. Without this counseling, problems which might have been stopped, or at least diagnosed, in the early stages have gotten unmanageable by junior high school.

There is nothing more necessary for a complete educational system than counseling.

All of us must remember the traumas of elementary school living—the peer pressure, the need to be liked, finding our own meaning. All these problems, as necessary to growing up as they are, also have an appreciable, sometimes devastating, effect on learning.

An early detection counseling system can help with these problems before it's too late.

Those denying the problem only have to look at the facts: 90 referrals for help have been made during the last two years. That may not seem like an overwhelming figure, but just consider how many pleas there might have been if there was some visible counseling system where children, parents, or teachers could go for help.

Critics of an elementary counselor have indicated that counseling is a parent's job. We shouldn't pay money for someone else to take care of our children, they say.

But what is forgotten is that counselors often work with the parents in order to point out problems of the children and work to solve them.

Problems which may not arise at home—or the parent doesn't recognize—may come into focus at school. This is where the elementary counselor can step in.

A good counselor will not circumvent the responsibility of the parent. He or she will merely add another dimension.

The elementary counseling system is a worthwhile way to assist in the tough business of growing up.

—John Halverson

'To be or not to be' is the question pondered not only by Hamlet, but also by an increasing number of adolescents. The incidence of adolescent suicide under any definition is alarming and has been rising steadily during the past 20-25 years. The need for the clinical understanding of this self-destructive act is greater than ever. Psychiatric intervention is frequently the only hope for preventing a person from becoming another suicide statistic. Each psychiatrist or clinician who deals with adolescents needs to be prepared to deal with a potential suicide victim.

Suicide is one of the most dramatic acts in a dramatic phase of a human development—adolescence. Neither a child nor an adult, the adolescent is in a phase characterized by the acceleration of physiological, psychological, social and interpersonal demands. These demands influence not only overt behavior but also conscious and unconscious experiences. Adolescent suicide is a subject of fascination and controversy. It involves two human experiences of which we know the least: **adolescence** and **death**.

—Yosef Hakimi, M.D.

Adolescence is characterized by contradictions: need of autonomy and search for a model; dependence and independence; activity and passivity; exhibition and inhibition; a wish for omnipotence and fear of losing control; an intense ambivalence between a conscious wish to grow up and the unconscious desire to remain a child. The adolescent may have a physical appearance of an adult, yet shrink from adult responsibility and react as a child in the area of intellectual and emotional comprehension.

The adolescent often does not want to accept or recognize his past but cannot live without a past. He may feel abandoned by his childhood and adults. He struggles with his identity and is preoccupied with the meaning and purpose of his existence. He asks himself, 'Who am I?' 'What am I?' 'Where am I going?' To reassure himself that he is capable of independent actions, he may rebel against society's accepted standards, affectionate and previously acceptable parental relationships and at-

tempt to tear down parental ritual and value systems. He responds to parental suggestions with irritation and rapidly rejects their ideas. Praise, extended to the adolescence, may be interpreted as 'being treated as a baby.'

—Yosef Hakimi, M.D.

In the United States 12 to 18 year-olds are regarded as a population with increasing risk for both attempted and completed suicides. The suicidal rate for this age group is greater in the United States than in most other countries. It is more frequent among boys than girls, higher among non-white males, urban dwellers, college students, professional groups and American Indians. Marriage increases the risk (1.6 times more) of completed suicides in adolescents. Most of the married suicide victims, however, are childless.

—Yosef Hakimi, M.D.

Suicide is a response to internal confusion and self-disintegration. The increased tension of modern life, a combination of pressures and expectations beyond the individuals capacity to cope, provoke feelings of frustration, anger, guilt, depression and self-destruction. Early experiences of loss, deprivation or other traumatic experience (usually in the parent-child relationship) are strong predisposing factors in suicide.

Suicide is always a sign of deep psychopathology. In a study of 40 highly selected adolescents, who had made suicide attempts, [Frank E.] Crumley reported that each patient was psychiatrically ill before the suicide attempt. The most common diagnosis was depressive disorders, drug abuse or borderline personality. Each of these patients had reacted severely to a loss and poorly controlled his rage and impulsiveness. This resulted in the suicide attempt. The assessment of the internal forces that lead the adolescent to suicide is most difficult because adolescence is so much the time of impulsivity and unpredictability.

—Yosef Hakimi, M.D.

In the author's experience, poor early parent-child relationships, the mother's conscious, unconscious, verbal and non-verbal rejection of the child have been strong predisposing factors in the suicide. The adolescent interprets these messages as an indication that his parents want him to die. This usually occurs when the adolescent's ego is shaky and in the stage of turmoil.

Psychoanalytic theory relates suicide to a detachment of the libidinal tie from an object and ambivalent identification with the lost love object. Adolescence is a time of detachment and transition of the libidinal tie from parents to non-incestuous objects.

—Yosef Hakimi, M.D.

The person that attempts suicide has an abnormal conception of his own body. He perceives his body as a possession of some outside person or force. He was raised by parents whose actions made him feel early in life that he only partially owned his body. Parents can cause this by such strategies as rarely permitting the child to have privacy, being demanding and over-controlling, making the child do what they expect. Being limited to this sort of body perception, it takes the adolescence only a few traumatic experiences later in life to convince him that his body did not belong to him, but rather was an alien pain-producing-partner of some other entity.

—Yosef Hakimi, M.D.

Guidance is usually viewed in a broader way and is defined as the process of helping students understand themselves and their school. Counseling is used to describe specific one-to-one guidance techniques. Advisement, another guidance function, is the ‘helping link’ between group guidance and professional counseling. The major guidance services are:

1. *Career information*—Vocational and college materials made available in special centers through resource persons, college nights, career days, etc.
2. *Instructional Units* —Teaching materials on school orientation, career/college planning, and student concerns or problems.
3. *Registration and Placement*—Registering students for the coming term/year, assisting in class assignment, completing college/job recommendations and employment referrals.
4. *Records Maintenance*—Establishing personal counseling files for each student.
5. *Testing*—Administering and supervising individual and group tests, and standardized, criterion-referenced, and competency tests.
6. *Counseling*—‘Personalized, one-to-one contact for planning, problem solving, or placement.
7. *Referral*—Therapeutic referral to district psychologists and specialists, community agencies, and outside professionals.

—James W. Keefe

Advisement is a function of the school guidance program in which teachers, administrators, and some times paraprofessionals join professional counselors to help students (advisees) plan and achieve appropriate educational, career, and personal-social goals. Students are asked to make many important, educational, career, and personal-social decisions, generally without much guidance. In advisement, a team of professionals and paraprofessionals works together to help students on an ongoing basis—the kind of assistance counselors do not have time to provide.

—James W. Keefe

Is the world a dangerous place? Children certainly think so when TV news cameras expose them to scenes of mass killings of children at a school in Scotland and a day care center in Oklahoma City, not to mention disastrous plane crashes, car accidents, and gun violence. A recent list of the top ten children's fears includes gangs, drive-by shootings, drugs, death, nuclear war, guns, knives, and AIDS. And that's not counting young children's fears of thunder and lightning, monsters under the bed, or ghosts in the attic. Child psychologists take children's fears seriously and they have done a number of studies to find out their causes and effects. They discovered that it is difficult to distinguish fear from anxiety in children. As a general rule, fear is a response to a situation, like being afraid of an animal, while anxiety is defined as being worried about something that hasn't happened, such as an upcoming test.

—*National Association of
Elementary School
Principals*

Fears and anxieties vary with the age of the child. Here are some typical examples: **Ages 1-6.** Young children have simple fears. What scares them are immediate, personal things like being in the dark, large or loud animals, bees and bugs, and loud or scary noises. Many of them demonstrate what psychologists call separation anxiety, crying, throwing temper tantrums, and clinging to parents or caretakers. They may also be afraid of 'bad people' and accidents like falling off a playground slide.

Ages 6-12. Children of these ages start to worry about threatening situations like being hit by a bully or an adult. They also worry that they will fail or do poorly in school, that a parent may die, that their family will become poor, or even that they will be kidnapped. They become anxious about being accepted by their peers, their physical appearance, school performance, and parents' expectations.

Teenagers. Most teens begin to lose their childhood fears. They don't think anything will ever happen to them and may take unnecessary risks with their health and lives. Their fears and anxieties are more realistic, like gang violence, social rejection, and terrorist attacks. Teenage girls tend to show more general anxiety than boys, usually centered around social acceptance and popularity.

—*National Association of
Elementary School
Principals*

The *National Association of Mediation in Education* suggests many reasons for implementing conflict resolution programs in the school, including:

1. Conflict is a natural human state often accompanying changes in our institutions or personal growth. It is better approached with skills than avoidance.
2. More appropriate and effective systems are needed to deal with conflict in the schools setting than expulsion, suspension and detention.
3. Conflict resolution programs can result in improved communication between and among students, teachers, administrators and parents.
4. Conflict resolution can result in a reduction of violence, vandalism, chronic school absence and suspension.
5. Conflict resolution programs provide a forum for addressing common concerns and improve the school climate.
6. Conflict resolution training helps both youth and adults to deepen their understanding about themselves and others and provides them with lifetime skills.
7. Shifting the responsibility for solving conflicts from adults to students frees administrators and faculty to concentrate on instruction and rather than discipline.
8. Recognizing that youth are competent to participate in the resolution of their own disputes encourages student growth and develops skills such as listening, critical thinking and problem solving that are basic to all learning.
9. Conflict resolution training with its emphasis upon listening to other's points of view and finding common ground, assists in preparing students to live in a diverse world.

— *National Association of
Mediation in
Education*

GUIDANCE AND COUNSELING NEEDS OF THE GIFTED

Gifted students have the same basic needs as all others: love, esteem, safety, and fulfillment of their basic physiological requirements. But, they also have needs that are unique to them—as individuals with advanced intellectual abilities. Briefly, these needs are:

1. The need to recognize and accept their own abilities, interests, and limitations.
2. The need to recognize and accept the abilities, interests, and limitations of others,
3. The need for adequate social relationships.
4. The need to explore, discover, and create.
5. The need for appropriate problem-solving skills.

6. The need to develop their abilities without regard to race, sex, or ethnic group.
7. The need to work independently and to participate in decision-making.
8. The need to understand attitudes of parents or teachers toward the gifted.
9. The need to set realistic goals and to evaluate realistically.
10. The need to be challenged.

—Rita R. Culross

SENSITIVITY OF GIFTED PEOPLE

Compared with most people, generally:

Gifted people are more receptive and responsive to what they experience. They are extremely perceptive and may be aware of what other people cannot even imagine. They may have trouble limiting their focus and can often see both sides of a situation.

They tend to take things personally and feel directly responsible for other people and events. They are more empathetic. They may include what other people feel and experience as extensions of themselves. They may personify and attribute feelings to objects and places.

They live intensely and their reality is often based on what they think and feel. What is obscure to others may have significant meaning to gifted people.

They often do not manage, think, and behave in the ways others think they should.

They feel that they should know better and not make mistakes. They hesitate to ask for help because they have received many subtle messages that they should be able to handle situations themselves. They regret that other people probably would not understand anyway.

Being extra aware, intense, and insightful, they have more to deal with and may be emotionally overloaded. Since they experience greater nuances of meaning and are aware of more information, they have many factors to consider in making decisions. Thus, they may perceive themselves to be exceptionally vulnerable.

In their own mind they are aware of more choices, and perhaps, more potential for error. They are likely to see themselves making more mistakes.

They may be discouraged because they recognize that resources and time limit actualizing most possible options: Even though much may be accomplished, they usually are compromising their ideal and denying more than they are actualizing.

Denying leads to frustration and grief for the loss of what they never had.

There are more options to excel and what is achieved may be excellent. Worth of accomplishments and activities is usually based on their personal meaning.

WAYS TO ENCOURAGE

Help gifted people:

1. Understand and accept that their thoughts, perceptions, and feelings may differ from most other people.
2. Develop meaningful relationships and a sense of acceptance with people who share similar sensitivity, intensity, and awareness.
3. Compartmentalize their relationships and experiences into manageable components.
4. **TAKE THEM SERIOUSLY AND LISTEN TO UNDERSTAND THEIR FEELINGS AND MEANINGS.**

—Elizabeth Meckstroth

SPECIFIC PROBLEMS OF THE GIFTED

Confusion about the meaning of giftedness

Feeling different

Heightened sensitivity

Idealism

Feelings of inadequacy

Relentless self-criticism

Increased levels of inner conflict

Deep concerns with morality and justice

Lack of understanding from others

Unrealistic expectations of others

Hostility of others toward their abilities

Difficulty with social relationships

Difficulty in selecting among a diversity of talents

Lack of sufficient challenge in schoolwork

Depression (often manifested as boredom)

High levels of anxiety

Difficulty accepting criticism

Hiding talents to fit in with peers

Nonconformity and resistance to authority

Refusal to do routine, repetitive tasks
Inappropriate criticizing of others
Excessive competitiveness
Isolation from peers
Low frustration tolerance
Intolerance of others
Lack of study habits

— Linda Silverman,
Ph.D.

GUIDELINES FOR SMALL GROUP AFFECTIVE ACTIVITIES

Most of us have had little, if any, training in group process and facilitation. As a result we often try affective activities and processing with poor results, and we wonder what went wrong! Taking time to read through these suggestions and follow them will greatly increase the chances of making group affective activities a meaningful time for gifted students.

1. Always role model the behaviors you want students to learn. For example, use 'I' statements, express your immediate feelings, and don't avoid conflicts.
2. Encourage students to speak directly to one another and not focus on the teacher. For example, if a student says, 'Well, one thing I appreciated was when Kevin said he'd...', ask the student to repeat the statement but address it to Kevin. For example, 'Kevin, I really appreciated it when you said...'
3. Approach every activity you lead with enthusiasm. It's contagious!
4. Always have an opening and a closing. Never abruptly leave an activity. If the activities you've chosen do not include suggestions for closure, you can get ideas for opening and closing exercises from lists of 'warm-ups' and 'wrap-ups'.
5. Try to tie one session to the next, particularly if you only meet together once a week. Without some type of continuity, students may begin to lose sight of the purpose of activities. To achieve this continuity, you might say, 'Last week we were discussing...I'm wondering if anyone would like to share more ideas about this before we continue today.'
Or, 'We're going to explore further today. Could we summarize the points that were shared last week?'
6. Deal with conflict openly. To not do so only interferes with the productivity of the group. When you ignore conflict, you are essentially telling students that conflict is not okay and that we are not going to deal with those feelings here. Any trusting, working group has periods of conflict; be prepared for it.

7. With the group's input, do establish ground rules concerning confidentiality, participation, etc.
8. Encourage students to respond to each other. You might say, 'I'm aware that everyone has their focus on me during these times we have together. Let's talk about ways we might respond to one another more.'
9. As in any teaching or counseling situation, always assess the feeling state of people who are present before you begin the activity. Be ready to give up your plans for the hour and work with whatever students feel is pressing. Usually an introductory activity, such as one of the 'warm-ups', will make you aware of any urgent thoughts or feelings students may have.

—Maureen Neihart

EIGHT STEPS TOWARD DECISION-MAKING

1. Encourage the student to look for signs of different feelings and to express them. (*'I feel..'*)
2. Help the student encapsulate the problem into a statement. (*'I feel..because...'*)
3. Assist the student in deciding on a goal. (*'I want...'*)
4. Don't provide answers. Help the student list multiple solutions of his or her own. (*'I could...or I might..or...'*)
5. Enable the student to anticipate possible consequences of each approach. Ask: 'What would happen if...?' Listen to the answers. (*'I might...or else... or...'*)
6. Help the student decide on the best solution. (*'I will...'*) If inappropriate approaches begin to emerge, offer an opinion without squashing the student's creativity. Don't wait until after a decision has been made to express your opposition. Or, ask again, 'What would happen if...?' Listen to the answers and help the student think through possible consequences of various solutions.
7. Assist the student in planning when or how the decision might be carried out.
8. Help anticipate obstacles that could occur: 'What might happen that could make your solution not work?' A student who can foresee possible problems is less discouraged by any roadblock that might occur.
9. Have the student try out the solution and evaluate its effect. End by inviting the student to 'let me know how it worked out.'

—*U.S. News & World
Report*

HOW TO LISTEN SO KIDS WILL TALK TO YOU: THE LANGUAGE OF ACCEPTANCE

1. Acceptance must be demonstrated, not just felt.
2. Communicate acceptance non-verbally by:
 - a. Non-intervention (letting them ‘do their thing’)
 - b. Passive listening (silence)
3. Communicate acceptance verbally by:
 - a. Avoiding the ‘Typical Twelve’ (Roadblocks to Communication)
 - b. Using ‘Door Openers’ (‘I see’, ‘Oh’, ‘Mm hmm’, ‘Is that so’, etc.)
 - c. Active Listening (‘You’ messages that reflect their feelings back to them)

—Dr. Thomas Gordon

THE TYPICAL TWELVE: ROADBLOCKS TO COMMUNICATION

1. Ordering, directing, commanding: Telling the student to do something, giving an order or command, e.g., ‘Don’t talk to me like that!’
2. Warning, admonishing, threatening: Telling students what consequences will occur if they do something, e.g., ‘If you do that, you’ll be sorry!’
3. Exhorting, moralizing, preaching: Telling students what they SHOULD or OUGHT to do, e.g., ‘You shouldn’t act like that.’
4. Advising, giving solutions or suggestions: Telling the student how to solve a problem, giving advice or suggestions, providing answers or solutions, e.g., ‘Why don’t you,..?’.
5. Lecturing, teaching, giving logical arguments: Trying to influence the student with facts, counter-arguments, logic, information, or your own opinions, e.g., ‘When I was your age, I had twice as much to do as you.’
6. Judging, criticizing, disagreeing, blaming: Making a negative judgment or evaluation of the student, e.g., ‘That’s an immature point of view.’
7. Praising, agreeing: Offering a positive evaluation or judgment, agreeing, e.g., ‘Well, I think you’re smart.’
8. Name-calling, ridiculing, shaming: Making the student feel foolish, putting the student into a category, shaming, e.g., ‘You’re a spoiled brat.’
9. Interpreting, analyzing, diagnosing: Telling students what their motives are or analyzing why they are doing or saying something, communicating that you have them figured out or diagnosed, e.g., ‘You’re saying that to bug me.’
10. Reassuring, sympathizing, consoling, supporting: Trying to make students feel better, talking them out of their feelings, trying to make their feelings go away, denying the strength of their feelings, e.g., ‘All kids go through this sometime.’

11. Probing, questioning, interrogating: Trying to find reasons, motives, causes, searching for more information to help you solve the problem, e.g., ‘Why do you suppose you hate school?’
12. Withdrawing, distracting, humoring, diverting: Trying to get students away from the problem, withdrawing from the problem yourself, distracting the students, kidding them out of it, pushing the problem aside, e.g., ‘Come on; let’s talk about something more pleasant.’

—Dr. Thomas Gordon

THE ‘LANGUAGE OF ACCEPTANCE’ —WHY USE IT?

1. Helps people free themselves of troublesome feelings by expressing them openly.
2. Helps people become less afraid of negative feelings.
3. Promotes a positive relationship between adults and students.
4. Facilitates problem-solving by the student.
5. Influences the student to be more willing to listen to adults’ thoughts and ideas.
6. Keeps the problem with the person who owns it: the student (i.e., helps kids think for themselves).

—Dr. Thomas Gordon

ATTITUDES REQUIRED FOR ‘ACTIVE LISTENING’

1. You must want to hear what the student has to say. This means you are willing to take the time to listen. If you don’t have the time, you need only say so.
2. You must genuinely want to be helpful with this particular problem at that time. If you don’t want to, wait until you do.
3. You must genuinely be able to accept the student’s feelings, whatever they may be or however different they may be from your own feelings or from the feelings you think a student ‘should’ feel. (This attitude takes time to develop.)
4. You must have a deep feeling of trust in students’ capacity to handle their feelings, to work through them, and to find solutions to their problems. (You’ll acquire this trust by watching students solve their own problems.)
5. You must appreciate that feelings are transitory, not permanent. Feelings change—hate can turn into love, discouragement may quickly be replaced by hope. Consequently, you need not be afraid of feelings getting expressed; they will not become forever fixed inside the student. (Active listening will demonstrate this to you.)

6. You must be able to see the students as separate from you—unique persons, separate individuals with their own lives and their own identity. This ‘separateness’ will enable you to ‘permit’ students to have their own feelings, their own way of perceiving things. Only by feeling ‘separateness’ will you be able to be a helping agent for students. You must be ‘with’ them as they experience their problems, but not joined to them.

—Dr. Thomas Gordon

A COUNSELOR’S PUBLIC RELATIONS CHECKLIST

1. Do you have a wallet-size card to hand to students? One that has your name and says, ‘I’m your counselor. Come by the office or give me a call anytime I can be of help?’ Be sure to include the phone number.
2. Are you visible to students? Get involved by supervising during lunch and break times. Many informal counseling sessions go on when interacting with students on a casual basis.
3. Do you compliment teachers when they have done a particularly good job with students?
4. Do you invite parents to the counseling office? Are you included on the tour for open house and back to school nights?
5. Do you have a brochure for parents about counseling? Does it tell them what a counselor does, what parents should expect of counselors and what counselors expect of parents?
6. Have you worked with the sponsor of your school newspaper and discussed regular coverage of guidance news?
7. Do you know the person at your local newspaper/radio/TV station or your school district public relations persons you should contact for a story?
8. Do you have an orientation program for incoming students and their parents?
9. Do you have an orientation for new students who transfer in after school starts?
10. Have you explained the guidance program at one school board meeting each year?
11. Have you attended a workshop, conference or graduate course for your own personal growth during the past year?
12. Do you develop articles or feature stories about the guidance program for the local newspaper each year?
13. Do you have news from the guidance department in each issue of the school newspaper?
14. Do you frequently talk each year to local civic and service organizations?
15. Do you make a minimum of three explanations of guidance programs at school faculty meetings?

16. Do you make reports about the guidance program at one or more administrative staff meetings annually?
17. Do you talk to a minimum of four school clubs and organizations each year about the guidance program?
18. Do you call parents with good news about their children?
19. Do you schedule convenient appointments with parents?
20. Where appropriate do you send bilingual messages home?
21. Do you have guidelines on dealing with the media in times of crises?

—*National School Public
Relations
Association*

It is against the natural order of life to bury our children. As parents and educators, we can, in time, reconcile ourselves to the loss of a child through accident or illness. But the choice of a child to end his or her own life is a different matter. We who are dedicated to nurturing human potential are appalled. Suddenly, part of the future is gone forever.

Tomorrow in the United States approximately 1,000 adolescents will attempt suicide. Eighteen will succeed. During the same period, twice as many young adults between the ages of 20 and 24 will end their lives.

—Maxine Seibel and
Joseph N. Muray

SIX YOUNG MEN

David was an honor student, star quarterback on his high school football team, and a perfectionist who 'gave 100 percent' to everything he did. When he earned an athletic scholarship to a prestigious Midwest college, the community shared his family's pride. But by the beginning of his sophomore year, things were not going well. After he was cut from the college football team, friends began to notice his despondency and strange behavior. They urged him to sign himself into the hospital. Hours later, David slipped out of the psychiatric ward and made his last run. Dashing down the corridor, he plunged through a plate glass window to his death three floors below.

Eddie's elementary teachers described him as 'immature,' 'impulsive,' and 'capable of doing more.' Despite the help he received in the learning disabilities program, Eddie never managed to graduate from high school. Late in his senior year, he got into trouble with the law. Unable to wait for the outcome of an indictment hearing, he hung himself from the back of his truck. Meanwhile, his attorney was trying to contact him to give him the good news that his case had been dismissed.

Paul, a sensitive, artistic 17-year-old, lived with his stepmother and his father, a successful advertising executive. His natural mother had been hospitalized on several occasions for emotional problems. During high school, Paul drifted into the 'punk' crowd and spent much of his time absorbed in 'heavy metal' rock. One night he was cited for driving under the influence, instead of going to school the next day, he shot himself.

Fifteen-year-old Eric was a loner in his 8th grade class. As a youngster, he had been diagnosed as 'hyperactive' and took Ritalin to control his disruptive behavior in class. Teachers described him as unhappy in school. Later they would note that he always tried very hard to please. In junior high school Eric was a tense, anxious youngster who was obsessed with militarism and teased by his schoolmates. He spent much of his time playing 'Dungeons and Dragons.' One summer afternoon he hung himself. There was no apparent reason.

Joe had a history of poor school attendance. His measured intelligence ranged from 103 to 85. He suffered from migraine headaches and got into minor disciplinary scrapes. A notation on his school records simply said 'difficult home situation.' Joe failed 7th grade but was placed in 8th grade; subsequently, he failed 8th grade and was placed in 9th grade. He failed 9th grade the following year. Now a 17-year-old freshman, he did not return to school. In the years that followed he began to drink heavily and was unable to hold a job. After his girlfriend ended their relationship, Joe was convicted on the last of several DWIs (driving while intoxicated). He ended his life.

'Dearest Family' wrote Fred in his last note. 'I just couldn't seem to get it together; then booze and pot got hold of me. I just want you to know that I love you more than I could ever say. ...' Fred was the youngest in a family that placed great value on education. Both his brother and sister already had master's degrees. But from the first day of kindergarten, Fred had hated school. He had difficulty concentrating and could not cope with frustration. After high school graduation, he made three attempts at attending college. Dropping out for the last time, he was unable to find steady work in a depressed Midwest economy. When he was turned down by the military because of a pre-diabetic condition, he became severely depressed. Shortly after, he was picked up on his second DWI charge. Facing a long jail term, he chose to end his life.

—Maxine Seibel and
Joseph N. Muray

THE INCIDENCE of anxiety disorders among teenagers has been increasing dramatically. Over the past decade I have worked closely with many high school principals, and I do not know of a single one who has not frequently had to coordinate intensive support efforts on behalf of depressed or suicidal youngsters.

Their experience is confirmed by national statistics. During the last two decades, teenage suicides have increased by 300%. According to the *National Center for Health Statistics*, virtually all parts of the northeastern U.S. have suffered waves of adolescent suicide. Moreover, the problem cuts across all socioeconomic lines; inner-city, blue-collar, and white-collar communities have been afflicted. Suicide is now the second-leading cause of teenage deaths (topped only by vehicle fatalities). For every completed suicide among high school students, there are some 350 suicide attempts, and one study places the proportion of high school students who will attempt suicide in any given month at 3%.

—Maxine Seibel and
Joseph N. Muray

THE EFFECTS OF DIVORCE

Divorce has become a reality that affects more than two million adults and more than one million children each year. Yes—all children will be affected by divorce. Does it need to be negative? No! Absolutely Not! Divorce does have short-term and long-term negative effects on some children's adjustment. The main difficulties associated with divorce are:

1. conflict between parents
2. parent depression
3. lack of social support and
4. financial stress

In preschoolers, divorce may trigger regression, fretfulness, bewilderment, aggression and need.

In school age children, there is sadness, grieving, fear, anger, feelings of deprivation, fantasies of reconciliation, body complaints and loyalty conflicts.

In adolescents, there are many painful feelings: how will their own future marriages work out, worry over financial matters, loyalty conflicts, individualization from parents and the awareness of parents as sexual beings.

Healthy adjustment occurs when children are made to feel that they are in no way responsible for the divorce and that the divorce is final. Skills in coping and conflict resolution need to be well-developed for a child to adjust. Eventually, they won't blame anyone, but will instead work on problem solving and staying involved in a social support system.

Children have a positive adjustment to divorce when the custodial parent has low stress and is psychologically healthy. The custodial parent needs to be firm and consistent in parenting; and the child needs to feel that his relationship with the custodial parent is positive.

Involvement of the non-custodial parent has a direct effect on the children's adjustment when the involvement directly affects the well-being of the custodial parent rather than the child.

Emotional and financial support by the non-custodial parent can reduce the strain experienced by the custodial parent and increase their parenting competence. This increased competence directly affects a child's adjustment.

Children will do well when the parents are mentally healthy and have a support system to help them cope with the difficult times. Nobody needs to do it alone. Divorce can be a growth-producing experience. Some of the divorced parent's dreams may have died, but the parent has not.

—Dr. Phil Martin R. Textor

10 BROAD GOALS OF THE SCHOOL COUNSELOR'S TRADITIONAL CURRICULUM

1. Treat each student as an individual who can learn and be successful in school,
2. Respect student and teacher self-esteem as important factors in the learning process,
3. Make opportunities for student self-exploration and self-definition to help the students find meaning and relevance in their school experience and future lives,
4. Teach students and help them use decision-making and problem-solving strategies.
5. Develop open and effective communication skills.
6. Provide regular and appropriate feedback to students as a means to help students monitor their own progress.
7. Provide opportunities for student and teacher participation in the learning process, as well as in the entire educational enterprise, to promote ownership and investment in their own growth,

8. See problem solving as focusing on solutions rather than victims,
9. Consider discipline as focusing on helping students learn more appropriate behaviors to meet their needs,
10. Value prevention rather than remediation,

These 10 climate variables regard the school's affective dimensions as vital qualities that influence student learning.

—A. W. Edgemon,
T. R. Remley, &
H. N. Snoddy

EIGHT ROLES FOR COUNSELORS IN CREATING A POSITIVE SCHOOL CLIMATE

For counselors to take an active role in building a positive school climate, they can focus on the following roles:

1. **Advocate**—The counselor, with a background of professional knowledge and experiences, may view a school's practice as unworkable and may attempt to offer the school a more effective strategy. In addition, with a full understanding of each student as an individual, counselors can work to find the best fit between the students' needs and the school's program. This occasionally means 'lobbying' for justifiable exceptions to accepted practices to meet valid student needs.
2. **Expert**—Counselors can become resources for technical questions related to student growth and development, career development, educational measurement as assessment, educational and career planning, problem-solving, decision-making, communication skills, stress management, crisis management, and other educational and mental health issues relevant to students and faculty.
3. **Trainer**—Counselors can provide staff development activities on topics that will help teachers and administrators work more effectively with students. These topics include knowing oneself better, crisis intervention, anger management, communication skills, and problem-solving skills. In addition, counselors can assist staff in working with students who have experienced difficulties outside school, such as a death, a family divorce, a single parent or a stepfamily living arrangement, substance abuse, and stress management.

4. **Alternative Identifier**—Counselors’ unique role and perspective in the school means possibilities for alternative solutions not ordinarily considered by administrators or classroom teachers. School counselors speak with so many diverse and interacting populations outside and within the school that counselors many times become aware of alternatives not readily apparent to regular school staff.
5. **Collaborator**—Counselors, who are used to working closely in a problem-solving mode with a wide range of individuals from varying backgrounds and of varying ages, work well with others as part of a team. Counselors see themselves as a vital support service, capable of leadership and teamwork, depending on the task.
6. **Process Specialist**—Counselors are able to help problem-solving groups of fellow professionals, students, or community agencies work more effectively through their individual and group facilitation skills honed by training and experience in group counseling and guidance activities.
7. **Fact Finder**—Counselors are knowledgeable about data-collecting methods through interviews, surveys, observations, or questionnaires. With these, counselors are able to gather data about the school, the community, its persons, and its needs.
8. **Reflector**—Counselors can serve as catalysts to the school. As listeners, they can clearly summarize others’ deliberations and ask focusing questions to help set the direction for problem-solving actions.

School counselors are relevant to the achievement of a positive school climate. By virtue of their professional knowledge, attitudes, and skills, they should play a major role for the entire school system in creating and expanding positive school climate.

—Leslie S. Kaplan and
Kevin E. Geoffrey

1. **Young people who have attempted suicide in the past or who talk about suicide are at greater risk** for future attempts. Listen for hints like ‘I’d be better off dead’ or ‘I won’t be a problem for you much longer’ or ‘Nothing matters; it’s no use.’
2. **Adolescents who consider suicide generally feel alone, hopeless, and rejected.** They are more vulnerable to having these feelings if they have been abused, feel they have been recently humiliated in front of family or friends, have parents with alcohol or drug problems, or have a family life with parental discord, disruptions, separation or divorce. However, a teenager may be depressed and/or suicidal without any of these.

3. **Many teens who abuse alcohol or drugs are likely to consider, attempt or succeed at suicide.** The Fifth Special Report to the U.S. Congress on Alcohol and Health...found that as many as 80 percent of people who attempt suicide have been drinking at the time. And alcohol is a depressant.
4. **Teenagers who are planning to commit suicide might ‘clean house’ by giving away favorite possessions, cleaning their rooms, or throwing things away.** They may also become suddenly cheerful after a period of depression, because they think they have ‘found the solution’ by deciding to end their lives.
5. **One of the most dangerous times of a teen’s life is when he or she has suffered a loss or humiliation of some kind:** loss of self-esteem by doing poorly on a test, the breakup with a boyfriend or girlfriend, or the trauma of parents’ divorce.

*—American Psychiatric
Association*

NEW FINDINGS: Every day, psychiatric research is finding new clues to the causes of depression and suicide. Among them:

1. **Depression and the risk for suicide might have biological as well as psychological causes.** Studies have found that some people who are depressed have altered levels of certain brain chemicals. Other studies have shown that aggressive and impulsive people who make violent suicide attempts have reduced amounts of serotonin, a key brain chemical.
2. **Family history of suicide is a significant risk factor in a young person.** The family link might be because young people often identify with those closest to them and are likely to repeat their actions. However, there may be a genetic link as well, because biological relatives of a suicidal person are six times more likely to attempt or succeed in suicide than are adoptive relatives.

*—American Psychiatric
Association*

WHAT CAN YOU DO:

Most people who are depressed or who are thinking about suicide don't or won't talk about how they are feeling. They feel worthless. They have no hope. They deny their emotions or think that talking about their emotions will be a 'burden' on others because no one cares. Or they are afraid others will make fun of them.

That's understandable, because when someone mentions suicide, others may treat it as a joke or deny it. Those reactions only make the problem worse. So, if a friend or relative brings up the subject, take it seriously and take some time to talk about it.

1. **Reassure that person** that he or she does have someone to turn to. Parents, friends, school counselors, physicians, teachers, or a brother or sister are probably all too willing to listen. It's just hard to let them know we want to talk about something as serious as our emotions.
2. **Don't lecture or point out all the reasons a person has to live.** Instead, listen and reassure the individual that depression and suicidal tendencies can be treated. Depressive disorders respond readily to treatments such as psychotherapy or appropriate medication. Antidepressants can act within two to three weeks and often are used in addition to psychotherapy. Nearly 90 percent of all people suffering depression respond to these treatments.
3. **You can find help by contacting your local chapter of the American Psychiatric Association,** which can suggest a psychiatrist who can help you. Psychiatrists are physicians who have special training in emotional and mental health. Other sources include your local mental health association, your family physician, a county medical society, a local hospital's department of psychiatry, a mood disorders program that is affiliated with a university or medical school, or a family service/social agency.

—*American Psychiatric Association*

Guidance has been a major function and responsibility of intermediate education since the beginning of the junior high school movement at the turn of the century. The early literature is surprisingly contemporary in its advocacy of guidance and personal exploration. That the junior high school, however, failed to implement adequately this educational responsibility is well known. The middle school movement has presented a second chance to fabricate an educational program that recognizes fully the important developmental and individual needs of emerging adolescents. Unfortunately, the stereotype of a guidance counselor still seems formed out of the senior high school model. To most, the counselor is seen as the college scholarship assister, the test interpreter, the arbitrator on scheduling problems, and, all too frequently, the administrative assistant. But such an image is incorrect and inappropriate when applied to the middle school. To define fully the role of the middle

school counselor and that of the middle school teacher is to describe much the same task. A middle school counselor is a teacher, and a middle school teacher is, or ought to be, a counselor.

—Claire C. Cole

Counseling

In counseling, the guidance professional is most concerned with a developmental, preventive approach, although recognizing that crisis counseling must also be available. Transescents are not yet so attuned to their peers that they disbelieve all adults, so the middle school counselor still has a good chance to help counsees learn new behaviors. The counselor can help students clarify values and develop coping skills as they explore their interests and abilities, encounter unfamiliar moral dilemmas, and stretch their capacity for abstract thinking.

'Now, let me make sure I understand what you're saying. During the quiz Sarah looked over on your paper and copied one of your answers. You're sure this happened? Then when you graded her paper, you marked that one wrong because you knew she'd copied it from your paper. Now she's mad at you because the teacher thinks she cheated, and she says she didn't. And you think you did the wrong thing because you really value Sarah as a friend. Yet you believe that cheating is wrong. Right?'

Although some students will need individual counseling, group counseling is probably the most effective mode for most middle schoolers as they find their way into and with the peer group. The herd instinct which makes middle schoolers almost compulsive group members can be a powerful counseling force when skillfully facilitated. The group setting not only makes for greater transescent comfort, but also offers an arena for practicing communication skills and trying out other new behaviors in a secure environment with opportunity for feedback. Conflict resolution — preferably before the conflict; career counseling; questions of conscience, conformity, social sensitivity, and sexual and sex-role behavior can be explored in developmental counseling sessions so that students have a greater knowledge of who they are and what they believe as they are confronted with adolescent decisions. Counselors can offer group counseling to deal with normal feelings of uncertainty, such as those arising from physical and emotional changes, thus reducing the need for crisis counseling as change occurs.

'Attention, students. If you would like to learn how to get along with your parents better, sign up for the groups now forming with the guidance counselors. To belong, you must be willing to try to change yourself to help others in the group change, and to attend meetings regularly. Talk to your counselor if getting along with your parents is something you'd like to do better.'

—Claire C. Cole

Consultation

Consultation is an important way by which a guidance worker can affect the students' environment in seeking to design the best climate for achievement of developmental tasks. The consultant works indirectly with teachers, administrators, parents, peers, and others to bring about change for the individual student. Helping teachers to design activities so that students can get along better in groups or planning exploratory units in career education for students in the early stage of career development are ways that the counselor works as a consultant. Often the counselor/consultant is expected to describe transescence to teachers, parents, and others so that adults can deal more understandingly, and perhaps less emotionally, with the age. The counselor functions as a consultant by participating as an interdisciplinary team member within the school; by conducting parent seminars; and by leading staff in-service education on needs and characteristics of transescents.

'Attention, parents. If you would like to learn how to get along with your child better, contact the guidance department about parent groups now forming. To belong, you must be willing to try to change yourself, to help others in the group change, and to attend meetings regularly. Talk to a counselor if getting along with your child is something you'd like to do better.'

—Claire C. Cole

Coordinating

Coordinating allows the counselor to refer the students and their families to a more appropriate or more skilled helper than the school guidance program provides. When, for example, a child has particular difficulty achieving developmental tasks, referral to another source of help may be necessary. A child who cannot make friends, a parent who has trouble allowing the transescent a measure of independence, or a family facing acute distress may require therapy beyond the scope of the school counselor. Likewise, inadequate physical or emotional development may require medical or psychological assistance. The school counselor frequently becomes the referral agent for parents seeking help for themselves or their children, as well as the receiver of information from referral sources. Serving as a coordinator of services beyond the guidance program enables the counselor to greatly extend the scope of helping services available.

'Let's see now. I passed the report from the Crippled Children's Bureau on to the team leader, as well as the booklet on spina bifida. A copy of the suggested physical activities went to John's adaptive PE teacher and to the school's physical therapist. His science teacher is going to find someone to eat lunch with John in his classroom, since he can't get down the stairs to the cafeteria. The principal is checking on the progress of the elevator and the

custodian has lowered the shelf in the locker so John can manage his own things. I still need to check with the speech therapist and find out where the referral for testing for learning disabilities has bogged down. Of course, the LD class is on the second floor, and I'm not sure how we'll manage that with the wheel chair. . . maybe the elevator will be in by then. Has anyone checked with John's mother about what time the bus for handicapped students will get him home each day? And what does he do about his urine bag?

—Claire C. Cole

Specializing in Curriculum Areas

Many of the activities typically called group guidance fall to the role of the curriculum specialist. The guidance professional is a specialist in areas such as transescent growth and development, career information, communication skills, human relations, and student appraisal. Decision-making as a process, career exploration, and values clarification are appropriate areas of teaching for the guidance counselor, either with students in small groups, with a classroom group, or teamed with a subject area teacher. The counselor also serves as a curriculum specialist by helping other faculty find and use career education and personal development materials and by designing exercises to be conducted by teachers in advisory or homebase groups.

'We're having lots of interest among parents about helping their children choose courses at the high school, and also some inquiries about careers based on the career exploratory class their kids are taking. I'd like to invite parents to an evening group and use the new book by Hummel and McDaniels, How to Help Your Child Plan a Career, as a basis for discussion. I think I could get them to come over from the university and do the opening session for us. Yes, I know we don't have any money to pay them, but they're good friends of mine, and I'll make that clear. What do you think of the idea otherwise?'

—Claire C. Cole

THE ROLE OF THE MIDDLE SCHOOL COUNSELOR IN VIRGINIA

A. RATIONALE

The separation of pre- and early adolescents into middle schools necessitates the description of the role of the guidance counselor in the intermediate level school. Schools at this level are typically characterized as flexible, ever-changing, exploratory, and transitional between elementary and secondary schools. Recognizing the transitional nature of the schools, guidance counselors in middle schools function in programs that have elements of both elementary and secondary guidance

programs, yet are specifically designed to meet the needs of the emerging adolescent. These needs include:

1. developing an identity independent of adults;
2. clarifying values and resolving moral conflicts resulting from increased with wider contact with the world;
3. learning to cope with emotional, physical, and social changes that occur between childhood and adolescence;
4. exploring interests and capacities and their relationship to future education, work, and leisure;
5. seeking an understanding of self in relation to peer group; and
6. learning to make decisions and to accept responsibility for self.

The concept of the middle school, dedicated to the total development of the emerging adolescent, emphasizes the need for a strong guidance program as an integral part of the school. To be effective, this program must recognize students' rapid but varying rate of change and must be responsible both to the individual and to the students as a group. Such a program will include professionally-trained counselors who possess skills in working with groups and with parents. They must be well-versed in the developmental tasks of the pre- and early adolescent as well as competent in traditional counseling skills. Active involvement of administrators, classroom teachers, parents, and others in the community is an essential part of a middle school guidance program.

B. OBJECTIVES

The middle school counselor, functioning in a well-planned, organized developmental guidance program, expects to assist:

1. students to interact and feel comfortable with themselves in relation to their peers;
2. students to establish some self-direction and independence from adults;
3. students to explore their own interests and capacities and relate them to future work, educational, and leisure pursuits;
4. the school to provide a good learning climate for students;
5. teachers, parents, and students to understand and accept physical, emotional and social changes of pre- and early adolescence;
6. students and their families through times of crisis, such as death or divorce;
7. other schools with the articulation of programming for students moving from elementary through the middle to the secondary level;
8. students to develop tentative career objectives and a high school program which will lead to future training and/or employment;
9. students to learn about graduation requirements in Virginia, including necessary units of credit and minimum competency testing; and

10. parents to learn more effective methods of coping with the problems and needs of their children.

C. FUNCTIONS

The focus of a middle school guidance program should be developmental and preventive in nature, though the counselor will of necessity deal with remedial or crisis concerns. A well-planned program will allow the counselor to function in such a way as to reduce the students' need for remedial counseling. A major emphasis will be on working with students in groups, since the group is the natural affiliation of the middle school student.

Functions of the counselor will include:

1. counseling with students primarily in groups and individually as needed;
2. consulting with parents, teachers, and other adults about concerns of emerging adolescents;
3. helping students become aware of typical growth patterns by providing classroom and group guidance in areas such as career, personal, and social development;
4. serving as a resource person for teachers, parents, and others for information about and techniques useful with the age group;
5. referring students and their parents to other appropriate helping agencies or persons within and outside the school;
6. coordinating services for students and their parents both within and outside the school to insure communication and to avoid duplication;
7. increasing communication by linking students/parents/community and the school;
8. being active in public relations in the community both for the guidance program and for the school;
9. using tests and other means of student assessment to promote student self-knowledge;
10. planning with administrators, teachers, and others to provide a healthy learning situation appropriate to the age level;
11. participating as a team member as required by the school organizational structure;
12. organizing orientation programs so that a smooth transition occurs between the elementary, middle, and secondary levels of school;
13. facilitating educational placement within the school;
14. assuming responsibility for his/her continued professional growth in counseling, as well as the improvement of the profession;

15. assisting teachers and administrators in the identification and acceptance of each student's needs based on developmental tasks; and
16. providing for program evaluation for the purpose of accountability and continued program analysis and refinement.

*—Joint Committee of the
Virginia School
Counselor
Association and
the Virginia
Association for
Counselor
Education and
Supervision*

DOS AND DON'TS FOR HANDLING CHILDREN'S CRISES

DO recognize and admit what is happening.

DO try to express your own true feelings.

DO include the children both in what is happening and in the feelings about it.

DO understand that the passage of time will help everyone become acclimated to new situations and new roles.

DO accept the help and generosity offered by others; they will need your friendship during their crises.

DO be flexible about demands on yourself and your children; difficult times call for modifying your standards.

DO seek professional help if—after a reasonable time—your own best efforts seem inadequate.

DON'T tackle the entire problem as a whole; break it down into manageable pieces.

DON'T make hasty decisions and major changes in living too soon; time may alter your viewpoint.

DON'T be afraid to seek professional help at any time during a crisis if you feel you need it.

DON'T expect too much of yourselves or your children: at times of crisis, nonessentials can be delayed.

DON'T give up hope; working one's way out of major crises takes time.

—Alicerose Barman

ELEMENTS OF SUCCESSFUL VIOLENCE PREVENTION PROGRAMS

Nine elements of successful violence prevention programs:

1. Activities designed to foster school norms against violence, aggression, and bullying. Clear, specific norms must be established. Positive policies that demonstrate respect for students appear to be more effective than strictly punitive measures in achieving peaceful norms.
2. Skills training based on a strong theoretical foundation such as the Social Learning Theory. Program content should inform students about the negative consequences of violence and teach students the following skills: anger management; social perspective taking; social problem solving; peer negotiation; conflict management; peer resistance skills; active listening; and effective communication. Where appropriate, content should also address hate crimes, prejudice, sexism, racism, male-female relationships, and the role of bystanders.
3. A comprehensive, multifaceted approach, including family, peer, media, and community. Targeted approaches for students with problems controlling anger or aggression should be integrated with general strategies to reduce violent behavior among all students. Prevention teaching is more likely to have an impact if it is reinforced in different settings. Schools should identify common elements among prevention programs, while noting curricula differences. For example, important components such as anger management and perspective taking often are not covered in other types of programs. On the other hand, drug prevention lessons on alcohol, stimulants, and other drugs can be applied to the relationship between substance abuse and violent behavior.
4. Physical and administrative changes to promote a positive school climate. These may include anti-violence campaigns, building renovation, elimination of poorly lit and visually obscured spaces as well as administrative measures such as staggering class periods to reduce hallway congestion, and sponsoring student art shows, science fairs, and community activities.
5. At least 10-20 sessions during the first year of a well-organized, well-implemented program and 5-10 booster sessions in the succeeding two years. Normative education and development of social skills should begin in primary grades and continue through high school. These skills have been shown to be effective at reducing other problems as well, including drinking and drug use.
6. Interactive teaching, including group work, cooperative learning, discussions and role plays that allow students to practice social skills. Students usually

respond better to participatory activities than to didactic techniques such as lectures.

7. Developmentally tailored interventions which recognize that risk factors for violent behavior appear to be age and stage specific. Peer acceptance, for example, can be a protective factor at one developmental stage but a risk factor at another if the peers are gang members.
8. Culturally sensitive material appropriate to the racial, ethnic, and demographic characteristics of highly diverse student populations. Programs should provide guidance to teachers for adapting material to particular groups where appropriate.

*—Safe Schools, Safe
Students: A Guide
to Violence
Prevention
Strategies*

Researchers have identified a number of warning signs of a troubled child of which educators and parents should be aware:

1. Social withdrawal
2. Excessive feelings of isolation and being alone
3. Excessive feelings of rejection.
4. Irrational beliefs and ideas
5. Drastic change in belief system
6. Fear reaction among fellow students or family
7. Being a victim of violence
8. Externalization of blame
9. Feelings of being picked on and persecuted
10. Low school interest and poor academic performance
11. Expressions of violence in writings and drawings
12. Uncontrolled anger
13. History of discipline problems
14. Past history of violent and aggressive behavior
15. Intolerance for differences and prejudicial attitudes
16. Drug use and alcohol use
17. Affiliation with gangs
18. New or increased source of stress
19. Expressions of hopelessness or heightened anxiety
20. Lack of concern for the safety of others
21. Inappropriate access to, possession of, and use of firearms

BULLYING: WHAT DO WE KNOW?

What is bullying?

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. These negative actions can be verbal, nonverbal, or physical in nature.

Who are the victims of bullying?

Research does not support the assertion that certain children are bullied because of ‘external deviations’—for example, obesity, red hair, an unusual dialect, or wearing glasses. The only physical characteristic that makes children more likely to be victims of bullying is below-average physical size and strength. The most likely victims are ‘passive’ or ‘nonassertive’ students who inadvertently send signals to bullies that they will not retaliate if attacked. They tend to be more anxious, insecure, cautious, quiet, and sensitive than average.

Boys are more likely to be both bullies and victims than are girls. Boys often bully directly (open attacks), while girls often bully indirectly (more subtle attacks such as social isolation or rumor-spreading).

Who are the bullies?

Typical bullies are, obviously, characterized by aggressive behavior—both toward their peers and often toward adults. They have a more positive attitude toward violence than their peers, are impulsive, like to dominate others, and have little empathy with their victims. Contrary to popular belief that bullies use aggressive acts to hide their low self-esteem, studies indicate that bullies often have a positive view of themselves and unusually low levels of anxiety or insecurity.

Bullies are described as having an ‘aggressive reaction pattern combined (in the case of boys) with physical strength.’ Active or ‘hot-headed’ children are also more likely to develop into bullies than children with quieter temperaments.

Sometimes, otherwise ‘nice’ children can take part in bullying when certain group mechanisms are in place:

1. They’ve seen a model (the bully) acting aggressively.
2. Their own inhibitions against aggression are weakened (which might occur if they see that a bully is ‘rewarded’ for bad behavior, for example).

3. They experience a decreased sense of individual responsibility because several other children participate in the bullying; this 'diffusion' of responsibility also results in fewer guilt feelings when the incident is over.
4. They gradually experience a change in their perception of the victim. As a result of continuous bullying, the victim may eventually be viewed as worthless, (almost 'begging to be beaten up') by a larger group of peers.

—Dan Olweus

THE SCHOOL-HOME PSYCHOLOGICAL CONTRACT

What the School Expects of the Home

1. Support for school norms & policies
2. Reinforcement of the education activities of the school
3. Consistency in the raising of children
4. Availability of parents when teachers need to talk to them
5. Constructiveness in talking about the school and its professionals
6. A home environment consistent with the developmental needs of the child

What the Home Expects of the School

1. Clear and consistent communication
2. Fairness in dealings with children
3. Attention to the individual needs of each child
4. A safe environment
5. Good, committed teachers
6. A welcoming atmosphere for parents
7. A school environment and program consistent with the developmental needs of the child.

—Patrick J. Renihan and
Frederick J.
Renihan

HOW TO FIGHT TEENAGE SUICIDE: GUIDE TO THE DANGER SIGNALS

Suicidal behavior among teenagers can be spotted in time, according to physicians at the University of Michigan Medical Center. They have developed and successfully tested a profile to help parents and professionals identify potential teenage suicide victims. Dr. Norman Alessi, who is assistant professor of psychiatry at the U-M

Medical Center and director of the Child and Adolescent Affective Disorders Program at the U-M Medical Center, and Dr. Douglas R. Robbins, former assistant professor of psychiatry at the U-M Medical Center, developed their suicide profile from a study of 27 males and 37 female teens who were hospitalized at the U-M Medical Center's Children's Psychiatric Hospital.

Examples of important clues to watch for are depressed mood, anhedonia (lack of a sense of pleasure), social withdrawal, decreased performance in school, and a noticeable increase in substance use.

The researchers found that the combination of a depressed mood with drug or alcohol abuse is the deadliest combination,

In his research, Alessi found two general types of suicidal teens. One is the teen who seems to be doing well with friends, in school, and in the other areas of his life, then undergoes a marked change. School performance falls, personal hygiene decreases, he or she withdraws socially, has problems sleeping, and begins losing weight.

'Many of these teens have a biological disposition favoring suicide,' Alessi said. 'A chemical imbalance develops in the brain. Usually there is a history of depression, alcoholism, and suicide in their families. Some of these people are being treated now with drugs to help restore the chemical imbalance, but much more research is needed to effectively help these people, who are considered biological time bombs,'

The second type of suicidal teen is one who has not done well in school. This teen is found on the fringe of social activities and may have a learning disability. 'People around them usually see this teen as a loser, not as an accepted person,' Alessi said, 'This teen feels tremendous despair because he begins defining himself according to how others see him. This teen also seems to have a higher potential for suicide.'

—*University of Michigan
Medical Center,
Health News
Service*

MAKE YOUR HOME VISITS WORTH THE EFFORT

Home visits can be scary to teachers who have never tried them, but the following pointers will help everyone feel at ease and allow the teacher to accomplish his or her goals:

1. Before you leave home, jot down a list of things you want to talk about so you don't forget during the conversation.
2. If your school is in an area where many parents speak limited English, consider bringing along a translator to bridge the language gap.
3. Be prepared to talk about yourself and your family. Show the pictures in your wallet. Snapshots always break the ice.

4. Prepare a few handouts such as: a list of supplies needed for the class; tips for setting up a homework area for their child; two or three routine things parents can count on happening during the year; and the best ways and times to contact you.
5. Never discuss what you see in students' homes with anyone, not even the principal. It's nobody's business what their furniture is like or if there is dust under the chair. You're not there to judge anything. You're there to build a friendly, trusting relationship with the student and his/her family. And that's all. You won't be welcome if you gossip.
6. All the tidbits of information you gather should be tucked away in a mental closet, just to help you get to know the child better and make decisions that will help you understand and help him or her.
7. Never form opinions about a child from a home visit. One teacher related a story about a little girl who behaved poorly during the visit and it caused quite a strain. But as soon as school opened, she was very quiet and well-behaved. 'My first impression of a hyperactive, not-so-easily managed youngster was all wrong. She had just been so excited about The Teacher coming to her house.
8. Leave a small gift such as a pencil, tablet or folder (ideally with the school name and/or logo imprinted on them). You can often get such items free from businesses or get a good bulk price from office supply stores.
9. Once you know the parents, keep in touch during the school year. Make 'sunshine' phone calls when things go right. There are some students who always seem to be there and always do fine—never bad, but never outstanding either. Give those parents a call (handwritten notes or e-mails work fine too) just to let them know little Freddy is alive and well at school.

Parents sometimes find it hard to believe their children are as good in school as you say they are. Let them know as often as possible.

*—National School Public
Relations
Association*

What kind of support do students typically need?

A lot of times all kids want is someone to listen. It's a safe way for them to sort things out, to hear themselves say some of these things. A lot of times kids will say something, and I'll say, 'Stop—did you hear what you just said?' And they say, 'What?' And I say, 'Repeat what you just said.' And they repeat it. Then they say, 'Oh my God, that does sound stupid.' There are lots of little things you can do to help kids discover things in their own way and help them [grow].

But then there are times when I've had to call the department of social services because kids are not safe. We have mandatory reporting if we suspect abuse.

—Mark Kuranz

What's the most important thing a counselor needs to do?

To me, the key to being a good counselor is building relationships—with kids and families and staff and community members. Because once you have a relationship, kids feel comfortable coming down and asking [for help]. To me that's key because if they don't come down, then you can't help them. I use the same kind of process to help a kid decide whether or not he wants to keep hanging out with a group of friends who are using [drugs] more and more as I do with a kid who's deciding, 'Do I want to go to Harvard, or the University of Wisconsin-Madison, or the local university?' It's exploring the issue, looking at the possibilities, [and asking] what are the consequences, what's my goal?

—Mark Kuranz

Recommendations for improving the current system of pre-college guidance and counseling are:

1. Establish a broad-based process in each local school district to determine the particular guidance and counseling needs of students within each school and for planning how best to meet these needs.
2. Develop a program under the leadership of each school principal that emphasizes the importance of the guidance counselor as a monitor and promoter of student potential as well as a coordinator of the school's guidance plan...there are 'too few counselors trying to do too much for too many.'
3. Start programs to inform and involve parents and other members of the family who influence the choices, plans, decisions, and learning activities of the student.
4. Provide a program of guidance and counseling during the early and middle years of schooling, especially for students who traditionally have not been well-served by the schools.
5. Strengthen the collaboration among schools, community agencies, colleges, businesses, and other community resources to enhance services, available to students.
6. Establish a process in each state to determine the guidance and counseling needs of specific student populations and give support to local initiatives that address these trends.
7. Increase support of federal programs that help disadvantaged students enter and remain in college. Example: Federal support of student grant and loan programs must continue.

8. Revise the training of school counselors to include the specific skills and knowledge necessary to enable them to take a more central role in schools.

—Aaron Fink

- MYTH Adolescents who talk about killing themselves rarely commit suicide.
FACT Many adolescents who commit suicide have declared or hinted at their intent, so suicidal threats and attempts should always be treated seriously.
- MYTH The tendency toward suicide is inherited and passed from generation to generation.
FACT Suicide is a behavior and, as such, is not inherited. However, research indicates that emotional disorders, such as depression, may be inherited. Therefore, children in some families may carry a higher likelihood of self-destruction than those in others.
- MYTH The suicidal person wants to die and feels that there is no turning back.
FACT Suicidal people often are ambivalent about dying and frequently will call for help immediately following an attempted suicide.
- MYTH Suicidal people are mentally ill.
FACT Although many suicidal adolescents are depressed and distraught, most of them cannot be diagnosed as seriously mentally ill.
- MYTH If someone attempts suicide, he will always entertain thoughts of suicide.
FACT Most adolescents who are suicidal are that way for only a brief period in their lives. If a young person who attempts suicide receives the proper assistance and support, he may never be suicidal again.
- MYTH If you ask an adolescent about her suicidal intentions, you will encourage the young person to kill herself.
FACT Actually, the opposite is true. Asking someone directly about a suspected suicidal intent often will lower her anxiety level by encouraging her to vent pent-up emotions, thus deterring the act of self-destruction.
- MYTH Suicide is more prevalent among lower socioeconomic groups.
FACT Suicide crosses all socioeconomic groups and no one class is more susceptible to it than another.
- MYTH When a depression lifts, there is no longer any danger of suicide.
FACT The greatest danger of suicide exists during the first three months after an adolescent recovers from a deep depression.
- MYTH Suicide is a spontaneous activity that occurs without warning.
FACT While some youth suicides may be spontaneous, most suicidal adolescents plan their self-destruction in advance.

—Dr. Thomas C. Barrett

Emotional abuse is the most insidious and prevalent kind of abuse. Over a long period of time, it can make a child feel so inadequate that he wants to commit suicide.

—Nancy Peterson

What leads an adolescent to self-destructive behavior? Here are some of the more common motives for suicide, which also can be reasons for other forms of self harm.

Revenge. When revenge is the motive, the driving force behind suicide is anger—anger which cannot be directed at the intended target and is therefore directed at oneself, according to E. S. Shneidman, a psychologist and founder of the *American Association of Suicidology*. For many teenagers who consider suicide, the target of their anger is their parents, the partner in a failed romance, or another important person whom the victim perceives as having rejected her. Death is in retaliation for abandonment or the threat of abandonment.

Manipulation. Some teenagers use the threat of suicide to try to gain love from others. They attempt to control relationships in their lives by making others responsible. These youngsters are often considered to have disordered personalities.

Stabilizing Relationships. Some teenagers threaten suicide in an attempt to stabilize relationships. An attempted suicide may be a tool to divert attention away from family or marital conflicts, for instance.

Atonement for One's Sins. Some youths attempt suicide because they feel they have been 'bad.' For example, a young person who believes that his 'bad' behavior caused his parents divorce may feel guilty. In extreme cases, the guilt might stem from feeling responsible for the death of a parent.

A Cry for Help. Suicidal behavior contains a very definite message for those who recognize it. It is a distress signal indicating that a young person is engulfed by feelings of helplessness and hopelessness. The behavior is a method of communicating to others, 'I no longer can cope and I need help to stay alive.'

Death of a Parent. Some teens commit suicide when they can't come to terms with the death of a parent. The nature of the relationship with the deceased parent prior to his or her death, and that with the remaining parent, are critical.

The Only Way Out. Some youths believe suicide is the only way to escape intolerable situations such as physical, sexual, or emotional abuse. Suicide may appear to be the only way out of cult membership also.

Reaction to Stress. Some youths take their lives when they experience a number of stressful situations at the same time. They view their problems to be collectively unmanageable, and they feel they are failures at life. This can happen to youths who adults perceive as successful and well-adjusted.

—Dr. Thomas C. Barrett

BASIC INTERVENTION STRATEGIES

Although those who are not trained as mental health professionals should be cautious in dealing with a young person who might be suicidal, what they do between the time they recognize this fact and the time the potential victim gets professional help could save her life. Because suicidal adolescents feel disconnected and alone, the most effective thing to do is to help them feel ‘connected.’

Here are some ways to both make that correction and, possibly, stave off a potential suicide.

1. **Be willing to listen.** Reflect back to the young person the thoughts and feelings being expressed. This will help her feel that you truly are trying to understand her
2. **Show interest and support** for the young person’s feelings as well as for the information that she is giving you.
3. **Don’t judge the young person’s problems using adult standards.** For example, the grief a teenager experiences over the loss of a love relationship is real. To discount these feelings may lead a young person to doubt that you are someone who can help her.
4. **Trust your intuition.** If a young person is not expressing suicidal thoughts, but you suspect they exist, ask. For example, say, ‘You seem to be in a great deal of emotional pain and I am concerned about your safety. Have you been thinking of hurting yourself or even killing yourself as a way of making all of this go away?’
5. **Don’t panic if me answer is ‘yes.’** The young person’s feelings are finally out in the open. This alone can provide tremendous relief to him.
6. **Avoid countering or saying, ‘No, you can’t,’** Some young people feel that the only control they have in their lives is the choice to live or die, and it might be a mistake to challenge this one last shred of control. The goal is to delay the impulse for suicide until other possibilities can be explored. One way to do this is to tell the young person: ‘No one can really prevent you from harming yourself if that is what you really want to do. But then again, no one can stop you a week from now or a month from now either. So, I suggest you postpone it until other solutions can be explored.’
7. **Don’t be judgmental.** Accept as truth what the young person is telling you. Don’t discount his feelings by giving advice.
8. **Don’t allow yourself to be sworn to secrecy.**

9. **Get help from a mental health professional or agency in the community.** Don't take on the role of a mental health therapist. Stick to the role of friend, confidant, and helper.

—Dr. Thomas C. Barrett

WHAT GRIEVING CHILDREN NEED TO DO

Grief thoughts and feelings are continuous and ever changing, inundating bereaved children's lives like waves on the ocean. These thoughts and feelings may arrive without warning, and children feel unprepared for their enormity in a school setting. How can teachers help? By recognizing that these children often need to do the following:

1. They need to acknowledge a parent or sibling who died by using his or her name or by sharing a memory.
2. They need to use tools such as drawing, writing, role-playing, and re-enactment to safely project feelings and thoughts, about their loss.
3. They need to be allowed to go to a safe place outside the classroom when overwhelming feelings arise, without explaining why in front of classmates.
4. They need to call their surviving parent during the school day or visit the school nurse for reassurance that they and their family are okay. Such reality checks counteract children's preoccupation with their own health and the health of their loved ones.
5. They need physical ways (like memory books) to re-experience and share memories in a safe way.

—Linda Goldman

TEENAGE SUICIDE: 13 DEADLY MYTHS

1. Nothing could have stopped her once she decided to kill herself.
2. The person who fails at suicide the first time will eventually succeed.
3. People who talk about killing themselves never do.
4. When he talks about killing himself, he's just looking for attention. Ignoring him is the best thing to do.
5. Talking about suicide to a troubled person may give him morbid ideas.
6. People under a psychiatrist's care rarely commit suicide,
7. Suicides often occur out of the blue.
8. People who kill themselves are insane.
9. Once a person tries to kill himself and fails, the excruciating pain and shame will keep him from trying again.
10. Once the depression seems to be lifting, would-be suicides are out of danger.
11. Only a certain type of youngster commits suicide, and my child just isn't the type.

12. Suicides are mainly old people with only a few years left to live.
13. Suicides run in families, so you can't do much to prevent it.

—Dr. Mary Griffin and
Carol Felsenthal

Adolescent suicide is a topic that has for too long been shrouded in silence. Our western Judeo-Christian ethic has caused us to view suicide as cowardly, shameful, and sinful and for this reason it has become a topic that makes us feel uncomfortable, unsure, and threatened. We are confused about suicide because we have difficulty comprehending the magnitude of despair that would cause a human being to take his or her life.

Because we are so uncomfortable with the topic, it is important that we discuss the subject, forcing ourselves to struggle with the implied problem of values that are involved with suicide. We must find solutions that will keep youth from viewing suicide as the only alternative.

The very morning the author began to write this monograph, the daily newspaper headlined: 'Teen Shoots Self in Class' and 'Teen Suicide's Body Found.' We are all familiar with these kinds of reports in local papers throughout the country. Sensationalism? Hardly. As you read this...there will be one adolescent suicide attempted each minute somewhere in the country. Today 18 youths will succeed in their attempt. This year 6,500 young people will commit suicide. Even more astounding is that these numbers may be low, for many suicides go unreported, are masked, or fall under the category of one-car auto accidents. Researchers tend to agree that the 'real' numbers of adolescent suicides could be as many as four times the number reported. Not 18 suicides today but perhaps 72! Not 6,500 suicides this year, but perhaps more than 25,000!

These are frightening statistics; in fact, the subject is frightening. However, it is imperative that we cast aside the taboos associated with suicide, that we reject the conspiracy of silence that has surrounded the word, and that we set ourselves to the task of developing and initiating meaningful programs that will virtually eliminate suicide as an alternative in the minds of youth.

—Richard A. Dempsey

There are four developmental tasks that adolescents must master:

1. To sever ties with the family and establish them outside the family;
2. To assume standards of right and wrong;
3. To identify with the sex role for which they were biologically determined; and,
4. To select vocational or educational choices.

—Luleen Anderson

ON EDUCATION

He always wanted to explain things.
But no one cared.
So he drew.
Sometimes he would draw and it wasn't anything.
He wanted to carve it in stone or write it in the sky.
He would lie out on the grass and look up in the sky.
And it would be only him and the sky and the
things inside him that needed saying.
And it was after that he drew the picture.
It was a beautiful picture.
He kept it under his pillow and would let no one see it.
And he would look at it every night and think about it.
And when it was dark, and his eyes were closed, he could still see it.
And it was all of him. And he loved it.
When he started school he brought it with him.
Not to show anyone but just to have with him like a friend.
It was funny about school.
He sat in a square, brown desk
Like all the other square, brown desks
And he thought it should be red. And his room was a square, brown room,
Like all the other rooms,
And it was tight and close.
And stiff.
He hated to hold the pencil and chalk,
With his arm stiff and his feet flat on the
floor;
Stiff,
With the teacher watching and watching.
The teacher came and spoke to him.
She told him to wear a tie like all the other
boys.
He said he didn't like them.
And she said it didn't matter!

After that they drew.
And he drew all yellow and it was the way he
felt about morning.
And it was beautiful.
The teacher came and smiled at him.
'What's this?' she said. 'Why don't you draw
something like Ken's drawing?
Isn't that beautiful?'
After that his mother bought him a tie.
And he always drew airplanes and rocketships
like everyone else.
And he threw the old picture away
And when he lay alone looking at the sky,
It was big and blue and all of everything,
But he wasn't anymore.
He was square inside
And brown.
And his hands were stiff.
And he was like everyone else.
And the things inside him that needed saying
didn't need it anymore,
It had stopped pushing,
It was crushed.
Stiff
Like everything else.

(Written by a high school senior, two weeks before he committed suicide.)

—Arthur Daigon and
Richard A.
Dempsey

MYTHS ABOUT SUICIDE

Numerous myths have developed over the years about suicide and the suicidal person. We should explore some of these myths in hopes of setting the record straight and getting an accurate focus on the subject.

MYTH 1. Those who openly talk about suicide never commit it

There has long been a tragic belief that those who threaten suicide never follow through with the act. Research indicates that as many as 60 percent of those who commit suicide have made statements about their intentions to someone. Verbal threats or even reference to suicide should be construed as a cry for help. Adoles-

cents who openly discuss the alternative of suicide may be asking for intervention. If the cry for help is not heard, or, if heard is not treated seriously the outcome may be tragic.

MYTH 2. There are suicidal-type people.

Suicide knows no racial, sexual, economic, social, mental, physical, or biological restrictions. The death of a parent by suicide can increase the potential for self-destruction by an adolescent. If that parent is viewed as a positive role model by the youth, the adult's solution can then become the adolescent's solution. Generally speaking, however, death by suicide cannot be 'type-cast.'

MYTH 3. Suicidal people are completely intent on dying.

Most people who attempt or commit suicide are undecided about whether or not to continue to live. They tend to gamble with death, trusting and hoping that others will help them. Nearly no one commits suicide who has not told others in some fashion how he or she is feeling.

MYTH 4. Once a person becomes suicidal, he or she is suicidal forever.

Research tells us that people who consider self-destruction are in that state for only limited periods of time. This does not mean that this state cannot periodically recur when the individual's perceptions of life become clouded. But if the person receives help when it is needed, there is good reason to believe that suicide as a solution can be removed from the person's alternatives.

MYTH 5. Improvement after a suicidal crisis or attempt means the risk is over.

The turmoil of an attempted suicide can be devastating to an individual, usually creating emotional exhaustion. Research indicates that most suicides occur within about three months after the signs of recovery from an attempted suicide have been observed. It is at this point that the individual usually has sufficient energy to put suicidal thoughts back into action.

MYTH 6. Suicide victims are always mentally ill or psychotic.

Studies of hundreds of genuine suicide notes indicate that suicidal people are extremely unhappy and not necessarily mentally ill. They are suffering from a complex set of forces that manifests itself in seemingly hopeless dependency—a feeling that joy and optimism are not obtainable and that life is not worth the continued hassle.

MYTH 7. Suicide happens without warning.

In most cases, many clues are given that might alert friends and family to the possibility of an impulsive act. It is extremely important that we are attuned to these

clues. One of the most obvious indicators of potential basis for suicidal behavior is a rapid change or drastic alteration in one's moods, ambition, interests, involvements, and, in general, a change in lifestyle.

MYTH 8. Inquiring about suicide plans will increase the likelihood of a suicide.

Asking about suicidal thoughts in depressed persons does not increase the risk of suicide. It is important to determine the person's intent. To discuss these plans openly and honestly can do much to put the problems into focus.

—Richard A. Dempsey

WARNING SIGNS

Against the background of the myths and potential causes for adolescent suicide are certain warning signs which the perceptive observer should know. Some of these clues may be very observable in one potential suicidal person and less obvious in another. Regardless, it is important to be aware that the warning signs for suicide generally fall into three categories: verbal clues, behavioral clues, and situational clues.

Verbal Clues

What appear to be empty verbal comments can provide clues to some deeper thinking on the part of the potentially suicidal person. Comments such as 'Life is always such a downer,' 'I wonder if there really is life after death' or 'How do you leave your body to science?' can be clues that a person is really asking for help. More direct statements such as 'I wish I were dead' and 'You will all be sorry when I'm gone' may reflect the accurate feelings of the speaker.

Neither direct nor indirect statements such as these should go unacknowledged by those associated with the young person, for they may very well signal suicide intent. Awareness of the problem and listening to youth—especially statements related to loneliness, hopelessness, helplessness, and death—can often be the greatest preventive measure a person can take.

Behavioral Clues

Certain behavioral signs that adults should be aware of can signal suicide contemplation. These may include giving away valued possessions—...items that belong solely to the adolescent. The primary reason for this behavior is merely to get one's affairs in order.

Other signs are abrupt changes in mood such as extreme melancholy or despondence, often accompanied by a desire to seek isolation and withdrawal. Still other

signs include inordinate irritability lack of ability to concentrate or make decisions, showing excessive guilt feelings, and excessive complaining about trivial annoyances.

Situational Clues

Situational clues can range from what adults may see as an inconsequential setback to a major disaster in an adolescent's life. But because the youth's experiential background is usually shallow, these situations can be seen as equally overwhelming. Adults may view a youth's not getting the summer job, not getting into his or her first choice of college, the loss of a friend who moves away or wrecking the family car as not being catastrophic. The adolescent, on the other hand, often views these differently. To the teenager, these may be seen as equally climactic as a prolonged illness or the loss of a close loved one. For this reason, adults must become attuned to the values of the adolescent and be more aware of what is 'really important' to young people.

Prevention Techniques

In the prevention of suicide, teachers, counselors, and administrators must be aware of the reasons for adolescent suicide as well as the clues people who may be contemplating it give. When school personnel become aware of the messages a student is sending, the most important thing they can do is listen calmly. It should be assumed that the implied threat is, in actuality, a real threat. The casual comment cannot be put off until after school. It requires the immediate attention of a caring, trusting person who can draw out the student.

Ten critical questions that can create insight into the adolescent's problems are:

How will you do it? Depending on the vagueness or specificity of the plan, the adult should be able to determine a low (no plan) risk factor to a high (use of a quick method, such as a gun or jumping) risk factor.

How much do you want to die? Cognitive therapists ask their patients to place their wish to die on a three-point continuum, with 1. representing little desire to die, 2. a moderate desire, and 3. a great desire.

How much do you want to live? This question forces the student to think about living. The student can at least begin to focus on reasons for living. Again, a three-point scale is used, with 1. representing little desire to live, 2. a moderate desire, and 3. a great desire to live. Cognitive therapists have said that when depression is present, the person's thinking is distorted. These cognitive distortions include the all-or-nothing thoughts about death that prompt suicidal actions.

How often do you have these thoughts? The adult counselor should know whether the student rarely thinks of suicide (low risk) or is constantly thinking about it (high risk).

When you are thinking of suicide, how long do the thoughts stay with you? The adult counselor must know whether the thoughts are under control. Reports that the thoughts are almost out of control (running away) are indications of high risk. Further questioning includes inquiries to determine whether the student can turn off the thoughts, perhaps switching to others less threatening, or can counter with thoughts of reasons for living. Evidence of loss of control of the impulse to commit suicide demands a referral for psychiatric evaluation.

Is there anyone or anything to stop you? This looks for the student's support system or lifeline. When a support system is lacking, it is necessary for the counselor to become the lifeline temporarily until resource persons are identified or the life crisis that is prompting suicidal thoughts gets resolved. Efforts should be made to involve a person who has a significant relationship with the student in monitoring the student's behavior during the time of crisis. If the student is uncooperative and, in the judgment of the counselor, there is a serious threat of a suicide attempt, the counselor is ethically permitted to notify the family. The student should be advised if this step is taken.

Have you ever attempted suicide? Another myth about suicide is that once an attempt has been made, the person will not try again. A history of suicidal thinking, gestures, or attempts represents high risk, and referral to mental health resources is needed. The student with a history of suicidal behavior requires ongoing therapy.

Do you have a plan? If the student has made final plans, such as choosing a specific time, giving personal possessions to friends, writing notes, or saying 'good-bye,' the risk is very high and referral action is required. Few plans, vague plans, or no plans lower the risk factor.

On a scale from 1 to 10, what is the probability that you will kill yourself? The student's answer to this question will offer a clear signal to take referral action or not. Again, the explanation of the cognitive therapist is that this type of question confronts the all-or-nothing thinking that suicidal persons are experiencing.

What has happened that makes life not worth living? This question begins the investigation of the events that have precipitated so much stress in the student's life, that the feelings of depression, helplessness, and hopelessness are overwhelming. Counselors probe for loss in the student's life and identify the sources of stress. This question is a bridge between the evaluation of the risk of suicide and continuation of

counseling. When the decision is to refer the student, there is no need to use this question.

—Richard A. Dempsey

Sudden adolescent death is very traumatic to all concerned, and its impact on the school can be enormous. Generally speaking, principals have no experiential base or formal training upon which to draw in responding to the circumstances. Yet the students, the faculty and the community all look to principals for guidance and direction. They expect some sort of undefined leadership where a sudden void has been created.

What does one do? What should be done first? How does one provide the leadership and stability in a school community that is acutely distressed?

These are heavy questions that must be addressed by principals. Suffice it to say that there are no single answers to a problem so loaded with emotion. In every instance the situation and conditions are different. The impact on the student body of the death of one youth may be quite different from that of another youth. The external support system needed by one family may differ significantly from the needs of another family.

It is important, therefore, that principals understand the great emotional upheaval that suicide creates and that they take deliberate steps to reduce the painful remorse among the living.

....During the course of events that surround the incident, principals are expected to display composed, steady leadership. While others may vent their emotions openly, principals are expected to remain calm or even stoic and in so doing bottle up their personal emotions. It is imperative that principals understand this, find ways of taking stock of their emotions, and not harbor them too long. The impact of an adolescent suicide can haunt a person for a long time, and for this reason steps may need to be taken to talk out one's feelings with a professional counselor.

Principals should not hesitate to do this. As professional leaders of their schools, as the parent figure of the school family their emotional balance during and after the shock of a student suicide is vital to the success of the school's efforts to deal with this consequence-laden tragedy.

—Richard A. Dempsey

STUDENT-ESTABLISHED GUIDELINES TO AVOIDING FIGHTS

DO

1. Listen to each other.
2. Find out what caused the problem.
3. Be responsible for yourself.
4. Take turns talking.

5. Brainstorm for solutions.
6. Work things out.
7. Follow rules.
8. Keep some thoughts to yourself.
9. Keep your hands to yourself.
10. Think before you act.
11. Walk away and calm down.
12. Ask for help.
13. Ignore some situations.
14. Talk to the person.
15. Say how you feel.
16. Talk to an adult.
17. Try to stay calm.
18. Think before you talk.
19. Say 'excuse me.'
20. Tell them you don't want to fight.
21. Have a friendly attitude.
22. Use interpersonal skills.
23. Have a polite attitude.
24. Respect each other.
25. Attack the problem, not the person.

DON'T

1. Talk about each other.
2. Demand things.
3. Tease.
4. Talk about relatives.
5. Come with a bad attitude.
6. Interrupt others.
7. Blame others.
8. Call people names.
9. Instigate fights.
10. Get in people's faces.
11. Use put-down statements.
12. Threaten people.
13. Start rumors.
14. Take things from people.
15. Laugh at people.
16. Gossip.
17. Push people around.

18. Talk behind people's backs.
19. Be rude.
20. Yell at others.
21. Surround a fight.
22. Hit.
23. Push.
24. Do mean gestures.
25. Trip people.

—Joan L. Gibbs

Children who grieve over the death of a parent, grandparent, brother or sister, or friend often are 'the forgotten mourners,' says Susan Smith, author of a book by that name. Smith and other researchers on childhood and adolescent bereavement say most adults mistakenly assume that kids bounce back after a short mourning period. And they incorrectly believe that kids' grief steadily diminishes until it ends for good.

But grief often submerges and re-emerges, in varying intensity, for months and years. How children and teens understand death—and how they grieve— depends on factors such as age and developmental stage; ethnic culture and beliefs; and whether the death was caused by disease, accident, or suicide.

Many children experience 'complicated grief' that involves serious and long-lasting physical and emotional reactions, says Columbia University's Grace Christ, who explains how children's developmental stages affect their understanding of death and the form their mourning takes:

3-to 5-year-olds do not understand the permanence of death; ask repeatedly when the deceased person is coming back; are frightened by adults' grieving; demand a replacement for the deceased. Complicated grief includes anxiety and regressive behaviors longer than six months after the death.

6- to 8-year-olds understand that death is universal and permanent; assume blame and guilt for the death; mourn through stories, pictures, and remembrances. Complicated grief includes school refusal, physical symptoms, suicidal thoughts, and regressive emotions and behavior.

9- to 11-year-olds demand detailed information about the death; avoid sadness and other strong emotions; increasingly express anger; feel a sense of the deceased's presence. Complicated grief includes shunning friends and increased moodiness and misbehavior three to six months after the death.

12- to 14-year-olds act callous, indifferent, and egocentric; strongly sense the deceased person's presence; ...take comfort in the deceased's clothing and possessions. Complicated grief includes refusing to attend school, persistent depression, drug or alcohol use, associating with delinquents, and precocious sexual behavior.

15- to 17-year-olds express thoughtfulness and empathy; resist excessive demands at home; feel overwhelmed by survivors' emotional dependence and grief; grieve in

adultlike ways with sadness and painful memories, but grief is of shorter duration; worry about their own vulnerability and death; have private conversations with the deceased. Complicated grief includes mood swings, withdrawal from friends and group activities, poor school performance, and high-risk behaviors such as drug use.

—Susan Black

RECOGNIZING CHILDREN'S GRIEF

How will adults know when a grieving child needs extra help?

The American Academy of Child and Adolescent Psychiatry advises parents and teachers to consider referring a child for therapeutic counseling if these grief related symptoms persist for an extended period:

1. Severe depression that results in little interest in daily activities
2. Inability to eat and sleep normally
3. Fear of being alone
4. Imitation of the deceased
5. Repeatedly wishing to join the deceased
6. Loss of interest in play and friends
7. Refusal to attend school
8. Steady drop in school achievement.

—*American Academy of
Child and
Adolescent
Psychiatry*

When you ask students aged 11 to 15 'Where in school do you feel important, they look at you as if to say, 'that's ridiculous! Of course you don't feel important in school.

—William Glasser

School counseling programs are based upon five major premises:

1. Guidance and counseling support the instructional program, thereby aiding in the development of a positive learn climate for students.
2. Guidance is an important part of the child's total educational process—pre-K through adulthood.
3. The counseling program is developmental, preventive, and remedial.
4. A comprehensive counseling program encompasses broad areas of concentration whose primary components are orientation and articulation, developmental (educational/vocational), appraisal, administrative, adjustive, follow-up, and research and evaluation.

5. Every student has unique innate abilities, and when properly nurtured has the capacity to reach unlimited potential.

—Beverly J. O’Bryant

The root causes of alienation and its extraordinary impact on the American high school are numerous and complex. Poverty, ethnic discrimination, inadequate nutrition, physical and psychological child abuse, unemployment, and the availability of drugs and alcohol, comprise some of the significant conditions that generate discontent in our nation’s youth. Such factors create a foundation from which alienation grows rapidly.

— Clement A. Seldin

For a diagnosis of clinical depression to be made in teenagers, depression must last at least two weeks and include at least five of the following symptoms:

1. A change in school performance
2. Inability to concentrate
3. Irritability or anger
4. Persistent unhappiness
5. Change in eating and sleeping habits
6. Withdrawal from people and activities
7. Excessive guilt or anxiety
8. Physical complaints
9. Aggressive, impulsive, or risk-taking behavior
10. Thoughts or talk of death or suicide.

— *Diagnostic &
Statistical Manual
of Mental
Disorders
(DSM-IV)*

Because of the multitude of challenges that students bring to school, school counselors find themselves addressing three categories of student needs; social/personal, educational, and career. Before students can learn effectively, the challenges that interfere with their learning must be addressed. Violence, gangs, suicide, divorce, child abuse, pregnancy, peer pressure, self-esteem, date rape, poverty, homelessness, dropping out, lack of skills, hunger, decision making, and decisions about postsecondary education are concerns that can interfere with the learning process.

—Doris Rhea Coy

The school counselor has the knowledge and skills to develop a comprehensive, developmental school counseling program that will be an integral part of the educational program for students. The counselor has the skills and knowledge for provid-

ing counseling, consultation, coordination, guidance, and referrals within the total framework of the educational curriculum. To ask these individuals to use their skills and knowledge simply to make schedule changes and test is a misuse of their education. Scheduling, schedule changes, and testing are important components in making decisions about educational opportunities and career decisions, but they are simply two areas of many that counselors perform that affect students in a positive manner.

The school counselor as a part of the total educational team has important knowledge to share concerning the needs of students. Their knowledge, skills, and expertise are vital for the success of our future leaders, workers, and citizens. The school counselor, as a part of the total educational team, can assist students in building a bridge to the future.

—Doris Rhea Coy

Caring is crucial to the development of young adolescents into healthy adults. All youth of this developmental period need guidance as they move through this critical period replete with a variety of biological, psychological, and social changes. There is a crucial need for middle level schools to help young adolescents acquire (a) durable self-esteem, (b) flexible and inquiring habits of mind, (c) reliable and relatively close human relationships, (d) a sense of belonging in a valued group, and (e) a sense of usefulness in some way beyond the self.

Many counselors have recognized the typical school for what it is too often—an affective desert—and have retreated to their offices where they have attempted to create an ‘affective oasis,’ one place in the school where students can come for affective revitalization.

—Gary W. Mauk and
Matthew J. Taylor

Janis and Mann offer the following criteria for effective decision making. The decisionmaker, to the best of his or her ability:

1. Thoroughly canvasses a wide range of alternative courses of action
2. Surveys the full range of objectives to be fulfilled and the values implied by the choice
3. Carefully weighs whatever he or she knows about the costs and risks of negative consequences, as well as positive consequences that could flow from each alternative
4. Intensively searches for new information relevant to further evaluation of the alternatives
5. Correctly assimilates and takes account of any new information or expert judgment to which he or she is exposed, even when the information or judgment does not support the course of action he or she initially prefers

6. Reexamines the positive and negative consequences of all known alternatives, including those originally regarded as unacceptable, before making a final choice
7. Makes detailed provisions for implementing plans or executing the chosen course of action, with special attention to contingency plans that might be required if various known risks materialize.

—I. Janis and L. Mann

Adolescence: Not To Be Forgotten

For many adults, adolescence is a forgotten time in our lives—forgotten because we prefer to forget it. At no other time are we confronted with so many dramatic changes, and at no other time are we so poorly equipped with understanding to cope with those changes. Our bodies change, and we feel it, but we don't understand it. Our feelings change and we don't understand why. Our friends change and we feel the peer pressure, but we feel it without understanding it.

Middle level schools are where understanding happens. It is where young adolescents come to understand what is happening to them, what is happening in their world, and what is going to happen in their future. Middle level schools are full of people who care about helping these youngsters develop the understanding that leads to a healthy, productive adulthood. As a nation, we can be grateful for the support of schools to which we have entrusted the care of our young adolescent children.

—J. Howard Johnston

The ultimate purpose of the counseling service is to assist students in understanding, accepting, and utilizing their own personality traits, recognizing their aspirations in relation to their aptitudes, developing their potential to the optimum, becoming more self-directed, identifying ways to solve problems that hinder self-development, and developing a more positive self-concept.

—M. J. Hannaford

Shyness is a social problem that is universal and may affect as many as half the students of middle school age. Shyness interferes with the school lives of students in both the academic and social domains. Shy students are reluctant to volunteer, ask questions, ask for help, and initiate new ideas. These students are often ignored, albeit unintentionally, by teachers and peers.

—Madeline Levine and
Paul S. George

CONFERENCE CHECKLIST

Pre-Conference

- _____ 1. Notify
 - Purpose, place, time, length of time allotted
- _____ 2. Prepare
 - Review child's folder
 - Gather examples of work
 - Prepare materials
- _____ 3. Plan Agenda
- _____ 4. Arrange Environment
 - Comfortable seating
 - Eliminate distractions

Conference

- _____ 1. Welcome
 - Establish rapport
- _____ 2. State
 - Purpose
 - Time limitations
 - Note taking
 - Options for follow-up
- _____ 3. Encourage
 - Information sharing
 - Comments
 - Questions
- _____ 4. Listen
 - Pause once in awhile
 - Look for verbal and nonverbal cues
 - Questions
- _____ 5. Summarize
- _____ 6. End on a Positive Note

Post-Conference

- _____ 1. Review conference with child, if appropriate
- _____ 2. Share information with other school personnel, if needed
- _____ 3. Mark calendar for planned follow-up

—Larry J. Kellogg

Next to accidents, suicide ranks as the second leading cause of death among teenagers and young adults. Moreover, for every completed suicide, estimates suggest there are 50 to 200 attempts.

—Marcia L. McEvoy and
Alan W. McEvoy

The school counselor has long held a pivotal position in the nation's schools. This professional provides *direct* service to students, parents, teachers, and administrators, and each group has its own expectations.

Certain services are needed now more than ever. In response to a rapidly changing society, postsecondary education planning has assumed greater importance. Career development cannot be left to chance when the employment trends of the future differ sharply from those of the past.

In addition, social changes demand the initiation of preventive, responsive, and remedial action. Counselors are called upon to address issues of adjustment to divorce and blended families, depression and suicide prevention, drug abuse, sexuality, teenage pregnancy, child abuse, and school dropouts.

Caught in a growing number of duties and responsibilities, counselors may be offering a series of tasks and services rather than a comprehensive developmental counseling and guidance program. There may also be problems such as too little clerical help, extraneous tasks related to attendance and discipline, and counselor-student ratios much higher than those recommended by the American School Counselor Association. The result can be counselors who seldom complete their tasks in the manner they desire.

The flood of educational studies delineating specific changes in education have for the most part ignored the topic of guidance and counseling. Yet, recommendations in these reports often involve the work function of the counselor. Examples range from appropriate course selection, to improved study skills, to fewer dropouts.

The shaping of education's future may begin on the drawing boards of state education agencies, but the actual change will occur in the individual schools.

Counselors must be recognized as 'essential,' not ancillary to the structure of schools. Counseling and guidance must be seen as an integral part of the educational program.

As the school leader, the principal is in a position to ensure an adequate number of counselors and a work environment conducive to a successful guidance and counseling program. Together, principal and counselor can determine priorities and design a comprehensive program to meet student needs. When counselor and principal work together they can be change agents and links to excellence.

—Marlene Pinten and
Kent O. Stever

Parent education programs on dealing with issues and concerns of adolescents can be one of the most valuable contributions that counselors can make to a school.

—Mary Joe Hannaford

When asked what they perceive as the greatest needs of high school students in their schools, one group of principals answered such things as loneliness of new students, low motivation (especially in ninth and tenth graders), poor study habits, lack of internal controls, and inability to say no to peer pressure, When asked how many had a program set up through their counseling department to meet those needs, none responded.

—Mary Joe Hannaford

In early adolescence girls' IQ scores drop and their math and science scores plummet....girls lose their resiliency and optimism, become less curious, and are less inclined to take risks in early adolescence. They become more differential, self-critical, and depressed....the great unhappiness many girls feel about their bodies, noting that women have been increasingly sexualized and objectified, their bodies 'marketed to sell tractors and toothpaste.'...the pressures girls have always faced are intensified....There is more divorce, chemical addiction, casual sex, and violence against women....girls can be themselves and grow into healthy adults....Girls can be saved by a good school, a good teacher, or a meaningful activity.

—Mary Pipher

Many paper-and-pencil tasks can and should be done by secretaries, trained paraprofessionals, volunteers, or senior high helpers. The fact that people without counseling skills can do these tasks is reason enough for their doing them. By using such help, the schools can save time, money, and a highly skilled resource. 'Paper counselors' or pencil pushers are overpaid; 'people counselors' are not.

Personal growth, values clarification, family problems, communication problems, sexual and drug/alcohol-related difficulties, career-educational and personal decision making and assertiveness training are all programs a counselor should be working to develop. Students need such services in order to grow as total human beings. Just as English teachers teach English and math teachers teach math, counselors should be counseling.

—R. Neal Phelps and
Richard Boyum

WHEN TO BECOME INVOLVED

What are the warning signs that a young person is ‘at risk’—a potential suicide victim? Educators should become involved if two or more characteristics are evident in a young person:

1. Is a victim of domestic violence, child abuse, rape, or other assault
2. Has previously attempted suicide or has known a family member, relative, or friend who committed suicide
3. Is an extreme perfectionist
4. Is more withdrawn, uncommunicative, and isolated than usual
5. Has developed a phobia about school
6. Is unable to develop significant and empathetic relationships
7. Demonstrates any change in behavior or attitude
8. Exhibits daredevil or self-abuse behaviors
9. Drops out of school or changes classes
10. Expresses a desire to die
11. Leaves poems, diaries, drawings, or letters to be easily found.

—Steven Bruno

With middle school pupils facing an ever increasing number of stressful personal, social, and emotional problems, it is imperative that classroom guidance be made an integral part of the middle school’s guidance program. And this is accomplished through an overall strategy that, in operating within the framework of a guidance-integrated curriculum, incorporates daily home-base advisement, guidance-related units, interdisciplinary team teaching, and teacher counseling of pupils.

—William J. Stewart

The problems we face today—violent conflicts, destruction of nature, poverty, hunger, and so on—are human-created problems which can be resolved through human effort, understanding, and the development of a sense of brotherhood and sisterhood. We need to cultivate a universal responsibility for one another and the planet we share.

—The Dalai Lama

The computer is a machine that will put you all out of work. Something made of sand—silicon—may turn a lot of you into hod carriers. I hope I’m not the first to tell you this. Your teachers should have; that’s what you’re paying them for.

--Hunter S. Thompson

There is no such thing as a weird human being. It's just that some people require more understanding than others.

--Tom Robbins

Nobody realizes that some people expend tremendous energy merely to be normal.

—Albert Camus

Real success is knowing that you helped others to change their lives for the better.

--Dan Sosa, Jr.

I think one of the worst things schools have done is taken out all of the stuff like art, music, woodworking, sewing, cooking, welding, auto-shop. All these things you can turn into careers. How can you get interested in these careers if you don't try them on a little bit?

—Temple Grandin

Accept the past as the past and realize that each new day you are a new person who doesn't need to carry old baggage into the new day with you. It's amazing how many people ruin the beauty of today with the sorrows of yesterday. Yesterday doesn't exist anymore! For example, if ever I feel foolish or guilty about something I've done, I learn from it and attempt to do better the next time. Shame or guilt serves no one. Such feelings actually keep us down, often lowering the vibrations of those around us, as well. Living in the present moment is the recurring baptism of the soul, forever purifying every new day with a new you.

—Alaric Hutchinson

In the late 1950s, self-esteem hadn't yet been invented. High schools saw their sole mission as preparing students thoroughly for academic work.

—Edith Pearlman

80% of our children enter 1st grade with high self-esteem. By the time they reach 5th grade, the number has dropped to 20%. By the time they finish high school, the number of children having a positive self-image has dropped to a staggering 5%.

--Jill Anderson

This is your life – not your parents', teachers' or significant other's. If you ever find yourself on a path that just doesn't feel safe anymore, you have every right to stop the car, get out – change your shoes and start walking.

—Jennifer Elisabeth

Journal writing is a wonderful pathway to self-awareness.

—Rand Olson

Children need love, especially when they do not deserve it.

--Harold S. Hulbert

What children expect from grown-ups is not to be ‘understood,’ but only to be loved, even though this love may be expressed clumsily or in sternness.

--Carl Zucker

When we only look at behavior, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look behind the behavior, we see that little struggling human, our little human, who needs our help with something.

—Rebecca Eanes

Peer pressure is not a monolithic force that presses adolescents into the same mold....Adolescents generally choose friends whose values, attitudes, tastes, and families are similar to their own. In short, good kids rarely go bad because of their friends.

--Laurence Steinberg

The most stressful situation that I have had is when my parents were divorced while I was in the 6th grade. As soon as they were divorced my mother’s friend and her two kids moved in with my mom & my brother Steve. It was really hard on me and Steve because we wanted our dad to come back to live with us. And I just think, and then I start to cry. I try not to, but it gets me mad because I think my life is worth nothing.

—Anonymous Child

Sex on campus is impossible. Of course, there’s some chance it will be awesome. But there is also a chance, alarmingly high these days, that you, Ashley, will wake up full of regret and shame and will eventually get a hysterical e-mail from your mother, who will have seen your distressed post on Facebook and figured out what happened, and will then urge you to go to a counselor’s office, where you will sob and be met with a confusing mix of suspicion and comfort, and then you will somehow, suddenly, find yourself spending nights pouring your heart out to a victims’ support group until your entire identity on campus gets reduced to ‘survivor.’

—Hanna Rosin

Those who cannot live fully often become destroyers of life.

--Anaïs Nin

There is nothing in a caterpillar that tells you it's going to be a butterfly.

—R. Buckminster Fuller

When girls feel bad about their looks, 60 percent avoid normal daily activities like raising their hand in class or even going to the doctor. That means that girls do not show up for life when they don't feel good enough or pretty enough. A role model can help girls see beauty as a source of confidence, not anxiety.

—Mandy Moore

Don't let the darkness from your past block the light of joy in your present. What happened is done. Stop giving time to things which no longer exist, when there is so much joy to be found here and now.

—Karen Salmansohn

Eighty percent of our criminals come from unsympathetic homes.

--Hans Christian
Anderson

1. So, disturbed kids are taking guns to school and killing teachers and classmates. We better make sure kids can't get guns.
2. So, disturbed kids are taking guns to school and killing teachers and classmates. We better find out what's making these kids want to kill, fix that, and then they won't want to use guns to kill teachers and classmates.

See what I did there? Which statement makes more sense? Don't bring up politics. Don't refer to statistical data. Don't nervously look at your cell phone. Just read the two statements and be honest with yourself. We can do better. We're smarter than this. WAKE UP.

--Aaron B. Powell

Clearly there are common sense things we can do to help children to have better lives and keep them from becoming so despondent that their only perceived solution is to kill themselves or others. How oblivious do we have to be to the inner turmoil of our own children to not see what they're going through, and then suggest when they completely snap with homicidal violence, it must've been the video games?

--Edward M. Wolfe

There are no free and democratic and wealthy countries in the world that have our rate of gun violence. We have to worry about loners and alienated people. We have to do better on mental health.

--David Brooks

There is something beautiful about all scars of whatever nature. A scar means the hurt is over, the wound is closed and healed, done with.

—Harry Crews

The light of lights looks always on the motive, not the deed, the shadow of shadows on the deed alone.

—William Butler Yeats

Adolescence is so fleeting that it is easy to neglect it in favor of preparing only for the future—as if life doesn't matter when you're 16 years old. But let's face it, it does. Educators do students a disservice if they're always planning everything based on what they think students will need in the future rather than addressing who they are as 14-, 15-, 16-, and 17-year-olds. If we ignore the fact that 14-year-olds matter, then we eliminate the chance that we're going to value what it means for a student to grow as a 14-year-old.

—Pamela Sissi Carroll

[High school student] Keri shares her thoughts on *Heartbeat* by Daniel Steele: I love this book. It's basically a story about me. I think it was great that even though Adrian did not want to get rid of her and Steven's baby, she stood up for herself. I think no girl should be forced into getting rid of her baby if the father don't want it... Adrian was going through the same situation as I am going through right now. I just hope that when it comes to my life, Mark will change his mind. I don't want my baby to grow up without his father being around. I just want us to be one big family once again. I'm on my third book for the six weeks. I've read over for 600 pages already. I don't need any help. Thanks, anyway.

—Larry Mann

The middle school years are often fraught with crises: physically, students see the migration of body parts from children's proportions to adult sizes; emotionally, they experience the full panoply of human response from anger to delight in heightened decibels; and socially, they believe that there is too much time or not enough time to develop the important relationships of life. In the midst of their busy lives while searching for the right mix of physical, emotional and social stability, young adolescents can sometimes find in good literature a calm space necessary for balance.

—Donna Bessant

All of us, whether we teach high school or first grade, need to grapple with...issues of literary content and merit because we aren't teaching for today, we're teaching for the future. I was Denise's English teacher for a long time. Denise, a student so recalcitrant she failed seventh grade twice, still writes to me. She tells me about taking her own children to the library every week. She says her kids like *Flat Stanley* almost as much as I do. Denise writes about introducing her children to the Stupids, and Frog and Toad, and to Madeline. She writes, 'I can't wait until they're old enough for my favorite book. You know what that is. *The Great Gilly Hopkins*.'

I like to think that the Denise's children will be readers because in being the reader myself I was able to help Denise become one. A belligerent, foul-mouthed teenager, Denise found a soul mate in Gilly; Gilly helped her look at the world and at herself in new ways. I have a letter Denise wrote me in October of ninth grade. She reported she was doing pretty well in school; she'd been suspended only twice. Need I add that the Denise was innocent of irony? She wrote that she was trying to decide whether to become a teacher or a bartender.

A year later, in 10th grade, she limited her options by dropping out of school. But she left school with something she learned in her long stay in seventh grade; she dropped out with the knowledge that books could enrich her life.

—Susan Ohanian

Stories serve multiple purposes. At a basic level they are great entertainment, which is essential for living a happy and healthy life, but on a deeper level stories help us explore issues that are otherwise difficult to address. On one hand a good book helps us escape our troubles, and on the other hand it can help us face up to those troubles by bringing real issues to the fore, often in a more manageable way, since the problems are experienced vicariously through the eyes of another.

—Dean F. Wilson

Reading literature is one of the few ways I am able to see the world through someone else's point of view and learn how and why they feel the way they do. When it works, and works well, it can create empathy and understanding in a powerful way.

—Jennifer March
Soloway

Often fairly realistic, lots of young adult novels don't have a happy ending. The language mirrors adolescent use. The community may see it as coarse. Principals may worry about that. But my argument to principals, is that if they're in the business of teaching, they may want to teach the community about the importance of this literature: that it is useful for kids to read books about kids like themselves, with whose problems they can identify.

—Ted Hipple

Among the social and psychological benefits for teenagers reading young adult novels, say experts, is the experience of finding answers to questions about personal identity and one's place in the scheme of things. As adolescents identify with interesting fictional characters, they use books as a vehicle for asking important questions.

For instance, a student will read *Hatchet* by Gary Paulsen and might be disturbed by questions about how his parents are getting along. In class, that student might raise questions about Brian, the novel's protagonist, using Brian as a façade to ask questions about his own situation.

—Pamela Sissi Carroll

[High school student] Keri shares her thoughts on *Heartbeat* by Daniel Steele: I love this book. It's basically a story about me. I think it was great that even though Adrian did not want to get rid of her and Steven's baby, she stood up for herself. I think no girl should be forced into getting rid of her baby if the father don't want it... Adrian was going through the same situation as I am going through right now. I just hope that when it comes to my life, Mark will change his mind. I don't want my baby to grow up without his father being around. I just want us to be one big family once again. I'm on my third book for the six weeks. I've read over for 600 pages already. I don't need any help. Thanks, anyway.

—Larry Mann

For those who truly know the passions of reading, favorite books provide an outlet for the mind when it's in overload. They convey a sense of what's right about life; they bring reality home; they champion the notion that chivalry lives; they soothe the emotional wound. They give rise to problems and situations which are similar to our own concerns, and then they provide solutions to the safety of the story and it's characters.

—Jeanneine P. Jones

Whatever advice you give, be brief.

—Horace

According to data compiled by the *National Alliance on Mental Illness* and *American Foundation for Suicide Prevention*, approximately 1 in 5 adults in the U.S. experiences mental illness in a given year. Three quarters of all chronic mental illness begins by the age of 24. Nearly 60% of adults with a mental illness did not receive mental health treatment services. On average, there are 123 suicides per day. Men are four times more likely than females to die by suicide.

—Fred Dobry

What if, instead of making schools more prison-like, we addressed the issue of school violence by implementing strategies used by many churches to make them safer places filled with more love and kindness? Here are 10 ideas:

1. Ensure all who enter feel welcomed. Try using posters, front door greeters, or music.
2. Treat the community like family. Let people know you're glad to see them and ask how they're doing.
3. Embrace those around you. Provide comfort and find appropriate ways to demonstrate caring and support.
4. Find a simple and meaningful model that guides the work and tells others that they matter.
5. Live stream and record so that those who can't be there in person can still learn remotely.
6. Appreciate performance and the arts. All the arts can be used as tools for inspiration.
7. Celebrate the success of community members. Make time each day to recognize these successes.
8. Have a strong social media presence. This allows everyone to connect and share and keep abreast of what's happening.
9. Invite guests to observe. When others from the local community or further afield come to see what's happening, they're inspired and they encourage those who are at work in the community.
10. Support others in need. Be aware of these needs and have adequate support services available.

—Lisa Nielsen

25% of college students experience mental health disorders. Young men are more at risk for substance abuse, isolation and violence.

50% of college students don't seek help for their mental health. Young men are less likely to seek help than young women.

Oftentimes ineffective coping mechanisms like drugs and alcohol are being used to self-medicate a mental health issue.

—Fred Dobry

Seventy-five percent of people have their first episode of a mental health disorder by age 18. The average amount of time between someone having their first episode and seeking help is about seven years. That's a really long time to further develop ineffective coping mechanisms and have a dysfunctional life.

—Ross Szabo

The healthy, the strong individual, is the one who asks for help when he needs it. Whether he has an abscess on his knee or in his soul.

—Rona Barrett

Nobody, as long as he moves about among the chaotic currents of life, is without trouble.

—Carl Jung

My 16-year-old daughter is sitting on a couch, talking with a stranger about her dreams for the future. We're here, ominously enough, because, she says, 'all my friends are doing it.' For a moment, I wonder whether we have unintentionally signed up for some kind of therapy. The professional woman in the smart-casual suit throws me a pointed glance and says, 'It's normal to be anxious at a time like this.' She does see herself as a therapist of sorts. But she does not yet seem to know that the source of my anxiety is the idea of shelling out for a \$12,000 'base package' of college counseling services whose chief purpose is apparently to reduce my anxiety. Determined to get something out of this trial counseling session, I push for recommendations on summer activities. We leave with a tip on a 10-day 'cultural tour' of France for high schoolers. In the college application business, that's what's known as an 'enrichment experience.' When we get home, I look it up. The price of enrichment: \$11,000 for the 10 days.

—Matthew Stewart

As you grow ready for it, somewhere or other you will find what is needful for you in a book.

--George MacDonald

Books and movies, they are not mere entertainment. They sustain me and help me cope with my real life.

—Arlaina Tibensky

If you were trapped in an impossible situation, in an unpleasant place, with people who meant you ill, and someone offered you a temporary escape, why wouldn't you take it? And escapist fiction is just that: fiction that opens a door, shows the sunlight outside, gives you a place to go where you are in control, are with people you want to be with (and books are real places, make no mistake about that); and more importantly, during your escape, books can also give you knowledge about the world and your predicament, give you weapons, give you armor: real things you can take back into your prison. Skills and knowledge and tools you can use to escape for real.

—Neil Gaiman

I certainly couldn't have survived my childhood without books. All that deprivation and pain—abuse, broken home, a runaway sister, a brother with cancer—the books allowed me to withstand. They sustained me. I read still, prolifically, with great passion, but never like I read in those days: in those days it was life or death.

--Junot Díaz

We forget that the simple gesture of putting a book in someone's hands can change a life. I want to remind you that it can. I want to thank you because it did.

--Kate DiCamillo

Books, they offer one hope—that a whole universe might open up from between the covers, and falling into that universe, one is saved.

--Anne Rice

Acceptance of what has happened is the first step to overcoming the consequences of any misfortune.

—William James

You cannot push anyone up the ladder unless he is willing to climb.

—Andrew Carnegie

You can't change someone who doesn't see an issue with their actions.

—*informativequotes.com*

Just as pilots gain practice with flight simulators, people might acquire social experience by reading fiction.

—Raymond A. Mar

There've been millions and billions and billions and gazillions of people that have lived before all of us. There's no new problem you can have with your parents, with school, with a bully, with anything, there's no problem you can have that someone hasn't already solved and wrote about it in a book.

—Will Smith

When you stand in the darkness, when you have lost all hope, when you can't see any path to walk ahead, read; reading will act as the lantern to show you the path. It might not take you to the destination, but it will keep on guiding you towards a resolution.

—Neelabh Pratap Singh

Thanks to my reading, I have never been caught flat-footed by any situation, never at a loss for how any problem has been addressed (successfully or unsuccessfully) before. It doesn't give me all the answers, but it lights what is often a dark path ahead.

—James Mattis

The therapeutic effect of reading was not a new concept to the librarians running the VBC (Victory Book Campaign). In the editorial Warren published on the eve of commencing her tenure as director, she discussed how books could soothe pain, diminish boredom or loneliness, and take the mind on a vacation far from where the body was stationed. Whatever a man's need—a temporary escape, a comforting memory of home, balm for a broken spirit, or an infusion of courage—the librarians running the VBC were dedicated to ensuring that each man found a book to meet it.

—Molly Guptill Manning

I'm so glad to hear you are a reader, and you found these books to help you work through things on your own.

—Paula Gruben

You think you are alone until you find books about girls like you. Salvation is certainly among the reasons I read. Reading and writing have always pulled me out of the darkest experiences in my life. Stories have given me place in which to lose myself. They have allowed me to remember. They have allowed me to forget. They have allowed me to imagine different endings and better possible worlds.

—Roxane Gay

Never cry because you have mountains of problem in your hands to solve. Always smile because each problems will someday resolve.

—Santosh Kalwar

I didn't need therapy; I just needed to feel loved and know that someone out there craved my attention.

—Robert M. Drake

Take a shower, wash off the day. Drink a glass of water. Make the room dark. Lie down and close your eyes.

Notice the silence. Notice your heart. Still beating. Still fighting. You made it, after all. You made it, another day. And you can make it one more.

You're doing just fine.

—Charlotte Eriksson

Sometimes the quiet ones are yelling on the inside.

—Connor Franta

Every year millions of college students need to decide what to study. This is a very important and difficult decision, made under pressure from parents, friends, and professors who have varying interests and opinions. It is also influenced by students' own individual fears and fantasies, which are themselves shaped by movies, novels, and advertising campaigns. Complicating matters, a given student does not really know what it takes to succeed in a given profession, and doesn't necessarily have a realistic sense of his or her own strengths and weaknesses.

—Yuval Noah Harari

EVERYBODY has problems! They may come in different shapes and sizes and degrees of difficulty, but everyone has issues. Actually, that's what life is—a series of problems to address and overcome. And, if you're not thrown by them, they can make life interesting. They can be an exciting challenge if you know how to tackle them. The happiest people and most successful people aren't the people without problems. They're the people who know how to solve their problems.

—Dan L. Miller

The secret of success when it comes to solving problems is to attack them directly and to cut down on wasted motion. In other words, instead of jumping from one solution to another trying to find the answer, think through each solution to its possible outcome before you do anything about it. This is a kind of mental trial and error process. You think about the solutions before you try them. In this way you can eliminate some of the solutions that won't work without wasting time actually trying them out. You can then put all your effort into the solution you finally do select and give yourself a better chance of reaching your goal.

—Dan L. Miller

Joining company with those who can succeed where you can't do so alone is sometimes a solution to a difficult problem. For example, one person alone cannot change a law—so he joins an organization composed of people who feel the same way he does, and jointly they may succeed. When anyone joins in working with a group, whether large or small, he identifies himself with that group; he considers himself a part of it. This is normal and healthy. We all do it when we want to solve a big problem and can't do it by ourselves. If you sincerely want to be able to attend school regularly, for instance, one of the surest ways is to develop an interest in school. You can develop an interest by joining a club, organization, activity, or sport. You'll be making a new set of friends, you'll be having fun, and you'll begin to enjoy coming to school. School will become a more happy place than it may now be.

—Dan L. Miller

When you aren't getting anywhere with your problems, when they persist or keep coming back to trouble you, then you should recognize that it's time to ask for help. This doesn't mean throwing up your hands in despair and saying, 'This is too much for me—I'll let someone else solve this one.' It doesn't mean giving up. Getting help when something is too much for you is a sign of intelligence and maturity in dealing with your problems, and it shows that you are taking the wisest course of action under the circumstances.

—Dan L. Miller

As we examine the youth of today, we must realize that the negative behavior we see on the outside, is a result of a deeper need on the inside.

—Eric M. Watterson

Let's understand a person's background, before we condemn their behavior.

—Eric M. Watterson

People act the way they do because they have learned to act that way.

—Aubrey C. Daniels

Don't focus on the action, focus on the mentality behind the action. Analyzing the mentality will help us differentiate between a one-time error and a long-term character flaw.

—Izey Victoria Odiase

The beauty of problem-solving is that, unlike punishment, it offers endless possibilities. If you're committed to punishment and your child continues to misbehave, all you can do is punish more severely. You might hit him harder or take away more privileges, but chances are you won't get any closer to your goal of having a cooperative child. And you'll create a lot of ill will in the process. With problem-solving, you can always go back and brainstorm some more. When you put your heads together, you're bound to come up with something that will work for both of you.

—Joanna Faber

Thirty-three percent of college students are taking at least one online course, according to the *Center for Online Education*....Some courses, even at large state universities, are only offered online. My daughter, a traditional nursing student taking on-campus courses, has one blended and one online course because those courses are only offered in those formats. If K-12 schools are going to prepare students properly for college or careers, online experiences are essential.

—Steve Baule

Everything you do is based on the choices you make. It's not your parents, your past relationships, your job, the economy, that is to blame. You and only you are responsible for every decision you make. Period.

—*Workingwomen.com*

Advice is seldom welcome and those who need it the most like it the least.

—Earl of Chesterfield

Developmentally appropriate literature that addresses the topic of bullying is a critical component of a program to combat this problem. Not only must the literature be readable, it must also be relevant to young adolescent lives. If students connect to the literature, identify with the protagonist, and relate the theme to their own experiences, they will achieve a higher level of comprehension. This increased understanding of the text can lead to changes in affect and behavior. If the literature deals with the terrible consequences of bullying, it could help the victim and the bully. The victim may derive comfort or coping strategies from reading about another in a similar situation. In addition, the bully might begin to identify with a fictional victim, leading to empathy and the possibility for change.

—Carol Hillsberg and
Helene Spak

A good story has more power than an essay in demonstrating how to behave. Students in middle school are capable of taking a story to a high level and turning it into something personal and meaningful. A program that fights bullying through the use of excellent stories offers an effective means to undercut the power and presence of bullies at school.

—Carol Hillsberg and
Helene Spak

THE PROBLEM-SOLVING METHOD

Step 1. Initiate mediation: begin problem-solving

Get to the conflict and make a statement

Get to the child's level: kneel, squat or sit

Stop aggressive behavior

Neutralize object of conflict: hold it or put it aside

Step 2. Gather data: get information

Find out each child's point of view

Feelings

Desires

- Assure children that each will have a turn to talk
- Step 3. Define the problem: find out what each child wants
 Restate children's feelings
 If child won't speak, describe how s/he appears to feel
 or
 Describe how you would feel: 'I would feel sad if he said that to me.'
 Restate children's desires: 'Sammy wants _____ and Sally wants _____.'
 Explain the problem: 'We have two children and only one toy.'
- Step 4. Generate alternative solutions: brainstorm ideas
 Ask questions: 'How could we solve this problem?'
 Get ideas from all children: disputants and observers
- Step 5. Agree on a solution
 When the children accept a solution, rephrase it
 Make sure the solution is safe
 Check out how the solutions will be carried out: Who? When? How? etc.
- Step 6. Follow-through
 Monitor to make sure the agreement is going according to plan
 Serve as time-keeper for turns
 Bring closure by announcing that the problem is solved

—Sue Dinwiddie

Handling children's anger can be puzzling, draining, and distressing for adults. In fact, one of the major problems in dealing with anger in children is the angry feelings that are often stirred up in us. It has been said that we as parents, teachers, counselors, and administrators need to remind ourselves that we were not always taught how to deal with anger as a fact of life during our own childhood. We were led to believe that to be angry was to be bad, and we were often made to feel guilty for expressing anger.

It will be easier to deal with children's anger if we get rid of this notion. Our goal is not to repress or destroy angry feelings in children—or in ourselves—but rather to accept the feelings and to help channel and direct them to constructive ends.

Parents and teachers must allow children to feel all their feelings. Adult skills can then be directed toward showing children acceptable ways of expressing their feelings. Strong feelings cannot be denied, and angry outbursts should not always be viewed as a sign of serious problems; they should be recognized and treated with respect.

To respond effectively to overly aggressive behavior in children we need to have some ideas about what may have triggered an outburst. Anger may be a defense to avoid painful feelings; it may be associated with failure, low self-esteem, and feelings of isolation; or it may be related to anxiety about situations over which the child has no control.

Angry defiance may also be associated with feelings of dependency, and anger may be associated with sadness and depression. In childhood, anger and sadness are very close to one another and it is important to remember that much of what an adult experiences as sadness is expressed by a child as anger.

—Luleen S. Anderson

In dealing with angry children, our actions should be motivated by the need to protect and to teach, not by a desire to punish. Parents and teachers should show a child that they accept his or her feelings, while suggesting other ways to express the feelings. An adult might say, for example, ‘Let me tell you what some children would do in a situation like this...’ It is not enough to tell children what behaviors we find unacceptable. We must teach them acceptable ways of coping. Also, ways must be found to communicate what we expect of them. Contrary to popular opinion, punishment is not the most effective way to communicate to children what we expect of them.

—Luleen S. Anderson

CHOOSING A SOCIAL EMOTIONAL LEARNING CURRICULUM

Look for a curriculum that:

- Becomes part of a school wide and communitywide discussion (with parents) about values, beliefs about how to treat one another, and policies that reflect these values.
- Poses developmentally and culturally appropriate social dilemmas for discussion.
- Challenges the idea that aggression and bullying are inevitable and expected behavior. Demonstrates how people can resolve tensions and disagreements without losing face by giving detailed examples of people who responded to violence in an actively nonviolent manner.
- Encourages students to express their feelings and experiences concerning bullying and enables students to generate realistic and credible ways to stay safe.
- Supports critical analysis of the issues and rejects explanations of behavior based on stereotypes (such as the idea that boys will use physical violence and girls will use relational violence).
- Helps children and teens become critical consumers of popular culture.
- Addresses all types of bullying.
- Discusses how bullying reflects broader societal injustice.
- Gives ideas for what the adults in the school can do as part of the whole school effort.

BEWARE OF ANY CURRICULUM THAT:

- Ignores such issues as injustice, stereotype, and imbalance of power regarding gender, race, social class, and sexual orientation.
- Focuses on the victim's behavior as the reason for being a target of bullying.
- Focuses on student behavior without addressing schoolwide climate.
- Emphasizes having students tell the teacher about the bullying and ignoring bullying assaults.
- Focuses on either bullying only or victimization only.
- Portrays victims or bullies as unpopular misfits.
- Simplistic or trendy solutions (for example, 'boys will be boys').
- Promotes good solutions, such as peer mediation, but does not provide clear guidelines for when these strategies should and should not be used.
- Lacks evidence-based, population-specific suggestions for design, implementation, training, and evaluation.

—Donna M. San Antonio

DE-ESCALATION

Confronting an angry, potentially aggressive student can increase or decrease the potential for problems. Develop de-escalation procedures, such as the following, with your staff members and practice them through role-play:

- Reduce the student's potential to engage in face-saving aggression by removing any peer spectators.
- Take a nonthreatening stance with your body at an angle to the student and your empty hands at your sides in plain sight. A walkie-talkie can look weapon like in the hand of a staff member and may seem threatening to an emotionally upset student.
- Maintain a calm demeanor and steady, level voice, even in the face of intense verbal disrespect or threats from the student.
- Acknowledge the student's emotional condition empathetically—for example, 'You're really angry, and I want to understand why.'
- Control the interaction by setting limits—such as, 'I want you to sit down before we continue' or 'We can talk, but only if you stop swearing.'
- Provide problem-solving counseling with a school psychologist or counselor at the earliest opportunity.

—Jim Larson

“HA HA SO”

The acronym ‘HA HA SO’ provides students with strategies to avoid bully victimization.

Help. Seek assistance from an adult, friend, or peer when a potentially threatening situation arises or when other strategies aren’t working.

Assert Yourself. Make assertive statements to the bully, addressing your feelings about the bully’s behavior.

Humor. Use humor to de-escalate a situation.

Avoid. Walk away or avoid certain places in order to avoid a bullying situation.

Self-Talk. Use positive self-talk to maintain positive self-esteem.

Own It. ‘Own’ the put-down or belittling comment in order to defuse it.

—Marla Bonds

The interesting thing about cheating is that it’s a window into a kid’s soul, and into the family’s soul, too. Because so many of these kids are cheating to please their parents—to get a grade, to get into college, whatever. The 100 or so academic integrity cases I dealt with in 20 years as a high school English teacher and in two years as a vice principal in charge of disciplinary matters showed how desperate kids are to please their parents and help their friends.

—Joe Di Prisco

While small children don’t lie much, teenagers lie a lot. This is a time in life when they’re naturally inclined to push limits. They lie to avoid punishment. They may even lie when they know there’s no need to do so, just to establish a sense of independence.

Helpful: Recognize that lying is part of the normal developmental process. By allowing teens increasing autonomy and freedom, you can reduce their perceived need to lie.

At the same time, don’t underestimate your teen’s capacity for lying and the need for your direction. Some lies can be injurious to their well-being.

Spotting the signs: When lying, teens are more likely to display an increased number of adapters—nervous movements, such as scratching or playing with their hair. They will also overact in an effort to cover up their nervousness.

If you suspect a teen is lying about things that could harm him, be direct. Instead of grilling him with questions, simply say, ‘I’m concerned that you’re not telling me the truth. And if you’re not, you’re putting yourself at risk and we’re going to have to work this out.’

—Charles V. Ford, MD

When disciplining students, be sure to give them thinking time. Too often, we ask a question while counselling or reprimanding—then answer our own question. It's much more effective to ask a question and give students five to ten seconds to respond. We can even repeat our question. However we can't be impatient when asking a misbehaving student direct questions. Try waiting—it works.

—Robert L. DeBruyn

When a student is being defensive, avoid using the words don't and can't. Instead, try to emphasize the word do. Using the words don't and can't has a tendency to elicit defensive responses rather than teaching appropriate behavior. Too often, it's easy to approach a negative behavior with a negative approach. It's much more effective, however, to use a positive approach. Do is positive. It is an action word. Don't and can't are neither positive nor action-oriented. That's why they can perpetuate a problem and even magnify it.

—Robert L. DeBruyn

There is strength, not shame, in seeking help.

—Michelle Obama

Students know whether or not you like them, trust them, or want to be with them. You need to know what their lives are like, what they care about, what pressures they are under, and what they go home to when they leave school. Because of the increased diversity in today's American schools, this can be a daunting learning curve for a teacher, but it is essential to providing a serene, yet exciting, learning environment.

—Judith Baenen

I spent the summer interning at an abused children's home where I had the option of learning how to perform physical restraint techniques. I chose not to. Thomas was a nine year old boy with a history of abusing other children and animals. He had severe problems, and his sweet freckled face and short chubby stature made him a favorite among the staff. Thomas' days were filled with hugs, shoulder rides and loving attention. Often I would sneak Thomas an extra snack or a little bit of my dessert. Most of the other children at the home become over-medicated and remain institutionalized for years. But after only eighteen months, Thomas was adopted and remains with that same family today. Tomas taught me that there is a definite power in positive rehabilitation methods.

—Kirsten Lee

School-age children reflect the problems of the times, and schools are in the most unique place to deal with those problems.

—D. W. Morrison

Most reasonable persons would agree today that the legitimate functions of the school extend beyond the development of intellectual skills and the transmission of subject-matter knowledge. The school also has undeniable responsibility with respect to mental health and personality development, simply because it is a place where children spend a good part of their waking hours, perform much of their purposeful activity, obtain a large share of their status, and interact significantly with adults, age-mates, and the demands of society.

—David Paul Ausubel

Large numbers of persons move from childhood into adult years with a burden of emotional distress... whatever might be the origins, students' emotional difficulties infect their minds when they are at school and after they leave. This fact... should be a challenge to educators, especially those who say that a major aim of education is to help students to use their minds effectively. Nothing could demonstrate the sincerity of this aim better than an effort to help a student use his resources to cope with conditions that encumber his mind.

—Arthur T. Jersild, Eve
Allina Lazar, &
Adele M. Brodtkin

Children experience in school virtually every challenge of life, including failure, disappointment, achievement, reward, rejection, hope, and despair. No other social institutions has as much opportunity as do schools to work with children regularly, alter trends in their personal growth and development, and help them solve personal problems and better manage their lives. Childhood problems are common and normal, but they need to be dealt with quickly and firmly or they are likely to persist.

—Dan L. Miller

Failure to solve personal problems when they occur inevitably leads to a continuation of the problem and of the detrimental effects through the person's life. Unsolved problems persist and are capable of destroying the human spirit and the will to seek solutions.

—D. W. Morrison

The goals of education are to give people the mental tools to deal effectively with new situations, to place fewer restrictions on their lives caused by fear of difficult problems, and to enable people to deal with new situations and difficult problems rationally rather than emotionally.

—William Glasser

That the teacher can and must assume some share of responsibility for the emotional as well as the intellectual development of his students is today a truism.

—Fritz Redl &
William
Wattenberg

The emotional well-being of young people can be expressed to a large extent in terms of their relationships with adults. First, of course, are parents. Second only to parents are teachers. During school days, close to one-third of the youngster's waking hours are spent in school. During these hours, in addition to group influences..., the important people in his life are the instructional staff whose influence may be felt in direct person-to-person contact, or, more indirectly, in terms of classroom atmosphere.... For these reasons, no true mental hygiene of education can be written without turning the spotlight on the psychological part played by teachers in the development of children.

—Fritz Redl &
William
Wattenberg

Bibliotherapy is reading which gives children greater insight into themselves and helps them grow in appreciation of other people, understanding the world they live in and the forces that operate to make people think, feel, and behave as they do.

—Josette Frank

THE BIBLIOTHERAPEUTIC PROCESS:

Identification with characters, situations, or elements of the story is the first step in this process. Identification helps the reader realize that he is not the first person to encounter a particular problem, and it enables him to vicariously relive a particular experience. Thus, the reader is able to view this problem from a different perspective, which promotes personality adjustment and growth.

The second step is catharsis, or the release of tension. We suggest that the reader gratifies his impulses or desires (even the socially unacceptable drives) by his identification with the actions of the story characters. This gratification results in tension reduction and overall relaxation (catharsis).

Insight is the final phase. By achieving insight the reader understands, modifies, and changes his attitudes and behaviors. Bibliotherapeutic intervention's goal is to gain insight, and it is the responsibility of the teacher to guide students toward it.

—Ronald S. Lenkowsky
& Barbara E.
Lenkowsky

Since we know that many books have in many different ways changed the thinking of the world, we can easily believe that many an individual can and does have his life changed directly through the experience of reading a book.

—Karl Menninger

One can talk of a book more readily than one can of his own problems without the embarrassment of explicit self revelation...literature may contribute to one's understanding of his own emotional responses to a person or situation by starting an inner readjustment which will modify his response to the next person or situation encountered.

—Joseph S. Zaccaria,
Harold
Alton Moses, &
Jeff S. Hollowell

When the adolescent becomes aware of the fact that his present experiences and anxieties are not unique and that others have had the same impulses and conflicts, he may be better able to handle them. Frequently, literature is the only means by which he can see he is 'normal' and allay guilt and fear thereby.

—Louise Rosenblatt

BIBLIOTHERAPY CAN HELP A CHILD:

- Verbalize problems.
- Get personal insight.
- Acquire accurate information.
- Reduce sense of isolation.
- Think about and discuss problems with greater objectivity.
- Weigh values, beliefs, and reorient life goals.
- Assess personal limitations and assets.
- Enlarge interests.
- Prevent problems from occurring.

—R. Vance Peavy

Children, like adults, have problems. At times children need help learning to face problems, to see them in and perspective, and to deal with them adequately. Books alone cannot solve these problems, they can help... through bibliotherapy, children may learn to analyze their attitudes and modes of behavior. Books may assist children in comparing their beliefs with those of others. Books may offer many possible solutions to problems or even present the solution that could lessen a child's inner turmoil.

—N. Galen & J. Johns

Learning-disabled adolescents are especially aware of their own feelings of inferiority, failure, and impotence... pupils express empathy for characters, identify with situations they read, and are delighted to discover fictional and factual whose characters experience problems similar or comparable to their own. Reading such stories reinforces their feelings of 'normalcy' and helps the students to realize that they are not alone in facing adolescence's problems and the special problems created by their disabilities.

—Ronald S. Lenkowsky
& Barbara E.
Lenkowsky

Just thinking about distress to one's self may not have and usually does not have the same outcome as writing it down. Why not? First, because the writing is 'official,' indelible; it takes time and requires attention. Writing is also a matter of doing something other than emoting over the unwanted feelings; it may be reciprocally inhibiting the anxiety. Writing offers an 'out,' a relief from the binding anxiety, and relief from the redundant issues of problem-anxiety-distress-distraction-further anxiety. The individual who stops to write something down is more likely to remember his effort and can retain a record of having done the writing. Writing forces one to enter into a different set of activities, compared to 'just thinking about the matter.'

—E. L. Phillips

THE ADVANTAGES OF WRITING THERAPY:

- The preparation of a 'written production' such as a diary, autobiography, short story, poem, letter, etc., by a client isn't an expressive and creative act. It both analyzes and synthesizes emotion in a deeply personal way and, as such, works counter to repressive and regressive forces in the personality. It is catharsis in the best sense. It heals through its major symbolism—not unlike Greek drama—and because the unexpressible can often be expressed.

- The content of the ‘written production’ provides materials for analysis similar to dreams, fantasies, projective tests, and other imaginative productions. The language of the ‘written production’ is also as much a source of parapraxis as are slips of the tongue, forgetting, etc.
- ‘Written production’ further interval therapy by providing for rehearsal of therapeutic hours. In this way the development of insight and cognition is encouraged. Above all, if the psychotherapist is the respondent of the ‘written production,’ his presence in interval-therapy is given a tangible imaginal form.
- A ‘written production’ usually has a wider social base than an individual therapy session. In this sense, it is more outer-directed for it involves family, peer groups, authority figures, etc., in greater quantities than in the sessions. Since society is the place where the client ultimately makes his life, written productions permit him a wider social integration of analytic material.
- My impression has been that, under certain circumstances, the time required for treatment may be eclipsed by the judicious use of ‘written productions.’
- Under emergency circumstances of separation of client and therapist, ‘written productions’ have a place along with the telephone, standby colleagues, etc.

—Arthur Burton

BENEFITS OF WRITING THERAPY IN CLASSROOM SETTINGS:

- Many students are enabled to discuss their needs and their problems.
- The therapeutic writing facilitates progress in counseling interviews.
- Students become more willing to go into the subject matter of the class and are more successful in it.
- Learning takes place through the curriculum without lowering standards.
- Students assume more responsibility in classroom activities.
- Students achieve an increased sense of security.
- Students gain more self insight.
- As more value is placed upon individuals, they become more aware of themselves

—Joseph S. Zaccaria,
Harold
Alton Moses, &
Jeff S. Hollowell

A CONTINGENCY CONTRACT SHOULD INCLUDE:

- The date when the agreement will begin, end, or be renegotiated.
- The behavior targeted for change.

- The amount and kind of rewards or reinforcers that will be used.
- A schedule for delivery of the reinforcers.
- Signatures of all involved.
- A schedule for review of progress.
- A possible bonus clause for sustained or exceptional performance.
- A statement of the penalties that will be imposed if the specific behavior is not performed.

—W. J. DeRisi & G. Butz

FOUR PRIMARY ADVANTAGES TO CONTINGENCY CONTRACTING:

- First, from a time management point of view, it is economical.
- Second, contracting places the responsibility on the student.
- Third, a contract that includes parents gives some degree of the responsibility to them.
- Fourth, the written contract also indicates that the counselor cares—that the counselor is willing to work out a program and do what he or she has promised.

—B. D. Brooks

The integration of personal counseling, bibliotherapy, writing therapy, and contingency contracting in an in-school suspension setting can be an effective way of dealing with adolescent truants in a positive and productive manner.

—Dan L. Miller

There are three general correlates identified with dropping out. One correlate addresses personal problems of youth which tend to be independent of class and family background, including:

- Substance abuse (alcohol and/or other drug use and abuse),
- Problems with the law,
- Low self-esteem/lack of self identity,
- Peer pressure,
- Mental health problems such as depression (suicidal tendencies), and
Pregnancy

A second correlate shows the relationship between dropping out and family background, including:

- Socioeconomic status,
- Educational level of parents,

- Child rearing practices,
- Single parent families, and
- Dysfunctional families (including child abuse).

The final correlate addresses school factors, including:

- Bilingualism,
- Cultural differences/cultural discontinuity,
- Academic achievement/failure including grade retention and tracking,
- Attendance: truancy/absenteeism/detention/expulsion,
- Teacher attitudes and expectations, and
- Racism, discrimination, and prejudice.

—Ardy Sixkiller Clarke

Writing seemed to me to be the most natural thing to do during my college days. I could not open up to others and so I started writing my thoughts in my journal. It gave me a sense of calm and peace

And now after so many years to write my thoughts in my journal still seems to me to be the most natural thing to do. I am still not able to open up easily in front of people. And so writing keeps me sane!

—Avijeet Das

All methods of writing represent an intellectual technique of inquiry and expression. Both personal essay writing and poetry provide a reputable method of a person sharing their physical and emotional experiences, observations, and thoughts.

Kilroy J. Oldster

We write more when we hurt. Facing a physical, emotional, or spiritual crisis, a person might turn to writing as a panacea. A person overcome with frustration or doubt might attempt to regain their intellectual and spiritual bearings by probing the matrix of their confused thoughts in a logical or creative manner.

—Kilroy J. Oldster

A writer turns to paper to stem a burble of pain, shut the door on sadness, and allow the mind to release unsavory obsessions.

—Kilroy J. Oldster

Who, indeed, is the dean? Is he or she an authoritarian figure respected in the school and community for his or her dynamic leadership and fair policies? Is he or she an individual parents and students turn to for direction and guidance? In most

cases the dean is seen as the individual who manages the detention center, who determine suspensions, and who lectures students on their behavior. The image of the dean within the school and within the community is far from positive. The position of dean can in image and in fact be the most negative in the high school, but is this negativism the only alternative? Must it be this way? Certainly not.

Today more than ever the position of high school dean must be elevated to one of strong, positive leadership. Being responsible for the effective management of a large group of young people, the dean is in an ideal position, in most cases, to make the most significant contribution to the high school student's education. In fact, rather than wallowing in negativism of the position and feeling crushed by the endless flow of problems and confrontations, the dean should be envisioning his role as the single most dynamic and challenging position in the school. The dean should be able to broaden the scope of the job beyond that of the 'enforcer,' the one who manages the school's system of detention, who decides which students are to be suspended and for how long they are to be denied the right to an education, and who delivers lectures which often fall on deaf ears or who scolds or counsels students and fails to provide substantial, positive input needed by the student for the student's effective readjustment.

The dean, while maintaining an educational atmosphere conducive to the teaching and learning process, can and should be viewing the role as the single most dynamic curricular position in the school. There is no time more right for learning than when a student is in trouble or has a problem. Times when the student is troubled or when the student exhibits deviant school behavior are the perfect moments for the dean to step in and make a positive contribution to the development of that student's character. The dean can do that most effectively not in the narrow, one-dimensional role of the authoritarian behind the desk but as the administrator who understands the motivation behind the student's behavior, provides the student with the facts and information he or she needs to solve his or her problems, and helps the student plan and carry through a constructive course of action.

—Dan L. Miller

Writing therapy can serve as an ancillary vehicle for self-insight. During a disciplinary interview a student may be defensive and actually more worried about saving himself or herself or covering up his or her errors than in taking a thoughtful look at himself or herself and his or her behavior. During a writing session, however, he or she will have time to think and reflect, and while still perhaps trying to cover up his or her actions, the writing may prove cathartic and start in motion the process of self-evaluation and self-insight. The student, unhampered by the dean, now has time to cool down, reflect, and express his or her feelings in a comfortable atmosphere. Rather than battling the dean in an interview, the student is only struggling with himself or herself and his or her own problem. He or she may very well,

during the writing, even solve the problem or realize the counter productivity of his or her behavior.

—Dan L. Miller

Another important function of writing therapy may also help the dean counsel students in need of help. A student who has no friends, is immature and being teased by other students, or for any reason has a strong need to communicate with someone in a position to help him or her, may be able to keep in close and constant touch with the dean through emails. At any time at home or at school when the student feels troubled and needs to communicate with a friend, he or she should feel free to do so through an email to the dean. The dean should have established with the student a positive relationship that would promote this type of correspondence, and, in fact, the dean could build a large portion of his or her counseling around this particular system of communication. Realistically, the dean cannot spend as much time in counseling as many students would want or as much time as many students may need. A student taking advantage of this system of communication would write as long an email as he or she needed. Many students are discouraged when they want to talk with the dean or their counselor but can't because the dean is out or busy. If the student does get in to see the dean, the dean may be rushed because he or she has other work to attend to. By writing an email, the student is free to say whatever he or she wants and to communicate for as long as he or she wants. The dean, of course, should also make it a point to keep in personal contact with these types of students and to counsel them as often as possible. The email writing system of communication can, moreover, spread the services of the dean over a larger portion of the student body and extend the length of therapy and counseling.

—Dan L. Miller

TIPS FOR SUCCESSFUL PARENT CONFERENCES AT SCHOOL

Parent-teacher conferences can be a mutually beneficial experience for both parents and teacher. They are a time for sharing facts, beliefs, feelings, and questions. Both parents and teacher have much to bring to the conference because both have a very special understanding of what the child is like. If the conference is successful, everyone gains— especially the child. Listed below are tips that other teachers and parent coordinator have found successful, and it is hoped that they will also help you to have a successful parent-teacher conference.

- Be prepared. Know important information about the child in school. Read over the child's cumulative record folder, recent test, health records, anecdotal records from the classroom, and any other vital information. Make a mental list of what you'd like to know about his activities and behaviors at home.

- Be a friendly host or hostess. Try to make the parents as comfortable as possible. Offer coffee if available.
- Be positive. Talk about the good things you see in the child. Relate pleasant occurrences in the classroom, on the playground, on a field trip, among other children, or during any other activities. Be specific and don't overgeneralize.
- Think developmentally. Talk about where the child is now and what the next steps are. Don't dwell on what the child cannot do. Talk in terms of what he can do and how you and his parents can help him extend and build upon his skills, knowledge, and interactions.
- Try not to take notes during the conference. This will make the conference more personal and will show the parents that you are listening and interested in both their child and in them. Review basic interviewing skills of observation, listening, clarifying, questioning, leadership, redirection, and asking leading questions.
- Be highly sensitive to individual needs and respond in ways to assure that needs are met.
- Maintain an objective yet warm relationship. Avoid the promotion of a dependent or too close, personal relationship.
- Keep the discussion focused on material relevant to the well-being of the child and avoid the elicitation of irrelevant material the teacher is not professionally trained to handle. Teachers should not try to play the role of the therapist.
- Refer complex cases to another staff member or through another staff member to an outside agency. For example, discussion of marital problems is outside the teacher's realm of training. The social worker may be the person to encourage a referral to outside the school.
- Ask leading questions which give parents an opportunity to express how they think and feel about their child. Examples might be: How do you discipline your children? What was your child like as an infant? How would you describe him to strangers? What do you want

him to learn in school? What does he like to do most at home? Does he have a favorite toy? How do your children get along together?

- When you give suggestions to parents, offer alternatives so that they can think about the possibilities and make their own decisions. Don't overload the parents with suggestions or decisions to make. Concentrate on one or two things and carry through on these conversations.
- Hear criticism fully and ask clarifying questions so that you really understand what the parents mean. Avoid arguments and answer questions as completely and truthfully as possible. If you don't know some information, be honest, and if possible, find it out for the parents.
- Initiate conferences on a prescheduled and preplanned basis. A teacher should not just drop in on a parent unannounced.
- Establish a specific time limit for each conference. Short conferences occurring frequently are more productive than prolonged conferences widely spaced.
- Before the conference ends, summarize the major topics you talked about, agree upon any actions needed, and clarify the next steps for both parents and the school.
- Don't give the parents the impression that they are done with their parent conferences for the year. Extend an invitation to visit school anytime and to talk with you about any concerns they might have. Stress that this is a beginning and that the school and parents have a real need to work together for the benefit of their child.
- Thank the parents for coming and see them to the door. Express again your interest in working together with them.
- Evaluate your conference and think about your strengths and weaknesses in talking with parents. Your conferences will improve if you assess your interactions, questions, preparations in attitudes after each conference and make plans for extending your strengths and decreasing your weaknesses.

- Keep records of each conference. Notes should be recorded as soon after each conference as possible. These notes should be carefully reviewed when planning the next conference.

—Nancy Chavkin

TALKING WITH PARENTS

- Be positive. Talk about the good things you see in the child. Show you were interested and want to help.
- Work with the parent. Stress the idea that you need to work together. Tell them how important their help is. Use their help.
- Be flexible. Talk to the parents on their own level. Meet in a comfortable place at a mutually convenient time. Do not present your ideas first. Seek their opinions and work together on plans solicited from them.
- Be a good observer. Notice both what the parent says and what he does not say. Be aware of bodily tension, hesitation, excitability, etc.
- Listen. Do not interrupt to say what you would have done. Be attentive and nod to show that you are listening and are interested.
- Begin where the parent is. Help him feel relaxed and comfortable. Encourage him to talk. Ask leading questions. Facilitate the conversation by asking questions that require more than a 'yes' or 'no' answer. Avoid putting answers in the parent's mouth. Some leading questions might be: What does he do when ____? How do you feel when ____? What do you do when ____? How do you discipline your children?
- Make comments thoughtfully. Use your comments to reassure, to encourage, or to carefully direct parents to relevant matters. Make sure you use the language of the parents.
- Answer personal questions. Be frank, brief, and truthful. Then try to redirect the conversation back to the parent.

- Good relationships take time. Working with parents is a process. It takes time to develop rapport and trust. Don't try to do everything in one short meeting. The more difficult the problem, the more meetings it takes.

—Nancy Chavkin

Writing is one of the best therapies that exist. Either on paper, computer, phone or tablet, in any form it is helpful. Whenever you feel like writing, just do it. Let the words flow out of your mind and heart. It doesn't have to make sense to anyone but you. Some people may find it easier to express themselves in writing than verbally. While you will have time to choose the best words, you will also escape the fear of immediate reaction. Take your time and play with the words until you feel you got them right. One can write about anything. About a dream, a fantasy, a love story, happenings during the day, an apology or a greeting, everything is permitted in the world of writing. There it is not good or bad.

—Nico J. Genes

Writing is therapeutic. It helps you cope with issues that seem gargantuan at the time. The process of expressing yourself about a problem, editing your thoughts, and writing some more can help you control issues that you face.

—Guy Kawasaki

Many teens feel hemmed in by mistakes they've made, and it's important for them to realize that their mistakes and bad choices don't always have to define them. That hopefully their lives will be full of second and third and fourth chances.

—Jandy Nelson

BIBLIOTHERAPY

A simple and effective method of helping children and parents deal with life traumas or specific behavioral problems is to provide them with books and instructional pamphlets designed to explain such issues in an age-appropriate way. Parents and children often take comfort in the fact that they are not alone in what they are experiencing and that there are suggested ways of coping that have proved successful for others in similar situations.

A good source of books is the *BookFinder 4: When Kids Need Books*, a listing of annotations of children's literature that addresses their needs and problems. The collection is published by *American Guidance Associates*, Circle Pines, Minnesota and edited by Sharon Spredemann Dreyer. Libraries can also provide lists of books on specific topics. Bookstores are also sources of therapeutic readings.

—Dan L. Miller

SELF-ESTEEM DEVELOPMENT

At-risk students have established patterns of failure in school. They generally have a low level of self-esteem and very little confidence in their ability to succeed in school. They also often engage in negative social behaviors. Students who have a better understanding of themselves, feel confident in their abilities, and can make decisions that benefit them in a positive way will have a better chance of succeeding in school. Therefore, a part of the At-Risk Program is a component to address family and peers, self-discipline, resolving conflicts, and self-respect. The classroom teacher working collaboratively with the school counselor will carry out a specific self-esteem program. Together they will plan and deliver a program intended to address the self-esteem needs of the at-risk children in the program.

There are few characteristics which will have as significant an impact on whether a student fails or succeeds in school as how the student feels about himself or herself. By helping the at-risk student feel better about himself or herself the teacher can strengthen the child's belief that he or she can succeed, which in turn should lead to better performance in all areas of the child's life, including school. Following are strategies and activities which will facilitate the building of self esteem in children: Plan for success. Put students in situations where success is probable. When it is obvious that a learning goal is too difficult, break the process into a series of smaller, simpler steps.

Take time to meet with the 'at-risk' student on a daily basis to discuss the successes of the day. Discuss why the success took place, how it made him or her feel, and how it could be duplicated.

Provide a classroom environment which is warm and supportive. In such an environment, failure is not feared but considered a part of the learning process.

Accept all students and let them know you care about them. Students will feel important when teachers demonstrate through their actions that they care.

Accentuate the positive. Give students praise when it is earned. Help the student recognize and appreciate accomplishments. Draw attention to the student's strengths and how these strengths are being utilized. Contact parents when the student is doing well.

Have reasonable goals and expectations for achievement within the classroom. Anxiety and frustration are reduced when expectations are clearly stated and are within the reach of the student's ability.

Choose a 'Student of the Week.' Give each child an opportunity to discuss what it is they feel good about. The student may choose to display schoolwork, family photos, creative work, certificates, etc.

Have students keep a journal of 'positive thoughts' that relate to school, their families, outside activities, etc.

Declare an 'I'm Special Day' when students can focus on and explore the attributes that make them unique.

Realize that you will affect your pupils' self concept each and every day. HOW you affect their self concept is your choice.

—Dan L. Miller

It's good for you to write down your thoughts. It's therapeutic because it forces you to slow down and think about life.

—Katie Kacvinsky

Late into the night I write and the pages of my notebook swell from all the words I've pressed onto them. It almost feels like the more I bruise the page the quicker something inside me heals.

—Elizabeth Acevedo

Journal writing is a voyage to the interior.

—Christina Baldwin

Most people carry their demons around with them, buried down deep inside. Writers wrestle their demons to the surface, fling them onto the page, then call them characters.

—C. K. Webb

Some may ask: Why is queer lit even a thing? Well, people are tribal; readers are tribal. We like to read about characters who reflect us because it's a way we can learn how to deal with life and its challenges. Queer readers had been mentally editing the novels they read for years, changing one character or another's sex in their imaginations. Highly unsatisfying—and totally beside the point of queer existence.

—Elizabeth Sims

Writing is the best anti-depressant.

—Fierce Dolan

Writing is a form of therapy; sometimes I wonder how all those who do not write, compose, or paint can manage to escape the madness, melancholia, the panic and fear which is inherent in a human situation.

—Graham Greene

BENEFITS OF WRITING THERAPY

Keeping a journal can be extremely helpful for the user, whether it helps them improve their memory, record important bits and pieces of their day, or just helps them relax at the end of a long day. These are certainly not trivial benefits, but the potential benefits of writing therapy reach further and deeper than simply writing in a diary.

In individuals who have experienced a traumatic or extremely stressful event, expressive writing can have a significant healing effect. In fact, participants in a study who wrote about their most traumatic experiences for 15 minutes, four days in a row, experienced better health outcomes up to four months later.

Another study tested the same writing exercise on over 100 asthma and rheumatoid arthritis patients, with similar results. The participants who wrote about the most stressful event of their lives experienced better health evaluations related to their illness.

A recent study suggested that expressive writing may even improve immune system functioning, although it may need to be sustained for the health benefits to continue.

In addition to these more concrete benefits, regular therapeutic writing can help the writer find meaning in their experiences, view things from a new perspective, and see the silver linings in their most stressful or negative experiences (Murray, 2002). It can also lead to important insights about yourself and your environment that may be difficult to determine without focused writing.

Overall, writing therapy has proven effective for many different conditions or mental illnesses, including:

Posttraumatic stress

Anxiety

Depression

Obsessive-compulsive disorder

Grief and loss

Chronic illness issues

Substance abuse

Eating disorders

Interpersonal relationship issues

Communication skill issues

Low self-esteem

—Courtney Ackerman

To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life.

--W. Somerset Maugham

Bibliotherapy is an expressive therapy that involves the reading of specific texts with the purpose of healing. It uses an individual's relationship to the content of books and poetry and other written words as therapy. Bibliotherapy is often combined with writing therapy. It has been shown to be effective in the treatment of depression. These results have been shown to be long-lasting.

—*goodreads.com*

Bibliotherapy can assist children in overcoming problems by having them read stories about characters who have successfully resolved a dilemma similar to their own. Identification with a literary model can foster thought and possible resolution to a problem such as dealing with a separation, illness, death, poverty, disability, alienation, disaster, war, etc. The underlying premise of bibliotherapy is that interpreting stories is an ever-changing process to which children bring their own needs and experiences. Since students often have difficulty identifying and communicating their feelings, stories can serve to facilitate open discussion and self-understanding. If children become emotionally involved with literary characters, they are more able to verbalize, act out, or draw pictures describing their innermost thoughts.

Use of bibliotherapy is not limited to crisis situations, nor is it a cure for severe psychological difficulties. It may not meet the needs of some children, especially those who are not ready to face their specific issue. Other students may be unable to transfer insights gained from reading into their own life, or may use literature as a form of escape. Yet, these experiences with literary characters have been shown to be beneficial to many children.

The goals of bibliotherapy are to help children:

- identify and validate their feelings;
- realize that other children have problems similar to their own;
- stimulate discussion;
- foster thought and self-awareness;
- discover possible coping skills and solutions; and
- decide on a constructive course of action.

Bibliotherapy, as it's called, is a fast-growing profession. A recent survey suggests that 'over half of English library authorities are operating some form of bibliotherapy intervention, based on the books-on-prescription model'. That's to say, an increasing number of people are being referred by their GPs to the local library, where they'll find shelves or 'reading pharmacies' set aside for literature deemed relevant

to their condition. Lapidus, an organisation established in 1996 ‘to promote the use of literary arts in personal development’, has played a key role in bringing together writers and health professionals; as has the current editor of the Poetry Society’s magazine, the poet Fiona Sampson.

—Blake Morrison

Perhaps the most convincing argument for the effectiveness of bibliotherapy comes from writers themselves. There’s the case of George Eliot, for example, who recovered from the grief of losing her husband George Henry Lewes by reading Dante with a young friend, John Cross, who subsequently married her. ‘Her sympathetic delight in stimulating my newly awakened enthusiasm for Dante did something to distract her mind from sorrowful memories,’ Cross later wrote. ‘The divine poet took us to a new world. It was a renovation of life.’

—Blake Morrison

The whole foundation on which my life was constructed fell down [and] I seemed to have nothing left to live for. Then one day a small ray of light broke in upon my gloom. I was reading, accidentally, *Marmontel’s Mémoires*, and came to the passage which relates his father’s death ... A vivid conception of the scene and its feelings came over me, and I was moved to tears. From this moment my being grew lighter. The oppression of the thought that all feeling was dead within me was gone. I was no longer hopeless: I was not a stock or a stone.

—John Stuart Mill

The...great therapeutic power of literature—it doesn’t just echo our own experience, recognise, vindicate and validate it—it takes us places we hadn’t imagined but which, once seen, we never forget. When literature is working—the right words in the right place—it offers an orderliness which can shore up readers against the disorder, or lack of control, that afflicts them.

—Blake Morrison

Novels...put readers in someone else’s shoes, which encourages empathy and is valuable for socializing people. The simple act of appreciating someone else’s suffering is likely to put your own in perspective, making books the ideal therapy for adolescents (at any age).

—Shannon Rupp

Reading allows us to momentarily take on another identity, another person’s skin, mind, body and soul and truly put ourselves in someone else’s shoes.

—Bijal Shah

The idea of reading as a healing activity is not new; apparently King Ramses II of Egypt had a special chamber for his books, and above the door were the words 'House of Healing for the Soul.' Sigmund Freud incorporated literature into his psychoanalysis at the end of the nineteenth century. Medical professionals and psychologists have been prescribing books for their patients to read for a hundred years or more. But it was more as an adjunct to other treatment rather than a treatment in itself.

—Jenni Ogden

Although the bibliotherapists sometimes prescribe philosophy, poetry and creative nonfiction books, novels are more common. So why is fiction more therapeutic? Research has shown that literary fiction enhances our ability to empathize with others, to put ourselves into another's shoes; to become more intuitive about other people's feelings (as well as our own), and to self-reflect on our problems as we read about and empathize with a fictional character who is facing similar problems. When we find ourselves weeping with or for the character in the story, we are also weeping for ourselves; a sort of catharsis. When our character finds happiness in the end, well perhaps so can we. When the story drops us into a hurricane, we learn from that, and if we are ever faced with a real one, it will not be an entirely new experience. We may discover ourselves coping in ways that we can only have learned from that novel we read years before.

—Jenni Ogden

Bibliotherapy is an old concept in library science. According to the Greek historian Diodorus Siculus, in his monumental work *Bibliotheca historica*, there was a phrase above the entrance to the royal chamber where books were stored by King Ramses II of Egypt. Considered to be the oldest known library motto in the world, ψυχῆς Ιατρεῖον, is translated: 'the house of healing for the soul'. Galen, the extraordinary philosopher and physician to Marcus Aurelius of Rome, maintained a medical library in the first century A.D., used not only by himself but by the staff of the Sanctuary Asclepion, a Roman spa famous for its therapeutic waters and considered to be one of the first hospital centers in the world. As far back as 1272, the Koran was prescribed reading in the Al-Mansur Hospital in Cairo as medical treatment.

In the early nineteenth century, Benjamin Rush favored the use of literature in hospitals for both the 'amusement and instruction of patients'. By the middle of the century, Minson Galt II wrote on the uses of bibliotherapy in mental institutions, and by 1900 libraries were an important part of European psychiatric institutions. After the term bibliotherapy was coined by Samuel Crothers in an August 1916 *Atlantic Monthly* article, it eventually found its way into the medical lexicon. During World War I, the *Library War Service* stationed librarians in military hospitals,

where they dispensed books to patients and developed the emerging ‘science’ of bibliotherapy with hospital physicians.

—*Wikipedia*

Bibliotherapy: The use of books selected on the basis of content in a planned reading program designed to facilitate the recovery of patients suffering from mental illness or emotional disturbance. Ideally, the process occurs in three phases: personal identification of the reader with a particular character in the recommended work, resulting in psychological catharsis, which leads to rational insight concerning the relevance of the solution suggested in the text to the reader’s own experience.

—*The Online Dictionary
for Library and
Information
Science*

You can’t calm the storm...so stop trying. What you can do is calm yourself. The storm will pass.

—Internet Meme

A 2018 survey by the *Pew Research Foundation* determined that, despite the rarity of such events, 57 percent of American teenagers worry about a shooting at their school. This comes at a time when children are already suffering from sharply rising rates of anxiety, self-mutilation, and suicide. According to a landmark study funded by the *National Institute of Mental Health*, 32 percent of 13-to-18-year-olds have anxiety disorders, and 22 percent suffer from mental disorders that cause severe impairment or distress. Among those suffering from anxiety, the median age of onset is 6.

—Erika Christakis

Adultification is a result of a mind-set that ignores just how taxing childhood is. Being small and powerless is inherently stressful. This is true even when nothing especially bad is going on. Yet for many children, especially bad things are going on. Nearly half of American children have experienced at least one ‘adverse childhood experience,’ a category that includes abuse or neglect; losing a parent to divorce or death; having a parent who is an alcoholic or a victim of domestic violence; or having an immediate family member who is mentally ill or incarcerated. About 10 percent of children have experienced three or more of these destabilizing situations. And persistent stress, as we are coming to understand, alters the architecture of the growing brain, putting children at increased risk for a host of medical and psychological conditions over their lifetime.

—Erika Christakis

Bibliotherapy sets out to improve troubled lives by offering advice to individuals on how books can help them. It seizes on the well-known ability of certain books to change us and turns that into a conscious effort to heal. In an informal way it expands the normally private drama of reading to include two people, therapist and client.

—Robert Fulford

I read *The Bell Jar* after a really rough patch in my life. It comforted me more than anything else my family told me. While they mean well and I appreciate them, they have no knowledge of what it's really like to live with anxiety or depression. Reading Plath helped me better understand myself and gain perspective.

—Leyva

Suicide does not end the chances of life getting worse; suicide eliminates the possibility of it ever getting better.

—Internet Meme

How can writing be used to solve a behavior problem, as in the case of a student who comes late to class?

Although students are often late for 'no good reason,' sometimes those reasons are important to them. Teachers who automatically assign detention are not willing to listen to what a student might have to say.

If right before class Janie's boyfriend announces that he is breaking up with her, it's not hard to figure out why, when she is late, she becomes angry at the teacher who says, 'Report to me after school.' If, however, the teacher hands Janie a piece of paper and says in a calm and neutral voice, 'Please write and tell me why you're late,' Janie has a chance to explain without wasting classtime.

Writing doesn't replace punishment in this situation—although 'punishment' might not be called for—but it allows the student a chance to reflect on the situation and to cool down. The teacher later reads what the student wrote and can then make a decision about the next step.

Later by talking to the student privately, person-to-person, not authority-to-subordinate, the teacher can enlist the student's help in solving the problem so detention isn't even necessary.

The student is not put into a power struggle with the teacher where both would end up losing. The teacher treats the student as a person worthy of consideration. Being treated as someone whose opinions count gives the student a sense of control in the situation. The teacher has not given up any authority by allowing the student to explain, but the teacher's willingness to listen prevents the student from feeling like a victim.

The amazing thing about using writing to communicate is that often when students have 'no good excuse' for being late, not doing their homework, or whatever, they

actually follow up their written explanation with a commitment to take care of the problem....Teachers have fewer problems to deal with in the classroom if they work with students to find solutions rather than trying to maintain control by punishing students to show them who's boss....If penalties or consequences are called for, the teacher can often get students to accept responsibility of the situation when they take time to listen to the student's view either on paper or in person and to explain their own view in a natural conversational tone.

Writing itself isn't the key, but writing offers the busy teacher a means of giving the student an opportunity to talk on paper, buying some time to consider the situation, and scheduling a private conference with the student as a follow-up, if necessary. Such a meeting may have to be held after school, but it serves a different purpose than that of detention.

—Anne Wescott Dodd

Bibliotherapy means different things to many different people. Claudia E. Cornett and Charles F. Cornett define bibliotherapy as a basically simple idea: the use of books to help people. Terry Shepard and Lynn B. Iles define it as helping a pupil find a book that might help the pupil solve a personal problem, develop skills needed for living, and/or bolster self-image. Miles V. Zintz and Zelda R. Maggart write that the term literally means therapy through books. All of these definitions assume that more than just reading for pleasure takes place as one reads a book. If children who are experiencing difficulties can read about others who have solved similar problems, they may see alternatives for themselves. By presenting possible solutions, books can help prevent some difficult situations from becoming full-blown problems. Through encountering frustrations and anxieties, hopes and disappointments, successes and failures in fictional situations, youngsters may gain insights applicable to situations they meet in real life.

—Richard White

A BIBLIOTHERAPIST SHOULD HAVE THE FOLLOWING SKILLS:

- Ability to determine the needs and interests of the individual.
- Ability to provide books at the appropriate interest and difficulty levels.
- Ability to evaluate books for the purpose they will serve in bibliotherapy.
- Ability to ask a variety of appropriate questions to encourage the individual to verbalize.
- Ability to use 'seconds of silence' and patience to wait for responses after questions have been raised.
- Ability to be a good listener and to communicate effectively.

- Ability to weigh carefully the balance between interaction strategies and additional materials to help individuals reach the insight stage.
- Ability find additional sources of help when appropriate.

— Claudia. E. Cornett
and Charles. F.
Cornett

Literature has the ability to break into the sense of individual isolation that so often induces moral apathy and meism. By giving students an awareness that they are part of a larger community, it reassures them that they alone do not carry the burden of certain thoughts, ideas and feelings.

—Susan R. Parr

The word bibliotherapy first appeared in 1930, in an article by G. O. Ireland in *Modern Hospital*. Other names applied to this therapy have been biblioprohylaxis and therapeutic reading. In the United States, the Menningers were among the first to foster interest in this new aid to healing. In 1937, Dr. Will Menninger wrote *The Prescription of Literature* and later Dr. Karl added *A Guide to Psychiatric Books*. Providing a case for bibliotherapy, Dr. Karl notes that Robert Downs issued *Books That Changed the World* and states, ‘Since we know that many books have in many different ways changed the thinking the world, we can easily believe that many an individual can and does have his life changed directly through the experience of reading a book.

—Dr. William S. O’Bruba
and Dr. Donald A.
Campese

Books may indeed ‘minister to a mind diseased’ and come to the aid of the doctor and even precede him.

—Dr. Karl Menninger

Bibliotherapy as a preventive approach is concerned with the technique in which a teacher attempts to solve a child’s problem by brining him a similar experience vicariously through books. Through recognition of the problem and its solution in literature, the individual gains insight into his own problems and presumably is then able to take a step toward solving it.

The theory of preventive bibliotherapy can be expressed in three points.

- All children and adolescents face certain types of problems.
- By reading and developing a sane attitude, youngsters are better prepared to make a satisfactory adjustment when similar problems arise.

- A little vicarious injection of experience with a problem in a book is to prevent a bad case of this same kind of experience in the young readers' development.

—Dr. William S. O'Bruba
and Dr. Donald A.
Camplese

If we can give children and young people proper principles of conduct, we can alter their behavior and make it more desirable. One of the best ways of implanting desirable ideas is gained from books. Children need a discussion of books to see the application of the situation in these books to their own problems....It must be understood that in using bibliotherapy as another way of encouraging children's use of books in influencing behavior, that most children in the classroom are not seriously maladjusted nor is the teacher a qualified therapist. But it may serve as another technique of getting close to a child, helping him to achieve a greater degree of maturity, along with developing the ability to verbalize his concerns.

—Dr. Thomas Verner
Moore

Guidance is the process of helping individuals to achieve the self-understanding and self-direction necessary to make the maximum or optimum adjustment to school, home, and community or society. Gilbert Wrenn puts it this way: 'Guidance in schools is an American phenomenon. No other country in the world devotes so much attention to the child as an individual—and to assisting children in the decisions they must make as they grow up.' This is a point of fundamental significance. Schools in all societies are concerned with the transmission of cultural heritages and with the socialization of the child. But in the United States, as in any democracy, there is an additional emphasis on the individual and on his needs and desires.

—Archie L. Lejeune

In the literary arsenal of the Counselor, books may serve the following purposes in the lives of young people:

Locating information necessary to the solution of personal problems.

Identifying, extending, and intensifying their interest.

Giving young people an awareness of themselves and others.

Furnishing emotional release or satisfaction.

Inducing intellectual curiosity and reflective thinking.

Developing social insight through the reinforcement of challenging of attitudes.

Giving opportunity for re-examination of a sense of values.

Providing aesthetic experience.

Developing critical appreciation of books, magazines, and newspapers.

Giving a sense of belonging to the culture.
Furnishing recreation through pure enjoyment and entertainment.
Nothing the adolescent or child learns is likely to serve him so well as the love of books and the ability to use them.

—Archie L. Lejeune

Since books can provide a source of psychological relief from the various pressures and concerns that stem from things that happen to children, the Counselor may use Bibliocounseling in one of two ways:

First, he may attempt to solve an individual's actual and existing emotional problems and pressures by bringing him a similar experience vicariously through books. Recognition and understanding of a problem and its solution in literature provides the individual with insights into his own problems and presumably is then able to take steps toward solving them.

Second, he may use literature for preventing a particular problem from becoming a 'hard case.' The theory being here that a child is able to make a satisfactory adjustment when a problem eventually arises in his own life because he met one similar to that which was depicted in the literature he read in the past. (This is somewhat analogous to that of inoculation to prevent a contagious disease.)

—Archie L. Lejeune

If you have ever felt warm, weepy, excited, or renewed after reading a book, then you have experienced a form of bibliotherapy. We've all laughed and cried as our favorite characters succeeded and failed, because good literature is built on life itself—and life's not always easy! But once in awhile a particular book or passage from a book touches us, and we are never the same again. Life is fuller as a result of these moments, but such insightful occasions are rare. Happening upon a book that deals fictionally or factually with immediate emotional, intellectual, social, and even physical needs is like finding a four-leaf clover.

—Claudia E. Cornett and
Charles F. Cornett

Bibliotherapy is the process of using books to teach those receiving medical care about their conditions.

— Samuel Carothers
(1916)

Bibliotherapy is a process of dynamic interaction between the personality of the reader and literature—interaction which may be utilized for personality assessment, adjustment, and growth.

—David Russell and
Caroline Shrodes
(1950)

Bibliotherapy is psychology through literature-reading that is used to help solve or prevent problems.

—Adolph Stadel (1964)

Bibliotherapy is therapeutic reading in which children find duplications of their own problems and observe how children similar to themselves face their difficulties.

—Matilda Bailey (1964)

Bibliotherapy is defined as an interaction between the reader and certain literature which is useful in aiding personal adjustment.

—Barbara Lindeman and
Martin King (1968)

Bibliotherapy is getting the right book to the right child at the right time about the right problem.

—Sara Lundsteen (1972)

Bibliotherapy is a family of techniques for structuring interaction between a facilitator and a participant . . . based on their mutual sharing of literature.

— F. M. Berry (1978)

Bibliotherapy is the use of literature...to help me through difficult situations, feelings and thought-processes and to allow me to appreciate the beauty of words and skilled writing.

—Lucy Horner (2013)

I would define bibliotherapy as...

A sure-fire way to get to know yourself

One of the easiest ways to relate to others when you feel isolated

Something that allows you to be inspired by others...

Yet to also learn from their mistakes

The result of reclining on a sun lounger with a trashy novel

Or, sitting in a well-supported reading chair and learning from history's finest minds

A process highly linked to that incredible feeling of reading the last paragraph of a great book

The simple way you can be changed by words next to words on paper

The consequence of challenging, beautiful or iconic lives documented in text

A perpetual legacy that authors can share long after their passing

Something that must be accompanied by a good cup of tea

Not always a relaxing or welcome process, but one that is sometimes harsh and uncomfortable

A way to get your thinking back on track when you feel anxious or upset

Often born in a good bookshop

A lifelong companion and provider of guidance to all those who welcome it

Open entirely to interpretation.

—Lucy Horner (2013)

The bibliotherapeutic process has been found to have the following effects on readers:

Affective Changes (attitudes, values, emotions)

- Promotes empathy
- Creates positive attitudes
- Produces personal and social adjustment
- Develops positive self-image
- Relieves emotional pressures
- Develops new interests
- Promotes tolerance, respect, and acceptance of others
- Encourages realization that there is good in all people
- Helps reader to identify socially accepted behaviors
- Stimulates the examination of moral values, which results in character development
- Creates a desire to emulate models

Cognitive changes (intellectual, reasoning, thinking)

- Stimulates critical thinking, such as analysis, drawing conclusions and implications, making decisions, solving problems, making judgments
- Gives perspective to problems so that they can be put into proper proportion; reader sees universality of problems
- Provides vicarious experiences

- Provides insight into human behavior and motives
- Develops in the reader the ability for self-evaluation
- Challenges readers to consider higher-level reasoning
- Encourages planning before taking a course of action
- Permits discussion on an impersonal level
- Reveals that problems have many alternative solutions and individuals have choices in solving problems

In summary, through bibliotherapy cognitive and affective changes occur in the reader that enable him or her to fully or partially satisfy an unfulfilled need. Through bibliotherapy young people can be helped to cope with a multitude of problems.

—Claudia E. Cornett and
Charles F. Cornett

In the large body children’s literature...many resources can be found for fostering the moral growth of young people. To prepare children to think critically about ethical concerns, schools should emphasize the thoughtful reading of such literature...Well-trained teachers, who understand the needs of students and who value literature, can identify appropriate books and develop creative critical-thinking activities based on them. Every time a story is read aloud or a novel discussed, such teachers are fostering moral education.

Recent research has shown the effectiveness of using literature and structured discussions of moral dilemmas to stimulate the growth of children’s moral judgment. Indeed, the value of literature in enriching the lives of children is manifold. Above all, books provide pleasure and insight. The narrative patterns of storytelling reflect an ordered way life. And by imaginatively entering the fictional worlds created by talented authors, children come to perceive their own environment and other people in fresh ways.

Through the vicarious experiences reading offers, children can see and feel how others have lived, and understand how they have dealt with the universal questions of life.

And stories can become quests for self-discovery. Facing the conflicts and dilemmas posed by a given tale, the young reader postulates fundamental questions: ‘Who am I?’ ‘What is my place in the world?’ ‘How can I make this a better world?’

—Jerry Watson

A fundamental goal of education is to enhance students' ability to analyze critically not only their own behavior but also that of others. While we remind ourselves, for instance, that we are all capable of telling lies, the more formidable task is to discern when others are lying to us. To help children develop character, we must ask them to judge others' characters.

We must prepare children to cope with living in a world of uncertainty—not to dissolve in cynical despair, but to function with a healthy sense of suspicion about what they see, hear, and read.

—Jerry Watson

Unresolved issues from childhood revisit us in adulthood.

—Kilroy J. Oldster

I've been called every racial slur in the book. I've been told explicitly that people who look like me don't play golf, we don't have a right to exist in America, you should go home. It would definitely faze me a little bit, but it never deterred me. I'm really stubborn, so I'm going to prove you wrong, just wait. When people think they're dragging me down, it kind of fuels the fire in me that I'm going to be a better golfer, I'm going to be a better student, I'm going to keep climbing up the ladder.

—Noor Ahmed (Muslim
golfer at the
University of
Nebraska)

Kids without friends are, to use one teacher's words, a living heartbreak. 'Each year I have some children who just can't seem to make friends. They're sad, I'm sad, and I don't know what to do about it.'

Even young children are able to feel what researchers term 'the loneliness of isolation.' And as Janis Bullock, professor of child development at Montana State University in Bozeman, notes, kids without friends often develop negative attitudes toward school. For some children—especially those who are rejected by their classmates day in and day out—school can be a miserable place.

'No one knows how much inner turmoil kids without friends feel,' says an elementary school guidance counselor. 'To recognize kids with these inner problems, we need to look at their outer behavior. For instance, we need to take a second look at the little girl who cowers in a corner alone while her classmates work on a group project, and we need to think about the little boy who sits on the sidelines during recess. Maybe what these kids need most is a friend.'

—Susan Black

Studies show that children who have trouble making and keeping friends during their early years run a high risk of thinking of themselves as social outcasts—and eventually becoming outcasts—as they move up the grades. And, these studies show, loneliness in early childhood can have long-lasting effects: Lonely kids are more likely to drop out of school, and lonely kids often grow up to be lonely adults.

—Susan Black

Having friends or lacking them is just one part of a more complex psychological portrait; to be complete, the portrait needs to include an assessment of the quality of the child's friendships as well as the identity the child's friends.

Five attributes describe the quality of children's friendships: (1) content, or whether friends act in prosocial or antisocial ways when they're together; (2) constructiveness, which describes whether friends settle differences through negotiation or assertion; (3) closeness, which measures the time and types of activities children share with one another; (4) symmetry, or the degree to which children have equal or unequal power in their relationship; and (5) affect, which tells whether the friendship is supportive and secure or whether it is filled with conflicts.

—Willard Hartrup

If we understand the signals they are giving us, middle school kids can be fun and adventurous. If we can find it in our hearts to overlook some of their quirky and mysterious behaviors, we can find them to be energetic and curious about how the world works around them. If we see the world as they view it, we can take their hand and guide them across the narrow bridges and frightening valleys they see sprawling before them. And finally, if we can reveal the patience to talk with them about the issues that confuse and bedevil them, we can find a world open for discussion and journey.

—Dr. Kid Brain

How a child gets along with other children is 'the single best childhood predictor of adult adaptation.' Friends provide several important functions in child development. First, children who have friends have a much-needed emotional resource—a security system, you might say—that helps them be brave instead of timid. In school, having friends could give a child the courage to sign up for a classroom play or volunteer to explain a math problem in front of the room. A child's confidence, boosted by friends, can also make it easier to meet new people and handle stresses outside of the classroom, such as living in a trouble household. And kids with friends tend to laugh and smile more often, a sign that they're enjoying life and having fun.

—Willard Hartrup

It's important for teachers to be alert not only to whether children have friends, but also to the quality of those friendships. Serious intervention in the case of troubled loners is a case for psychological professionals—acting in concert with the child's family. But simply knowing the importance of friendship in a child's development—and understanding the major components of friendship relationships—can be the first step in helping a child break out of the loneliness of isolation.

—Susan Black

Middle school teachers should know that the kids in middle school are very stressed. From classes to social status to expectations the school can be a very strenuous place. A lot of kids worry about popularity. The way others kids act towards others can be very harsh on someone's self-esteem. That will affect the quality of the work the kids do....Also the expectations people have may also be stressful. The kids have to live up to the expectations of parents, teachers, and even peers.

—Anonymous Middle
School Student
quoted by Nancy
Doda & Trudy
Knowles

Students' decisions to drop out of school [are] not...a single momentous action but... the culmination of a long path of disengagement from school. Schools must stop looking at what kids are doing—the risk factors or attributes that make them likely to disengage—and look at what the school is doing. Does your school make kids feel anonymous? Impose excessively strict discipline? Teach courses that feel irrelevant to students? Fail to support students academically or socially in the classroom?

—Jeremy D. Finn

All the emphasis on high-stakes testing has squeezed out time for guidance, the time that teachers can take to impart the usefulness and meaning of the skills they teach, activities like writing for the school newspaper or join the French club. Not every kid is going to find meaning in the three R's. We are single-mindedly focusing on test scores as if the test scores in and of themselves are some kind of important goal for education.

—William Damon

Must parents and others accept the turmoil of adolescence like the 'terrible twos' and wait for their children grow out of it? [Joan] Lipsitz contends that this dangerous attitude essentially says to young people, 'Be good, have fun, stay out of trouble, prepare of life, and we'll get back to you later when you are normal. Then, we will like you better and understand you more.' To troubled teens and preteens, such a

passive, permissive attitude appears to be rejection rather than understanding, acceptance and support.

—Br. Eagan Hunter

Many adolescents...dismiss their own mortality, believing they are simply too young to die. An illustration of this unreal concept of death happened a few years ago: A middle school honor student rode his beloved bicycle to a downtown hotel, carefully locked the bike so no one could steal it, then proceeded up several floors inside the hotel where he climbed the railing and flung himself into the atrium several floors below. The image of that locked bike is striking—after he had completed his attention-drawing escapade, he fully believed he would walk to his beloved bike and ride home. In his mind, there existed no contradiction. His teachers reported later that he was obsessed with the concept of death and had submitted writing assignments of poems and essays on this theme. But no one recognized the clearly expressed danger signals.

—Br. Eagan Hunter

The initial signs of trouble are frequently whimpers. If there is no response, troubled adolescents can go in two directions: retreat into an inner shell closing off the world or explode in various forms of violence. When troubled adolescents cry out in pain, they need our love, our understanding, and our help. We need to reach out to them in their suffering—real or imaginary. We need to complement them rather than criticize—to simply be present to them. There are warning signs in their conversations and language; the essays they write at school; the type of friends they have; the movies they see and the violent video games they play; their separation and isolation from friends; their sudden and radical changes in moods and habits, their seeming inability to absorb or retain information regardless of the effort being made; and the loss of self-esteem or bodily integrity through illness, incapacitation, or disfigurement. Each of these is a cry for help.

—Br. Eagan Hunter

Anonymity is the curse the overloaded, overspecialized, overcomplicated American comprehensive high school....the specialness of each adolescent is denied—unless that adolescent is ‘special’ for some specified reason. The ‘unspecial majority’...drifts through school genially—until there is a crisis....This organizational cornucopia denies teachers the opportunity to take each student carefully through his or her education, one by one. Humans differ, and adolescents are humans. Their humanness begs to be respected. It can be respected only if the institutions serving adolescents make respect a practical possibility by arranging their staffs so that each child—and each child’s family—can be known truly well.

—Theodore R. Sizer

LOSS REACTIONS EXPERIENCED BY MOST PEOPLE:

- Denial: When faced with death, people tend to deny the reality of the loss. This protective reaction is common, but can be more accurately thought of as lying to others and oneself about the situation.
- Anger: When faced with loss, children, as well as adults, try to create situations that help them gain control. Anger can be an expression of attempted control, sometimes seen as seeking negative attention and expressing envy, rage, resentment, and fear.
- Bargaining: When in the process of accepting loss, it is common for people to bargain, which can be viewed as a coping mechanism based on egocentrism. Children sometimes assume they caused a loss, particularly in divorce situations. These children often want to negotiate a reconciliation. There is a fantasy that an agreement can be made which will postpone the inevitable.
- Depression: Loss of hope, a feeling of ambivalence about the loss, and guilt often are associated with changes. Many school-aged children suffer from depression caused by some type of loss or an impaired parent-child relationship.
- Acceptance: Acceptance of the reality of the loss is the goal. This is not necessarily a happy stage; it can be almost a void of feeling, but a transition to an acceptance of change and loss does eventually occur.

—Elisabeth Kubler-Ross

Adolescents have little opportunity to share their feelings in school regarding such concepts as friendship, love, sex, guilt, parents, siblings, aggression, peace, their future, etc. Many students simply hold their feelings inside and share little. This only serves to exacerbate their sense of isolation. Others may share with a friend who may be supportive but who also is struggling with questions of personal power and identity.

—Clement A. Seldin

Not every teenager who is depressed or going through anxiety is crying over some breakup. Some actually have real life problems.

—Wahid Bhat

She had read enough about teenagers to understand you couldn't confront them directly. You couldn't even agree with them. The best strategy was to feign indifference to whatever wrong direction they were headed in, then plop in little facts, like Alka-Seltzers, round innocuous comments, let those sink in, take slow, antidotal effect . . .

—Melissa Pritchard

EIGHT PSYCHOSOCIAL STAGES THROUGH WHICH ALL PEOPLE MUST PASS INCLUDE:

- Trust vs. Mistrust 0-18 months
- Autonomy vs. Shame 1.5-3 years
- Initiative vs. Guilt 3-6 years
- Industry vs. Inferiority 6/7-11/12 years
- Identity vs. Role Confusion 11/12-18 years
- Intimacy vs. Isolation Young Adulthood
- Generativity vs. Stagnation Middle Age
- Ego Integrity vs. Despair Older Adulthood

—Erik Erikson

It hurts to get things out in the open, but it hurts even more not to.

—Chrissy Moon

If you work around at-risk teen students, actually tell them you love them and have faith in their success. No one tells them that. No one.

—Ace Antonio Hall

Youth need coaches, not critics.

—Amit Kalantri

If we are genuinely concerned about engaging young people, particularly those that are vulnerable or at risk, we must listen to them properly.

—Libby Brooks

The world should not pass judgement upon the Negro, and especially the Negro youth, too quickly or too harshly. The Negro boy has obstacles, discouragements and temptations to battle with that are little known to those not situated as he is.

—Booker T. Washington

In many criminals, especially youthful ones, it is possible to detect a very powerful sense of guilt which existed before the crime, and is therefore not its result but its motive. It is as if it was a relief to be able to fasten this unconscious sense of guilt on to something real and immediate.

—Sigmund Freud

When something bad happens you have three choices. You can either let it define you, let it destroy you, or you can let it strengthen you.

—Dr. Seuss

THE ANTISOCIAL LADDER

- Step 1: Ineffective Parenting
- Step 2: Antisocial Behavior
- Step 3: Academic Failure
- Step 4: Peer Rejection
- Step 5: Deviant Peer Group
- Step 6: Delinquency

—Elizabeth Ramsey and
Gerald R.
Patterson

According to the National Institutes of Health, nearly one in three of all adolescents ages 13 to 18 will experience an anxiety disorder.

These numbers have been rising steadily; between 2007 and 2012, anxiety disorders in children and teens went up 20%.

These stats, combined with the rate of hospital admissions of suicidal teenagers also doubling over the past decade, leaves us with many concerning questions....Chronic anxiety can lead to serious mental health problems—depression, substance use, and even suicide.

It can interfere with the ability to focus and learn, causing school problems that can have lifelong impact. It can also lead to physical problems, such as headaches, chronic pain, digestive problems, and later heart disease.

Anxiety disorders cut across all demographics—suburban, urban, and rural. They affect those who are college-bound and those who are not.

—Dr. Claire McCarthy

Between standardized testing and a culture of achievement, today's youth can feel pressure to succeed in ways previous generations did not.

A survey done every year by *Higher Education Research* asks incoming college freshmen if they feel overwhelmed by all they have to do.

In 2016, 41% of students said 'yes' compared with 28% in 2000 and 18% in 1985.

—Dr. Claire McCarthy

I have found that when you are deeply troubled, there are things you get from the silent devoted companionship of a dog that you can get from no other source.

—Doris Day

Do you ever feel the need for a word of encouragement or advice when there is none available? This has happened to most of us at one time or another. Even if you enjoy the guidance of a judicious spouse, friend, or professional adviser, there are still many, many situations in which you simply have to rely on your own judgment, for better or worse. Fortunately, in almost every conceivable case, you can count on a host of invisible helpers: proverbs, old saws, maxims, adages, axioms, aphorisms—quotations one and all. For example, the anonymous admonition ‘A stitch in time saves nine’ has eliminated much unnecessary work in the lives of those who have remembered it—in time.

—*Reader’s Digest*
Association

People talk about caterpillars becoming butterflies as though they just go into a cocoon, slap on wings, and are good to go.

Caterpillars have to dissolve into a disgusting pile of goo to become butterflies.

So if you’re a mess wrapped up in blankets right now, keep going.

—Jennifer Wright

If you don’t heal what hurt you, you’ll bleed on people who didn’t cut you.

—Internet Meme

Almost everything will work again if you unplug it for a few minutes, including you.

—Anne Lamott

Children need at least one person in their life who thinks the sun rises and sets on them, who delights in their existence and loves them unconditionally.

—Pamela Leo

You live most of your life inside of your head. Make sure it’s a nice place to be.

—Internet Meme

Elite middle and high schools now commonly require three to five hours of homework a night; epidemiologists at the *Centers for Disease Control and Prevention* have warned of schoolwork-induced sleep deprivation. Wealthy students show higher rates of drug and alcohol abuse than poor students do. They also suffer depression and anxiety at rates as much as triple those of their age peers throughout the country. A recent study of a Silicon Valley high school found that 54 percent of students displayed moderate to severe symptoms of depression and 80 percent displayed moderate to severe symptoms of anxiety.

—Daniel Markovits