

THE SELF-CONCEPT.

1. Comprised of self-image, ideal self, and self-esteem.
2. Self-image is formed initially by "significant others" and is the individual's perception of his mental and physical characteristics.
3. Ideal self is formed, initially, out of the standards and values of "significant others".
4. Self-esteem is the individual's evaluation of the discrepancy between self-image and ideal self.
5. The values and impressions of significant others become "internalised" as the individual develops.
6. With further development the individual becomes "purposive" and begins to modify the self-concept himself as he "bounces off" the environment.
7. Self concept motivates. The individual tends to seek situations and to behave in terms of his self-concept.
8. Self-concept is resistant to change. There is a universal need for identity.
9. Self-concept can be measured through questionnaires and projective techniques.
10. Research indicates consistently positive correlations between self-concept and academic attainment.

- THE PHILOSOPHY

1. We all have a need for positive regard from others.  
(Carl Rogers).
  2. We affect an individual's self-esteem when we have status and establish a warm relationship.
  3. The greater the empathy the greater the effect.
  4. We should try to be non-judgemental of the child even though his work or his behaviour may be judged.
  5. Our own self-concept is related to the child's.  
"Know thyself."
  6. The individual with low self-esteem will either become withdrawn or attempt to compensate with over-confident behaviour.
  7. The individual with low self-esteem will avoid some situations rather than risk the humiliation of possible failure.
  8. The individual with high self-esteem will be confident and eager to tackle new situations.
  9. The individual with high self-esteem will be genuine and spontaneous in personality.
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ENHANCING SELF-ESTEEM      III.

- WHAT TO DO.

1. Listen to the child. Practise listening to feelings behind the words.
2. Do not question directly. Preserve the need for privacy.
3. Praise personality rather than skills.
4. Find the child interesting.
5. Seek the child's point of view.
6. Communicate understanding by reflecting feelings.
7. Suggest alternatives rather than give advice.
8. Communicate trust by giving responsibility.
9. Recognise the power of non-verbal communication.
10. Do not confuse patronising with understanding.
11. Emphasise positive attitudes.
12. Use the child's best medium of expression. It may not be verbal.
13. Share your own feelings.

COUNSELLING LEADS

"I SEE"                      "YES"                      "Ahha"

-        IMPLIES ACCEPTS AND UNDERSTANDS

"HAVE YOU THOUGHT OF ..... ?"

-        CAUSES CLIENT TO CONSIDER OTHER POSSIBILITIES  
         BUT NON-DIRECTIVE.

"GOOD!"                      "THAT'S FINE"

-        USE ONLY WHEN CLIENT IN DOUBT

"YOU ARE DOING FINE ....."

-        USE WHEN CLIENT NEEDS REASSURANCE

"I ONCE KNEW SOMEBODY WHO ....."

-        USED TO HELP CLIENT CONSIDER A SOLUTION  
         WITHOUT DIRECTING.

"IF YOU WERE IN HIS PLACE ..... ?"

- USED TO HELP CLIENT GAIN INSIGHT.

"I WONDER HOW YOU'LL FEEL 10 YEARS FROM NOW ?"

- USED WHEN PRESENT SOLUTION WILL BE AFFECTED BY THE FUTURE GOAL.

"YOU SEEM TO BE AFRAID OF ....."

- USED TO FOCUS CLIENT ON THE PROBLEM
- ALSO CONVEYS UNDERSTANDING

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"BUT YOU HAVE HAD A LOT TO DO ....."

- USED TO SUPPORT WHEN CLIENT REVEALS INADEQUACY.

"LET'S SEE IF I'VE GOT IT RIGHT. ...."

- USED TO SUMMARISE USUALLY AT THE END OF A SESSION.

"COULD IT BE THAT ....."

- USED WHEN COUNSELLOR KNOWS THE SOLUTION AND HAS NOT SUCCEEDED IN GETTING CLIENT TO SEE IT.

"YOU LOVE TO DO ....."

- USED TO ENCOURAGE WHEN CLIENT SEEMS EMBARRASSED.  
CONVEYS ACCEPTANCE. REFLECTS EXACT WORDS.

"YOU MEAN THAT ....."

- USED TO HELP CLARIFY A POINT FOR CLIENT - ALSO  
CONVEYS UNDERSTANDING.

"IS IT BECAUSE IT REMINDS YOU ....."

- ATTEMPTS TO HELP CLIENT CONSIDER WHY HE HAS  
A PARTICULAR FEELING.

"DO YOU THINK THAT THE REASON ....."

- USED WHEN COUNSELLOR HAS MADE A DIAGNOSIS  
BUT WANTS CLIENT TO ARRIVE AT THE SAME  
DIAGNOSIS.

ENHANCING SELF-ESTEEM V.  
OUTLINE SUGGESTIONS FOR TERM ONE.

FIRST SESSION:

Introduction: "My name is ..... and I have been asked by your Head teacher to meet you for two terms to ensure that you are all happy in school. We shall meet every week for half-an-hour. Mostly we will just have a chat about how you are getting on but sometimes we will play games. I am sure we will become good friends as we get to know one another, and really enjoy our meetings."

- (1) Ensure the children know each other and also that they know something of the counsellor.
- (2) Ensure that they are aware of the confidentiality aspect - tell them the contents of the meetings will be a secret amongst themselves.

SECOND SESSION:

- (1) Bring a pack of cards and play any simple game known to them, all OR bring a simple table game with dice such as ludo or snakes and ladders. Observe their individual behaviour, e.g. identify the dominant from the submissive.
- (2) Allow ten minutes at the end of the session to enquire how they have been since last meeting.

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(3) Record each individual's behaviour after they have left.

THIRD SESSION:

- (1) Ask each to draw a rough profile or silhouette of themselves no matter how crude and to put their name on it. Each is then taken separately and the other child is asked to see how many good things he can say about that person. The counsellor competes with the child to see who can find the most.
- (2) Leave ten minutes again for a general chat session.

FOURTH SESSION:

- (1) Repeat the silhouette exercise (for the second child).
- (2) Leave ten minutes again for chat session.

FIFTH SESSION:

- (1) Introduce the topic of worrying and being afraid and point out that everybody is afraid and worries about something at some time. Then ask each in turn to tell you something which they consider to be "brave". The counsellor should help this exercise by starting it off and also by finishing it with reassurance that they have demonstrated their own "bravery".

- (2) Ask each child to bring something of their own to the next session, e.g. model, book, pet, etc.

SIXTH SESSION:

- (1) Take each personal possession and turn and ask the child to talk about it. Ask the others to think of as many good things as they can to describe the talk. The counsellor assists in this.

SEVENTH SESSION:

- (1) Introduce the topic of brothers and sisters, giving opportunity for each to reveal possible areas of stress. Give sympathetic comments where appropriate.
- (2) Finish with short game.

EIGHTH SESSION:

- (1) Introduce the topic of parents again, giving opportunity for each to reveal possible tensions.
- (2) Finish with game.

NINTH SESSION:

- (1) Introduce the topic of teachers again, giving opportunity for each to reveal possible tensions.
- (2) Finish with game.
- (3) Remind them that next week is the last session of the term.

TENTH SESSION:

- (1) General discussion on topics they want to discuss.
- (2) As this is the last session of the term the counsellor should summarise their term's meetings and through doing so praise each in turn.

N.B. These are outline suggestions only - emotional spontaneity and the establishment of an empathic relationship are the main ingredients for successful counselling.

Denis LAWRENCE.



OUTLINE SUGGESTIONS FOR TERM TWO.SESSION 1:

- (1) Renew acquaintance through general chat session :  
e.g. What we did during the holiday: What we did last term :  
What we intend to do this term.
- (2) Play a game as before.

SESSION 2:

- (1) Guided fantasy. Ask both children to close their eyes and when comfortable to imagine they can see a cinema screen. On the screen they are asked to "see" themselves (i) leading an expedition up Everest (ii) winning an Olympic gold medal. Other fantasies could be explored within this theme of "hero". After each fantasy discuss feelings.

SESSION 3:

- (1) Play "fear in the bag". Each child is asked to state things people might be afraid of. The counsellor should add a few if necessary. They should all be written on separate pieces of paper and placed in a bag. They are then drawn out one at a time and discussed in general terms.

SESSION 4:

- (1) "Movies of the Mind". Ask both to close their eyes and imagine they are bicycles. Then open eyes and discuss what sort - whether they were rusty, new, etc. Then ask them to close eyes again and this time imagine they are new, shiny, fast, etc.

SESSION 5:

- (1) "Success remembrance". Ask them to remember their most successful or happiest time. Try to help them recall the feelings involved at the time.
- (2) Play a game.

SESSION 6:

- (1) Play "Pride Line". The counsellor asks each child to complete the sentence "I'm proud that....." Complete it herself if necessary as explanation.  
Suggested outlines - (i) Things done for teachers, parents, or friends: (ii) school work: (iii) people known: (iv) things made: (v) hobbies.
- (2) Play a game.

### SESSION 7:

"Positive role-playing" exercises - Ask each child to take the part of :-

- (i) the cleverest child in the school.
- (ii) the bravest child in the world.
- (iii) the kindest child in the world.
- (iv) the richest child in the world.
- (v) being interviewed after breaking a world record.

### SESSION 8:

Friends. Discuss what makes a friend, ensuring that they each recognise positive qualities in themselves.  
Discuss also the difficulties in making and keeping friends.

### SESSION 9:

"Perception control".

Ask each child to put on an imaginary pair of "magic glasses". They could be purely imaginary or made of paper. The counsellor asks them to imagine that they see the world differently through the glasses according to the counsellor's instructions - e.g. everybody looks happy: gloomy: scared: bragging: angry, etc. etc. Then discuss these feelings in terms of some people always seeming to wear one type of glasses and what kind do they see themselves as usually wearing.

### SESSION 10:

- (1) A final fantasy of themselves as good readers should be attempted. Ask them to close their eyes and imagine their "cluttered minds", all grimy and stopping them learning. Then imagine taking out their minds, hosing them down and replacing so they are clean, uncluttered and ready for learning.
- (2) A final session is particularly important to leave the children with positive feelings. Explain that although this is the final session you will still see them from time to time, and try to tail off the sessions gradually, e.g. next session in three weeks and then one month. Finally, leave it to them to contact you if necessary.

N.B. These activities are suggested for only part of each session. Remember the main part of the counselling session is the positive relationship which is established in a naturally spontaneous way.

Denis LAWRENCE.