5 TIPS TO FEEL GREAT ABOUT YOURSELF!

A Guide to Confidence & Self-Esteem

LISA M. KNIGHT
SCHOOL COUNSELING: LIBERTY UNIVERSITY
COSC693: School Counseling Internship I (A04)
Dr. Chantelle Peterson
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THE GOOD PEOPLE PROJECT

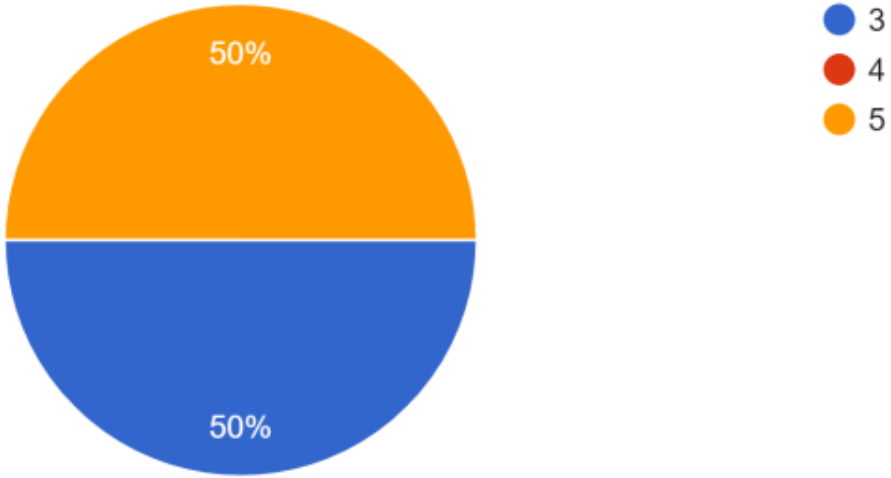
ASSESSMENT

- Through collaboration with students and staff, I was able to carry out a group interest survey using Google Forms. This allowed me to identify the several areas of concern.
- Conducted an analysis of the Google Forms document tracking for staff punishment in order to determine the areas in which particular children could want additional assistance.
- Assisted in the compilation of a list of students who required increased social and emotional support through collaboration with other members of the staff.
- Through various electronic means, I spoke with the parents or guardians of each student in order to collect further information and acquire approval from the group setting.



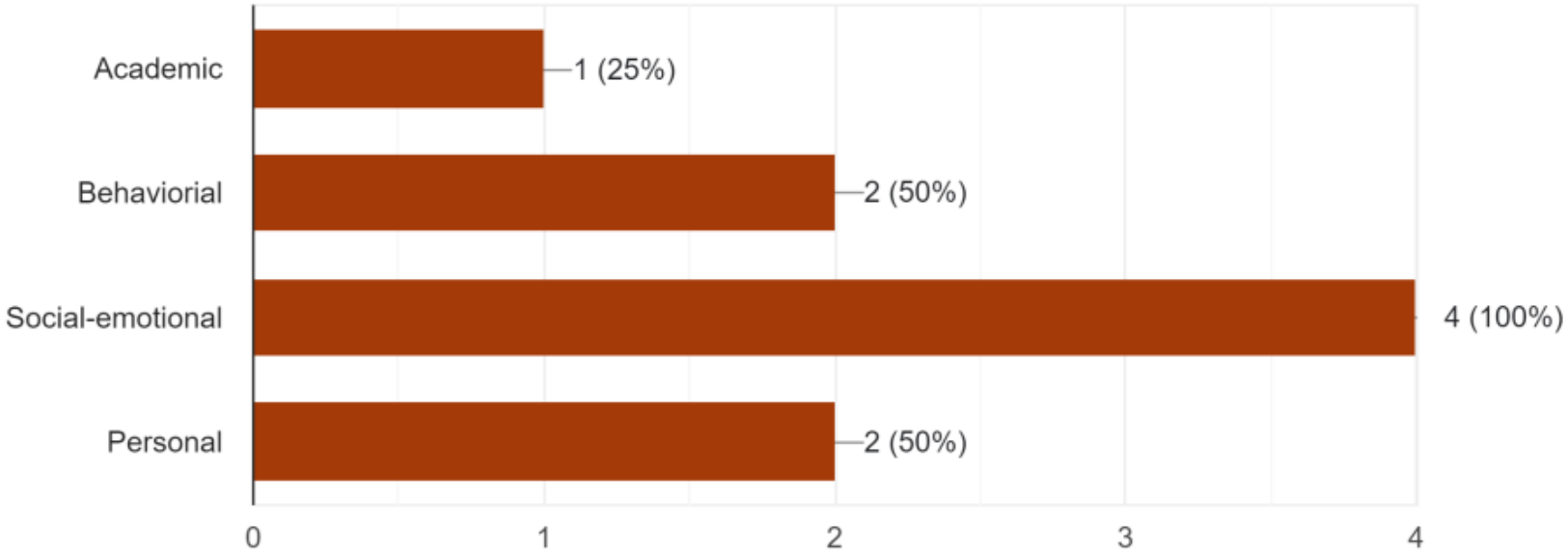
Grade

4 responses



Your realm of concern(s). *Check all that apply

4 responses



AIA SPECIALTY STANDARDS

- (H.5) Assesses barriers that impede students' academic, career, and social/emotional development.
  - By ensuring that each of the activities we engage in as a group contributes to the fulfillment of some of those intellectual and social-emotional needs.
- (F.1) *Demonstrates multicultural competencies* in relation to diversity, equity, and opportunity in student learning and development.
  - The objective is to ensure that the educational requirements of students from diverse cultural backgrounds are effectively addressed while maintaining the delivery of the lesson. The user's text does not provide any information to be rewritten in an academic manner.
- (F.2) *Advocates* for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students
  - Engage in collaboration with various staff, such as the Intervention Specialist, the General Education team, and other relevant individuals participating in the special education process. Ensuring the feasibility of the student's Individualized Education Program (IEP) or 504 plan objectives within the context of this collective educational environment. The user's text is already academic in nature.
- (F.4*) Engages* parents, guardians, and families to promote the academic, career, and social/emotional development of students.
  - Working in tandem with parents, guardians, and families to ensure that every pupil makes progress in the identified area of need within the group setting.



ASCA MINDSETS & BEHAVIORS

- M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 4. Self-confidence in ability to succeed
- B-LS 4. Self-motivation and self-direction to learning
- B-SMS 1. Responsibility for self and actions
- B-SMS 2. Self-discipline and self-control
- B-SMS 6. Ability to identify and overcome barriers
- B-SMS 7. Effective coping skills
- B-SMS 10. Ability to manage transitions and adapt to change
- B-SS 10. Cultural awareness, sensitivity and responsiveness
- B-SS 3. Positive relationships with adults that support success
- B-SS 4. Empathy
- B-SS 5. Ethical decision-making and social responsibility



CULTURE



- Consider factors other than ethnicity and race. Cultural influences extend beyond superficial characteristics such as skin color or attire. It is influenced by the individual's life and cultural traditions, both of which may be apparent or imperceptible to the unaided eye.
  - Gain knowledge by inquiring. Inquire further. To gain insight into their culture, employ open-ended questions. Individuals are more appreciative and respected when others demonstrate concern for them.
  - Locally connected. Explore cultural institutions or venues of interest in the area. Social clubs, religious organizations, colleges, and advocacy groups are all excellent sites to socialize and gain knowledge.
  - Observe the use of non-verbal cues. The interpretation of body language may occasionally vary in accordance with cultural conventions. Consider the manner in which your body language is interpreted by those in your vicinity.
  - Share your experiences. Storytelling is an excellent technique to communicate experiences that transcend culture. Begin an open dialogue by sharing a personal story or experience (Kapil, 2019).

RESPONSES

BRIEFLY EXPLAIN THE REASON FOR YOUR REQUEST. PLEASE DO NOT INCLUDE DETAILED SENSITIVE/PRIVATE INFORMATION. THIS SHOULD BE RESERVED FOR A FACE-TO-FACE CONVERSATION WITH MRS. KNIGHT.

4 RESPONSES

1. I.H OFTEN COMES TO SCHOOL WITH DIRTY CLOTHES ON AND HAIR THAT IS NOT BRUSHED. SHE OFTEN TALKS AS SHE FEELS EVERYTHING IS TO THE EXTREME. THERE ARE OTHER DETAILS I CAN SHARE IN PERSON. I.H HAS ALSO REPORTED BEING WITHOUT BASIC NECESSITIES AT HOME, IT WHICH I TRY TO PROVIDE WHAT I AM ABLE TO GIVE HER.
2. DIFFICULTY REGULATING EMOTIONS. SLIGHT BEHAVIOR CONCERN DUE TO ANGER. DIFFICULT HOME SITUATION AND LOTS OF CONCERNS.
3. HAS DISPLAYED SOME DEPRESSION AND ANXIETY DUE TO CUSTODY BATTLE AND CHANGE OF HOME. SOME CONCERNS ABOUT HOME LIFE.
4. SOCIAL SKILLS

5 TIPS TO FEEL GREAT ABOUT YOURSELF!



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3-5 SEL Class lesson

THE GOOD PEOPLE PROJECT

GROUP PERMISSION SLIP FORM

Dear Parent/Guardian,

This letter is to inform you of a variety of small group experiences that will be offered this semester. Small groups provide not only the opportunity for additional learning experiences, but also a time of sharing and a time of growing together with fellow students. Small groups give students a chance to belong, a chance to express themselves, and a chance to benefit from the support of group members. The groups that are currently being offered will include the following topics:

- ***Dealing With Feelings*** - providing tools that help students learn how to identify and appropriately express their emotions.
- ***Friendship Connection*** - helping students to identify the characteristics of a good friend, and how to proactively make and keep friends.
- ***School Appropriate Behavior*** - providing students with the opportunity to practice necessary social skills to aid in success at school, such as listening skills, body language, turn-taking, peer relationship, etc.

The groups will meet once a week, for 20-30 minutes during the school day for about five weeks (depending on the specific group). I will work with teachers to schedule groups at times that minimize the loss of instructional time.

Research states that many parents and teachers whose children have participated in groups like these have reported enhanced family and peer relationships, less frustration around school issues, and positive behavior changes in their children.

At this time, your child was referred to the following group, Social Emotional Learning: __X__.

Please complete the form below to indicate whether or not you would like your child to participate in the group. If you have any questions, please do not hesitate to call me at the school (740) 969-7252 (extension is below) or send me an email: lknight@amanda.k12.oh.us.

Sincerely,

Lisa Knight, M.E.d., LPC
Middle School Counselor
Ext: 2205

Permission for small group counseling - Please email this back by _____.

Date: _____ Student Name:_____ Grade:_____

My child, _____, **may participate** in a small group.

OR

My child, _____, **may NOT participate** in a small group.

Parent/Guardian: _____

Permission for small group counseling - Please email this

PRE-GROUP

Pre-Group Survey

Directions: Choose the one that is best fitting.

* Indicates required question

1. I feel comfortable in my own skin when I walk into a classroom.

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. I believe I am good enough

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Other: _____

3. I know the characteristics of a good friend *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. I know the characteristics of a bad friend

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. I feel known and accepted when I talk about my hobbies and interests. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. I don't need other people's approval to participate in something I enjoy *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. I know how to resolve conflicts with friends in healthy ways *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. I know how to handle rejection from my friends

Mark only one oval.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

9. I know how to give compliments

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. I know how to accept compliments

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

11. Comments

_____



POST GROUP

Post Survey

Directions: Choose Yes or No on the following questions.

* Indicates required question

1. I feel comfortable in my own skin when I walk into a classroom. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. I believe I am good enough *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. I know the characteristics of a good friend *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. I know the characteristics of a bad friend *

Mark only one oval.

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Mark only one oval.

- Strongly Agree
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11. Comments

DISCUSS: WHY IS IT IMPORTANT TO FEEL GOOD ABOUT OURSELVES?

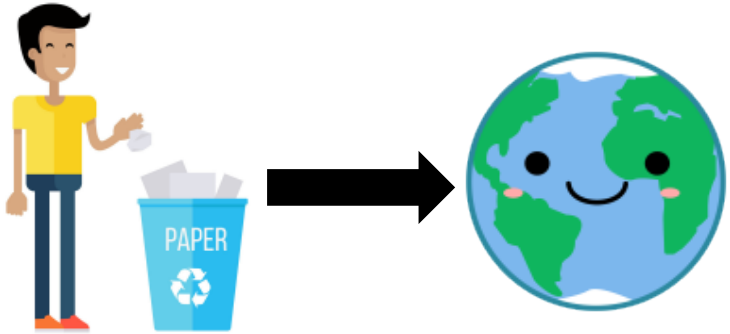


1. Always Try Your Best

It's much easier to feel good about yourself when you know you put in your best effort!

When was a time that you tried your best?

2. BE A HELPER





Everyone needs help sometimes! Doing little things can still make a big difference. Knowing we are being helpful and making a difference can help us feel good about ourselves. It can make others feel good about us too!

How do you help out your family, friends, or community?

THE GOOD PEOPLE PROJECT

3. TURN "I CAN'T" INTO "I CAN!"



Build confidence by believing you can do something. Then go out and do it! Even if you don't get it the first time, you will get it eventually.

Share a time that you flipped your script from "can't" to "can"!

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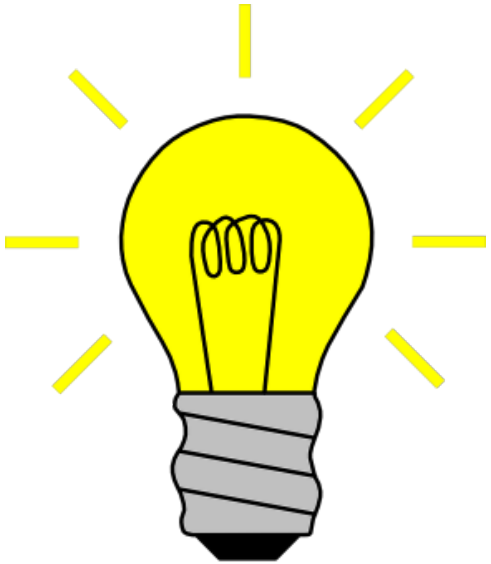
4. PRACTICE, PRACTICE, PRACTICE!



- Practice makes progress!
- Make time to practice getting better at something that is hard for you.
- Don't worry about being perfect.
- Good things takes time, but it can't happen without practice.
- Never give up!

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5. MAKE A LIST OF ALL THE THINGS YOU'RE GOOD AT.



Draw or write about things that you're good at. If you're having a hard time, get friends or family to help you think of all your positive traits. When we see and hear what we're good at, our self-esteem will improve!

What is one thing that you are good at?

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SELF-CONFIDENCE VIDEOS

WILL.I.AM - "WHAT I AM" SONG



KID PRESIDENT - HOW TO BE AN INVENTOR\TORY ABOUT SELF-CONFIDENCE





REFERENCES

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