

# SESSION 10

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## Objectives:

- To understand the distinction between responsibility and guilt.
- To recognize that perfectionism is a trap just as negative thinking is a trap.
- To recognize the importance of taking risks and to develop some skills for more effectively choosing a course of action.
- To understand and more effectively manage cognitive dissonance.
- To recognize and value personal power.
- To acknowledge themselves for participating and getting value from participation in the program.

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## Session Outline:

- **Updating**
- **Personal Responsibility**
- **Perfectionism**
  - Exercise: Perfectionism
- **Self-esteem**
  - Exercise: No Matter What You Say and Do
- **Changing Habits**
  - Exercise: Change
- **Break Or Split Session Option**
  - Selfwork for Split Session
  - Reentry for Split Session
- **Taking Risks**
- **Cognitive Dissonance**
- **Personal Power**
- **Graduation**
- **Handouts**
  - Letter to Parents
  - Perfectionism
  - No Matter What You Say and Do
  - 2 copies per participant
  - Change
  - Stretching and Risk-Taking to Grow
- **Materials:**
  - Flip chart or chalk board
  - Graduation stickers

## Updating

Since our last session, how many of you noticed the effect other people had on you by what they said or how they behaved?

Has their ability to affect you changed in any ways?

Discussion.

Do you feel you have more choices now?

Can anyone give us an example?

Discussion.

Today we're going to put together some of the things we've been talking about in our sessions and see how to take greater responsibility for ourselves.

## Personal Responsibility

What is responsibility?

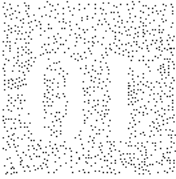
Discussion.

Is it the same as guilt or blame?

Discussion.

Do you think being responsible is the same thing as being to blame or being guilty or having something be your fault?

Discussion.



**To be responsible doesn't mean to be guilty or to be at fault for things that happen.**

**Being responsible means recognizing what you do and say, recognizing the impact you have on others, and making choices about what you do and say.**

**You should never make the mistake of thinking that you control everything. Life always brings unexpected events.**

**Can you be responsible for what you do and say?**

**Can you be responsible for how things affect you on the inside and what you will do as a result?**

Discussion.

**If you begin to do this in your life, do you think it will be harder for other people to take away your sense of power and control?**

Discussion.

## **Perfectionism**

**Who can tell me what it means to be a perfectionist?**

Discussion.

**Do any of you think you do that to yourselves?**

**It's okay to want to do things well and to be the best you can be, but that includes being aware of your limitations.**

**If you expect yourself to be perfect, you trap yourself.**

You become afraid to try new things because you have to be able to do them perfectly.

Let's see how much of a perfectionist you are?

### Exercise: Perfectionism

Hand out a piece of paper and post the scoring sheet (Flip Chart 38) or duplicate the form found at the end of this session and give one to each participant.

Using the chart, as I read a statement, you decide what number value to give the statement. There are no right or wrong answers. Just whatever seems true for you.

#### Flip Chart 38

##### Perfectionism:

5 = very true about me

4 = sort of true about me

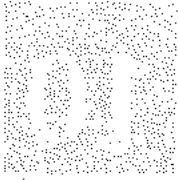
3 = don't know

2 = not very true about me

1 = absolutely not true about me

Read the following statements:

1. If I don't expect the very most from myself, I won't be good enough.
2. People won't think much of me if I make mistakes.



3. If I can't do something really well, I won't do it at all.
4. I get really upset with myself when I make mistakes.
5. If I try hard enough, I can do anything.
6. I try to hide my weaknesses and childish thoughts.
7. I don't make the same mistake twice.
8. Being as good as everybody else isn't good enough for me.
9. Failing at something makes me think less of myself as a person.
10. If I am hard on myself for my failures, I'll do better in the future.

**Total the scores.**

**A score of 35 or more indicates a tendency toward perfectionism.**

**This isn't good or bad, but it can tell you something about how you think about yourself and what you do.**

**If your tendency toward perfectionism makes you feel dissatisfied with yourself a lot of the time, there are a few things you can do to bring yourself more into balance.**

## Self-Esteem

**Remember that balance is important to maximize self-esteem and accomplishment.**

Many of the skills we've talked about have been to help you develop more choices about how you see the world and how you participate.

### Exercise: No Matter What You Say and Do

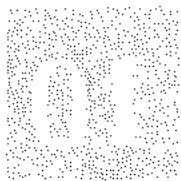
I'm going to give each of you a piece of paper that has a statement about you written on it. Who can read what it says?

"No matter what you say and do, I am still a worthwhile person."

During the day, people may say things to you that can affect you positively and negatively. They may be nasty, teasing, putting you down, rejecting, and hateful. You may react in different ways at different times.

I'm going to tell you a story and each time I say something that would make you feel unhappy or foolish or embarrassed or any other uncomfortable feeling, I want you to tear off a piece of the paper you have. You decide how much to tear off and when.

This is a story about \_\_\_\_\_ (name not represented in class). The alarm goes off in the morning and he lies there in bed letting his eyes adjust to the light, stretching his muscles, and thinking about what he has planned for the day. He hears his father's voice call up the stairs, "(Name) what's keeping you? You're the laziest kid I've



If none of the participants tear their paper or tear it once or twice and then stop, this is a terrific response and they should be acknowledged. It means they've gotten the skills from the previous sessions. Applause is called for!

ever known. Well, don't think I'm going to wait for you when I'm ready to go. You can figure out how to get to school."

(Name) gets out of bed and goes to the closet and can't find any clean pants to wear. He asks his mother where he might find some clothes. She tells him " You think I'm your personal housemaid. You know I've got something else to do with my life besides keep you in clothes. If you can't find any school clothes, you'll have to wear play clothes."

(Name) pulls an old pair of jeans from his play clothes drawer. There are holes in the knees and he says to his mother, "The knees are torn in these old jeans . . ." Before he can even finish his sentence, his mother says, "Where do you think you're going, to the Cinderella Ball? Wear them anyway."

(Name) gets dressed and comes to the kitchen. "What's for breakfast?" he asks. His father throws a box of cereal at him and says, "I swear, you can turn a perfectly normal morning into the worst nightmare imaginable."

Continue the story until the point is made, and participants have torn what they intend to from their papers.

Additional story lines might include:

- forgets his lunch and can't get a lunch pass from the office;
- gets 58 on spelling test and has to stay in for recess;



- makes a mistake and class laughs at him;
- asks a question and person responds, "Anyone who doesn't know the answer to that question needs to go back to kindergarten;"
- gets picked last for the team.

Now look at the piece of paper you have left.

At the beginning of the story you had a whole piece. How many pieces do you have now? How did it get into that many pieces?

Each of them made a choice each time they tore the paper.

Remember the instructions: "each time I say something that would make you feel unhappy or foolish or embarrassed or any other uncomfortable feeling, I want you to tear off a piece of the paper you have. You decide how much to tear off and when."

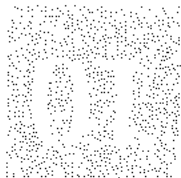
Did you have any other choices available to you?

Can I make you feel something?

As hard as it may be, do you have a choice about how you feel when someone speaks this way to you?

I'm going to give each of you another sheet with the same statement written on it. This time, use the techniques we have learned to determine for yourself how much of what is being said you will let in to have an effect on you and how much of it you will let go by.

Reread the story.



**Did that feel any different?**

**Was the result different?**

**What did you do inside that made a difference?**

**You carry this ability with you all the time. You just have to remember to use it.**

(Adapted from exercises used by Sidney Simon, Jack Canfield and Leonard Smith)

## **Self-Esteem — Continued**

**When people speak to others this way, do you think it's always deliberate, that they are trying to be hurtful?**

**Discussion.**

**Do you think it's ever because they are not thinking about anyone but themselves?**

**Do you think it's ever because they are so unhappy?**

**How might you respond with your words to remind them of the potential effect on you?**

Discuss some of the ways people can respond to these sorts of communications. Hendricks in *The Second Centering Book* makes several good suggestions including:

- Ask, "Are you sure you're talking to the right person?"

- Say, "It hurts when you say things like that to me."
- Say, "I'd like to find another way for you to talk to me about what's making you so angry."

**Remember to be appropriate to the situation you are in. If saying anything at all will make it worse, consider that in making your choice.**

## Changing Habits

**Who has a habit that you'd like to change and would be willing for us to work with it as a group.**

**Get a clear statement of the change they want to make.**

**For example:**

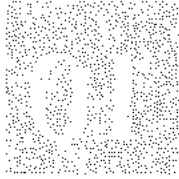
**I want to get along better with my mother.**

**I want to eat less junk food.**

**I want to get better grades.**

**I want to get into college.**

**I want to stop smoking.**



## Flip Chart 39

People always know the real answer. If they ask themselves the question, the true answer is the first one they think of. An answer of "I'm not sure" is the same as no commitment. Saying "I'll try" is the same as no commitment. To illustrate this, have participants "try" to pick up a pencil. The pencil is either up or down. Trying really doesn't exist.

### Beginning question: Am I really committed to this?

If the answer is no, stop here.

If the answer is yes, continue.

1. Chunk-down.
2. Make mistakes.
3. Observe and rethink.
4. Keep moving.
5. Engage others.
6. Acknowledge yourself.
7. Know when to let go.

Using a participant's example, go through the following steps:

First ask yourself, "Is this something I am committed to doing?"

If the answer is "Not really," what do you think your chances of success are?

How will you feel about yourself when you fail to do something you weren't really committed to in the first place?

**If your answer is "Yes," go ahead and work through the steps.**

**Chunk-down: break your goals into small steps so you can succeed lots of times on the way to where you want to go.**

For example, if you want to be more consistent about doing your homework, the first step might be to make an agreement with yourself about today's homework only, not the rest of the year.

**Make mistakes: If you're not making mistakes, you're not learning. Making mistakes is positive if you look and learn and congratulate yourself for taking the risk.**

For example, you might try doing your homework before bed and find you're too tired.

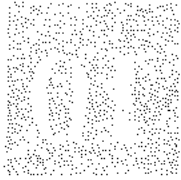
**Observe and rethink: Learn from the mistakes you make. Look at whether you want to keep moving toward your goal or change that goal slightly.**

For example, you might try doing your homework right after you've had a snack in the afternoon.

**Keep moving: Don't get stuck because one thing didn't work. Experiment, find another way to get where you want to go. Let go of what happened yesterday and look at what you want to have happen today.**

**Engage others: Working toward a goal alone is not much fun. Share with other people what you are trying to do.**

For example, tell your parent or sibling or friends what you plan to do and get them to support you.



This does not mean make them responsible for being sure you do it! You are responsible.

**Acknowledge yourself:** Every day that you learn something or try something new or have a new thought, you grow.

Every day that you are successful, acknowledge yourself. It is easier to build on successes.

**Know when to let go:** If you see that the goal is impossible or that you simply don't want it enough to keep going, let go of it. Remember break-downs!

### **Exercise: Change**

I'd like each of you to choose one thing you'd like to change in your life.

Write it in a clear sentence.

Write down the first step in moving toward this change.

Make an agreement with yourself about when and how you will take this first step.

If you want support, make another agreement with yourself about who you will ask for support, exactly what you want them to do and when you will ask.

Keep track of how you are moving toward making this change in your life.

## Break Or Split Session Option

### Selfwork for Split Session

Surprise! There is none!

### Reentry for Split Session

What did you notice since last time about your own style in terms of perfectionism, responding to what people say about you, and working toward your own change goals?

Discussion.

Did you keep the agreements you made with yourself?

Discussion.

Did you change your agreement as the week went along?

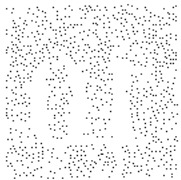
Discussion.

Did any of you decide your goal was something you didn't want anyway?

Discussion.

## Taking Risks

Each day we have opportunities to either take risks or to choose to stick with what we know and feel most comfortable with.



**Most people are a little bit afraid to take risks, to try some thing new.**

**I'm not talking about wrestling alligators or skydiving. I'm talking about going to a party, meeting new people, trying new foods.**

**For example, how many of you would rather go home and watch television than go over to a new friend's house?**

**How many of you would rather play with your old friends at recess than get to know the new kid.**

**It is natural to want to stick with what we know. But a lot of the real excitement in life is in trying something new — in taking a risk.**

**Think of something new you would like to do, maybe something risky.**

**Some examples might include:**

- talking with someone new
- going back to school
- breaking up with someone
- asking for help
- quitting a bad habit

**Write that down on a piece of paper or in your journal.**



## Cognitive Dissonance

Cognitive dissonance is when you have feelings on both sides of a subject; you have thoughts pulling you more than one way.

How many of you are feeling that about the risk you just wrote down?

Discussion.

This often happens when you are trying to stretch and grow.

What kinds of mixed thoughts do you have when you try something new?

Discussion.

We talked about anxiety and how feeling confused or frightened about changes or new experiences can fill you with anxiety.

This is important to understand because many people feel frightened by the uncomfortableness. They worry that they are going in the wrong direction or doing something wrong.

A good way to help resolve anxiety and dissonant thoughts about taking a risk is to quickly ask yourself a few questions:

## **Flip Chart 40**

### **Risk-taking and Cognitive Dissonance**

1. What do I really want? (You need to be as specific as possible in answering this question.)
2. Is there anything else? Do I have a hidden agenda? If there is a hidden agenda, admit it.
3. What's the worst thing that could happen?
4. What is the best thing that could happen? Is it worth the risk for that possibility?
5. Is what I am about to do going to hurt another person? If so, I should reconsider.
6. Do I have a right to do it?

**Now think of a time when you did take a risk and we'll go through the list and see what happened.**

1. Did you acknowledge yourself for having taken the risk?
2. Did the worst thing you could imagine happen?
3. Did the best thing you could imagine happen?
4. Did you get what you wanted?
5. Did you learn anything?
6. Did you get over your fear and uncomfortableness enough to move ahead? (Remember that so you can use it in the future.)

Now look at the item you wrote down earlier. Are you willing to go ahead now? If so, make an agreement with yourself about what you will do, when you will do it, and how you will measure whether or not taking that risk was worth it.

Next time you want to take a risk, think about what worked the last time and use that to give yourself courage for the next time.

The more you do something, the easier it will be.

## Personal Power

Taking risks, recognizing personal responsibility, making choices in your life, and dealing with the consequences are all part of being a powerful human being.

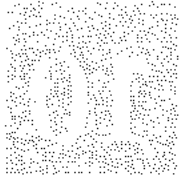
Who can tell me what you think personal power is?

Discussion.

Do you have power?

How is a person powerful?

Discussion.



## **Flip Chart 41**

### **Power means:**

**the ability or capacity to act effectively, the ability to exercise control, forcefulness, effectiveness.**

### **To be powerful means:**

**having the ability to exert power; being effective, potent.**

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**When we speak of learning to be powerful, we are speaking of learning to exercise control, responsibility, decision-making, communication, to achieve results.**

**When we speak of a powerful human being, we mean a person who understands and is able to use all the skills he or she possesses to make his or her life, and the lives of those around them, more satisfying and effective.**

**In situations where you don't have real control, you can still control how you deal with the situation.**

For example, you cannot be responsible for whether or not it rains at your picnic, but you can be responsible for whether you continue to have fun or let the rain spoil your day.

For example, you cannot be responsible for something like your mom or dad losing their job, but you can be responsible for how you act in response to it. You can choose to be upset and complain and make life harder, or you can choose to

be sympathetic and help out by making life easier for them, by not asking for things you don't really need.

For example, you cannot be responsible for your grandparents getting more grouchy when they are sick, but you can be responsible for being nicer to them, perhaps quieter, when they are resting.

**Who is the only person who can be responsible for what you say and do?**

**Do the choices you make determine how much power you have in your own life, what you achieve, and how you relate to other people?**

**If you don't know you are making choices that affect the way things turn out, will you feel like you have any power?**

**Will you feel like a victim; unable to control what happens to you and how you feel?**

**How many of you now feel you have more control in your life than you did a few weeks ago?**

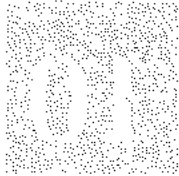
Discussion.

**How many of you feel you have more power to shape what happens in your life than you did a few weeks ago?**

Discussion.

**Who would like to share what was most meaningful for you in this group?**

Discussion.



Allow as many as want to to share.  
**Who would like to share how you think you've changed the most over the course of this group?**

Allow as many as want to to share.  
**What skills are you most looking forward to using in the future?**

Allow as many as want to to share.

## **Graduation**

**We're ready for our graduation ceremony.**

Hand out sticker sheets, such as those used for mailing labels.

**First I'd like you to look at each person in the room in turn. Write his or her name and then write something that you like or admire or think is special about that person.**

Group leaders should do this too. You should be included on the participants list as well. Each person will have a sticker for every other person in the group.

**Now write your name and something that you like, admire or think is special about yourself.**

**Now everyone stand and move about the room putting the stickers on the back of each person.**

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With groups too young to write, try to get some assistants or parents to participate in the last group so each child can dictate what he or she wants to say.

One at a time now, I will hand out the graduation certificates. I will read the first person's stickers as we stick them on their graduation certificate or on another piece of paper, whichever you prefer. Then that person will do the same thing for the next person until we get all the way around.

Take your time and make this fun.

Each of you is now a graduate of the RECOVERY Program.

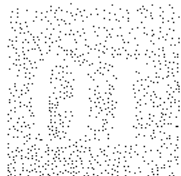
Anytime you are feeling badly about yourself or unsure of yourself or depressed, I want you to get your certificate out and read all the special things that have been said about you and be reminded that you are loved, that you are special, and that you can be and do whatever you work for.

As you get your things together, be sure you take time to communicate any last things you want to communicate to other members of the group so you will feel like the class is completely finished for you.

Any personal comments you wish to make as group leader.

## **Selfwork**

### **1. Handouts for "Change" and "Risk-Taking."**



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*This Certificate*



*of Completion for*

*The*

**RECOVERY**

*Program*

*is awarded to*

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*with all the rights, honors, and privileges  
(whatever they may be); the responsibilities and risks  
(inescapable as they are); and recognition and  
acknowledgment of the work completed here in learning to*

- *Work at being yourself*
- *Appreciate yourself*
- *Overcome negativity*
- *Laugh a lot*
- *Contribute to others*
- *Maximize your talents*
- *Discover what makes you happy*

*In witness to your ability to nourish, expand, and take  
responsibility for your own life, we, the undersigned,  
acknowledge you.*

---

*Date*



## Change

### Beginning question: Am I really committed to this?

**If the answer is no, stop here.**

**If the answer is yes, continue.**

1. Chunk-down.
2. Make mistakes.
3. Observe and rethink.
4. Keep moving.
5. Engage others.
6. Acknowledge yourself.
7. Know when to let go.

**Remember: You always know the real answer. If your first answer is "yes," then the answer is "yes." If your first answer is "no," the answer is "no." If your answer is, "I'm not sure," the answer is the same as no commitment. Saying "I'll try" is also the same as no commitment.**

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## Stretching And Risk-taking To Grow

**Before making hard choices, ask yourself:**

1. What do I really want? (You need to be as specific as possible in answering this question.)
2. Is there anything else? Do I have a hidden agenda? If there is a hidden agenda, admit it.
3. What's the worst thing that could happen?
4. What is the best thing that could happen? Is it worth the risk for that possibility?
5. Is what I am about to do going to hurt another person? If so, I should reconsider.
6. Do I have a right to do it?

**After you've done something new, ask yourself:**

1. Did I acknowledge myself for having taken the risk?
2. Did the worst thing I could imagine happen?
3. Did the best thing I could imagine happen?
4. Did I get what I wanted?
5. Did I learn anything?
6. Did I get over my fear and uncomfortableness enough to move ahead?  
(Remember that so you can use it in the future.)

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Dear Parents,

While taking risks is a natural part of life and something we do every day, it is something we can learn to do more effectively. Talk with your children about the risks you take, how you feel as you are trying to accomplish the goals you've set in your life, and how you can support their goals. Acknowledge how scary risk-taking can be and how rewarding it can also be.

There is a lot of confusion about responsibility. Many people mix it up with guilt and blame. To be responsible means to be accountable. Children can learn to take personal responsibility for their lives by understanding that they choose the things they do, what they say, and how things that happen will affect them.

Power is essential to every human being, and this Program has very much been about giving your children power. When we speak of being powerful, we are speaking of learning to exercise control, responsibility, decision-making, and communication to achieve the results we seek.

This is especially important to the children in this Program. If they don't know they are making choices that affect the way things turn out, they won't feel they have any power. They will feel unable to control what happens to them or how they feel.

Finally, each of the children has a graduation certificate and a series of positive acknowledgements. You may want to add your own acknowledgement of your children's accomplishments to the certificate.

Sincerely,

# Perfectionism

Read the following statements. Give each statement a number from 1 to 5 based on what you feel is most true about you.

5 = very true about me

4 = sort of true about me

3 = don't know

2 = not very true about me

1 = absolutely not true about me

- \_\_\_ 1. If I don't expect the very most from myself, I won't be good enough.
- \_\_\_ 2. People won't think much of me if I make mistakes.
- \_\_\_ 3. If I can't do something really well, I won't do it at all.
- \_\_\_ 4. I get really upset with myself when I make mistakes.
- \_\_\_ 5. If I try hard enough, I can do anything.
- \_\_\_ 6. I try to hide my weaknesses and childish thoughts.
- \_\_\_ 7. I don't make the same mistake twice.
- \_\_\_ 8. Being as good as everybody else isn't good enough for me.
- \_\_\_ 9. Failing at something makes me think less of myself as a person.
- \_\_\_ 10. If I am hard on myself for my failures, I'll do better in the future.

Total the scores.

A score of 35 or more indicates a tendency toward perfectionism. This isn't good or bad, but it can tell you something about how you think about yourself and what you do.

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## Perfectionism:

**5 = very true about me**

**4 = sort of true about me**

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**1 = absolutely not true about me**

PERFECTIONISM ON  
ON CAN THE YOU  
SITZ MA I  
MOZSEH EINWITZOW R

NO MATTER WHAT  
YOU SAY AND DO,  
I AM STILL  
A WORTHWHILE PERSON.

NO MATTER WHAT  
YOU SAY AND DO,  
I AM STILL  
A WORTHWHILE PERSON.



**Beginning question:**  
**Am I really committed to this?**

**If the answer is no, stop here.**

**If the answer is yes, continue.**

1. Chunk-down.
2. Make mistakes.
3. Observe and rethink.
4. Keep moving.
5. Engage others.
6. Acknowledge yourself.
7. Know when to let go.

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## **Risk-Taking and Cognitive Dissonance**

1. What do I really want? (You need to be as specific as possible in answering this question.)
2. Is there anything else? Do I have a hidden agenda? If there is a hidden agenda, admit it.
3. What's the worst thing that could happen?
4. What is the best thing that could happen? Is it worth the risk for that possibility?
5. Is what I am about to do going to hurt another person? If so, I should reconsider.
6. Do I have a right to do it?

**Power means:**

the ability or capacity to act effectively, the ability to exercise control, forcefulness, effectiveness.

**To be powerful means:**

having the ability to exert power; to be effective, potent.

# APPENDIX

## Annotated Bibliography

### Prepared by the Coalition for Children

#### Books For Parents

**Auerbach, Steevanne.** *The Whole Child Sourcebook.* New York: Perigee Books, 1981. Paperback, \$8.95.

Step-by-step sourcebook for parenting from pregnancy to age twelve. Includes information on resources, organizations and books.

**Bartz, Wayne R.** *Surviving with Kids: A Lifeline for Overwhelmed Parents.* San Luis Obispo, CA: Impact Publishers, 1978. Paperback, \$4.95.

Practical aid for parents of preteens; ideas are applicable to all ages.

**Dinkmeyer, Don and McKay, Gary D.** *STEP: Systematic Training for Effective Parenting.* Circle Pines, MN: American Guidance Service, 1976, Paperback, \$9.95.

Exceptional guidance on basic principles and methods of effective parenting. This is connected to parenting seminars available in most cities. They take the art of parenting and add real skills which make a positive difference in people's lives.

**Dinkmeyer, Don and McKay, Gary D.** *STEP/Teen: Systematic Training for Effective Parenting of Teens.* Circle Pines, MN: American Guidance Service, 1983, Paperback, \$9.95.

**Faber, Adele, and Mazlish, Elaine.** *How To Talk So Kids Will Listen and Listen So Kids Will Talk.* New York: Avon Books, 1982. Paperback, \$4.95

Well organized and readable book about communicating. Techniques are clearly presented from the child's and parents' point of view.

**Gordon, Thomas.** *P.E.T. Parent Effectiveness Training: the Tested New Way To Raise Responsible Children.* New York: Plume, New American Library, Times Mirror, 1970, paperback, \$9.95.

Virtually none of us were taught to be parents. This book gives real skills and teaches effective patterns of family interaction. This and the STEP program are both connected with parent training seminars available in most cities.

**Kraizer, Sherryll.** *The Safe Child Book: A Commonsense Approach to Protecting Your Children From Abduction and Sexual Abuse.* New York: Dell Publishing Co., 1985. Paperback, \$5.95

Written by the creator of the The Safe Child Program, this book reinforces and provides additional concepts and activities to assist parents in teaching their children to protect themselves.

**Pogrebin, Letty Cottin.** *Growing Up Free: Raising Your Child in the 80's.* New York: Bantam Books, 1980. Paperback, \$8.95

The original blueprint for helping children to reach their full potential, free of sex-role stereotypes.

**Satir, Virginia.** *Self-Esteem.* Berkeley, CA: Celestial Arts, 1970, paperback, \$4.95

Virginia Satir's declaration of self-worth in the form of poetry. Beautiful and worth reading again and again to yourself and your children.

**Satir, Virginia.** *People-making.* Palo Alto, CA: Science and Behavior Books, Inc., 1972, paperback.

A wonderful book about being a parent. A clear and useful guide for family living which builds

self-esteem, satisfaction and communication. Filled with concrete suggestions. Written with humor and compassion.

**Saunders, Antoinette and Remsberg, Bonnie.** *The Stressproof Guide.* New York: Holt, Rinehart and Winston, 1984. Hard Cover

Some good ideas on understanding children's perceptions of adult actions and ways to make life easier for children while building self-esteem and positive life skills

### **Books For Young People**

**Alda, Arlene.** *Sonya's Mommy Works.* New York: Simon and Schuster, 1982, Hard Cover, \$7.95

Real life look at the realities of having a working mom. For ages 4-7.

**Bell, Ruth.** *Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships.* New York: Random House, 1980, paperback, \$8.95

Speaks directly to teens about their bodies, sexuality, emotional and physical health.

**Bingham, Mindy and Edmondson, Judy and Stryker, Sandy.** *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning.* Santa Barbara, CA: Advocacy Press, 1983, Paperback, \$12.95

A must for teenage girls. A personal opportunity to look at basic choices.

**Bingham, Mindy and Edmondson, Judy and Stryker, Sandy.** *Challenges: A Young Man's Journal for Self-Awareness and Personal Planning.* Santa Barbara, CA: Advocacy Press, 1984, Paperback, \$12.95

A must for teenage boys. A personal opportunity to look at basic choices.

**Boegehold, Betty.** *Daddy Doesn't Live Here Anymore: A Book About Divorce.* New York: A Golden Book, 1985, Hard Cover \$4.95.

**Burns, Marilyn.** *I Am Not a Short Adult: Getting Good At Being a Kid.* Boston: Little Brown and Co., 1977. Paperback, \$5.95

Exceptional discussion of communication, rules, feelings, money, having fun, working hard, rights, responsibilities, and assertiveness. Ages 8 and up.

**Chaback, Elaine, and Fortunato, Pat.** *The Official Kids Survival Kit: How To Do Things On Your Own.* Boston: Little Brown and Co., 1981. Paperback, \$9.95

Invaluable resource. Encyclopedia style reference for handling such varied situations as boredom, loneliness, jealousy, baby-sitting, going to camp, fixing breakfast, working parents and various aspects of staying alone. Ages 8 and up.

**Girard, Linda Walvoord.** *Who Is A Stranger and What Should I Do?.* Niles, IL: Albert Whitman and Company, 1985, Hard Cover, \$9.25.

The only book for children about strangers that we recommend. Clear, non-frightening.

**Hipp, Earl.** *Fighting Invisible Tigers: A Student Guide to Life in the "Jungle".* Minneapolis, MN: Free Spirit Publishing, 1985, Paperback, \$7.95.

An absolutely indispensable guide for ages 10 and up on understanding yourself, surviving and making life easier.

**Le Shan, Eda.** *What Makes Me Feel This Way?: Growing Up With Human Emotions.* New York: Macmillan Books, 1972. Paperback, \$9.95.

Straightforward, honest and understanding discussion of the range of feelings children have and how confusing they can be. Very supportive of individual differences. Ages 6 and up.

**Palmer, Pat.** *Liking Myself.* San Luis Obispo, CA: Impact Publishers, 1983. Paperback, \$4.50.

Introduction to feelings, self-esteem and assertiveness. Reinforces listening to your feelings, your inner voice and speaking up for yourself. Ages 4 to 7.

**Palmer, Pat.** *The Mouse, the Monster and Me.* San Luis Obispo, CA: Impact Publishers, 1982. Paperback, \$4.50.

Strong reinforcement of saying no, dealing with hurtful and confusing situations, rights and responsibilities, and communications skills. Especially beneficial for children who tend to be shy or aggressive. Ages 7 to 12.

**Seuling, Barbara.** *What Kind Of Family Is This? A Book About Stepfamilies.* New York: A Golden Book, 1985, Hard Cover, \$4.95

**Stein, Sara Bonnett.** *About Phobias: An Open Family Book For Parents and Children Together.* New York: Walker and Company, 1984, paperback, \$4.95.

Excellent treatment of how one child's phobia feels and how her parents support her through it.

**Wachter, Oralee.** *No More Secrets For Me.* Boston: Little Brown and Co., 1983. Paperback, \$4.95.

Positive and discreet stories about preventing sexual abuse. Reinforces teaching children to speak up, to say no and to tell when someone violates their trust. Especially good for children previously abused. Ages nine to 12.

### Books For Professionals

**Hendricks, Gay and Wills, Russel.** *The Centering Book: Awareness Activities for Children, Parents and Teachers.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975, paperback

A valuable guide to body awareness, imagery, relaxation and centering techniques, particularly for elementary age.

**Lange, Arthur J, and Jakubowski, Patricia.** *Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers.* Champaign, IL: Research Press, 1976. Paperback

**Laborde, Genie Z.** *Influencing With Integrity: Management Skills for Communication and Negotiation.* Palo Alto, CA: Syntony Publishing, 1984, Hard Cover, \$19.95

An exceptional look at the applications of neuro-linguistic programming and other technologies of communication. Merges the information presently available about human interactions with accountability. Invaluable!

**Stevens, John O.** *Awareness: Exploring, Experimenting and Experiencing.* New York: Bantam Books, 1971, paperback.

For teens and adults, a vast array of awareness activities for relaxation, body awareness, centering, meditation, etc.

**Kraizer, Sherryll and Larson, Lyn.** *Dating Violence: Prevention and Intervention.* Domestic Violence Intervention Services, Tulsa, Oklahoma (1991).

Curriculum for adolescents.

The following permission slip may be used as a model for parents, should you wish to use one.

## Parent Permission Slip

# RECOVERY

Your child has the opportunity to participate in an exciting program to help resolve the issues and side-effects commonly associated with abuse. We would like for you to understand exactly what we will be doing and to give permission for your child to participate.

I hereby give permission for my child \_\_\_\_\_, age \_\_\_\_\_, to participate in the RECOVERY Program, a therapeutic prevention program.

I understand that my child will be learning prevention techniques as well as other life skills geared to increasing self-esteem, communication, decision-making, assertiveness, problem-solving, stress management and relaxation.

I have read and understand the description of the RECOVERY Program in the brochure I received, and have asked for and received a satisfactory explanation of any language that I did not fully understand.

Parent or Gaurdian — PLEASE PRINT

Address \_\_\_\_\_

Parent or Gaurdian — signature \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

ZIP \_\_\_\_\_

Home telephone \_\_\_\_\_

Work telephone \_\_\_\_\_

Date \_\_\_\_\_

THERAPIST PERMISSION —

REQUIRED FOR CHILDREN CURRENTLY IN TREATMENT

The following permission slip should be used for all children currently in therapy.

## Therapist Permission Slip

# RECOVERY

Your client \_\_\_\_\_ has the opportunity to participate in an exciting program to help resolve the issues and side-effects commonly associated with abuse. We would like for you to understand exactly what we will be doing and to give permission for your client to participate.

I hereby give permission for my client \_\_\_\_\_, age \_\_\_\_\_, to participate in the RECOVERY Program, a therapeutic prevention program.

I understand that my client will be learning prevention techniques as well as other life skills geared to increasing self-esteem, communication, decision-making, assertiveness, problem-solving, stress management and relaxation.

I have read and understand the description of the RECOVERY Program in the brochure I received, and have asked for and received a satisfactory explanation of any language that I did not fully understand.

Therapist — PLEASE PRINT \_\_\_\_\_ Address \_\_\_\_\_

Therapist — signature \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Telephone \_\_\_\_\_ Date \_\_\_\_\_



# Pretest

Pretest

Name	Teacher
Date of Birth	Grade
	School

Directions: answer each question by circling either YES or NO.

YES means the sentence is true about you or is like you

NO means the sentence is not true about you or is unlike you

1. I often wish I were someone else. YES NO
2. I find it very hard to talk in front of a group. YES NO
3. There are lots of things about myself I'd change if I could. YES NO
4. I can make up my mind without too much trouble. YES NO
5. I'm a lot of fun to be with. YES NO
6. I get easily upset at home. YES NO
7. It takes me a long time to get used to anything new. YES NO
8. I'm popular with people my own age. YES NO
9. My family expects too much of me. YES NO
10. My family usually considers my feelings. YES NO
11. I give in very easily. YES NO
12. It's pretty tough to be me. YES NO
13. Things are all mixed up in my life. YES NO
14. Other people usually like my ideas. YES NO
15. I have a low opinion of myself. YES NO
16. There are many times when I'd like to leave home. YES NO
17. I often feel upset about the work that I do. YES NO
18. I'm not as nice looking as most people. YES NO
19. If I have something to say, I usually say it. YES NO
20. My family understands me. YES NO
21. Most people are better liked than I am. YES NO
22. I usually feel as if my family is pushing me. YES NO
23. I often get discouraged at what I am doing. YES NO
24. Things don't usually bother me. YES NO

DATE COMPLETED \_\_\_\_\_

Coopersmith S.E. Inventory (1967)

# Posttest

10010101

Name \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Directions: answer each question by circling either YES or NO.

YES means the sentence is true about you or is like you

NO means the sentence is not true about you or is unlike you

1. I often wish I were someone else. YES NO
2. I find it very hard to talk in front of a group. YES NO
3. There are lots of things about myself I'd change if I could. YES NO
4. I can make up my mind without too much trouble. YES NO
5. I'm a lot of fun to be with. YES NO
6. I get easily upset at home. YES NO
7. It takes me a long time to get used to anything new. YES NO
8. I'm popular with people my own age. YES NO
9. My family expects too much of me. YES NO
10. My family usually considers my feelings. YES NO
11. I give in very easily. YES NO
12. It's pretty tough to be me. YES NO
13. Things are all mixed up in my life. YES NO
14. Other people usually like my ideas. YES NO
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17. I often feel upset about the work that I do. YES NO
18. I'm not as nice looking as most people. YES NO
19. If I have something to say, I usually say it. YES NO
20. My family understands me. YES NO
21. Most people are better liked than I am. YES NO
22. I usually feel as if my family is pushing me. YES NO
23. I often get discouraged at what I am doing. YES NO
24. Things don't usually bother me. YES NO

DATE COMPLETED \_\_\_\_\_

Coopersmith S.E. Inventory (1967)

# Pretest / Posttest Scoring

2010/11

## SELF-ESTEEM INVENTORY

Items are answered either "like me" or "unlike me." The high esteem response is indicated in parentheses after each item. Record the number of high-self-esteem responses before and after the Program. You are looking for *change* in total scores more than a specific number score.

1. I often wish I were someone else. (Unlike me)
2. I find it very hard to talk in front of a group. (Unlike me)
3. There are lots of things about myself I'd change if I could. (Unlike me)
4. I can make up my mind without too much trouble. (Like me)
5. I'm a lot of fun to be with. (Like me)
6. I get upset easily at home (Unlike me)
7. It takes me a long time to get used to anything new. (Unlike me)
8. I'm popular with people my own age. (like me)
9. My family expects too much of me. (Unlike me)
10. My family usually considers my feelings. (Like me)
11. I give in very easily. (Unlike me)
12. It's pretty tough to be me. (Unlike me)
13. Things are all mixed up in my life. (Unlike me)
14. Other people usually follow my ideas. (Like me)
15. I have a low opinion of myself. (Unlike me)
16. There are many times when I'd like to leave home. (Unlike me)
17. I often feel upset about the work that I do. (Unlike me)
18. I'm not as nice looking as most people. (Unlike me)
19. If I have something to say, I usually say it. (Like me)
20. My family understands me. (Like me)
21. Most people are better liked than I am. (Unlike me)
22. I usually feel as if my family is pushing me. (Unlike me)
23. I often get discouraged at what I am doing. (Unlike me)
24. Things usually don't bother me. (Like me)

*The Coopersmith Self-Esteem Inventory (Coopersmith, 1967). Copyright 1967 by W.H. Freeman and Company. Reproduced by permission of Stanley Coopersmith.*





