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Joanna L. Rahnavardi
University of Northern Iowa

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BUILDING RELATIONSHIPS WITH STUDENTS AT-RISK

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Joanna L. Rahnavardi

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John K. Smith
Head, Department of Educational Leadership, Counseling, and Postsecondary Education

Abstract

The term at-risk refers to any set of circumstances that have a cause and effect relationship on the student's success. Students defined as at-risk can be a challenging group of students to work with in the classroom and in a counseling setting. This paper will define students at-risk, discuss factors related to students at-risk, and methods to better reach and work with the student at-risk. While building relationships with students at-risk, the counselor's goal is to improve school success, model positive adult relationships, decrease dropout rates of students at-risk, have a more positive school and classroom climate, and improve graduation rates for students at-risk. This paper will discuss several different possible interventions, approaches, and outcomes to building positive relationships with students at-risk.

Building Relationships with Students At-Risk

Students defined as at-risk can be a challenging group of students to work with in the classroom and in counseling. Students at-risk can be found in every school and classroom across the nation. Working with students who are at-risk can be rewarding and worthwhile with the right approach and attitude. This paper will discuss students defined as at-risk, factors related to students at-risk, and ways to better reach and work with students at-risk. Through building relationships with students at-risk the goal is to improve school success, model positive adult relationships, decrease dropout rates of students defined as at-risk, have a more positive school and classroom climate, and improve graduation rates for students at-risk.

Define At-Risk

According to McWhirter, McWhirter, McWhirter, and McWhirter (2004) there are four basic definitions of the student at-risk. The four definitions are in the following categories: psychology, medical, education, and economic. The term at-risk is any set of circumstances that have a cause and effect relationship on the student's success. For example, a student who comes from poverty may be more concerned with basic needs than concentrating on learning. A student with a learning disability is going to need additional assistance in order to successfully navigate through school. There are many situations that will contribute to a student's success or failure in school. It is possible for a student to be defined as

at-risk by more than one circumstance.

Psychology

Counselors, social workers, and doctors use this definition; from a psychological standpoint, students at-risk are "individuals who suffer emotional and adjustment problems" (McWhirter et al., 2004). For example, students with depression, conduct disorders, ADD/ADHD, anxiety, bipolar, or self-destructive or behaviors.

Medical

Medical workers define students at-risk as "an individual with medical problems" (McWhirter et al., 2004). This could include, but is not limited to, chronic illness, extended medical facility care, or diseases or medical conditions limiting school attendance.

Education

In education, a student at-risk is defined as an individual "who is at-risk of dropping out of the educational system" (McWhirter et al., 2004), an individual who is "not learning skills to succeed after graduation" (McWhirter et al., 2004), or a student "whose current educational mastery makes their future school career problematic" (McWhirter et al., 2004). Examples would include teen pregnancy, substance abuse, poverty, ADD/ADHD, special needs (physical, mental, or learning needs), poor attendance, disruptive behaviors, poor grades without special needs, juvenile delinquency, or coming from abusive homes.

Economic

The final definition is used in the business community and by economists and refers to individual "workers who do not have the requisite literacy and numeracy skills to obtain employment or to succeed at their jobs" (McWhirter et al., 2004). Examples would include individuals who lack the knowledge or education to function in a particular profession.

Continuum of At-Risk

According to Vernon (2004) and McWhirter et al. (2004) there is an at-risk continuum beginning with minimal risk and moving to at-risk category activity. A copy of the at-risk continuum is attached in Appendix A.

Minimal Risk

According to Vernon (2004) and McWhirter et al. (2004), students with minimal risk are those students that come from stable middle to upper class families, have positive adult role models, attend well-funded schools, lack psychological problems, have positive peer relationships, and are involved in school and community activities.

Remote Risk

The continuum moves to remote risk according to Vernon (2004) and McWhirter et al. (2004). In this category individuals who are affected by one of the following circumstances are considered at remote risk. According to Vernon (2004) and McWhirter et al. (2004) students who come from lower

socioeconomic status, attend lower privileged schools, have difficulties at home, have a lack of positive role models, have emotional or psychological problems, or who come from a minority may be at minimal risk. Some of these factors, however, can negatively affect students according to McWhirter et al. (2004) more than one contributing factor can further push the student along the continuum.

High Risk

The next step on the continuum is high risk, according to Vernon (2004) and McWhirter et al. (2004). Although students who have multiple contributing factors, negative attitudes or emotions can further put the student at-risk according to Vernon (2004) and McWhirter et al. (2004). When a student is in the high-risk category, behaviors and attitudes can contribute to gateway behaviors such as drug abuse, violence, pregnancy, depression, and suicide.

Imminent Risk

Imminent risk, the fourth category on the at-risk continuum, implies the student is showing signs and behaviors leading directly to failure in school according to Vernon (2004) and McWhirter et al. (2004). The individual may also be participating in distressing gateway behaviors, is openly defiant, self-destructive, and aggressive towards adults. According to McWhirter (2004) when a student starts smoking, this is a gateway behavior that can lead to marijuana use, which if not stopped will lead to harder drugs. Participation in these destructive

behaviors puts the individual in the imminent category of the at-risk continuum.

At-risk category activity

The final move on the continuum is the at-risk category activity, according to Vernon (2004) and McWhirter et al. (2004). At this stage the individual is already participating in risky behaviors and is likely to progress to more dangerous and self-destructive practices. According to McWhirter et al. (2004) the individual who is already using drugs at this stage will begin to abuse the substance and likely become addicted. Along the same terms, the student who is participating in violent and destructive behaviors is disposed to becoming a delinquent and ending up in jail.

Factors for Students Defined as At-Risk

There are several contributing at-risk factors for students. The following section will discuss many of these factors and how each contributes to the individual and his or her success. The three main categories are home, school, and psychological factors. Within each category there are subcategories and contributing factors. Each can play a different role in the life of the student.

Home

The home life of the student plays a role in the individual's life. A student who comes from a stable, middle to upper class, two-parent family has a better chance of success than the student who comes from a lower socioeconomic single parent home with few resources or support systems. Many of the factors fall

under more than one category.

Economic. According to Payne (2001) the definition of poverty is "the extent to which an individual does without resources". Payne (2001) provides the following areas of resources: financial, emotional, mental, spiritual, physical, support systems, relationships/role models, and knowledge of hidden rules. Children who come from poverty are working at a different level than those who come from middle and upper class homes. A student who knows where he or she is living, getting food from, and has his or her basic needs met, is going to be able to concentrate better in school than the student who does not. According to Payne (2001), an individual from a middle or upper class home may have a completely different set of priorities and resources than the person from poverty. The same rules, resources, and solutions do not apply to all individuals. It is important to understand the home background of the student before applying the rules, according to Payne (2001). According to Vernon (2004), individuals from poverty have fewer resources available and are more likely to suffer from poor health, lower educational level, and psychological disorders. Poverty can lead to added family stress, school failure, and generational poverty, according to Vernon (2004). Payne (2001) defines two types of poverty. The first is generational poverty defined as "being in poverty for two generations or longer" (Payne, 2001). The second type is situational poverty, which is "a shorter time and is caused by circumstance (i.e. death, illness, divorce, etc.)" (Payne, 2001).

Children in the United States have a poverty rate two or three times higher than those children living in other countries. According to Payne (2001), this can be contributed to a lack of resources and the inability to access and utilize the resources that are available.

Environment. There are several factors effecting the environment from which the individual comes. According to McWhirter et al. (2004), the environment can include the student, the home, work, political structures, public policy and reform, culture, and socioeconomic status. How all of these different systems work, interact, influence, and impact the student and his or her ability to succeed at school. Poverty level, the living conditions of the child, and the neighborhood the student comes from are all environmental factors affecting the individual's life according to Payne (2001). According to Vernon (2004), children who grow up in violent homes are more likely to become violent as adults.

Abuse. Children who are abused at home are at-risk for depression, defiant behavior, school dropout, suicide, becoming abusive parents as adults, and developing future problems according to Vernon (2004). There are four main types of abuse: sexual, physical, neglect, and emotional. A child who is abused in any way typically does not do as well in school as the student who comes from a stable safe home. As a basic need, human beings need to feel safe and have shelter and food. The abuse of one parent towards another will have equally

devastating affects as the child who is directly abused. Abuse of any kind affects all members of a family.

Family lifestyle. In today's society there are many different types of families. The child who comes from a dysfunctional family is at higher risk for problems according to McWhirter et al. (2004) and Vernon (2004). These problems can include abuse, violence, neglect, and adjustment problems. Payne (2001) and McWhirter et al. (2004) discuss the effects of poverty on family lifestyle. According to McWhirter et al. (2004) and Payne (2001), individuals who come from single parent homes are at greatest risk for poverty and additional problems. Whether the individual comes from a home where one, both, or neither parent works, the student is affected. In these situations, the student must provide for him or herself while the parent or parents are working, adding additional stress to the student's life. In today's society there are other situations that may affect the family of the student. These would include homes where one or both parents have been deployed overseas Collins (2005) or a parent is in jail Timmons, (2005). According to Timmons (2005), children can be the most affected and have the greatest adjustment problems.

School

In school terms, "at-risk" generally refers to any student who has the possibility of failure, according to McWhirter et al. (2004). There are many situations and circumstances that will lead a child to failure. In some cases the

problems begin at home and filter into the school setting. In other situations, the individual is having problems meeting the demands of the school environment, dealing with school violence, overcoming personal psychological issues, managing Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), overcoming peer pressure, or transitioning from youth to adult. According to Vernon (2004), a school and classroom structure can have an influence on the success of the student.

Relationships (Peer). Part of the school process is learning to socially interact with other people. Through peer experiences, children are given the opportunity to develop and control behaviors, according to McWhirter et al. (2004). According to Vernon (1999), a normal part of development is making friends and having relationships with other children and adolescents. The strength or lack of these relationships can affect the student.

Gender role. As compared to several years ago, there are more students who are admitting at a younger age to being gay, lesbian, or bisexual, according to Mallon (2001). Some students struggle with this issue throughout his or her entire school career and on into adulthood. The added pressures of coming to terms with gender roles and personal sexuality lead many students to depression, dropout, and suicide according to Mallon (2001). Many students who are gay or lesbian are at high risk for assault, reproductive and parenting issues, eating disorders, substance abuse, sexually transmitted diseases, and homelessness.

According to Mallon (2001) gay and lesbian youth also have problems with school socialization and success.

School violence. In recent years there have been more and more deadly school shootings, crimes against other students, intimidation, and harassment in the schools. In an effective learning environment, students should feel safe. According to Maslow's Hierarchy of Needs, as sited by Huitt (2004), safety and basic human needs are the basis of need for all humans. A student who does not feel safe at school is unable to concentrate and at higher risk of failure. In today's school there is a resurgence of gangs, gang activity, and increased gang violence, according to Stephens (2004). In addition Callahan (2000) stated school counselors could help students deal with the pressures of a violent society and try to prevent further problems.

Dropout. In today's schools there is an emphasis on building relationships, making connections, and improving the learning environment in order to encourage student success, according to National Association of Secondary School Principals (NASSP) (2004). One problem that has lead administrators and counselors to reform school structure and climate is the dropout rate. "A dropout is defined as a student who leaves school before his or her program of study is complete...before graduation and without transferring to another school" (Vernon, 2004). Some problems that lead to school dropout, according to Vernon (2004), include poor academic progress, lack of motivation,

juvenile delinquency, abuse, teen pregnancy, substance abuse, falling behind grade level, or family problems.

Psychological

Suicide. Suicide is the third leading cause of death for adolescents who are 15 to 24 years of age according to the U.S. Centers for Disease Control and Prevention referenced in Understanding and Preventing Teen Suicide (2005). Statistically, males are more successful at committing suicide than females, however females attempt suicide more than males. Gay and lesbian youth have the highest suicide rates and attempts according to Vernon (2004) and Reif (1993).

Substance abuse. In today's society, more teens are using and abusing drugs and alcohol. According to the National Youth Network (2005) substances abused include: alcohol, tobacco, marijuana, cocaine, opiates, ecstasy, stimulants, hallucinogens, inhalants, prescription drugs, and steroids. According to the National Youth Network (2005), adolescents at risk for substance abuse include individuals with a family history of abuse, low self-esteem, feeling of hopelessness, alienated individuals, and depression. The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (1994) (DSM-IV) definition of substance abuse is attached in Appendix B. Students with substance issues may require treatment from community based agencies.

Depression. Depression can be devastating to a student's success at

school. Depression can lead to suicide, hopelessness, and destructive behaviors, according to McWhirter et al. (2004). The clinical definition for depression as outlined in the DSM-IV is attached in Appendix C. Many students showing signs of depression in adolescence will have negative consequences in school and later in life, according to McWhirter et al. (2004).

Behavior dysfunction. Behavior dysfunction such as conduct disorder, defined by the DSM-IV in Appendix D, aggressive behavior, and anti-social behavior can all lead to problems at school. For this reason these students are classified as at-risk. As stated earlier counselors, social workers, and doctors define students at-risk as "individuals who suffer emotional and adjustment problems" (McWhirter et al., 2004). Medical workers define at-risk students as "an individual with medical problems" (McWhirter et al., 2004). Depending on the behavior, the diagnosis, and the extent of the behavior problem, the student is defined as at-risk. These behaviors can lead to power struggles with teachers in the classroom and administrators dealing with discipline.

Pregnancy. Teen pregnancy rate in the United States is the highest among developed countries. According to Teen Pregnancy (2005) approximately one million female adolescents deal with pregnancy every year. The rate has dropped in the last ten years. According to Payne (2001) teen mothers are more likely to live in poverty. The stress of single parenting and attending school can become too much for some mothers. According to Scriptographic (1983), many teen

mothers are strapped by financial limitations of a single income, have limited resources and support systems, and suffer from high stress due to added social and emotional pressures. Budgeting and childcare while attending school can also add additional complications to the single parent's life. According to Sieving, single parent teenagers are more likely to be at-risk for poverty, family dysfunction, school problems, and deviant behavior.

ADD/ADHD. Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are two challenges faced by both student and school. According to Rief (1993), students with ADD are at high risk because often they are disorganization, have poor study skills, and have difficulty working independently and concentrating. Those students with ADHD suffer the same problems as those with ADD but also seem to be in constant motion, are impatient, have difficulty transitioning or changing activities, are socially immature, often have low self-esteem, and high frustration according to Rief (1993). All of these problems can compound in the classroom with multiple other students and lead to high teacher and student frustration. Many of students with ADD/ADHD are referred to administrators for behavioral problems when the classroom teacher does not know what else to do. According to Rief (1993) there are several positive things the schools can do to better reach the individuals with ADD/ADHD such as positive communication between home and school, allowing the student alternative testing situations and seating preferences, shortening

homework assignments, and collaboration between teachers and counselors. According to Rief (1993) ADD/ADHD is a disorder that can begin early in life and is hereditary. The challenges of educating youth with ADD/ADHD spread to every classroom in America.

Common Administrative Interventions

Administrators and counselors handle students at-risk in many different ways. When students break the rules and act out in class, administrators will often times handle punishment the same with every student. The counselor may try to find the root of the behavior and begin with working on the source, while administrators will fix the immediate problem. The following are some different ways administration will try to work with students at-risk.

Suspensions. Many discipline referrals are written everyday in schools across the country. Students misbehaving in class, disruptive or insubordinate behavior, truancy, being tardy to class or school, lack of respect, fighting, and inappropriate language or dress are some of the everyday problems that occur in schools. For each occurrence there can be a separate consequence. Discipline problems disrupt thousands of classrooms everyday.

Off-site discipline programs. Some school districts have established off-site programs for students to attend while learning how to behave better at school. According to Four Oaks (2005), an Iowa youth services provider, alternative discipline programs offer day, residential, and community-based treatment

programs with the support of the Department of Human Services (DHS) and public school districts. Programs are designed to help with discipline issues, anger management, and defiant behaviors. School suspension programs can sometimes be an alternative to out of school suspensions; while attending, students work on correct behavior and school work in a controlled environment. According to Four Oaks (2005), program goals include helping individuals face, deal with, and accept responsibility for his or her behaviors.

Alternative schools. Alternative schools allow students who are non-traditional and at-risk to complete high school in a setting where the structure is different than in the traditional high school. Alternative schools generally have a flexible schedule. Students can enroll for a full day or half day of classes, and the student can determine the times of day he or she can attend school. The school generally runs on a quarter basis, one credit being earned in one quarter as opposed to one semester. Another unique aspect of alternative schools is they are smaller, there by allowing students, staff, and counselors to get to know and trust each other on a one to one basis. In some cases, alternative schools are run on an advisor advisee program. The advisor advisee program allows students to make personal connections with a positive adult role model. Through these relationships, students are more likely to succeed. Some alternative school enrollment is voluntary, while in other cases students are assigned as a last option for completion of high school. Many of the districts in Iowa have set up some

sort of alternative school program to assist students who are at-risk and non-traditional.

Methods of Building Relationships

Building relationships and making the school environment personal for each student can lead to higher achievement and a more positive school climate, according to McWhirter et al. (2004). There are interventions that counselors, teachers, administrators, and parents can utilize to improve relationships between student, school, and home.

Individual Controls

The counselor, teacher, administrator, and parent can offer support and positive unconditional caring for a student. However, the student has to contribute to the relationship. The process may take time and a great deal of energy, but the student has to be willing to make an effort as well.

Personalizing Relationships

The personal relationships students have with teachers and counselors at school influence academic progress and success. Many students defined as at-risk lack a positive role model, according to Brendto, Brokenleg, and Van Bockern (1990). The relationships students at-risk build with positive adult role models, can have life-altering effects, according to Hall and Hall (2003). Through the use of a mentoring program or community outreach, positive role models can be introduced to students at-risk. According to Brendto et al. (1990) students who

lack adult role models as small children can suffer from attachment disorders as adolescents and adults. A child raised in an abusive home can also suffer from attachment disorders. Positive adult relationships are an important part of a child's development, and the lack of attachment can hinder the future development and success of the child according to Brendto et al. (1990). Students need positive adult models to overcome and correct insecure attachments according to Brendto et al. (1990).

Positive School Climate

The climate of the school can go a long way in reaching the student. The school counselor is a resource for helping educate students about school safety. According to Callahan (2000), students today are at an increased risk for a variety of problems including school violence and harassment. Along these same lines, school shootings and violence on school campuses has increased over the past few years, according to Callahan (2002). Freiburg (1998) also believes a healthy and positive school climate goes a long way to promoting learning and achievement. As discussed earlier under *school violence*, society plays a significant role in respect to violence. According to Stephens (2004), television, video games, gangs, and home environment are influential in the upbringing of children. The school needs to promote non-violence and provide a safe place for student to learn and grow. Gangs and gang activity are more prevalent in society and schools, according to Stephens (2004). Promoting safe schools involves counselors,

administrators, teachers, students, and parents. Prevention is an important key to building safe schools. Recognizing the signs of violent and dangerous behaviors is a significant step in promoting school safety. Teachers, administrators, and parents need to be educated on how to recognize these potentially dangerous behaviors. Callahan (2000) addresses the issue of counselors working and collaborating with the school and community to help recognize the potential trouble signs. Some examples offered by Callahan (2000) include developing a school crisis plan, forming partnerships with mental health agencies to provide outreach programs for students with needs, making classroom teachers aware of warning signs of potentially violent behaviors, establishing networks for students at-risk to receive services within the school, and utilizing classroom guidance. Possible topics for classroom guidance according to Callahan (2000) could include peer mediation, conflict resolution, communication skills, respect, teaching tolerance, and promoting non-violence. Classroom guidance lessons promoting safe schools should be a responsibility of the counselor, according to Callahan (2000). According to Callahan (2000), the counselor should be utilized to develop classroom guidance as a part of a comprehensive K-12 guidance program that promotes conflict resolution.

Connecting Home and School

Counselors, teachers, administrators, parents, and students must all work together for the greater good of the child. Communication and collaboration are

keys to improving relationships between students and school, according to National Association of Secondary School Principals (NASSP) (2004). Parents must play a part in the education of the student. Advisor/Advisee programs can be an effective way to make the school more personal, according to NASSP (2004). The advisor would make home contacts at least once per week, and the student would meet at least once per day with his or her advisor to check in. NASSP (2004) also recommends schools engage the families of students including family oriented freshman orientation, parent meetings and socials, having parents volunteer in the classroom, involving parents in four year planning for the student, and having parents sit on school improvement councils. According to Payne (2001) some parents in generational poverty do not understand the importance of being involved in school. This is one part of the hidden rules of poverty. Some parents will not make an effort to be involved in the school, these parents believe it is the sole responsibility of the school to educate the student according to Payne (2001).

Positive Adult Role Models

Unconditional caring and support at school by a positive adult role model can help adolescents begin to trust. According to Brendto et al. (1990) relationships are an important part of nurturing and children and adolescents cannot be spoiled; an adult cannot give too much attention or care too much. Brendto et al. (1990) state, "...for many, love is their primary unmet need".

Individuals need to know someone cares. When building a positive relationship there are four key components, according to Brendto et al. (1990); the four components include: responsibility, caring, knowledge, and respect. Brendto et al. (1990) offer ten ways to build better relationships with students, these include:

1. Relationship is an action, not a feeling.
2. Crisis is an opportunity.
3. Loving the unlovable.
4. Disengaging from the conflict cycle.
5. Earning the trust of youth.
6. Relationship building is an endurance event.
7. Conducting therapy on the hoof.
8. Respect begets respect.
9. Teaching joy.
10. The invitation to belong.

Counselors and teachers are sometimes the first positive adult interaction some students encounter, according to Hall and Hall (2003), and these encounters can have life altering affects on the students.

Uniqueness of At-Risk Relationships

Meeting the Needs of the Students

Meeting the needs of the students is one of the key components of school counseling. Working with students at-risk can be extremely challenging for the

counselor, however, the rewards can be equally fulfilling. As discussed earlier, many youth at-risk have never had a positive adult role model. As a counselor key aspects in relating to students at-risk include, simply listening, showing respect, and building a positive relationship may be enough to help the student succeed in school. Other youth at-risk are challenged by environmental, emotional, and economic needs as well. Finding out what makes each student at-risk unique could be the key to achievement for the student. Hanna, Hanna, and Keys (1999) provide some ideas of how to break the ice and begin building meaningful positive relationships. Some of the ideas presented by Hanna et al. (1999) include offer a snack, get out of the office, be genuine, show respect, and laugh. Any of these ideas combined with getting to know the client on a one to one basis can lead to the beginnings of a positive relationship.

Students have all kinds of needs. Some students may need emotional support, while others need protection from an abusive relationship. Adolescents are also faced with poverty, need for a safe place to live, and professional support in dealing with a challenge such as pregnancy, depression, ADD/ADHD, substance abuse, or delinquent behaviors.

Physical needs. Meeting the physical needs of students can help to ensure the students attend school, have food to eat, a place to live, and clothes to wear if necessary. According to Huitt (2004) safety is one of the primary human needs. If a person does not have food, water, and shelter he or she cannot move onto

higher functioning. Feeling safe and loved are some of the next most necessary needs of a human. Part of the role of the counselor in making connections to students is to help student find what they need in order to function and be successful at school. The counselor can help the student at-risk meet his or her physical needs in many different ways. For example, a counselor might have snacks available for the pregnant teen mom who is too sick to eat breakfast and comes for crackers, cookies, or granola bars later in the school day. Another example is offering a safe environment for gay, lesbian, bisexual teens (GLBT) to share or confide or simply to get away from harassment from others. Many counselors will have clothing or provide transportation to get clothing for students who do not have more than one outfit to wear to school; some counselors also have socks and shoes available for those students who need them. The counselor's office can also be utilized as a safe place for a student who is abused to come and begin the first steps towards getting out of an abusive situation. Helping a student who needs transportation to and from school is another way counselors can meet the physical needs of students. The counselor can also help a student walk through the process of applying for free and reduced meals, a program designed to make sure children eat when the family cannot afford meals and school supplies. All these examples are ways counselors who are building relationships with students can help to meet the physical needs of the students and continue to strengthen the relationships.

Emotional needs. Building a meaningful positive relationship can take time. According to Brendto et al. (1990) there are ten key points about building relationships with reluctant youth. Many of the points tie together and are validated by current books and articles. The ten points are listed below (Brendto et al., 1990):

1. Relationship is an action, not a feeling.
2. Crisis is an opportunity.
3. Loving the unlovable.
4. Disengaging from the conflict cycle.
5. Earning the trust of youth.
6. Relationship building is an endurance event.
7. Conducting therapy on the hoof.
8. Respect begets respect.
9. Teaching joy.
10. The invitation to belong.

The first, *relationship is an action, not a feeling*, is based on the concept that actions speak louder than words. Building a relationship is an action, not a feeling. There are many simple ways a counselor can begin to build relationships with students. Hanna, Hanna, and Keys (1999) offer some ways a counselor can begin building relationships. One way, according to Hanna et al. (1999) is by offering a treat bowl for student to come in and grab something out of throughout

the day. This will pull the students in and counselors can take advantage of the situation by checking in with the student. The ADD/ADHD student may need less restrictive environment than the classroom to take tests, providing space or collaborating with the classroom teacher to achieve a common goal will help everyone; for example the student could take his or her tests in the counselor's office. Eating lunch with students, being visible in the lunchroom or cafeteria, or checking in with students during lunch is a social way to begin to meet and get to know the students at-risk. To help achieve a respectful relationship, the counselor can ask about the child and how he or she is doing, as well as asking the teen mom how she is handling everyday life. Hall and Hall (2003) suggest bonding as one of the most important things a counselor or teacher can do in order to build a strong relationship with challenging students. Sometimes the small little steps help build lasting relationships.

The second, *crisis is an opportunity*, illustrates how the counselor chooses to handle a situation, for example offering empathy, can open new doors to the inner adolescent. The key to providing support in a crisis situation is not what is done, but rather how it is done. Acknowledge and affirm the crisis is the first role of the counselor. The counselor needs to work with the student to help him or her control emotions and find out what the crisis situation involves. An example is the student who is totally out of control because he or she got kicked out of class or suspended. Many students with anger management issues would not handle

this type of situation well. Taking advantage of the anger and working on ways to control it can be more beneficial then helping them to understand why the crisis began in the first place. Moles (2003) offers some interventions counselors can use to work on anger management. Copies of several possible ideas by Moles (2003) are included in Appendix E. Some interventions include working on identifying and understanding anger, understanding the difference between anger and possible abuse, and peaceful conflict resolution.

Concept three, *loving the unlovable*, reiterates the fact that many youth at-risk lack positive role models and a strong support system. Not all children are perfect, the untouchables, often times the students at-risk, are sometimes the ones who need the most attention. A counselor must look on the inside to find out what the student is really like. The saying, "never judge a book by its cover", applies in this situation. Students At-risk are not always the most popular students in the school. Talking to the students in the lunchroom or hallways is a step in the right direction. Offering the students opportunities to get involved in school or community activities, becoming part of a group, or setting the student up with a mentor can help improve self-esteem and will lead to other improvements in the students.

The fourth component, *disengaging from the conflict cycle*, is based on not feeding into negative attention. As stated earlier, youth at-risk often lack positive adult role models. The youth who comes from an abusive relationship is often

untrusting of adults and may think the only attention possible comes from negative behaviors. Counselors need to avoid feeding into negative behaviors and focus on building trust as well as looking for positive aspects of the individual student at-risk. The counselor can help the student find positives in school. Other things the counselor and student can discuss include what life is like without conflict and personal issues for the student (i.e. home life, friends, stress, joys, and school).

Another point by Brendto et al. (1990), *earning the trust of youth*, ties directly to relationship building. Building trust happens through actions and is the basis for any strong relationship. Trust does not happen overnight, it will take time, effort, and dedication. Building a relationship with students at-risk is a marathon sport, or as Brendto et al. (1990) states, *relationship building is an endurance event*. Building a relationship is a process that takes time and requires a great deal of effort and work. The counselor needs to be honest and give the relationship time to build and grow.

Brendto et al. (1990) state, *respect begets respect*, which ties directly to earning trust and giving a relationship time to grow. Forcing a child to give respect will only gain resentment and fear; on the other hand, treating the child with respect will gain respect in return. The student at-risk needs to be treated as an individual with legitimate feelings and concerns; the student at-risk will respond better to this type treatment than demanding respect. The counselor can

show respect by caring, showing interest in the life of the individual, honoring feelings, and validating the opinions of the student. Hanna et al. (1999) offer several ideas of how to gain respect from challenging students. Some ideas include: let the client know what the counselor has learned from the student, identify racism and gender discrimination, give attention when it is called for, make clear boundaries, and avoid power struggles. Trying to make a connection at school to a student at-risk will open doors to keeping the student in school.

As stated earlier, students at-risk often times feel unconnected at school. Brendto et al. (1990) discuss *the invitation to belong*. Students at-risk do not feel as if they have a place to belong. The counselor needs to provide the opportunity to engage students defined as at-risk in school or community. National Association of Secondary School Principals (NASSP) (2004) suggest trying to get the school to make a connection to all students. In doing this, the learning environment is more positive for all students and staff. Listening to the needs of students at-risk is and important part of encouraging belonging. For example, if the student hates school because he or she simply does not fit in anywhere, find somewhere the student will fit in, such as an alternative school, program, or another district. The student needs to have a sense of belonging in order to succeed at school. There are several ways the counselor can promote and build positive relationships with students at-risk in order to improve the success of students at-risk in school.

Understanding the Student

Through building relationships and understanding where the child is coming from, the counselor can help make school more successful for a student at-risk. The individual's background, feelings about school, home, and self will all play a role in the experiences of the student. The internal joys and struggles of the student are what make that individual unique.

Family background. The family or home life of the student plays an immeasurable role in the life of the child. From an Adlerian perspective, it is important for the counselor to find out as much background about the student at possible. The main question for the counselor needs to be, "What makes the child at-risk?". Some things for the counselor to look at about home life include single or dual parent home, socioeconomic level, education of parents, other siblings in the home, family expectations about school, and unique situation of the family. With more and more adults being deployed overseas, Collins (2005) suggests these children are some of the most effected by deployment. In some cases, both parents are being deployed and children must go and live with grandparents or other relatives. As stated earlier, Timmons (2005), suggests children suffer a great deal when parents are in prison. There are many different situations and environment students at-risk come from, the counselor needs to find out what makes each individual's family unique.

Self esteem. The internal self-perspective of the student can explain a

great deal. It is important to find out how the individual perceives him or herself. As a part of the counseling process the counselor needs to address stressors in the adolescent's life. Toner (1993) offers several intervention ideas of how to assess stressors and self-esteem for middle and high school students. These activities could be used as a part of classroom, small group, or individual counseling. The interventions presented by Toner (1993) include looking at stressors for all family members, stressors for different stages of life, things that make an individual panic, stress checklists, journaling, and attitudes. The student and counselor can process all of these and the process can continue by looking at the student's self-esteem and inner perception of self. Toner (1993) offers several possible interventions for looking at self-esteem such as coping with emotions, strengths and weaknesses, personal qualities, physical perceptions of self, positive and negative self talk, confidence, the inner circle, inner thoughts, and "I" statements.

When working with teen mothers, GLBT students, students with substance abuse issues, ADD/ADHD students, or children of poverty any of the above interventions are possibilities, however there could be deeper themes involved. Teen mothers are faced with adult related responsibilities while she is still an adolescent herself. The counselor needs to help the teen mother get tied into community support, such as teen mother support group. The teen mother needs to have support to deal with her own self-esteem and her impression of how she is dealing with her life and the decisions she has chosen to make. The GLBT youth

is faced with life altering acceptance of who he or she is. This process of coming out is one of the most challenging times in the life of an individual according to Mallon (2001). Adolescents faced with coming out have some of the highest suicide rates of any youth at-risk, according to McWhirter (2004) and Vernon (2004). The role of the counselor is to help the individual look at his or her inner strengths, whom he or she is as a person, and offer a safe place for the student to explore his or her feelings. Feelings of hopelessness and despair are common for adolescents who are working through the coming out process. No matter what group of students at-risk the counselor is working with the view of the world from the student's point of view is crucial in determining self-esteem and when looking at self-esteem issues. Simply growing up is hard enough; there are many changes occurring and additional stresses being added. Moving from child to adult brings a time of hormonal and physical changes, as well as making decision related to independent life. Self, home, school, and friendships will all tie together while the student is determining self-esteem and self-worth.

Impression of school. The individual's perception of the school environment is important when considering how he or she will function in the school setting. The first thing to look at is where does the student see him or herself fitting into the school environment, and whether the individual has connections or fits into the learning environment. Other things to be considered by the counselor are whether the student gets along with teachers or

administrators and does the student comply with school rules. The student and counselor need to explore school expectations from the perspective of the student as well as that of the parents, teachers and administrators. Another consideration to be made is whether the student feels safe at school. Many students are harassed, teased, and ridiculed on a daily basis. This constant treatment can be devastating to the success of the student.

Impression of home. From an Adlerian perspective, the home life and child's perception of the home life are an important part of the counseling process. The counselor and student need to explore the home life, this includes what the life is like at home for the adolescent, the role of each family member in the home, how the student feels in the home, what his or her role is, his or her perceived expectations from home about school, and other circumstances need to also be discussed. The counselor needs to also speak with parents and find out what the expectations are from home. NASSP (2004) discuss the importance of getting the family and community involved in the school. For students at-risk this is a critical component of the student's success. If the basic support needs of the student can be met, the student has a higher chance of success at school.

According to Collins (2005) in the home where one or more parents are being deployed, the process the family goes through is similar to the grief and loss process. Children will often feel a loss of safety and security in life. The stress level of all members goes up, this includes parents and children. During

deployment there is uncertainty, added stress, anxiety, and loneliness to deal with. The counselor can try to set up a support group for students of deployed parents and have the group plan some activities to feel more connected. Bonding and meaning connections should be the result of the group experience, as each member is experiencing similar situations and have others who understand what is going on at home.

Parents who are incarcerated also add additional stress to the home life of the student. Timmons (2005) discusses how it is important to break the incarceration cycle within the family, give children a safe environment to learn and grow in, help children develop necessary skills to survive in society, and help children build higher self-esteem and inner strength. According to Timmons (2005), the counselor can work individually or in small groups with children to encourage empowerment, boundaries and expectations, values, and social competencies. Providing a positive support system for the student is another important role of the counselor according to Timmons (2005).

For teen mother and students with ADD/ADHD a strong family support system can be essential in the success of the adolescent. Teen mothers need to be supported in the decisions she chooses to make as well as commitment to completing school. Finding daycare, support while completing homework or going to work, and still allowing time to socialize are important supports the family can provide for teen mothers. For students with ADD/ADHD, according

to Rief (1999), there are several things parents can do at home to help the child. Rief (1999) suggests parents provide lists for adolescents to follow, have structured places and times for homework, provide a structured routine at home before and after school, remove as much clutter from the bedroom as possible, color code items such as books and school supplies, designate specific locations for clothing, shoes, and personal items, and allow adolescent time to be active. The other important commitment from parents is keeping current on medications for the child. A combination of all these things will help the student succeed at home and school.

According to Payne (2001) the home life for child of poverty needs to be understood by the counselor. For a child living in generational poverty, Payne (2001) believes the only way to break the cycle is through education, allowing the child to get and stay out of poverty. Payne (2001) states many people stay in poverty because they have never known anything else. For children living in poverty, counselors, teachers, and administrators need to provide positive role models for students according to Payne (2001). In order to continue to help children and families of poverty, Payne (2001) suggests schools set up support systems for individuals to help teach positive self-esteem, goal setting, coping strategies, problem-solving skills, and connections to additional community resources. Helping the family will help the students, without the support of family; many children will not succeed at school.

Physical, Mental, or Special Needs

The role of the counselor is to help the student, teachers, parents and support staff meet the individual needs as well as the academic individual educational plans (IEP) of the student with physical, mental, or special needs. As with other students at-risk, it is important to keep the family informed of progress at school and to also have support from home in the education of students with special needs. The counselor needs to collaborate regularly with classroom teacher to ensure the proper support for all special needs students, including speech therapy, reading strategies, and learning strategies. The other important components of the education for special needs students are lifetime living skills and transition programs for independent life after high school. Counselors can present classroom guidance lesson and individual counseling sessions devoted to lifetime living skills, employment strategies, planning for life after high school, and community resources. Providing necessary support to teachers is another service the counselor can perform. For example, meeting with teachers regarding specific concerns about students, providing in-services to teachers related to working with special needs students, helping teachers complete four year plans and transcript analysis for students, finding appropriate post high school education programs for students, confidentially managing communication between teachers regarding student progress and concerns, helping teachers write developmentally appropriate goals for students with special needs, and providing

necessary individual and group counseling to students referred by classroom teachers. According to Callahan (2000), students with special needs can sometimes be disruptive to the learning environment and have social problems. Counselors need to utilize classroom, group, and individual counseling sessions to work with students to help eliminate problems. The counselor can also be utilized to refer students to community mental health service providers when needed, according to Callahan (2000). When working with student with special needs, the role of the counselor is to provide support to not only the student, but also to the teacher and the parents.

Building Relationships

Building relationships with students at-risk takes time and effort and can be compared to running a marathon. The process is slow and takes a great deal of commitment by everyone. There are several key components to building a strong relationship with students defined as at-risk. Some of the most important elements of building a relationship include trust, safety, and bonding.

Trust. Trust comes from letting the student at-risk take the lead in making some decisions. In some situations the counselor has to trust the judgment of the student at-risk. When the student at-risk says he or she is committed to completing a task or setting a goal, the counselor has to believe the student will succeed. In allowing the student the right to carry through on commitments, he or she will gain the trust of the counselor. This process is reciprocal. In order to

gain the trust of the student at-risk, the counselor has to carry through on his or her commitments as well. If the counselor sets up an appointment date and time, it is imperative that he or she keeps the appointment. When the counselor promises to uphold confidentiality, then the counselor must live up to that ethical promise. Building trust takes time and commitment and is an integral part of building a positive relationship.

Safety. There are three main ways to explore safety when building a relationship. The first is safety for all, including school personnel, peers, and family, from students prone to violence. The second is safety for students being violated by other peers or family. The third is a providing a safe place for the students at-risk to come and freely express him or her self without fear of ridicule or retaliation. The counselor can help to provide for all of these situations. Perlstein and Thrall (1996) offer several activities related to conflict resolution. By utilizing conflict resolution students can peacefully resolve problems without administrative intervention. Some activities offered by Perlstein and Thrall (1996) include "I" statements, role models, hot buttons, listening, attitudes, and looking at the same event from several different perspectives. Examples of interventions by Perlstein and Thrall (1996) are attached in Appendix F. Callahan (2000) suggests it is important to provide a strong support system for all students at-risk in order to improve behavior of all students.

Bonding. There are several ways to begin bonding with students at-risk.

According to Collins (2005) the first step is simply to inquire as to how the student is doing. Many students simply want someone to care when the counselor shows interest, the student will begin to open up and start to find a connection with a caring adult. Hall and Hall (2003) state positive relationships can be life altering for individuals and an important part of those relationships is bonding. Another suggestion made by Hall and Hall (2003) is to forgo punishment, or gentle interventions, and offer friendship whenever possible. There are some situations where punishment can be avoided and if the counselor offers friendship instead, a more positive outcome will occur. An example of a gentle intervention would be having a student discuss with the counselor what happened and why, rather than having the student go to time out or see the principal. Bonding occurs when the counselor helps the student discover how very important he or she is. For example, beginning with an anchoring activity, can be the first step in making a connection with a student. An example of an anchoring activity is attached in Appendix G. From an initial connection, a lasting and bonding relationship will form.

Finding a Connection

A part of building relationships with students at-risk is finding the connection between home, school, and peers. National Association of Secondary School Principals (NASSP) (2004) offers suggestions as to how the school can make changes in order to better connect student, home, and school. NASSP

(2004) suggests in order to help the student feel as if he or she belongs, let the student have a voice in making decisions. For example, the counselor and student can work together to set short and long term goals. It is the student's responsibility to decide the focus and the process toward reaching his or her goal or goals. Another possibility is letting the student create a four-year plan. A student sample of a four-year plan is attached in Appendix H. The decisions need to remain appropriate, for example, the student cannot decide whether open lunch is acceptable and simply leave the building for lunch. Another suggestion by NASSP (2004) is for the school to set up smaller learning communities in order for students and teachers to create relationships. Breaking up the big group into several smaller portions and using an advisor-advisee program would allow teachers to meet and work with a smaller section of the school population. This will allow students to feel more connected to the school. Students also need to feel a sense of belonging, by taking ownership in his or her education the student is more likely to succeed. The counselor and student can work together to create an education plan that will meet school requirements and also interest the student. By having the student play a more active role and having a voice at school, he or she will have an improved attitude, attendance, and participation in school and activities. NASSP (2004) suggests the student who has a connection to school will have stronger peer and student teacher relationships. The counselor role is to help facilitate the changes necessary to allow student at-risk to feel more

connected to school.

Blending Life and School

Finding a connection through relationships is the first step in combining home and school. Students at-risk need to know success is possible at school. Through a positive adult relationship, students at-risk can begin to improve self-esteem, attain higher achievement levels, and gain more confidence. Although law requires students to attend school, some students at-risk will simply hang out at school until they can drop out. The counselor can help the individual find meaning in life and encourage the student to stay in school. By connecting the intentions of the student to reality is a powerful tool for the counselor. Some students at-risk come from homes where the parents did not ever finish high school, and the student knows no different. According to Payne (2001), school is the only way many students of generational poverty have to break the cycle. Setting goals, looking at future plans, and role-playing are all possible interventions in helping the student find a reason to stay in school. Another intervention to help students find more connection in blending life and school is through support groups. Mather and Ellington (1994) offer several ways for counselors to facilitate school based student support groups. Possible topics offered by Mather and Ellington (1994) include living skills, anger management, peer pressure, self-esteem, and issues related to family. The counselor and student can work together to help the student find his or her way in school and

life.

Positives and Negatives

Working with students at-risk has it ups and downs. The rewards can be far reaching and have life altering effects on students. There is an anonymous quote that reads:

> A hundred years from now ...it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove...but the world my be different because I was important in the life of a child.

The results of any positive relationship the counselor builds with his or her students at-risk may not be visible for many years down the road. The student may or may not ever show his or her gratitude. The counselor has to find his or her own personal rewards, for example, seeing the student improve his or her attendance, reaching a goal, not getting kicked out of class, completing an entire semester, earning more credits than previous semesters, or having a more positive outlook on life and school. Some students will be grateful and show appreciation and some parents may even say thank you. Having a student at-risk smile and be happy at school is another reward. The process takes time and energy and the positives come in small packages. Some students may need help recognizing success as often times the student has had very little experience with success before. Another excellent intervention to help students find success is through the use of adventure therapy. The idea behind adventure therapy is having students work together in small groups to accomplish tasks. Many times manipulation of

equipment and space are necessary, and the students must overcome obstacles to accomplish a group task. By students working together and having fun at the same time, each member of the group begins to form a bond and find mutual success. What each individual finds can be carried over into school and life.

On the other hand, there are times when the negatives are unavoidable. Some students will simply be unwilling to try and will put forth no effort in building a relationship or staying in school. No matter how hard the counselor may try, there has to be some commitment from the student. As with all counseling there will be frustrations, setbacks, and obstacles to overcome. There will be students who will dropout of school, never put forth any effort at getting along at home or in the classroom, or make any commitment to setting or reaching goals.

More often, through working together, the counselor and student can build a meaningful relationship that will produce achievements for the student. The counselor has to be committed to working through the good and the bad and keep the best interest of the client in mind.

Successful Outcomes

Through building positive relationships students at-risk are more likely to find success at school and in life. Hall and Hall (2003) suggest building relationships helps students develop positive socially appropriate behaviors and allows counselors and parents to focus on what the student is doing right. There

are several key outcomes of building relationships with students at-risk. One of the most important outcomes is the adolescent is able to focus on him or herself, discovering all the positives about life. Through having a positive adult role model, the student can begin to take the steps necessary to break the cycle of abuse or negative family habits. The adolescent's self-esteem should improve as well. The school learning environment will be a better place for all including teachers, students, administration, and parents. By involving the parents and the community while working with students at-risk, connections can begin to be made to continue to improve school climate. Overall students will feel more connected to school and will take a more active role and a higher commitment to pursuing education. The student will discover how very important he or she is. Finding success through structure and support in the classroom and in counseling will help improve graduation rates, lower referrals, generate a more positive school climate, and help improve the self-esteem of students who are at-risk. Behavior changes are the responsibility of the student, and should help the individual become a more responsible adult.

Lack of school administrative interventions. Through positive relationships the school learning environment will improve. With an improved school environment, discipline and attendance referrals to administrators will lower. There will also be fewer administrative interventions such as suspensions and referrals to alternative education discipline programs. Callahan (2000)

believes through educating the administration about the role of the counselor as well as incorporating classroom, small group, and community support, reaching youth at-risk will improve both the teacher and learner environments. As a result of happier teachers and students, the administration will have to intervene less in regards to discipline referrals.

Higher school achievement. According to NASSP (2004) by building a stronger more positive school environment, student success will improve. The student will feel more connected to school and want to take a more serious effort in improving his or her personal school achievement. Ultimately, parents, staff, administration and students will have a more successful school experience. There are possibilities for children of generational poverty to break the cycle and move out of poverty, according to Payne (2001). Test and achievement scores will improve and graduation rates will also increase because students are taking a more proactive role in school. Through a more improved environment, teachers can spend more time teaching, and less time disciplining students. The role of the counselor in school is to build positive relationships with students, conduct classroom guidance as well as group and individual counseling. All students, including students at-risk, will feel a more positive connect to school.

Overall school safety improvement. Through building relationships with students at-risk and helping the students to find a connection to school, the overall safety at school will improve. By implementing a conflict resolution program,

students can mediate student conflicts with other students. The result will allow student to feel more connected to school, as some problems can be handled with the administration having to step in. Conflicts and fights can be resolved in a non-violent manner. Through classroom guidance the counselor can help to take a proactive role in preventing gangs from entering the school, according to Stephens (2004). As a part of gang prevention, Stephens (2004) suggests including information related to weapons, drugs, and community violence. Taking a proactive stance and being aware of what is going on in the school and community is an important role for the counselor in improving school safety. The counselor needs to be connected to what is going on in the school. According to Stephens (2004) this can be achieved by listening to the students, staying current on gang activity, knowing clothing patterns, helping to enforce school dress codes, be supportive of victims of violence, and help the students stay active in the community. Having a safer school will help improve classroom climate and provide for a better overall learning environment.

Positive relationships with adults. As stated earlier, Hall and Hall (2003) suggest building strong positive relationships with adults can have life-altering effects on adolescents. Barton (2004) believes the family plays the biggest role in student achievement. Without the support from home, students are less likely to succeed in life and at school. NASSP (2004) also suggests families must be involved with the school. Parents can be active in bringing in community

support, being a part of site councils and school improvement committees, mentoring and volunteering at school, and attending extra curricular school functions.

Conclusion

Students at-risk can be a challenging group of individuals to work with in the classroom and in counseling. Students at-risk can be found in every school and classroom across the nation. The purpose of this paper is to illustrate the importance of effective relationship building with students at-risk. Through building relationships with students at-risk the goal is to improve school success, model positive adult relationships, decrease dropout rates of students at-risk, have a more positive school and classroom climate, and improve graduation rates for students at-risk.

There are several different possible interventions, approaches, and outcomes to building positive relationships with students. By taking the time, investing the energy, including the family, and showing patience, counselors can make a lasting effect on the lives of students at-risk. Through a variety of different approaches such as classroom guidance, school based small support group work, and individual counseling, counselors can develop a strong working relationship with students at-risk. Helping the student set his or her own goals, make positive decisions, and treating the individual with respect are ways for the counselor and student to begin. It is equally important for the counselor to follow

through with his or her commitments, listen, and take the time to involve the family.

Simply taking the time to get to know the students, demonstrating professional and ethical counseling standards, and utilizing various methods of interventions, a counselor can begin to build a relationship with his or her students. The important thing for the counselor to remember is to be patient, genuine, honest, and respectful.

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Appendix A: At-Risk Continuum

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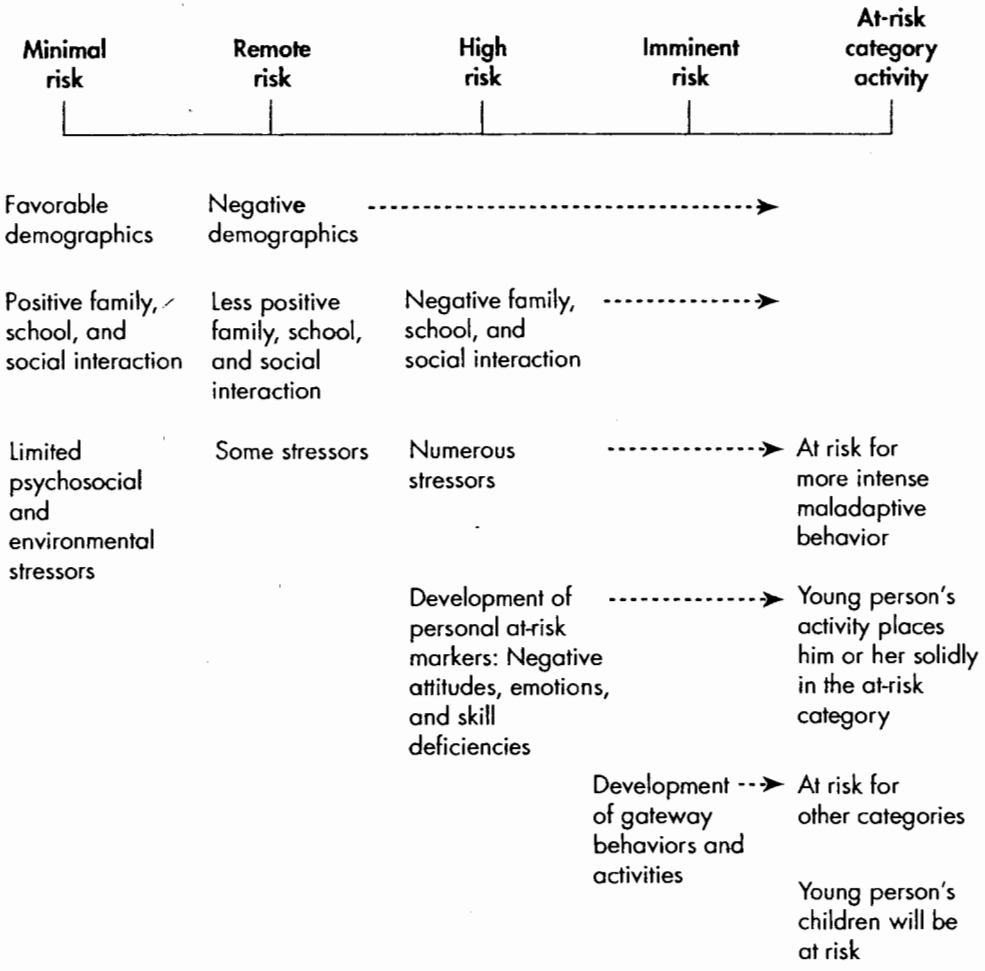


FIGURE 1.1 The at-risk continuum

Appendix B

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, D.C.: American Psychiatric Association.

■ Criteria for Substance Abuse

A. A maladaptive pattern of substance use leading to clinically significant impairment or distress, as manifested by one (or more) of the following, occurring within a 12-month period:

(1) recurrent substance use resulting in a failure to fulfill major role obligations at work, school, or home (e.g., repeated absences or poor work performance related to substance use; substance-related absences, suspensions, or expulsions from school; neglect of children or household)

(continued)

□ Criteria for Substance Abuse *(continued)*

(2) recurrent substance use in situations in which it is physically hazardous (e.g., driving an automobile or operating a machine when impaired by substance use)

(3) recurrent substance-related legal problems (e.g., arrests for substance-related disorderly conduct)

(4) continued substance use despite having persistent or recurrent social or interpersonal problems caused or exacerbated by the effects of the substance (e.g., arguments with spouse about consequences of intoxication, physical fights)

B. The symptoms have never met the criteria for Substance Dependence for this class of substance.

Appendix C

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, D.C.: American Psychiatric Association.

Criteria for Major Depressive Episode

A. Five (or more) of the following symptoms have been present during the same 2-week period and represent a change from previous functioning; at least one of the symptoms is either (1) depressed mood or (2) loss of interest or pleasure.

Note: Do not include symptoms that are clearly due to a general medical condition, or mood-incongruent delusions or hallucinations.

(1) depressed mood most of the day, nearly every day, as indicated by either subjective report (e.g., feels sad or empty) or observation made by others (e.g., appears tearful). **Note:** In children and *adolescents, can be irritable mood.*
(2) markedly diminished interest or pleasure in all, or almost all, activities most of the day, nearly every day (as indicated by either subjective account or observation made by others)
(3) significant weight loss when not dieting or weight gain (e.g., a change of more than 5% of body weight in a month), or decrease or increase in appetite nearly every day. **Note:** In children, consider failure to make expected weight gains.
(4) insomnia or hypersomnia nearly every day
(5) psychomotor agitation or retardation nearly every day (observable by others, not merely subjective feelings of restlessness or being slowed down)
(6) fatigue or loss of energy nearly every day
(7) feelings of worthlessness or excessive or inappropriate guilt (which may be delusional) nearly every day (not merely self-reproach or guilt about being sick)
(8) diminished ability to think or concentrate, or indecisiveness, nearly every day (either by subjective account or as observed by others)
(9) recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide

B. The symptoms do not meet criteria for a Mixed Episode (see p. 335).

C. The symptoms cause clinically significant distress or impairment in social, occupational, or other important areas of functioning.

D. The symptoms are not due to the direct physiological effects of a substance (e.g., a drug of abuse, a medication) or a general medical condition (e.g., hypothyroidism).

E. The symptoms are not better accounted for by Bereavement, i.e., after the loss of a loved one, the symptoms persist for longer than 2 months or are characterized by marked functional impairment, morbid preoccupation with worthlessness, suicidal ideation, psychotic symptoms, or psychomotor retardation.

Appendix D

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, D.C.: American Psychiatric Association.

Diagnostic criteria for 312.8 Conduct Disorder

A. A repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated, as manifested by the presence of three (or more) of the following criteria in the past 12 months, with at least one criterion present in the past 6 months:

Aggression to people and animals

(1) often bullies, threatens, or intimidates others
(2) often initiates physical fights
(3) has used a weapon that can cause serious physical harm to others (e.g., a bat, brick, broken bottle, knife, gun)
(4) has been physically cruel to people
(5) has been physically cruel to animals
(6) has stolen while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery)
(7) has forced someone into sexual activity

Destruction of property

(8) has deliberately engaged in fire setting with the intention of causing serious damage
(9) has deliberately destroyed others' property (other than by fire setting)

Deceitfulness or theft

(10) has broken into someone else's house, building, or car
(11) often lies to obtain goods or favors or to avoid obligations (i.e., "cons" others)
(12) has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking and entering; forgery)

Serious violations of rules

(13) often stays out at night despite parental prohibitions, beginning before age 13 years
(14) has run away from home overnight at least twice while living in parental or parental surrogate home (or once without returning for a lengthy period)
(15) is often truant from school, beginning before age 13 years

(continued)

Appendix D

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, D.C.: American Psychiatric Association.

☐ **Diagnostic criteria for 312.8 Conduct Disorder** (*continued*)

B. The disturbance in behavior causes clinically significant impairment in social, academic, or occupational functioning.

C. If the individual is age 18 years or older, criteria are not met for Antisocial Personality Disorder.

Specify type based on age at onset:

Childhood-Onset Type: onset of at least one criterion characteristic of Conduct Disorder prior to age 10 years

Adolescent-Onset Type: absence of any criteria characteristic of Conduct Disorder prior to age 10 years

Specify severity:

Mild: few if any conduct problems in excess of those required to make the diagnosis **and** conduct problems cause only minor harm to others

Moderate: number of conduct problems and effect on others intermediate between "mild" and "severe"

Severe: many conduct problems in excess of those required to make the diagnosis **or** conduct problems cause considerable harm to others

Appendix E

Moles, K. (2003). *Strategies for anger management* (pp. 3-4). Plainview, NY: Wellness Reproductions & Publishing.

Facilitator's Information for
The Angry Volcano

Purpose: To gain awareness of how anger escalates.

Background Information: Many people experience anger as a "sudden explosion," because they are unaware of when their anger is triggered and how it escalates over time. If participants can become aware of this process, they can begin to develop strategies for de-escalating their emotions before they explode.

Individual Activity: "LAVA RISING"
Materials: One copy of worksheet per participant, pens/pencils.

1. Give participant copy of worksheet and pen/pencil.
2. Read or have participant read directions aloud.
3. Assist participant in identifying a situation in which his or her anger exploded.
4. Assist participant in completing worksheet based on the above situation.
5. Process with a discussion of the following questions:
    - At each level of escalation, what were the participant's underlying emotions?
    - At each level of escalation, what was the participant's self-talk?
    - At each level of escalation, what were the choices the participant made? What were the consequences of those choices?
    - At each level of escalation, what were other possible choices the participant could have made?
    - What choices would the participant have made differently if s/he could do it again?

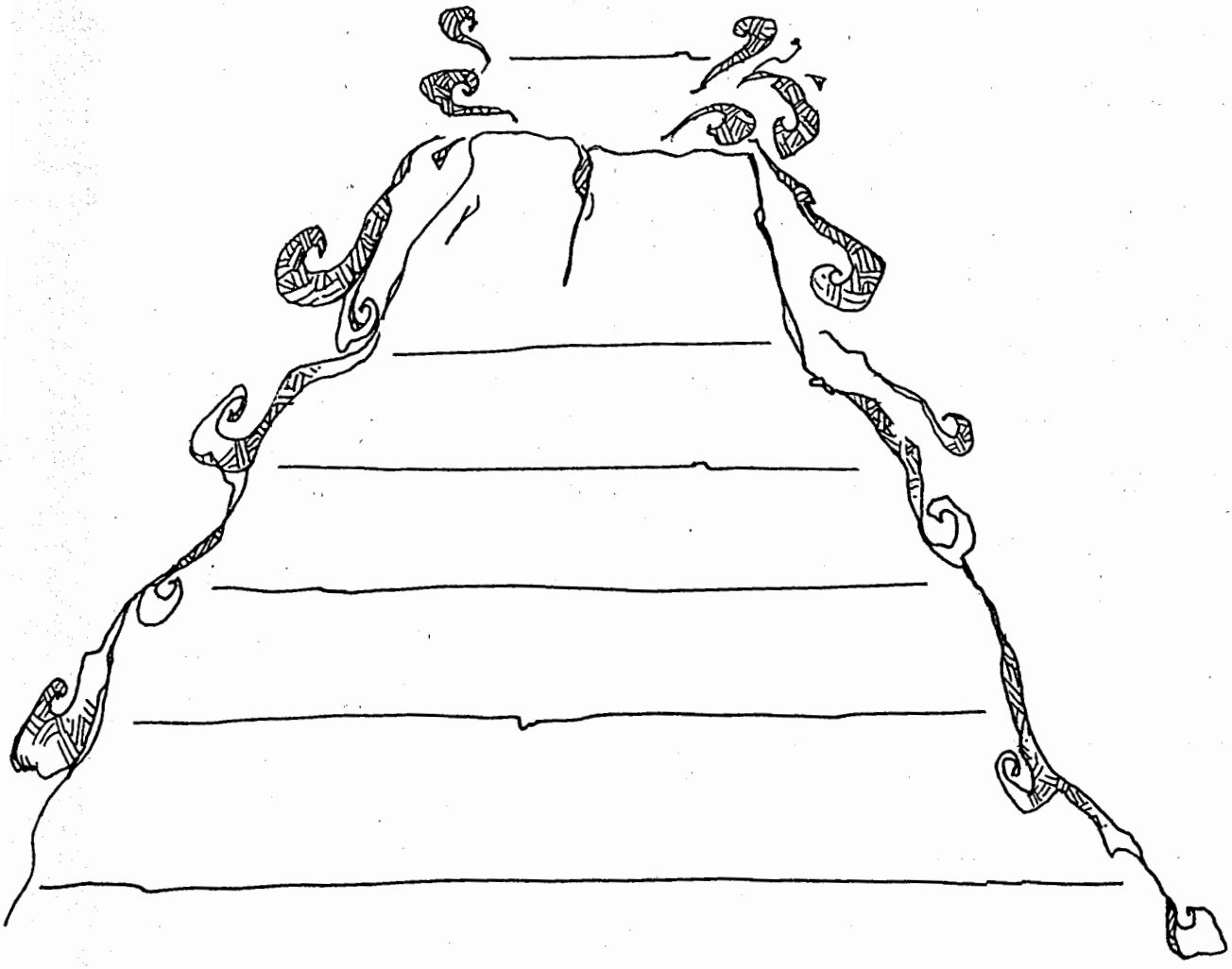
Group Activity: "LINE-UP"
Materials: One copy of worksheet per participant, pens/pencils, index cards (at least six or more depending on how many times the 'line-up' is to be repeated).

1. Distribute worksheets and pens/pencils.
2. Read or have a participant volunteer to read the directions aloud.
3. Instruct participants to complete the worksheet, offering assistance and clarification as needed.
4. After worksheets have been completed, ask for a volunteer who is willing to share his or her worksheet with the rest of the group.
5. Using the volunteer's worksheet, write each step in the escalation of anger on a separate index card.
6. Shuffle the index cards, and distribute one index card to each of six participants. (If there are les than six participants, give more than one card to some or have the participants line the cards up on the table instead of lining themselves up.)
7. Give participants the following instructions: Without talking, they are to line themselves up in the order that they think the events on their index cards took place. The person holding the index car with the event that first triggered the anger should be on the left end of the line, and the person holding the index card describing the 'explosion' should be on the right end of the line.
8. After participants have lined up, the volunteer whose worksheet is being used should tell the group whether they have lined themselves up in the correct order or not. If not, s/he should identify the 'cardholders' who are in the wrong place and give them an opportunity to move until they are in the correct order.
9. Process by asking the volunteer to answer the questions in number five of the Individual Activity above.
10. The 'line-up' activity may be repeated several times, so that every group member has had an opportunity to participate.

*'Angry Volcano' Worksheet concept contributed by Lisa Collett, M.A.

The Angry Volcano

ık of yourself as a volcano. As the heat rises in a volcano, so does the lava, sometimes building il it erupts.



Identify a time when your emotions got so hot that they erupted. Describe your most angry behavior (the "eruption") on the line on top of the volcano, inside the lava.

On the top line inside the volcano, write what happened just before the 'eruption.'

Continue to write the events that led up to your 'eruption' down the inside of the volcano. The bottom line should be the earliest event you can identify that began the escalation of your anger.

Appendix E

Moles, K. (2003). *Strategies for anger management* (pp. 5-6). Plainview, NY: Wellness Reproductions & Publishing.

acilitator's Information for

houghts, Feelings & Actions

urpose: To increase awareness of the thoughts and feelings that precede one's actions.

ackground nformation: In this activity, participants are asked to take the events listed in the Angry Volcano exercise and examine them in more depth. By identifying the thoughts and feelings underlying each of their actions, they may be better able to understand the process of escalation of anger and conflict. With practice, this skill will allow participants to exercise more control over their own behavior in future conflicts.

roup or ndividual ctivity: "CHARTING WHAT'S UNDERNEATH MY ACTIONS"
Materials: One photocopy of worksheet per participant, completed "Angry Volcano" worksheet(s), pen(s)/pencil(s).

1. Give participant(s) copies of their completed "Angry Volcano" worksheet and one copy each of the "Thoughts, Feelings & Actions" worksheet.
2. Explain that this activity is a follow-up to the Angry Volcano activity, and will take the concepts discussed in that activity further.
3. Tell participant(s) to take each of the events listed on the "Angry Volcano" worksheet and write it in the left column labeled "Events" on the "Thoughts, Feelings & Actions" worksheet, starting with the first event in the top box and working down.
4. Instruct participant(s) to think about the first event, and write in the "Thoughts" box whatever thoughts they had at the time of the event; then, write whatever feelings they had in the "Feelings" box, and the actions they took in response in the "Actions" box. Encourage participant(s) to reach for the underlying feelings and thoughts, rather than stopping at the first ones that cross their minds (i.e., if the first feeling that comes to mind is anger, remember that there are usually other feelings beneath the anger).
5. Process with the following questions:
    - How did your thoughts affect your feelings?
    - How did you thoughts and feelings inform your actions?
    - If your 'self-talk' about the event had been different/more positive, how might your actions have been different?
    - Imagine you were able to go back and stop time right after the event listed in the left-hand box, and *before* you took the actions in the right-hand box. If you could fill out this worksheet as a sort of road map to plan your actions in advance, what would you have written in the right-hand box?

Thoughts, Feelings & Actions

EVENT	MY THOUGHTS	MY FEELINGS	MY ACTIONS

Appendix E

Moles, K. (2003). *Strategies for anger management* (pp. 7-8). Plainview, NY: Wellness Reproductions & Publishing.

Facilitator's Information for
Anger Buttons

Purpose: To identify common triggers of anger.

Background Information: The phrase 'pushing one's buttons' is often used to refer to actions that one person takes which trigger another person's anger. However, this term can be misleading because it can imply that the person whose anger is being triggered has no control over his or her own behavior once his or her button is pushed. Abusive people often use the concept 'pushing buttons' to blame their victims for their abusive behavior. Therefore, it is critical to emphasize that even when a person's anger is triggered, that person has control over, and is responsible for, his or her own behavior.

Individual Activity: "NAMING MY BUTTONS"
Materials: One photocopy of worksheet, pen/pencil.

1. Read or have participant read the introductory paragraph and discuss.
2. By asking participant to recall real-life situations in which his or her anger has been triggered, assist him or her in identifying common anger triggers, writing them on the arrows, and choosing one- or two-word phrases to write in the 'buttons.'
3. Facilitate discussion about the participant's responses to his or her 'anger buttons' being pushed, whether those responses are healthy/effective or not, and what other responses might be possible.
4. Process with discussion of the emotions that underlie each of the triggers and how recognizing those emotions in the moment of conflict might allow the participant to 'diffuse' the trigger and make more constructive choices about his or her response.
5. Suggest that between now and the next session, the participant keep a journal of each time his or her anger buttons are pushed, his or her reactions, and the emotions underlying the triggers. Follow up by processing the journaling in subsequent sessions.

Group Activity: "ANGER BUTTON SHUFFLE"
Materials: One photocopy of worksheet per participant, pens/pencils, pieces of differently colored construction paper cut into large circles, 3" in diameter, (one per participant), one marker per participant.

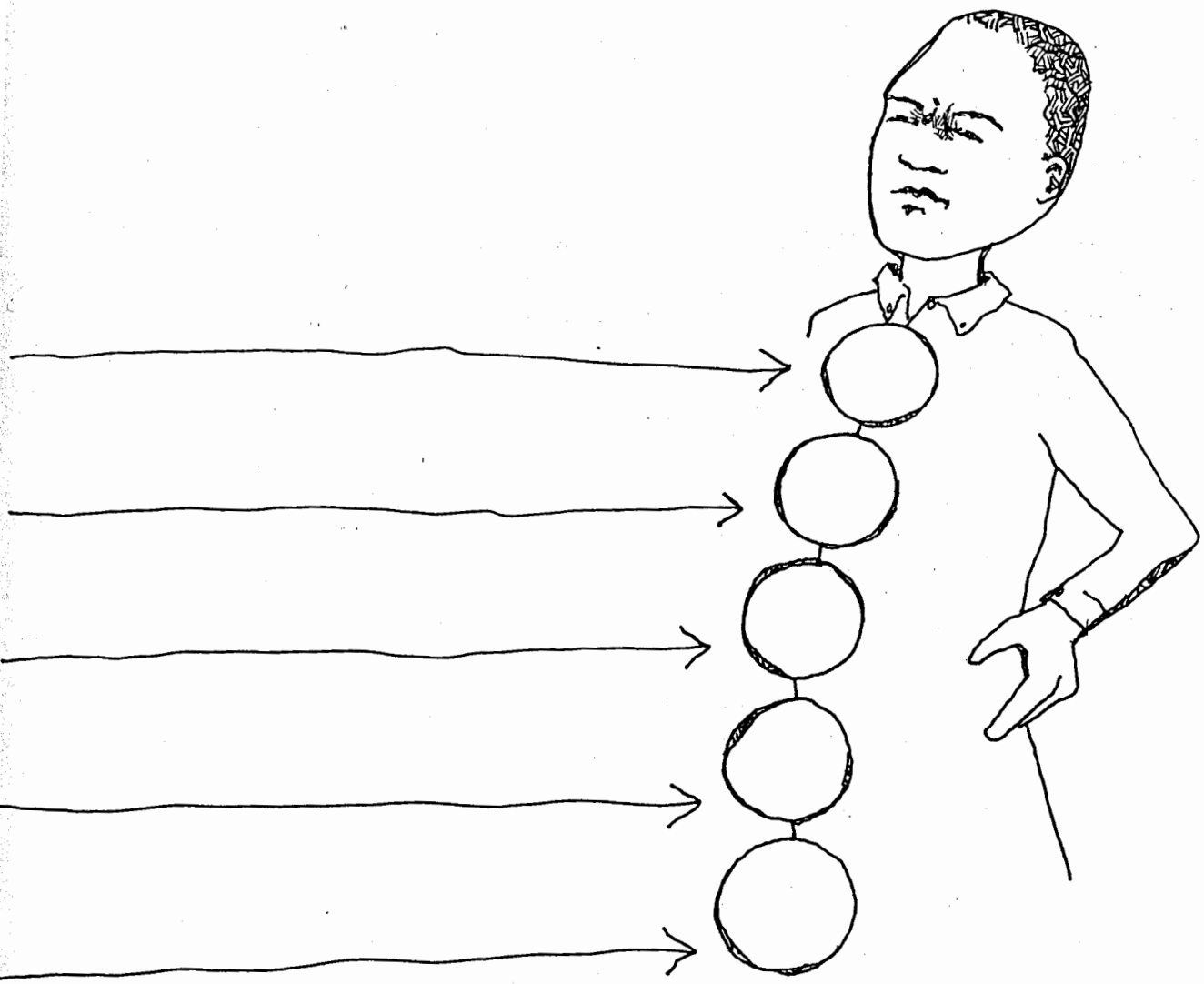
1. Distribute three circles and a marker to each participant.
2. Ask participants if they have ever heard the term "Pushing my buttons," discuss and clarify the concept.
3. Instruct participants to write an 'anger trigger' on their circles. Participants may write triggers for their own anger, or they may choose to write triggers that they have seen in characters in movies, on television, in books or song lyrics.
4. Collect the 'anger buttons.' Shuffle and redistribute them so no participant has his or her own 'anger button.'
5. Instruct participants to draw a line down the middle of the blank side of the circle they are holding.
6. Instruct participants to consider the anger trigger they have in front of them and to write three emotions that they think might underlie the anger in that situation on one side of the line.
7. Remind participants that when a person's 'anger button' is pushed, s/he has a choice in how s/he responds and is always responsible for his or her behavior. Instruct participants to consider three ways a person might respond when the 'anger button' they have in front of them is pushed, and to write those responses on the other side of the line.
8. Ask for volunteers to share their 'anger buttons' and their ideas for the underlying emotions and responses. Ask other group members to brainstorm other emotions and responses for each anger trigger.
9. Distribute worksheets and pens/pencils.
10. Read or have a participant read aloud the introductory paragraph.
11. Instruct participants to complete worksheets.
12. Ask for volunteers to share what they identified as their own anger buttons and process.

For groups with low literacy levels: Give participants the option of drawing pictures of anger triggers instead of writing them in words; after collecting buttons, the facilitator can hold each one up, identify the anger trigger, then facilitate brainstorming emotions and responses as a group.

Anger Buttons

e you ever heard the expression "Pushing My Buttons?" Everyone has their own 'Anger Buttons.' se are certain things that really get you upset and trigger your angry behavior. But keep in mind : you are not a computer — when someone 'pushes your buttons,' you have a choice as to how behave in response.

each arrow below, describe something that regularly triggers your anger. (For example "When ieone makes jokes about my family.) Then, choose a one- or two-word phrase to represent that ger and write it on the button that the arrow points to. (For example "Family Jokes.")



aware of your anger buttons. Practice recognizing when they are triggered or when they are out to be triggered, so you can make conscious choices about how you will react in response.

Appendix F

Perlstein, R. and Thrall, G. (1996). *Conflict resolution activities for secondary students*. Englewood Cliffs, NJ: The Center for Applied Research in Education.

The following pages of activities and interventions are from Perlstein and Thrall (1996). The activities are samples of possible small group and classroom guidance lessons for high school students to illustrate conflict resolution and problem solving.

Appendix F

Perlstein, R. and Thrall, G. (1996). *Conflict resolution activities for secondary students* (pp. 33). Englewood Cliffs, NJ: The Center for Applied Research in Education.

LEARNING ABOUT CONFLICT MANAGEMENT STYLES

To the Teacher: Although some students will find proverbs too abstract, and the instrument is not a highly reliable measure, this inventory is a useful tool for teaching different conflict management styles. Read the proverbs aloud first to make sure the students understand them.

Objectives: Students will understand the different conflict management styles.

Students will become aware of their own conflict management styles.

Activities:

1. Distribute the "Conflict Styles Inventory" (8-1) and have students fill in the appropriate blanks with respect to a specific setting of their choice. Explain that people sometimes handle conflict differently in different settings. For example, some people are more aggressive at home with their family and more passive in a school or work situation.
2. Distribute the "Scoring Sheets" (8-2) and ask students to score their inventories.
3. Ask students to indicate high scores in each category by a show of hands.
4. Distribute copies of the "Conflict Styles Chart" (8-3) and explain the different styles. Note that accommodation is a variation of avoidance and that the most lasting conflict resolutions result from collaboration, a style which anyone can learn to use.
5. Discuss each proverb on the inventory in terms of the conflict management style it suggests:

☐ competition	☐ avoidance	☐ collaboration
☐ compromise	☐ accommodation	☐ accommodation
☐ avoidance	☐ compromise	☐ collaboration
☐ competition		

6. Assign students a journal writing to describe how they handled a specific conflict and how they might have handled it differently.
7. Ask students to find new proverbs to illustrate conflict management styles and share them with the class.

Appendix F

Perlstein, R. and Thrall, G. (1996). *Conflict resolution activities for secondary students* (pp. 34). Englewood Cliffs, NJ: The Center for Applied Research in Education.

CONFLICT STYLES INVENTORY

The proverbs listed below suggest different ways of dealing with conflict. Read each of the proverbs carefully and indicate how typical each proverb is of your attitude toward conflict.

Key:
- 5 = very typical of the way I think in a conflict
- 4 = frequently typical of the way I think in a conflict
- 3 = sometimes typical of the way I think in a conflict
- 2 = seldom typical of the way I think in a conflict
- 1 = never typical of the way I think in a conflict

PROVERB	1	2	3	4	5
1. Give him an inch and he'll take a mile.					
2. A bad peace is better than a good quarrel.					
3. Come, let us reason together.					
4. You have to give some to get some.					
5. It is better to give than to receive.					
6. When you are among the blind, shut your eyes.					
7. Don't wake up sleeping sadness.					
8. Better a diamond with a flaw than a pebble without one.					
9. Two heads are better than one.					
10. He who humbles himself too much gets trampled upon.					

Adapted from materials from the Institute for Conflict Management, 3784 Center Way, Fairfax, Virginia 22033, and the Fairfax County Public Schools Peer Helper/Peer Mediation Curriculum guide.

Appendix F

Perlstein, R. and Thrall, G. (1996). *Conflict resolution activities for secondary students* (pp. 35). Englewood Cliffs, NJ: The Center for Applied Research in Education.

SCORING SHEET

— CONFLICT STYLES —

The numbers in the key columns (5–1) represent the scores for each item. Please add scores according to the following directions:

Scores for item 2 plus scores for item 7_____Avoidance

Scores for item 1 plus scores for item 10_____Competition

Scores for item 5 plus scores for item 6_____Accommodation

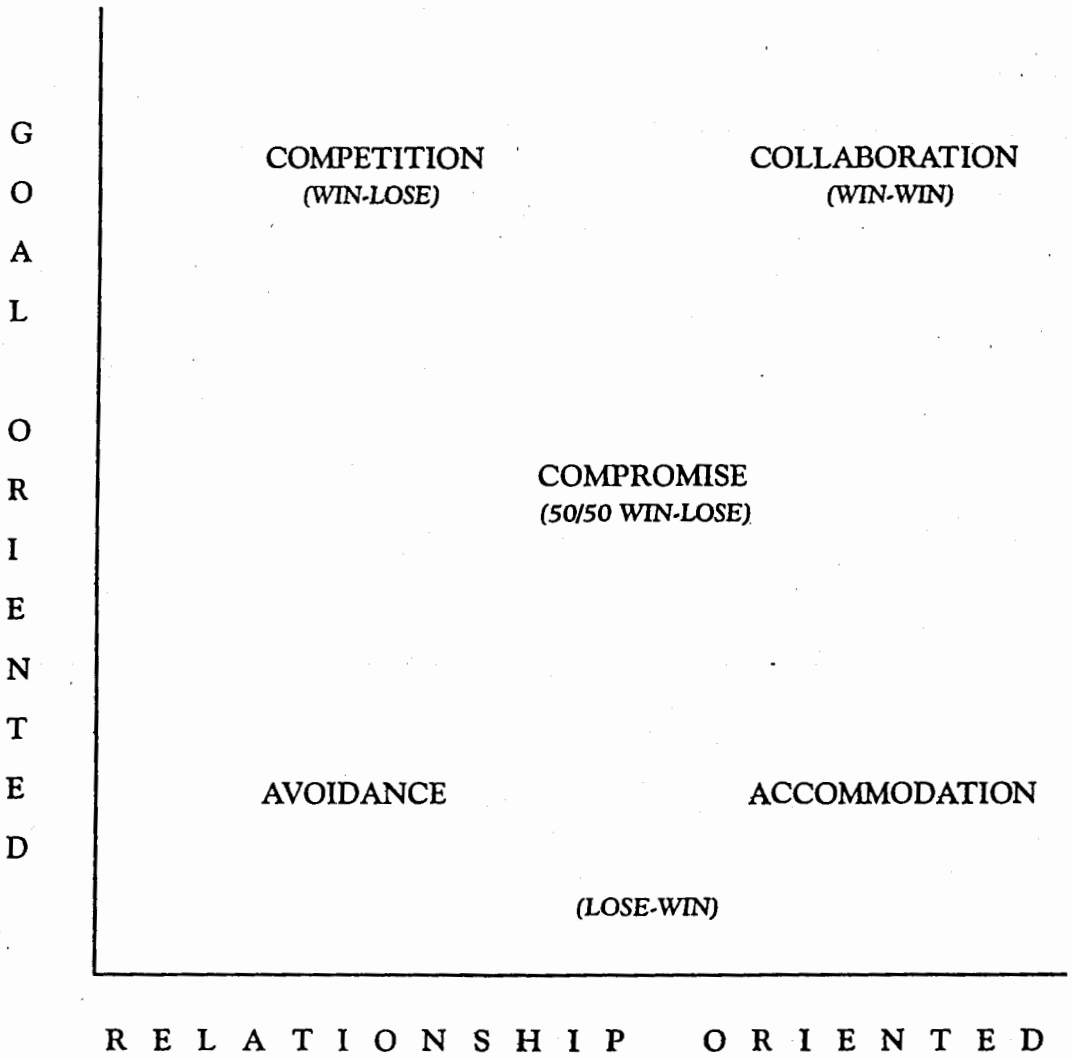
Scores for item 4 plus scores for item 8_____Compromise

Scores for item 3 plus scores for item 9_____Collaboration

Appendix F

Perlstein, R. and Thrall, G. (1996). *Conflict resolution activities for secondary students* (pp. 36). Englewood Cliffs, NJ: The Center for Applied Research in Education.

CONFLICT STYLES CHART (8-3)



Appendix F

Perlstein, R. and Thrall, G. (1996). *Conflict resolution activities for secondary students* (pp. 45-47). Englewood Cliffs, NJ: The Center for Applied Research in Education.

OBSERVING STYLES

Objective: Students will review conflict resolution styles.

Activities:

1. Distribute the reproducible "Styles Scenarios" (14-1).
2. Ask students to identify styles used in the scenarios.
3. Review the conflict management styles (illustrated in the scenarios in the following order):
   - ☐ Compromise
   - ☐ Avoidance
   - ☐ Accommodation
   - ☐ Collaboration
   - ☐ Competition
4. Discuss the consequences of the styles Marianna and Paula use in each of the scenarios.
5. Distribute the reproducible "What Should They Do?" (14-2).
6. Subdivide the class into groups to discuss what the disputants in each of these scenarios should do.
7. Ask a spokesperson from each group to summarize the group suggestions.
8. Discuss the implications of these scenarios for conflict resolution.

To the Teacher: Students need to be reminded that it is difficult to resolve conflict when disputants get out of control. It is far more useful to deal with conflict before it escalates. Once angry people are out of control, students need to seek help in separating the disputants and calming them down.

STYLES SCENARIOS

Marianna (age 16) and Paula (age 14) are sisters who are constantly fighting over the use of the telephone. Their mother is threatening to pull it out of the wall if they don't stop arguing.

a.

Marianna: We always want to use the phone between four and eleven in the evening. Why don't we divide up the time and set up a schedule? I get to use it between four and seven thirty, and you can use it from seven thirty to eleven. If someone calls either of us at the wrong time, we can just take messages.

style_____

b.

Paula (to herself): It's useless to argue with Marianna. I'm going to tell my friends to call me at Toni's house next door. I'll just go over there and visit and Toni and I will do my homework together. Marianna can have that stupid phone . . . I don't even want to be in the same house with her in the evening!

style_____

c.

Marianna: Paula, now that you're a freshman, it's really important for you to make friends, and I know that the best way for you to become popular is for you to be able to talk with friends on the phone in the evening. I guess it's really important for the phone to be available for you. Maybe I can arrange to use Nadia's phone or keep my conversations down to five minutes. My friends are more likely to understand.

d. style_____

Paula: Look, we both need that phone. Why don't we sit down and figure out why each of us needs it and when? Then maybe we can figure out some way that we can both get to use the phone whenever we need it. After all, there must be loads of possibilities. Can we talk about it and come up with some ideas to consider?

style_____

e.

Marianna: Look, I'm older than you are and I have a boyfriend. No little sister is going to push me around! I get to use the phone when I need it and you can use it for short calls or at any time when I'm not home. You have no right to interrupt my phone calls, so leave me alone and that's final!

Appendix F

Perlstein, R. and Thrall, G. (1996). *Conflict resolution activities for secondary students* (pp. 48). Englewood Cliffs, NJ: The Center for Applied Research in Education.

WHAT SHOULD THEY DO? (14-2)

1. Jane and Jim are writers on the yearbook staff. They have just heard that the editors can include only one of two prepared special features sections in the yearbook. Since the editor likes both sections, the editor has given Jane and Jim an hour to decide which article will appear in the yearbook. Jane has written one of the feature articles and thinks that hers is far superior to Jim's. She really wants her article included because it will be her only published contribution in the yearbook. Besides, she is a junior and needs to cite her publication in her college application. Jim, who wrote the other section, thinks his section is far superior to Jane's. He is a senior and wants his mark on his yearbook. Besides, his other articles for the yearbook are all fairly small. What should Jim and Jane do?

2. Marie and Robert have been dating all year. Marie really likes Robert, but she is getting fed up with his showing up late. He is never on time for anything. They've missed parts of movies and have been embarrassingly late to parties. Robert really isn't ignoring Marie. It's just that he's always late for everything. They have been fighting constantly about this issue. Marie wants to tell Robert where to go, but really doesn't want to lose him. What should she do?

3. A group of guys have invited Lewis, a new student, to join them for a snack at their favorite hamburger place. On the way they stop in front of Joanne's house, take out a can of spray paint and proceed to spray racial slurs on her front lawn. Lewis is horrified. What should Lewis do?

4. John walks toward the office to deliver Ms. Partridge's passes. Along the way he sees his friend Joe arguing with Paul in an alcove. Paul is so angry he is out of control and punches Joe. What should John do?

5. All of the boys keep talking to Ellie. Jayne is so jealous of Ellie that in a weak moment she spread some awful rumors about Ellie, and she thinks that Ellie has found out. Now they both want to join the same choral group, and Jayne is petrified about what might happen when they work together. What should she do?

6. Danielle, a new student, has just joined chemistry class. Unfortunately, there are not enough books to go around, and the teacher has told Fred he must share his textbook with Danielle. The sharing of the book has become a problem, and they are blaming each other for having failed the last chemistry test.

Appendix F

Perlstein, R. and Thrall, G. (1996). *Conflict resolution activities for secondary students* (pp. 51-52). Englewood Cliffs, NJ: The Center for Applied Research in Education.

LOOKING THROUGH OUR OWN GLASSES

Objective: Students will understand how personal experience shapes perception.

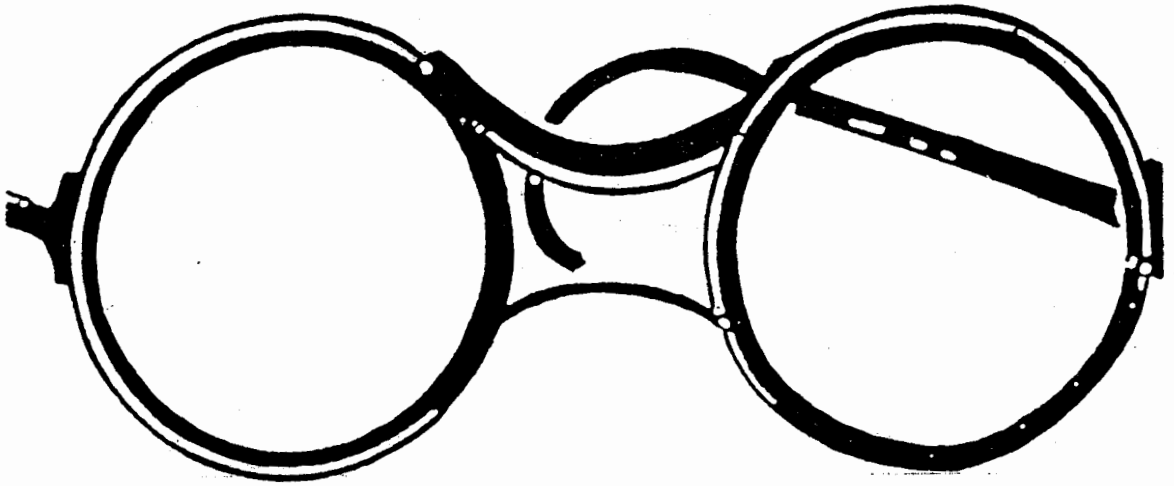
Activities:

1. Distribute the handout "Glasses" (17-1).
2. Ask students to recall significant events or situations that shaped them (e.g., position in their family, important change in their situation, influential institution).
3. Ask students to quickly sketch pictures in the lenses to represent two events or situations that influenced them.
4. Subdivide students into groups of four or five and ask them to share how their "Glasses" affect their perceptions of situations.
5. Ask volunteers to share personal insights with the class.
6. Ask each student to write a journal entry describing an example of how a personal experience shaped how he or she views current situations.

GLASSES

Directions:

1. Think about a few significant events or situations that shaped you (e.g., position in your family, important change in your situation, influential institution).
2. Quickly sketch pictures in each of the lenses to represent two events or situations that influenced you.



Appendix G

Counselors to help initiate building relationships with at-risk students can utilize anchoring. The following activity can be used or modified to use with different age students.

How to Anchor

Find a comfortable place (a lounge chair or bed with pillows propping you up). Sit symmetrically and close your eyes. Tell yourself to relax. Go through each part of your body, head to toe. Tighten the muscles in each area and then relax them. If you are not completely relaxed, do it again.

Remember a time when you felt very good, very confident. Review that occasion in your memory. Become absorbed in it. Reexperience the feelings to their fullest. Stay there for a while. When you have reached the peak of the experience do the following.

Choose a word that represents this experience and feelings. This is your anchor. Tell yourself, "When I'm in a situation and I need confidence I will close my eyes and think (the anchor word) and these strong feelings of confidence will return."

Tell yourself that right now you will retain these good feelings, but it is time to open your eyes and return to a normal state.

It may help to rehearse this in your imagination. Using a past experience or a future experience where you feel less confident, see yourself in that situation. See yourself closing your eyes and saying the word and returning to that state of confidence, opening your eyes and being confident.

Appendix H

The following pages are sample four-year plans for high school students. The examples were gathered from Waterloo West High School Counseling Services and the Special Education department.

Four – Year Course Plan

Future Plans:

- ☐ Four-year College
- ☐ Voc-Tech School
- ☐ Employment
- ☐ Service

ITED / PLAN

Reading ____ (9th) ____ (10th) ____ (11th)

Math ____ (9th) ____ (10th) ____ (11th)

Name _____

Counselor _____

ID Number _____

9th Grade	
1st semester	2nd semester
English	English
Math	Math
Science	Science
Social Sciences	Social Sciences
World Language/Elective	World Language/Elective
Elective/PE	Elective/PE
Elective/PE	Elective/PE

10th Grade	
1st semester	2nd semester
English	English
Math	Math
Science	Science
Social Sciences	Social Sciences
World Language/Elective	World Language/Elective
Elective/PE	Elective/PE
Elective/PE	Elective/PE

11th Grade	
1st semester	2nd semester
English	English
Math	Math
Science	Science
Social Sciences	Social Sciences
World Language/Elective	World Language/Elective
Elective/PE	Elective/PE
Elective/PE	Elective/PE

12th Grade	
1st semester	2nd semester
English	English
Math	Math
Science	Science
Social Sciences	Social Sciences
World Language/Elective	World Language/Elective
Elective/PE	Elective/PE
Elective/PE	Elective/PE

Graduation Requirements 2004 (40 Credit Minimum)

Student Name: _____ Projected year for Graduation: _____

ITED RDG Comprehension:_____ ITED MATH Total:__ ___

sh (8 credits) (1-2 rdg) (6-7 English or Writing)

credit	course	sem	grade	credit	course	sem	grade
____	_____			____	_____		
____	_____			____	_____		
____	_____			____	_____		
____	_____			____	_____		

(4 credits) _____ Algebra

credit	course	sem	grade	credit	course	sem	grade
____	_____			____	_____		
____	_____			____	_____		

2 credits)

credit	course	sem	grade	credit	course	sem	grade
____	_____			____	_____		
____	_____			____	_____		

nce (4 credits) _____ Biology

credit	course	sem	grade	credit	course	sem	grade
____	_____Biology_____			____	____Biology_____		
____	_____Physical Science_____			____	____Physical Science_____		

al Studies (5 Credits)

credit	course	sem	grade	credit	course	sem	grade
____	_____Us History_____			____	_____Us History_____		
____	_____World Studies_____			____	_____World Studies_____		
____	_____Gov't_____						

omics (1 credit)

redit	course	sem	grade
____	_____		

Career & Technical (2 credits)

credit	course	sem	grade
____	_____		
	_____		

gn Language/fine Arts (2 credit)

redit	course	sem	grade
____	_____		
____	_____		

Behavioral Sciences (2 credits)

credit	course	sem	grade
____	_____		
____	_____		

ives (8 minimum or enough to fulfill 40 credit requirements)

redit	course	sem	grade	credit	course	sem	grade
____	_____			____	_____		
____	_____			____	_____		
____	_____			____	_____		
____	_____			____	_____		
____	_____			____	_____		
____	_____			____	_____		
____	_____			____	_____		

☐ Four Year College ☐ Employment

☐ Voc-Tech School ☐ Service

COUNSELOR _____

	1ST SEMESTER	2ND SEMESTER
1		
2		
3		
4		
5		
6		
7		

	1ST SEMESTER	2ND SEMESTER
1		
2		
3		
4		
5		
6		
7		

	1ST SEMESTER	2ND SEMESTER
1		
2		
3		
4		
5		
6		
7		

	1ST SEMESTER	2ND SEMESTER
1		
2		
3		
4		
5		
6		
7		