

BUILDING SELF-ESTEEM:
A GROUP CURRICICULUM FOR FEMALE ADOELSCENT OFFENDERS

by

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Abstract

Adolescent female offenders require treatment programs designed specifically to their needs. A group designed to strengthen self-esteem is designed in this project in order to address the high frequency of self-esteem issues in this population. The activities in the group are based on a cognitive behavioural, structured approach in order to assist the facilitator in working with this reluctant population. Consideration is given to adolescent development and the characteristics of female delinquency. A curriculum for an 8 week, one and half hour per week outpatient group treatment program provides a strategic approach to assisting female juvenile delinquents in developing recognizing self worth, accepting their own strengths, identifying their values, and altering their responses to negative situations.

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The apparent inattention to dealing with female delinquency can partially be attributed to a past notion that women have not significantly contributed to criminal activity (Norton, 1988; Shoemaker, 1990; Tanner, 2001). The juvenile female offender has often been overlooked and underserved within the justice system. Currently, however, the number of female offenders is on the rise. Statistics Canada reports a 29% increase of all female adolescents being charged with a crime from 1986 to 1990 compared to an increase of only 14% in males. The correctional system, and those systems that support corrections, must adapt to respond to the specific needs of female offenders in order to prevent them from returning to crime (Morton, 1988). While it may be idealistic and unnecessary to suggest that a new model of treatment for female offenders be developed, it is plausible to add to the current services offered in the forensics clinics in an attempt to reach some of the young women treated there. Programs must be developed to impact the reality of society's status and expectations of women and specifically designed to meet their needs (Garfield & Hollin, 1990; Morton, 1988).

The purpose of this project is to present a group treatment program that will enhance the self-esteem of adolescent female delinquents. The intent is to develop a curriculum that can be added to the current services provided at the Youth Forensic Psychiatry Clinic in Prince George, British Columbia, further referred to as the "clinic". Currently, the legislative body that applies to juvenile crime, The Young Offender's Act (Province of British Columbia, 1985) states that youth who have broken the law have special needs and require considerable guidance and assistance because they are still dependent and immature (Jones, 1997). One of the strategies the "Ministry of Children

and Family Development” within Province of British Columbia uses to address this consideration and in attempting to rehabilitate criminals is to provide mental health services through outpatient clinics such as the one in Prince George. Assessments, individual, and group therapy are typical services within these clinics provided to youth currently involved with the justice system. The youth seen for treatment are typically accessing services as a condition of their probation order, a conditional release which can be revoked if the youth does not comply with its conditions (Jenkins, Heidelman, & Caputo, 1985). Currently, several group programs are offered at the Prince George clinic (e.g., low functioning sex offender treatment, anger management, etc.) and there is an attempt to develop additional programs to serve the needs identified in the client group. The program developed in this project is designed to be provided in conjunction with individual therapy and is a technique to approach the topic area of self-esteem.

There is limited literature to guide the development of such a program for offenders, particularly with female adolescent offenders (Kaweesi, 1999). Information available on working with male offenders and non-offending populations often must be generalized and adapted to meet the needs of the female offender. What is clear is that many of the young women referred to the clinic are at a cross road, an opportunity to either change the path they are currently taking and become productive members of society or maintain a course towards becoming an inmate in the adult penal system (Morton, 1988). The future path of these young females often lies in the hands of those who work with them and what is offered to them at this critical time of growth.

Adolescent development

An understanding of the demands placed on teens, due to basic adolescent development, is necessary to successfully work with this population (Morton, 1988). Adolescence is a period of rapid change and development: physically, emotionally, and cognitively (Schaefer, Johnson, & Wherry, 1982). Adolescence is the time of development in which individuals seek their own identity and this includes their independence. With the intensity of the demands of the developmental tasks during adolescence, and the demands of a complex society, many teenage girls become overwhelmed and symptoms of distress begin to appear. Many of these symptoms: alcohol and drugs, violent outburst, sexually acting out, promiscuity, stealing, etc., are related to adolescent delinquency. Many psychologists refer to the crisis of adolescence as identity versus role confusion (Edwards, 1990). Teens are struggling to balance who they feel they “are” and who they feel they “should” be.

As a young woman reaches adolescence her body begins an involuntary and dramatic process of change. Changes in body shape, and hormones create a new sense of self and new issues. Relationships take on the complex component of sexuality. The world seems new and unsafe, and they usually do not know how to respond to sexual advances and being treated as a sexual being (Morton, 1988). Adolescents struggle to deal with the new physical reactions their body is experiencing and feel both guilt and curiosity with frequent sexual thoughts. They are struggling to develop their sexual identity, their thoughts, values, and preferences about sex with varied levels of accurate knowledge about the subject. Teen girls often engage in sexual promiscuity in their

attempts to achieve a clear sexual identity if more appropriate values of sexual activity are not modelled for them (Shoemaker, 1991).

During adolescence, a young girl is not only experiencing internal changes but changes in her interactions with society. The changes that occur physically and emotionally are accompanied by new experiences and new responses from other people (Morton, 1988). As girls mature, society begins to treat them like women and they are exposed to negative messages about their bodies, their minds, and their worth in society. One of the phenomena that have come to be associated with the development of adolescent females is the loss of a self assured and confident child in to a self-conscious, insecure teenager uncertain of her own judgment, emotions, and appearance (Forsyth, 1998; Morton, 1988). She becomes more aware of her physical self and how she compares with society's current standards of beauty and pays less attention to her own individual skills and abilities. The lack of confidence that is associated with this developmental stage makes adolescents anxious and insecure, which interferes with their problem solving and ability to make sound choices (Pipher, 1994). These young women are not certain of their own values and goals because they have placed so much emphasis on the opinions of others and the images portrayed to them by society.

Young women are expected to mature and grow up quickly, taking on adult roles within the family and society. The pace of this development has become more rapid than some young girls can manage (Jenkins, et al, 1985). Often the expectations for daughters in a family are higher than that of sons, creating greater demands for household responsibilities, academics, social stature, etc. (Horner, 1986). These young girls often lose sight of, or lose interest in, their dreams out of fear of failure or uncertainty of the

appropriateness of their dream (Pipher, 1994). They are often uncertain they can accomplish their goals or feel that others do not support their goals, and they lose the motivation to work for their goals.

Unlike males who strive for independence, female adolescents begin to take their worth from the quality and strength of their personal relationships (Edwards, 1990). A dilemma develops for young women as they attempt to work towards independence to build a distinct sense of self while remaining connected with family and others in society. Often, the importance of their non-familial ties become more important than familial relationships as adolescents gravitate towards reliance on their peer group. Social pressure reaches its peak in adolescence when their attention and worth changes in focus from within the family to within friends and the larger peer group (Clark, Clemes, & Bean, 1980; Orenstein, 1994). The influence that parents have on their teenagers diminishes, as their teenagers' need to belong shifts from the family to their peer group. Acceptance by their peer group provides a means to measure their worth (Clarke, et. al, 1980; Pipher, 1994). Peers often act as a youth's primary confidante and an adolescent's primary means of learning about the adult world they are entering. Adolescents will usually feel more comfortable discussing their feelings and confusion with friends rather than adults. Many youth struggle with the task of balancing their own sense of a unique and distinct self with importance placed on their intimate relationships (Johnson, Robert, & Worrell, 1999). Adolescence is the time of development where it is critical that an individual gains a firm sense of identity (Erikson, 1968; Pipher, 1994). Adolescents strive for knowledge of themselves as a unique individual and a sense of their own abilities, strengths, and value as a person with a future purpose in attempting to develop

their sense of identity (Erikson, 1968). Failure to accomplish this important developmental task can lead to poor self-esteem and negative judgments of self worth (Clark et. al, 1980; Pipher, 1994).

Female delinquency

Modern society has become increasingly complex while the standards and controls on society and youth have gradually disintegrated (Jenkins et. al, 1985). While the feminist movement has led to changes in responsibilities, and of young women, societal expectations are varied and often lead to confusion and mixed messages for them. The pressure, confusion, and, lack of structure have been attributed to increasing juvenile delinquency. Delinquency is referred to any act that is considered illegal and is capable of being dealt with by criminal proceedings (Garfield, & Hollin, 1990).

Many causes of delinquency have been proposed, including heredity, identity problems, community influences, and life and family experiences. Erik Erikson (1968) suggested that adolescents, whose development restricted them from acceptable social roles or made them feel that they could not measure up to the demands placed on them, may choose a negative social role and identity. Many youth may find support for their negative identity from specific peer groups, a level of acceptance they previously did not perceive as attainable. If they feel they are unable to achieve a positive role, or are uncertain what an appropriate societal role looks like, they will turn towards delinquency as an available role choice.

Recently researchers have begun to examine the specific nature of female crime and the different motivation principles that lead females to criminal activity as oppose to males. While male criminal activity tends to be motivated by the desire for economic gain

and status, female delinquency is often committed in the attempt to gain or maintain relationships (Chesney-Lind & Sheldon, 1992; Garfield & Hollin, 1990). If popularity and approval cannot be gained by being a “good girl”, being a “bad” provides a sense of excitement and can lead to approval within certain circles.

Many teens who engage in delinquent behaviours do not have the financial resources to afford the fashionable wardrobes, the new toys, and extra-curricular activities that they associate with popularity and status in the world of adolescence. If status cannot be achieved through these means, recognition and status can be quickly achieved by certain delinquent behaviours. The unfortunate teasing and social exclusion that can arise for a teenage girl without the “right” clothes, the “right” image, can be an intense motivating pressure to delinquent activity. Theft and prostitution are two crimes often used out of economic necessity in response to some of the pressure for certain tangible goods (Morton, 1988).

Many of the offenses that bring the women to the attention of the criminal justice system indicate that their behaviours are due to a perceived lack of power and available choices (Chesney-Lind & Sheldon, 1992). More often than not, delinquent girls come from broken homes and dysfunctional families, and they are characterized by low sense of self and poor self-esteem. Many have experienced environments where aggression, physical violence, and emotional deprivation are commonplace and an acceptable means of conflict resolution (Garfield, & Hollin, 1990). They have not had opportunities or experiences to develop healthy communication styles, assertiveness, and positive relationships.

Researchers have shown that delinquent girls are often less socially competent than their counterparts (Garfield & Hollin, 1990), particularly when dealing with peers and adults. The behaviours and responses to others often modelled and taught to them are not acceptable by society (Artz, 1998; Hewitt, 1998; Pipher, 1994). Parents with poor social skills model and teach poor social skills to their children. When these inappropriate behaviours become part of the youth's repertoire of behaviours they become ostracized from their peers. They can feel at odds with their families and distant from their peer group. This leads to a struggle to deal with intense feelings of loneliness and isolation. Many of these young women engage in self-harm behaviours and suicide attempts in response to such intense emotions.

The effects of the family system on the development of delinquent tendencies are complex. Typically, the family support systems in these settings are also less equipped to discourage anti-social behaviour. They inadequately monitor the behaviour of their adolescent or provide suitable consequences for misbehaviour (Dishion, Patterson, Stoolmiller & Skinner, 1991). Their failed or lacking attempts to deal with their child fails to alter misbehaviour and may even escalate the situation. Many of these parents do not have the skills to effectively discipline or guide their children's behaviours in a positive and productive manner. Punishment, verbal and physical aggressions are commonly used methods to try to deter anti-social behaviour but in turn only succeed in continuing to teach inappropriate methods of conflict resolution and damaging to the youth's self-esteem (Dishion, et. al, 1991).

Many writers have noted a cycle of abuse that leads to delinquent behaviour (Horner, 1986; Harway & Liss, 1999). Far too often, the young women that engage in

criminal activity have a history of victimization themselves (Johnson, et. al, 1999; Morton, 1988; Tanner, 2001). Somewhere in their past are often incidents of psychological harm that often lead into misguided attempts of solace through sexual promiscuity, substance use, or other delinquent or maladaptive behaviour. Even when the young woman herself has not experienced trauma, typically her parents or caregivers have experienced violence or abuse in their past (Edwards, 1990; Horner, 1986). Instead of these young women trying to find solutions to deal with their pain of victimization, they behave in negative ways against society and turn to delinquent behaviour to express their pain (Stanford, 1988). Studies of teen prostitution have shown that as many as sixty-five percent of those engaging in this activity were victims of early childhood sexual abuse (Johnson, et al., 1999). Many were exploited one or more times by someone they trusted and with whom they shared a bond. This early sexual experience may condition the child to view sexual behaviour as an acceptable and necessary means to communicate and accept and receive love from adults (Tanner, 2001).

Society tends to place expectations of a higher moral standard on girls than boys thus increasing the demands and confusion for developing female adolescents (Chesney-Lind & Sheldon, 1992). When youth engage in sexual activity, often peers praise the male and the female is blamed or ridiculed for her promiscuity. Traditionally, women have carried the blame for poor sexual choices and behaviour (Horner, 1986). Young girls involved with the legal system typically respond with greater levels of shame, guilt and remorse than boys, due to the pressure in society for them to abide by these higher standards. They recognize that they have violated the expectations for the female role and this stigma is often a strong enough deterrent for some young women who have

committed less serious crimes (Shoemaker, 1990). They do not wish to be identified as a delinquent and looked down on by their family and peers.

Self-esteem

Researchers have recently begun to look at the self-esteem of many youth with aggressive and violent tendencies (Kinnear, 1995). It appears that much delinquent behaviour is completed in a misguided attempt to boost the individual's self-esteem (Chesney-Lind & Sheldon, 1992; Edwards, 1990; Pipher, 1994). These young girls may turn towards criminal acts to experience the success they have not accomplished elsewhere. To achieve contact and acceptance of others, they join with groups of delinquent peers, or engage in promiscuous behaviours.

Although there are many postulated definitions for self-esteem, for the purposes of this project and this treatment program, self-esteem is considered to be "an individual's perception of self worth" (Edwards, 1990, p. 2). Self-esteem is a fundamental need, the foundation of emotional well-being (Hewitt, 1998; Stanford, 1988). Research indicates that it is unlikely the youth will find fulfillment in other areas such as creativity, achievement, and a realization of her potential without adequate levels of self-esteem (Clarke et. al, 1980). How an individual feels about herself will inevitably influence how she behaves and the choices she makes. If someone believes they have the ability to be successful she will act in ways and do certain things that will lead to success (Burns, 1994; Carrell, 1990; Hewitt, 1998). Contrast this with the young woman being "punished" for her crime and treated like a problem to society. It is likely that, given the life experiences of these girls and their current punitive interaction with society, they are more apt to feel incompetent, incorrigible, and useless. This self-perception will lead

these women to make decisions and engage in behaviours consistent with their beliefs of themselves (Artz, 1998). Adolescents will usually behave in ways consistent with how they feel about themselves or how they believe others feel about them. Therefore, an adolescent female who believes she is only seen as a disruptive delinquent is more apt to continue to engage in delinquent behaviours.

Many people with low self-esteem often “pretend” that they are confident in themselves as a means of a defense mechanism and they come across as aggressive, and controlling. These youth feel powerless and feel the need to use a tough exterior to preserve their minimal value of self worth (Clark et. al, 1980). When approached about their behaviour they are quick to be defensive and easily frustrated with any attempts to make change or progress. Many adolescents found in the justice system fit this profile. In contrast, individuals with high self-esteem have a positive but realistic perception of themselves, their own abilities, potential and limitations. They tend to deal with life’s demands and stressors in an assertive and constructive manner (Edwards, 1990). When people feel good about themselves they usually feel positive about life and are able to meet and solve any challenges that may arise with confidence and sound decision-making (Clark, et. al, 1980; Stanford, 1988).

Self-esteem is a multi-faceted trait that develops and shifts during one’s development and interactions with other people (Clark et. al, 1980; Edwards, 1990; Hewitt, 1998; Stanford, 1988). An individual’s self-esteem is determined through their experiences throughout their lives (Clark, et. al, 1980; Morton, 1988). It encompasses all of the thoughts, feelings, and experiences; one collects through these experiences. For many of the young girls in the forensics setting, their life experience

consists of numerous traumatic events that have shaped not only their personalities but also their self-perceptions of these girls. Exposure to abuse, neglect, and substance misuse will inevitably affect her self-image (Horner, 1986). The dynamics of their dysfunctional home life are unlikely to provide them with the necessary skills for high self-esteem.

The negative stereotypes of women in society, male dominant family structures and relationships, and the demands of balancing the expectations of a family and career are attributed as reasons why young women tend to be more subject to low self-esteem than young men (Edwards, 1990; Johnson, et. al, 1999). Many adolescent female offenders also face poverty issues that can have a detrimental effect on self-esteem. Due to the importance society places on clothing and possessions, and the inability of the lower socio-economic populations to acquire these items, the adolescent's social condition jeopardizes self-esteem (Edwards, 1990).

The pressures and developmental changes that occur during adolescence heighten a teenage girl's susceptibility to self-esteem issues. The changes in body image and self-concept that occur during puberty have a dramatic effect on self-esteem. Most of these issues do not arise because the adolescent female actually has a poor body shape but because she sees herself inaccurately or compares herself to an unattainable societal ideal (Edwards, 1990). Many girls perceive beauty and thinness as a measure of self worth. Socialization, cultural and peer pressure convey to young girls that they will be judged primarily on their appearance. They erroneously gain their self-esteem through a narrow appraisal of their selves as opposed to an extensive evaluation of whole selves (Clark, et. al, 1980; Cypert, 1994).

Why a self-esteem group?

One of the most difficult tasks when working with adolescents and in particular those involved mandated by the justice system to participate in the therapeutic process is to successfully engage them in the process (Carrell, 1993; Jenkins et al, 1995; Kaweesi, 1999; Seden, 1999). One approach that is often used is group treatment. While being amongst a group of peers can cause anxiety in some, for most adolescents it is natural for them to form groups. Group treatment dissipates the discomfort created for youth when placed in an adult/child individual therapy modality. One to one therapy is often very intimidating for these youth, as they have not experienced positive relationships with other adults in authority in the past. The power disparity between the therapist and the adolescent dissipates in a group setting where there are more youth than adults (Carrell, 1993; Farmer-Corder, 1994; Kaweesi, 1999). A group provides opportunity for adolescents to give and receive feedback and discuss life goals with their peers. During adolescence, many youth have the verbal and reasoning abilities that make discussion groups feasible for the resolution of the difficulties of adolescence (Schaefer, et. al, 1982).

It is clear that treatment programs for all clients should be individualized and based on their needs and circumstances (Garfield & Hollin, 1990; Morton, 1988). Often, however, in a forensic setting, clients are simply treated according to their offense (e.g., Sex offenders attend a sex offender group) and the focus of treatment is based simply on that offense behaviour (Jenkins, et al., 1995). Clients are lumped together with other similar offenders in a treatment program simply on the basis of their offense, not their individual treatment needs.

In addition, young women in the justice system have typically been treated with the same techniques as the male population despite their differing needs. As previously noted, as is the case with all adolescent young women, self-esteem is an issue for adolescent female offenders. A group devised specifically for self-esteem will allow for these important issues to be addressed in a gender specific format. Clinical observations note that young adolescents work better in same gender groups, as they are distracted and impulsive when in groups with both genders (Carrel, 1983). Girls are also more open to discuss intimate issues with other girls than with boys in the crowd.

Working with youth in a group format in a forensic clinic has benefits for the clinic itself. As with many social service programs, the demand for individual counselling at the clinic is usually higher than the level that staff can accommodate. While the addition of groups is not meant to replace individual therapy it is a useful adjunct to individual work in order to enhance the services provided to each client. It is less time consuming than individual work and allows for more youth to be involved with the clinic at any given time.

As previously discussed, self-esteem is a major issue for young women in general and is often a key to adolescent girls' delinquent behaviour. These young women often need assistance and support to reverse the effects of the negative images they have of themselves (Cypert, 1994; Morton, 1988). The benefits of successfully addressing self-esteem issues is supported by researchers and clinicians who agree that women can enhance their sense of self worth and self-esteem through an appropriate treatment program (Edwards, 1990). Research and clinical practice has also established that by improving a female offender's self-esteem, the likelihood of delinquent behaviour

decreases (Chesney-Lind & Sheldon, 1980; Kinnear, 1995; Pipher, 1994). Therefore, an attempt to decrease delinquent behaviour by including a self-esteem group as part of an adolescent female offender's treatment plan appears warranted.

The cognitive behavioural approach that will be followed has been shown to be an effective intervention with juvenile delinquents in teaching social skills and addressing issues of self worth and self esteem (Burns, 1993; Carrel, 1994; Kaweesi, 1999; McKay & Flanning, 2000; Siccone & Canfield, 1993). Further, this project is focused on strength based skill building issues and avoids the direct offense behaviour in an attempt not to focus on the youth's image as a "delinquent" or "offender". It focuses on the issue of self-esteem as a contributing factor to their delinquent behaviour. The young women will not get stuck with the image of seeing herself only as a delinquent when the focus of treatment is shifted from the offense behaviour to the topic of self-esteem. (Brendto, Brokenleg, & Van Bocer, 1992). This in turn will allow them to see other possible roles they can play within society. Among the goals for this group will be to help the young women increase their feelings of competence, develop their own sense of ethics and values, and improve their feelings of present and future potential for themselves.

With the struggles of identity development apparently related to engaging in delinquent acts, it is important to address the relevant issues when treating young female offenders. Young women need assistance to make the connection between who they are becoming, and the messages that they receive about themselves and women in general by society (Morton, 1988). This will mean encouraging them to identify and accept their personal strengths and worth, friends, and society as a whole (Cypert, 1994; Edwards, 1990). These young women need to learn to change their focus from attempting to gain

external approval to skill development, cooperation, and being able to enjoy life. This curriculum is developed in a manner that provides a firm, competent, limit setting model that the adolescents can identify with, feel safe within to explore new skills, and to incorporate pro-social behaviours instructed and modelled by the therapists involved (Schaefer, et. al, 1982). An increase in confidence in one's social skills improves self-esteem and will enable these young women to gain a clear direction in life and take steps towards success (Clark, et. al, 1980; Edwards, 1990).

The hopes of this treatment program are that participants develop strong self-esteem without relying on external acceptance or the need to please others. Participants will improve their decision-making skills and find confidence that will assist them from being negatively influenced by. One goal is to enable the young women to identify and change their own negative reactions to events and how this affects the outcome of the situation. This will allow them to be more empowered over their own lives. Many of these young girls require education on what options are available to them, and an opportunity to explore alternate, positive lifestyle options. In doing this, it is important to encourage positive female relationships and to develop relationship skills that allow for safe levels of trust, support, and mutual respect.

Participant Selection

A careful selection of the participants to include in the self-esteem group will be essential for its success (Garfield & Hollin, 1990; Farmer-Corder, 1994; Koziski, 1999; Peck & Bellsmith, 1962). The selection of participants will rely on the experience and advice of the clinic's forensic treatment team, relevant literature, and psychological testing. Initial consideration must be rooted in the understanding that not every referred

client is suited for this form of group intervention for self-esteem (Garfield & Hollin, 1990). Since the primary goal of this treatment method is to increase the participant's level of self-esteem, an initial assessment must include an evaluation of the potential candidate's self-esteem. While research has shown that young offenders often have low self-esteem, we cannot assume this to be true of all clients (Garfield & Hollin, 1990).

Even with mandated clients, their motivation level frequently varies (Seden, 1999). If she perceives the process of the treatment will lead to beneficial results, she will be more committed to the process and will likely experience an increase in self-esteem (Farmer-Corder, 1994). This means that the youth must agree that she has a need for improved self-esteem and that their involvement in the group will yield such a result. It is not recommended that group therapy to be forced on a very resistant client as this may lead to attempts to sabotage the group.

The selection of the group participants at the clinic benefits from various forms of assessments undertaken by qualified personnel, including psychiatric or psychological professionals. On many occasions, a court ordered assessment has been completed on the youth prior to treatment and this is used for case planning. Such assessments may include an interview with a licensed psychologist and/or psychiatrist, involving a complete social history, and the possibility of intelligence and personality testing. At a minimum, potential clients complete an in-depth clinical interview, which includes collateral information from family and other professionals present in the youth's life. Both forms of assessment provide an opportunity for a global perspective of the youth, including the identification of self-esteem issues. Occasionally, these issues are not

identified through the assessment process but will become apparent to the therapist working with the youth individually and they then can be referred for group therapy.

After determining that a young woman would benefit from work on her self-esteem it is determined whether the next group is best for her. When selecting the final membership for the group, the therapists must look beyond each individual candidate and towards the entire "group mix". The overall skill level of the group and ability to deal with stress and anxiety must be considered (Farmer-Corder, 1994). Often a group can be drawn down to the level of its lowest functioning member, both socially and intellectually. In order to facilitate necessary group interaction a balance must also be established between those youth who tend to be withdrawn and those who will be active group participants (Farmer-Corder, 1994). Any youth who is too deviant from the norm on any of these measures may have to be excluded from the group in order to create successful group dynamics and productivity. A pre-interview will be completed by one of the group facilitators with each group participant. This individual time will allow an introduction of the goals for the group, the expectations of participation, and a final screening for the appropriateness of the individual's participation (Carell, 1993). Understandably, within a forensic setting with a mandated clientele, the facilitators will not have total control over group selection, as some participants and the group mix may not always be ideal. However, every effort must be made to create groupings that will have the highest likelihood of success (Seden, 1999). The inclusion of these steps in the selection process is consistent with what is used in most group selection (Harway & Liss, 1999; Johnson, et. al, 1999).

Group Set Up

This self-esteem group is designed to be completed in eight one and one half hour weekly sessions. The group is a closed group, meaning that the membership will be set at the beginning of the group and no new members will join the group after the first session (Carell, 1993; Farmer-Corder, 1994). A closed group is suggested in order to allow for the necessary development of the group process beneficial for success (Carell, 1993).

This allows participants to become acquainted with one another and for a comfort level to be established and increased disclosure to occur. It also avoids the disruption that can occur when group members join and leave an open group. The intended duration of the group should always be shared with the group. Because of the clients' questionable motivation to participate in a mandated group, it is necessary to note to the group that a set amount of material must be accomplished. Should difficulties arise in completing this material within the planned eight weeks, an extra session may have to be added.

Although the proposed intervention will involve a closed group, the activities have been purposefully designed to be self-contained within individual sessions to accommodate for any drop out of participants.

To accommodate open conversation and the ability for all participants to be able to address one another, it is suggested that they are seated in a circular format (Carrell, 1993). With a circular format it is easy to follow a "round robin" approach group activities and debriefing. As many of the young women in this group may not be skilled in social discourse, an unstructured interaction may not work well, so a method of participation that allows everyone to know when it is their turn to speak proves to be successful.

The suggested size of the groups is between 6-10 participants. Too few participants does not allow for the beneficial dynamics of the groups' processes to develop (Carrell, 1993; Farmer-Corder, 1994). In contrast, a group number beyond this size can be overwhelming for both the participant and therapist. Participants may not receive the attention important for this population while the therapist may not be able to observe and intervene with the inevitable behavioural and attitudinal challenges required in working with a delinquent group.

Facilitation

Research dealing with success rates in youth services indicated that the success of a service is more strongly linked to the human relationships developed between the service provider and the youth than the specific approach of the program (Brendtro, et. al, 1992). In order to successfully lead this program the facilitators will need to know the characteristics of delinquent young women and effective techniques to build rapport with this population (Ferrary, 1992). Delinquents are typically resistant to change, so the therapist will need to be persistent in their attempts to motivate change, yet sensitive to the youths' situation and their current frame of mind. It must be remembered that the participants will be suspicious of the motives of the facilitator and could put up rigid defenses (Brendtro, et. al, 1992; Kaweesi, 1999). In responding to their defenses, the facilitator will need to be prepared to deal with behavioural problems, negative attitudes, non-compliance, personality factors, and inappropriate value statements. The facilitator cannot allow her/himself to respond defensively or aggressively or the efforts of the treatment program will be nullified (Farmer-Corder, 1994; Ferrary, 1992; Kaweesi, 1999). When dealing with a mandated group, the therapist must be able to communicate

well and develop a positive relationship with a difficult client group. They must be skilled in working through the reluctance, hostility, and resistance that is typical of the delinquent population. The importance of positive regard for the client is essential (Seden, 1999). To demonstrate positive regard therapist must listen to the young women, attempting to understand their perspectives and work hard to create a working partnership towards success. Some techniques helpful in accomplishing this are to ensure the therapists display respect for the client, that they set clear expectations with no surprises, and that they keep their word at all times (Farmer-Corder, 1994; Seden, 1999). It is suggested that a model of co-facilitation be followed whenever possible in order to allow for one individual to observe the group and deal with behavioural and other issues while the other facilitator focuses on delivering the material (Ferrary, 1992). An opportunity to model appropriate and respectful relationships between genders can be created by pairing a male and female facilitator (Farmer-Corder, 1994). If this option is not available, the presence of female facilitators typically creates a higher level of comfort and rapport among the group, however (Farmer-Corder, 1994).

With the history of involvement these youth have typically had with negative adult interactions (Edwards, 1990), it is extremely important for the leaders of this program to model mutual respect and to take on a fairly democratic but not permissive approach (Jenkins et al., 1985; Schaefer, et al., 1982). While the initial interaction with these mandated clients is based on the authority and power of the justice system, if the clinician is open, honest, and predictable the initial begrudging respect can evolve in to solid mutual respect. To accomplish this, the facilitator will need to be dependable and true to their word and the young women will soon learn that the best way to make the

most of the experience is to be respectful and actively participate (Jenkins et al., 1985). Undoubtedly, this will be a difficult task with some of the young women as they have built their image on toughness and resistance to adult influence. While these young women may need to be gently confronted in order to deal with their denial (Farmer Corder, 1994), they will also need to be predictably and consistently reinforced for acceptable and positive interaction and productive group work. They may covertly disparage any positive rewards at first but with a dedicated and persistent facilitator, eventually progress will be made. The positive attitude of the facilitator can have the power to change the clients' perceptions of themselves and the group process (McKay & Flanning, 2000). The facilitator must always keep in mind that modeling is perhaps the most powerful teaching tool (Farmer-Corder, 1994; Shephard, as cited in Garfield & Hollin, 1990) and the facilitators should model confidence and acceptance while encouraging any positive peer role models in the group to actively display their skills for others in the group.

In preparation for the group, the facilitator will need to gather any imperative historical or situational factors (e.g., history of abuse, mental health diagnosis, current school status, family dynamics, etc.) of the participants in the group (Harway & Liss, 1999). This will allow them to pay close attention to any emotional problems, relationship issues, or abuse cycles that may exist in the lives of the participants. With this population, the facilitator must always be sensitive to issues of physical, emotional, and sexual abuse as victimization will be a common issue. While the setting of this group is not designed to deal with these issues within group sessions, it is important to follow up with any issues that arise in later individual sessions.

Program Design

Despite female adolescents' tendencies to form groups, their discomfort with discussing intimate information with relative strangers must also be considered. In an attempt to increase comfort, the design for this project includes a considerable amount of structured activities (Carrel, 1993). This structure will help to guide the session to the intended topic matter unlike unstructured groups that may not achieve all of the established goals (Schaefer, et. al, 1982). The activities are task oriented and selected to promote specific responses from the group in order to accomplish the goals of the project. This structured format provides the framework necessary for the facilitator to define and direct the sessions allowing the therapist to focus on group dynamics and intervening with any inappropriate interactions.

The group curriculum developed in this project is designed to assist the facilitator successfully engage and make change with this population. Teaching social skills and methods to increase self-esteem will enable the youth to resist peer pressure and future criminal activity (Edwards, 1990). The program uses a proven effective multi-step method for teaching social skills and self-esteem development (Garfield & Hollin, 1990; Kaweesi, 1999). This process includes the instruction, modeling and practice of necessary skills, accompanied by feedback on each client's performance of the skill. The inclusion of reinforcement and homework is an important step for the transfer of the skills to their young women's natural environment. This approach to teaching new skills allows the group activities to be quite concrete and focused on training the specific goal behaviours (Farmer-Corder, 1994).

Typically, adolescent groups are characterized by giggling and nervous movements during initial sessions. Therapeutic games will be used to decrease these non-productive interactions and reintroduce the participants each week to start the group process. The initial sessions of the curriculum are filled with very concrete and task oriented activities with non-threatening participant output in order to provide a concrete structure to encourage group interaction, feedback, and input. Gradually, as the confidentiality of the group has been tested and rapport developed, the activities permit more self-reflection, and self-disclosure with the introduction of role-plays and use of personal examples of negative scenarios. All of the activities were selected to address the goals the project and the skills and strategies necessary to improve self-esteem. Ideally, the youth will shift their focus from wanting to change their past to taking control of the things they can change in their future (Cypert, 1994). Identifying values, developing goals, recognizing self-worth, and engaging in positive self-talk are essential skills to bolster the self-esteem required for future success and confident decision making skills (Burns, 1994; Canfield & Siccone, 1993; Edwards, 1990; Holmes & Leslau-Silverman, 1992; Huggins, Wood Manion & Moen, 1994; McKay & Flanning, 2000). The increase in self-esteem will lead to an ability to resist peer pressure and returning to delinquent behaviour.

Program Evaluation

It is important to develop a fairly objective method to measure the success of any program. Facilitators of this program may chose to use a clinical outcome measure involving testing participant's self-esteem levels pre and post treatment (Ferrary, 1992). The facilitators of the program may chose to develop their own measurement tool that

focuses on the specific goals covered in the program (Farmer-Corder, 1994). or make use of an established tool such as Brown and Alexanders' Self-Esteem index, or Hoffmeister's Self-Esteem Questionnaire (as cited in Sweetland & Keyser, 1994). The effects of the program on the participant's interpersonal relationships, social adjustment, attitude towards themselves and others will also be indicative of the program's effectiveness (Kaweesi, 1999). These effects can be evaluated by the observations of both the individual therapist working with the young woman and any other important figures involved in her life. The practice of an integrated case management model used by the Prince George clinic will be an appropriate means to gather this information. Individual goals for each participant can be established prior to attending group and the successfully achievement of these goals considered a success (Farmer-Corder, 1994). These goals can be stated in a pre-therapy agreement with the program facilitator or individual therapist and progress towards these goals documented. Ultimately, a key to evaluating the success of treatment in a forensics setting will be a decrease in the recidivism of criminal activity in participants. Success may include a reduction in any criminal activity or a reduction in severity and/or frequency of delinquent behaviour.

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Appendix 1: Group Curriculum

**BUILDING
SELF-ESTEEM:
A GROUP FOR
FEMALE JUVENILE
DELINQUENTS**

Note to therapist:

This curriculum includes the necessary information and worksheets necessary to complete eight, 1 ½ hour sessions. Additional materials will be required for certain activities including: whiteboard or chart paper, pens and pencils, supplies for ice breaker activities and may require some preparation.

The following curriculum is designed to indicate by the font whether the included information is to be shared with the group or if it is for the therapist's benefit.

Example: *Italics indicate information for the therapist purposes.*
 Regular text indicates material to be read or stated to the group.

Please note that is not necessary to read the information verbatim from the text. The included text is simply a suggested manner to present the information.

The material and concepts presented in this group has been gathered from various sources including: Burns (1993), Canfield & Siccone (1993), Carell (1993), Clarke, Clemes & Bean (1980), Edwards (1990), Hewitt (1998), Huggins, Wood Manion, & Moen (1994), McKay & Flanning (2000), Siccone & Canfield (1993), and Wexler (1991). Complete citation available from reference list (refer to Appendix 18).

Session One

Welcome group. Introduce therapists and ask the participants to introduce themselves.

Inform the group of session length, (eight one hour and a half sessions with a break half way through). Be sure to state the time and day of future sessions. Remind of purpose of group and encourage active participation. Allow for any questions.

Now before we get started let's take some time to go over our rules of working together as a group. The purpose for these guidelines are so that we can create an environment where we can all feel safe, and able to complete the assignments we will be looking at. Each of you should have gone over some of these guidelines during your pre-session meeting, but it is a good idea that we discuss them together so we all get started on the same foot.

Who remembers what some of the "Group rules" include:

Right all answers on board or chart paper.

Be sure they include confidentiality, no put-downs, respecting each other's opinions, listening when others are talking, arrive on time, attend all sessions, complete homework, and actively participate to the best of your ability. Prompt for or fill any that are missed.

Introduction to self esteem

Today we are going to spend some time getting to know what self-esteem is all about and what you already know about it. We will also spend some time evaluating our own self-esteem in different areas. This will help decide which areas to focus on as we work through the next few weeks.

Let's start off thinking about what we already know about self-esteem. We will do a quick self-assessment to see where we are at.

Worksheet 1: Your Self-Esteem Know How! (Appendix 2)

Take a few minutes to complete this worksheet. Just circle 'T' for True or 'F' for false depending on if you agree or disagree with the statements listed.

Allow time for completion of exercise.

Now that you have completed the worksheet let's take a look at your answers. We will go around the circle and you can indicate if you think the statement is true or false. There is not only one right answer so don't be afraid to share your response.

Go around the group prompting for answer to all questions. Ask if any one has a different response to the questions and allow time for discussion.

Discussion Questions

What do we mean when we talk about self esteem? What does self-esteem mean?
Allow for all answers and post on board or chart paper.

Great. Basically, self-esteem is how you feel about yourself. How you perceive your own abilities and who you are.

Why do you think high self-esteem can be beneficial, how is it helpful?

Be sure that the group discusses:

- *helps relate to other people*
- *makes us confident to try new things*
- *helps us make healthy choices about ourselves*
- *helps to make friends*

How could low self-esteem cause problems for someone when:

- Talking to new people
- Admitting they are wrong
- Making decisions
- Accepting constructive criticism
- Expressing their own ideas that may be different from other people's

How could annoying characteristics like being: a bully, conceited, critical, or a loudmouth, be a reflection of low self-esteem?

Do you think most people are too easy or too hard on themselves? Why?

What we have to remember is that our level of self-esteem is not always the same. Some of what affects our self-esteem is controlled by us and some is determined by other people treat us. We can, however, control how we respond to the way people treat us. Over the next few weeks we will be learning a lot more about all of this.

Evaluating Self esteem

The next exercise will help you examine your own level of self-esteem in various areas in your life. *Therapist may read directions out loud or encourage participants to read them themselves and ask for directions if they are not clear.*

Worksheet 2: Your Areas of High and Low Self-Esteem (Appendix 3)

(adapted from Huggins, Wood Manion & Moen, 1994)

This work sheet is designed to help participants take a good look at how they feel about themselves. Hopefully they will gain a truer picture of themselves. It is important for them to realize that there are ways that they can learn to acknowledge and accept both their strengths and limitations. Be sure to encourage open and honest answers and note that no one will have to share their responses after the exercise.

Allow time to complete exercise.

To score Worksheet 2

Remember that self-esteem is a complex issue that involves all aspects of your lives. This worksheet allows you to find out which areas about your life you feel best about and what are the areas in your life where you have low self-esteem.

The worksheet that you just completed looks at five different self-esteem areas: *Write on board.*

- 1 – How you feel about yourself in general (Questions 1-5)
- 2 – What you think about your intelligence (Questions 6-10)
- 3 – What you think about how you look (Questions 11-15)
- 4 – What you think of your social relationships or how you get along with people(Questions 16-20)
- 5 – What you think of the way you handle school and studying. (Questions 21-25)

You can see on your worksheet that these areas have been divided in to five questions for each area. Total each section to give yourself a score out of five for each.

Our differing levels of self-esteem relate to how we think or feel about ourselves in certain situations. While someone may have good or high self-esteem in one situation, her self-esteem may be low in another. For example, someone may have high self-esteem as a student and at the same time have low self-esteem in social relationships. This is important to know because our self-esteem is the underlying reason why we do the things we do and make the choices and decisions we do. A person with low self-esteem in social gatherings is not likely to go to school dance or ask someone she likes to go to a movie.

Notice which areas you scored the highest... and which you scored on the lower end. The areas that you scored lower on are those that you will want to focus on as we learn ways to increase our self-esteem over the next few weeks.

Homework

Every week you will be asked to do some form of homework between the sessions. Remember that no matter what we cover in the sessions, you will only be able to achieve

progress if you take what you have learned in these sessions and apply it outside of this classroom.

This week, we want you to identify some situations where your self-esteem is affected by the situation. This may be that you feel confident writing a test or you feel uncomfortable meeting someone new. Once you identify a situation, try to determine what is affecting your self-esteem. Do you usually ace your math test, or did you study a great deal?

You will be asked to share this with the group next week so you may want to write it down once you have done it. See you next week.

Session Two

Icebreaker: Objects like me (adapted from Carell, 1993)

The therapist needs to bring a carefully selected group of objects (some suggested items include: Lego, sponge, matches, pine cone, a rock, a whistle, tissues, and a clown doll, etc.). Objects selected should be able to elicit a certain response. The items are to be arranged on a table and each participant in turn selects an object they feel is most like themselves and then tells the group why they selected that piece. It may be helpful for the therapist to give an example to start. Example: "I have selected a sponge because I like to absorb new information." Allow for any feedback or discussion that might come from the group.

Check in

Who had the opportunity to identify a situation where there was a change in your self-esteem or that the situation affected your self-esteem.

Provide positive feedback for all responses. Again encourage the group to complete homework tasks.

How do we develop self-esteem?

Self-esteem is something that is constantly developing throughout our lives. We absorb every experience in our lives, all of our successes and failures, how we think other people see us, how we see ourselves compared to others, and what is happening in the moment to determine our current level of self-esteem. It can change from day to day, hour by hour depending on what we are experiencing at any given time.

What factors do you think create or develop our self-esteem? *List responses on board.*

Feeling appreciated by other people helps to boost our self-esteem. People need to feel appreciated and know that other people like what they do. Can you think of time in the last few months that you have felt appreciated? At home, school, with friends? How did you know you were appreciated? How did this make you feel?

Allow for input from each participant.

While it is important for us to have an understanding of what people around us expect from us and what is acceptable or unacceptable behaviour, it is dangerous to ignore our own expectations and desires and focus only on other people's opinion. Obviously, when we feel appreciated by others we feel worthwhile and better about ourselves. Far too often, we measure success by other people's standards and forget about our own. How often do you appreciate yourself, and the choices you make just for you? We are going to take some time to look at this.

Worksheet #3: Measuring Your Own Success (Appendix 4)

Introduce the activity and allow time for completion. Ask participants to share their responses.

In order to determine how we will measure success for ourselves, we need to have clear understanding of our own personal values. What is important to you? What do you want and need out of life? Our values are often influenced by those around us, our family, friends, and even those people we choose not to associate with - but it is important to clearly know what our own values are. Let's take a look at an exercise that will help you determine what is important to you and how you will measure success.

Worksheet #4: Values Ranking (Appendix 5)

Remember when doing this exercise that you are ranking what is important to YOU in your OWN life.

Allow time to complete the exercise. When completed, ask everyone to share their top three items. Prompt for discussion around why they selected these items, and what decisions these values would influence on a daily basis.

Homework

Go back to the worksheet "Measuring your own success". Have a look again at what you indicated would make you successful in your own eyes. During this week we want you to note all of the small and big successes you have this week. It does not have to be the same success you have listed in your worksheet. Also note any times when you feel appreciated by others. You may wish to keep a journal throughout the week to jot down these moments and have them ready to share with the group next week. Everyone will need to have one example share.

Session Three

Ice Breaker: Cooperation puzzle (adapted from Siccone & Canfield, 1993)

Cut some basic geometric shapes in pieces to make a few simple puzzles out of cardboard or construction paper. Give one piece of a puzzle to each member of the group. Explain to the group that they will have to find the other people that have pieces to the same puzzle as they do and work together to put the puzzle together.

Check In

So how did everyone do with their homework assignment for this week? Go around the circle and ask each participant for an example of a success they experienced this week. It may be helpful for the therapist to start with an example of a small success. Also discuss any moments when the participants experienced the feeling of being appreciated by someone. Try to include a brief comment about the importance of self-appreciation.

Goal Setting

It is important to set goals for yourself and it is even more important to recognize your accomplishment when you have achieved them. It is hard to recognize your success if you have not clearly laid out your goals in life. You may have goals for the day, the week, or goals for your whole life. We are going to start looking at general goals. Where you want to see your self in five, ten, and fifteen years.

Worksheet #5: Feature Presentation (Appendix 6)

(adapted from Siccone & Canfield, 1993)

Handout out the worksheets but ask the participants not to start right away until you have given the complete instructions.

Imagine that you have sat down to watch movie about your life. Across the movie screen you see the words "Feature Presentation". Your future is divided in to the three parts: the next five years, the five years after that, and the five years after that. So you are viewing the next fifteen years of your life. The movie shows major highlights, events, and accomplishments that will occur during this time. Some events you might see include: getting your driver's license, your first car, your graduation for high school, college, or university, or getting a job.

Imagine what these screens would look like. If you can not picture the movie at first, that's O.K.. Just ask yourself, "What do I want to accomplish in my life in the next five years?" When you have an image in your mind, draw the image on the sheet of paper in front of you. There can be more than one event in each box, many things can happen over five years. In the second screen draw what will happen between five and ten years from now and so on.

Allow for time to complete assignment and then have them share with the group.

Many of the events that you have included in your "Feature Presentation" represent goals that you have for yourself. We have talked about how important it is to set goals for yourself but let's now talk about how to set goals and how to set goals that lead to success and opportunities to boost our self-esteem.

Worksheet #6: Setting GOALS (Appendix 7)

(adapted from Siccone & Canfield, 1993)

Now I want you to pick one goal to work with for the next activity. This can be from any of the activities from today or last week or something new that you have just thought of. Make sure that is a goal that is important to you and one that you feel is achievable. Write your goal on the top of the worksheet "Setting Goals". Now let's talk about how to make goals. *Write the letters GOALS, vertically on board.*

Consider what about this goal interests you. Is it something that you really want and believe in? Or is it something that you think other people want for you but you don't really care about? It is important that you make "Genuine" goals.

Fill in 'G'enuine on board.

It is important that you make goals that you really want for yourself and are prepared to take ownership of. Your goals need to be real and not just talk.

What is the matter with the goal of "I want to make money?" *Allow for discussion and guide them to the discussion that they will not know when they have observed success as there is no end measurement.*

That's right; you have no way to tell whether or not you have achieved your goal. The second key to goal setting is making it 'O'bservable. You must know where you started and where you finish in order to be able to measure your goal. You need to know what success will look like when you see it.

Fill in 'O'bservable on board.

Now look at your goal and see if it is observable. If not, rewrite your goal so that it has a built in system for identifying success. How will you know when you have achieved your goal?

Now let's say that you went down to a retail store to get a new outfit. Now you need something elegant and formal so you ask the clerk to give you an evening gown free of charge. Can you figure out what is the matter with this request? *Allow for Answers, trying to get the participants to state that is not possible or achievable.*

Nope, there is no way this is ever going to happen. No one is going to give you a gown for free. Even the most determined goal seeker can not attain goals that aren't achievable. So the 'A' stands for achievable.

Fill in 'A'chievable on board.

Is your goal achievable? If not, get real and rewrite your goal. Make sure it is realistic. How do you know it can be done? Consider what skills and talents you need to achieve the goal.

Look again at your goals. Is it something you really want for yourself? Or is something that other people want for you? If your goal is not something you really want, you won't be motivated to achieve it. So change it to something that you truly want to strive for.

Now the next point has to do with time. What if you made the goal to get a job someday? Is anything the matter with this goal?

That is right. You notice that someday is so vague that you might not get your job until you are 65. 'L' stands for Length of time you will allow to complete the goal. When do you want to have it accomplished.

Fill in 'Length of time' on board.

Check your goal and indicate a time frame by when you intend to accomplish it. Consider the steps you might have to take to get there and how long they require. Think about where you find the time to do what is necessary for this goal and any resources necessary to achieve it.

For the final point, let's go back to scenario in the store and you when the clerk asked what you wanted you said, "Give me something to wear." Is it likely you would get what you want? Is it possible that you might not get anything at all? What is the matter with your order?

Allow for answers. Prompt for "it is not stated clearly or not specific."

Fill in 'S'pecific on board.

When stating your goals it is important to be as concise and detailed as possible.

Reread your stated goal on your paper and see if it is specific. If not, just rewrite your goal now to make it as specific as possible.

Example: I want to be successful (too general)

Specific: My goal is to graduate from high school and go on to college.

Now have the participants share their goals, including all of the GOALS points with the group. Assist them in ensuring that their goals meet the GOALS guidelines. You may wish to ask a few of the questions listed above in order to engage them in conversation.

Homework

For homework this week, you are going to start working on the goal you spend the last part of the session working on. Have a look at the goal and decide what you can do in the next week as your first step towards achieving your goal. Remember that this is sort of a 'mini-goal' and still must follow all of the GOALS guidelines. Take few minutes to consider your 'mini-goal' and then you can share them with the group.

Allow each participant to share their goal ensuring the include all of the GOALS guidelines in the process.

We will be keeping track of this goal for this week and will check in with each of you at the beginning of next session to see how you made out with the goal. Remember, this is your goal, for something you want, so try to make this first step.

Session Four

Ice Breaker: What's In a Name (adapted from Carell, 1993)

Give all the participants a piece of construction paper and some coloured pen or pencils. Have them write their first name vertically on the page:

Example: *P*
 A
 T

Use the letters to write words that describe your positive qualities.

Example: Patient
 Accepting
 Trustworthy

Have them share their creation with the group. Display around the room.

Check in

The therapist should refer to the list of goals established at the end of last session. Check with each participant to see how they made out with any attempt to meet the goal. Ensure to give considerable positive reinforcement for all attempts. Help the participants see the success in all attempts and identify any barriers that may have complicated their attempt.

Goal Based Decision Making

When you have identified your long and short term goals it is easy to use these goals to help us make sound decisions. Let's start by making a list of our long and short term goals. *Accept all answers and right on board.*

Examples:

- *stay out of jail*
- *graduate from high school*
- *get along with my parents*
- *be successful in a career*

Every time that we come to a situation that asks us to make a decision of any kind, it is important to back and to consider what our goals are. If you think of your goal as your final destination and each decision as a fork in the road, every decision you make has the potential to get you off track. Let's consider some scenarios that call for some important decision-making and see how different decisions will affect our long term objectives.

Take the time to list a scenario on the board and ask the group to determine what the behaviour choices are in the situation (e.g, go to class or skip class) and discuss what consequence the choices would have on their goals.

Some possible examples:

- *math class*
- *your upset with your mother*

- *you are invited to a party*
- *your friend asks you to steal a purse for her*

Taking responsibility for the effect that your choices will have on your goals is important. This allows you to take control of your life and can motivate you to work towards a successful future. It also means that you are responsible when you make choices that lead you in the wrong direction, away from your end goal. Stop and consider your options when you make a decision. Make sure you think before you act.

Taking Control (adapted from Burns, 1993, and Siccone & Canfield, 1993)

I am sure that all of you have found yourselves in situations that you felt were out of your control and despite your best efforts to stay positive, someone would “make you” feel negative things. Often we fall in to the trap of blaming other people of things that happen to us. Truly, there are times when we are victims in a situation. In all situations though, when we blame other people for how we feel and we look outside ourselves to make changes, we feel at a loss because we are not in control of these external factors. We must then, look inside ourselves, regardless of whom is to blame for the event, in order to take charge of how we feel. We can gain power over our lives if we can take the point of view that we are responsible for our responses to the outside events.

Write “ $E \Rightarrow R \Rightarrow O$ ” on board.

The ‘E’ stands for all of the ‘events’ in our lives.
 The ‘R’ stands for our ‘response’ to those events.
 The ‘O’ stands for the ‘outcomes’ we experience.

What most people complain about are the outcomes in their lives. For instance, people complain about being depressed, feeling sad, feeling guilty, feeling angry, being yelled at by their parents, or how their boyfriend treats them. These are the ‘O’s, the outcomes, that have been created as the result of how we respond the events in our lives.

For instance, would it be possible to come in to this classroom where there are many people and end up feeling lonely? (‘Yes’.) Would it be possible to come into this same room and create a connection, warmth, and friendship? (‘Yes’.) It’s the same classroom. The ‘E’ is the same: there are the same people, with the same gender, on the same day, same temperature and same circumstances. Yet two people can enter the same room and produce two very different outcomes for themselves. How is this possible?

It happens because the ‘R’, the ‘response’ of the two individuals is different. For example, one person might enter, look around the room and decide that everyone is too uptight, too judgmental, from the wrong school – and then sit back and observe everyone. At the end of the day that person leaves saying, “What an unfriendly group. I did not have any fun. I felt very lonely.”

Another person might come in to the same room at the same time, with same group of people and go up to one person in the group and say, “Hi my name is Sara, what school do you go to?” to one of the other members of the group. Sarah chose a very different response to the same event and has now created a very different outcome.

Usually, we hope that the event itself will change. We often say to ourselves “If only...” “If only my father was not as strict”, “If only my boyfriend understood me”, even “If only I did not have to go to group today.” The fact is that outside events in our lives rarely change and we do not have the power to make them change. The only thing we have guaranteed control over in order to change the outcome of a situation is to change our own behaviour and our own responses. If I want a different outcome from the same event, I am going to have to do something different.

This works for events that have already happened too. Your boyfriend may have already decided to breakup with you, or you may have already slept in and missed your first class of the day. At any point you have the control to change your response to the situation. If your boyfriend broke up with you can tell yourself that “there are more fish in the sea” or tell yourself that there are many other people in your life that you share a close relationship with. Often our response takes the form of us imagining negative outcomes, making us nervous, afraid to be truthful, etc. If you loose your mother’s favourite earrings, (the event) and you start imagining that you will be grounded for weeks (your response) you are likely to feel anxious and worried. The way you are feeling becomes the outcome. What do you think is another option on how you can choose to respond to loosing the earrings? *Allow for ideas.*

Right, you could own up to it and approach your mother and acknowledge that while you cannot get her the exact earring you are willing to work and save your money to replace them with a new pair. This will produce a very different feeling for you, a different outcome.

So, what “ $E \Rightarrow R \Rightarrow O$ ” means is that if you want change in your life, you need to stop blaming the events (the circumstances) and other people, and start focusing on your thoughts, feelings, internal images and actions. That is the only thing you truly have the power to change.

Worksheet #7: Taking Control (Appendix 8)

For the next exercise you need to think about a situation that has occurred over the last few weeks. Pick one event that you recognized left you feeling poorly about yourself or the situation. Write down a brief description of the situation on the worksheet in front of you.

Now determine what the event, response, and outcome were in this situation and write those down.

Now pretend that you had a second chance to “take control” over the situation and change the outcome. What do you have to do? Right, change your response. Decide how you could have altered your response to the event and what affect this would have had on the outcome.

The participants may find this to be a difficult task and may require some assistance and further examples. When the participants have completed the worksheet, work around the group sharing their scenario and helping them create alternative responses.

If time allows, discuss some other examples and discuss various possibilities for positive responses.

Taking away the power of another’s words

(adapted from Siccone & Canfield, 1993)

Unfortunately, we will never be able to avoid situations and people that will say negative things. Much of how we respond to these types of events depends on our own self-image and whether or not we have any doubts about ourselves in whatever area the unkind words are focused.

Imagine that I walked up to “select participant” and said, “You have four ears”. Do you think this would bother her? Probably not. How many of you think that it doesn’t matter what words I say to “select participant”, what matters is what she says to herself after I stop talking that will affect how she feels about herself.

If she had any doubts about having four ears, her self-doubt will create pain. If someone calls you stupid and you feel hurt, they did not cause your pain, your own self-doubt created the pain. On the other had, if you can affirm your own intelligence to yourself by saying, “I am an intelligent person, I have lot’s of skills” the power of those hurtful words is gone. If she can tell herself that I am wrong, she has changed her response and the outcome will be very different.

Think about the times that someone has said something that has hurt you. Did you have any self-doubts about that particular area in your life?

Our self-image, which is often referred to as the same thing as self-esteem, is a function of many early environmental factors such as parent and family relationships, cultural and societal prejudices, etc. But by taking responsibility for ourselves and our own responses, we have the opportunity to break free from all of these influences.

One word of caution about this session: even though we now realize that each of us is responsible for our own self-doubts and thoughts, it does not make it alright for us to be insensitive and cruel to others. Why is this the case? *Be sure to touch on the fact that not everyone has learned this skill, and even those that have may find it difficult to ignore constant cruel words. Also, with the recognition of our responsibility in the outcomes of*

our lives we also must recognize our responsibility not to contribute to the negative events in other people's lives.

Homework

Over the next week, try to become aware of your responses to the events in your life. The first step to changing our responses is identifying what our current responses are. If you can, try to change one of your responses and carefully monitor the change in the outcome. If you aren't ready for this yet, don't worry, we will be working on more strategies to help change those responses over the next couple weeks.

Session Five

Ice breaker

Have the participants break up in to pairs and spread out around the room. One member of the pair (Partner A) will need a pencil or pen and blank piece of paper. Have the pair sit back to back. Give the other member of the pair (Partner B) one of the sheets containing various simple shapes and drawings (see Appendix 8). Explain to the group that Partner B is to provide instructions to Partner A on how to draw the picture that is on Partner B's sheet of paper. Explain that they can not use the names of shapes, or objects in their directions. The use of left, right, up, down, straight, line, etc. are acceptable. Partner A can not ask questions or see the drawing at any time. When completed reverse roles and then have them return to the regular group seating arrangements.

Debriefing: This exercise demonstrated how difficult it is to act appropriately when your perception is distorted in any way. Because you could not see the real picture or hear the actual shapes to draw, your ability to achieve success was hindered. We are going to discuss distorted thinking and how to change it throughout today's sessions.

Check In

Last week's homework was to start identifying situations where your responses to certain events were leading to a negative outcome. How many of you were able to take note of one or more of these types of situations. Go around the circle and ask each girl to share her scenario. Ask them to think about an alternate response that could lead to a more preferred outcome. Encourage assistance from the group if an individual is struggling with ideas. Remind participants that the first step to changing our responses is to recognize our current responses and encourage them to continue to do this process until they are ready to automatically change their responses.

Distorted Thinking

(adapted from Burns, 1993; Wexler, 1991)

Last week we learned that only your own thoughts, your responses to events can hurt you and your self-esteem. Sometimes it is very hard to change our thoughts and responses because when we are very upset our thoughts are often illogical and distorted even though they seem completely real at the time. When you are feeling lousy about yourself, you are always fooling yourself about something. It is as if you are wearing glasses with the wrong prescription and they are distorting your view of reality.

There are some common types of "twisted thinking" that lead to most bad feelings about ourselves. Sometimes this is called Negative or Faulty Self-Talk.

Hand out the list of Negative Self-Talk [see Appendix 10 (adapted from Burns, 1993; Wexler, 1991)] and go through it with the group. You may choose to have each participant read one example.

Worksheet #8: Identifying Negative Self-Talk (Appendix 11)

The next worksheet has a list of examples of common statements that appear in our self-talk. As a group we will read each statement and determine what type of self-talk it represents. Keep your list of Faulty Self-Talk definitions handy for this exercise. *Go around the circle asking each participant to read one of the self-talk statements out loud. Allow the group to discuss their ideas as to what negative self-talk each example demonstrates.*

Now take another look at the list of definitions. Pick the three that you feel you can identify with the most. In what type of situations can you hear yourself using this form of self-talk? *Go around the room and ask everyone to share their response.*

Changing your Self-Talk

We discussed last week how you are able to change outcomes of events by changing your response to the event. How do you think self-talk comes in to play with that concept?

Allow for responses.

Good. You can change your response to an event by changing what you say to yourself when you are faced with a certain event in your life. You need to change your self-talk, in order to change your negative thoughts about yourself. When you change your self-talk the most important change you will experience is a change in how you feel. When you say only positive things to yourself, you will feel better about yourself and your self-esteem will improve. It can be difficult to change your own thoughts even if they are faulty or distorted because they seem so real at the time. It will take some time and practice to achieve this skill, and we will only start this process in today's session and will get back to it next week.

Worksheet #9 :Untwisting those Distorted Thoughts (Appendix 12)

You will need to think of a recent scenario that has left you feeling poorly about yourself. It can be one that you have used in previous exercises or something completely new. Complete the steps outlined on the worksheet and we will go over it as a group when you have finished.

Allow time for completion of worksheet then have the participants share their example with the group. If they have had difficulty reframing their thoughts to be more positive, ask for alternative suggestions from the group.

Homework

This week try to catch your own faulty self-talk as much as you can. Take one event and purposefully change your faulty self-talk in to positive self-talk. If you can manage to do it more than once even better, but remember all we are really working on this week is identifying when we are using faulty logic in the way we talk to ourselves in situations. Keep one of these incidents in mind for check in next week.

Session Six

Ice breaker

*** You will need a fair bit of space for this activity. Give every participant one balloon and a piece of yarn or string about three feet long. Have everyone blow up their balloon and tie it closed, then tie one end of the string to the balloon and the other to one of their ankles.*

The object of this game is to imagine that the balloon is your self-esteem and that everyone else in the room is trying to “stomp on your self-esteem.” You need to protect your self-esteem, your balloon. But be careful because everyone will be trying to burst everyone else’s balloon. If your balloon is popped, you must sit down. The game will continue until only one balloon is left.

Indicate a starting time and encourage safe and active participation in this game. It is always a favourite.

Check in

As part of our check in this week we are going to look back to a worksheet we used last week, “Untwisting our distorted thoughts”.

Hand out copies of Worksheet #9 from previous session.

We asked that each of you take note of a situation that you recognized your negative self-talk left you feeling poorly about yourself. Take that situation and complete the worksheet.

When everyone has completed the worksheet discuss each participant’s example and responses to the worksheet with the group.

Positive Self-Talk

Today’s session is going to provide various opportunities to practice positive self-talk. What do you mean by positive self-talk? *Accept all answers.*

What are some of the benefits of replacing negative self-talk with positive self-talk?

- *Reduces stress*
- *Reduces feeling undue responsibility for others situations*
- *Reduces depression*
- *Increased confidence*
- *Increased trust in others*
- *Improved relationships*

- *Improved Self-esteem*

Our self-talk, how we talk to ourselves, creates our feelings. Our beliefs about our abilities, and who we are, determine how we feel about ourselves. If we can learn to think positively about ourselves, to respond to events with a positive frame of mind, we will feel better and experience more satisfying outcomes of events.

Role Play: Voices in the Mirror (adapted from Burns, 1993)

Role plays are a powerful way of modifying our thoughts. This role play is called 'Voices in the Mirror' because you will get to hear out loud the negative, self-critical thoughts you have about yourself that make you feel upset and badly about yourself. You get them out of your head and talk back to them, as if they were actually being said by another person. It's like looking at yourself in the mirror.

To begin this exercise, I need everyone to make a list of at least five of your own self-critical, negative thoughts. Your negative self-talk.

Partner up with person next to you for this exercise. Your partner will play the role of your faulty self-talk. Your partner will read the negative thoughts from your list using the first person, so "I am a loser" and so on.

You will play the role of your positive self-talk. You will talk to your partner in the same way you would talk to a close friend who is feeling down about themselves. For example, you might say, "You're not a loser. You have weaknesses, just like all people, and you also have a number of strengths to be proud of."

Depending on the group's abilities, the therapists may wish to provide a sample demonstration of this role play or ask for two volunteers to go in front of the group to demonstrate. The remaining participants can complete their role play simultaneously scattered around the room.

How did you find that? Did anyone find it difficult? *Address any difficulties or questions if necessary.* This method is intended to make you aware that you may be using a double standard. The things you say to yourself, you probably would not say to someone else you cared about. So, don't allow it to be alright to talk to yourself that way either.

Learning to replace your negative self-talk with more positive statements can be difficult because your self-talk is often automatic. Do not be discouraged when you catch yourself engaging in negative self-talk, be pleased with yourself that you have begun to identify this faulty logic and reverse the process by saying some positive things to yourself about the situation. As you practice you will identify the negativity more quickly and be more attuned to replacing your thoughts with positive thoughts until it is the positive self-talk that comes naturally. Let's do another exercise to help us practice our positive self-talk.

Worksheet #10 : Think Positive Thoughts About Yourself (Appendix 13)

The therapist can either read the directions to the group or have them read them to themselves.

When completed, discuss as a group.

Homework

This week, we want to be sure that you engage in positive self-talk everyday. I want each of you to write two good things about yourself on this piece of paper. *Hand each participant a small, sturdy piece of construction paper.* When you take this paper home, put it on your pillow or your night stand. Each night, just before bed it will remind you to say these things to yourself. And don't stop there; try to catch your negative self-talk all day long and practice replacing it with positive self-talk. Remember, practice makes perfect. Don't get discouraged if you find it difficult at first, every little bit helps.

Session Seven

Ice breaker (adapted from Carrel, 1993)

Hand out a bowl or bag of wrapped candies. Tell the group to help themselves to as many as they would like. When they have all received their treats, tell them for each candy they took they have to say one positive thing about themselves. For instance if a participant took 4 candies they would have to say 4 positive things about themselves.

Check In

How did everyone make out with their homework this week? Did your note to your self make it to your pillow? Who was able to practice positive self-talk in a specific scenario? *Allow for discussion. If no one is able to respond to this provide an example of situation and ask the group to give ideas what could be used as positive self-talk.*

We are going to continue to work on being more positive about ourselves in difficult situations throughout today's session.

Card Game

I am going to deal you all a couple cards face down. When it is your turn I want you to turn one of your cards face up. What you will find on your card is a statement or description of an event. You need to come up with some positive self-talk that will create a positive outcome for yourself in the situation. I want you to say your self-talk confidently and out loud.

To make the cards: photocopy the template(see Appendix 14) provided on a piece of sturdy paper and cut in to pieces. Laminate if desired. The therapist is to hand out one or two cards to each participant. Go around the group giving each participant a turn to complete the activity. Continue to go around the circle until all of the cards are gone. Encourage the group members to help one another brainstorm possibilities and reinforce their efforts.

We have talked a lot about changing our responses to the negative things that people might say or do to us. It is also important that we can accept the fact that people will say and do nice things for as well without us denying their truthfulness. In the next exercise I want you to take some time to think about the positive qualities you have and that you think other people see in you.

Worksheet #11: Positive Things People Can See in Me (Appendix 15)

(adapted from Huggins, Wood Manion, & Moen, 1994)

Hand out worksheet to the participants and give them a wide selection of magazines, scissors, and glue. Instruct them to make a collage using pictures and words that they associate with the positive things people can see in them. Example, a rock = I am dependable, etc. Allow time to complete the task, providing positive reinforcement throughout the process. Share everyone's creation when the task is completed. Display them around the room.

Homework

Your homework this week won't take a lot of time, but it may not be easy. What you need to do is to ask one friend or family member what it is they like about you. You can explain why you are asking if you want but you do not have to. Try accepting the positive things they say about you as their true perception, and do not debate them. No yeah, buts....

Session Eight

Ice breaker & Check in: Chain Gang

The therapist will need to have cut out strips of coloured paper for this activity.

How many of you were able to ask someone what they like about you this week. Good. I want each of you take five strips of coloured paper and write one thing that person told you they liked about you on each strip of paper. If you did not get the chance to do the homework, you can write things you like about yourself. When you have finished writing we are going to join all of the strips together to make a chain.

Allow time to complete project.

We are going to hang this chain around the room, surrounding ourselves with positive thoughts. It is very important that we do this in our lives. We need to surround ourselves with positive people, people that treat us well, and let us know that they care. We also need to take the time to focus on the qualities we like in ourselves as well. We are going to take some time to do that in the next exercise.

Worksheet #12: Things That Make Me Feel Good About Myself (Appendix 16)

One way to remind ourselves about the positive qualities we have is to think about times we felt proud ourselves. Try to fill out as many of the answers on the worksheet as you can.

Discuss as a group when the participants are finished writing.

Sometimes we forget about the special gift that we are and may feel disappointed in ourselves or in our lives. Sometimes when we are unhappy, we are making ourselves miserable by comparing ourselves to others or how we think we "ought" to be. We create pain for ourselves by wanting what we don't have and not valuing what we do have. If we can become aware that we are making ourselves miserable we can stop those behaviours and replace them with thoughts and behaviours that will change how we feel.

Let's brainstorm some ways that we can make ourselves miserable, unhappy, and sick.

Accept all ideas and write them on the board.

Some possibilities are:

- *comparing yourself to a beauty queen*
- *wishing you were someone else*
- *not keeping agreements with others*
- *starting fights*
- *making out with someone on a date when you don't want to*
- *never trying anything new*

- *hanging out with people that are always putting each other down*

Worksheet #13: How I Make Myself Miserable (Appendix 17)

(adapted from Canfield & Siccone, 1993)

Does everyone have the basic idea? Have a look at this list (*refer to board*) or come up with your own list of ways that you make yourself miserable and write them down on the worksheet.

Allow time to complete worksheet.

Naturally, some amount of sadness is a normal part of living. What we have to take responsibility for is being responsible for creating outcomes that lead to chronic sadness, bad thoughts about ourselves, and misery. We can change most of our “miserable” moments by simply changing our self-talk, our belief about ourselves, and our own behaviour.

Worksheet #14: How Can I Take Care of Myself (Appendix 18)

Now I want you to flip over your worksheet to the side that reads “How Can I Take Care of Myself”. Now you have to take responsibility for those things you said you were doing to make yourself miserable. Become aware of how you can nurture yourself, in order to make yourself feel better.

Allow time to complete worksheet.

Ask each participant to share as many examples as time allows.

If time allows, a brief review of topics from previous weeks may be included here.

Letter of Appreciation

Our last exercise involves real self-appreciation activity. *Give each participant a nice piece of stationary paper.* On this paper, you are going to write a letter to yourself. In this letter, talk about some of the personal qualities you admire in yourself that we discussed today and last week. You may want to talk about how you plan to take better care of yourself and your self-image. Be sure to include the concepts that we have covered over the last few weeks that were most important to you and that you hope you will continue to carry through in your everyday life. Be sure to indicate the date on the top of the page because you are going to leave these letters here today and they will be mailed to you in a few weeks, to remind you about what you have learned in this group and how good it feels to hear positive things about yourself, from yourself.

Allow time for the participants to write their letter.

Be sure to hand out a symbol of recognition of each participant's completion of the program (e.g., certificate). Therapist may choose to include a brief note to each participant indicating the strengths they have observed and what they have enjoyed about working with the participants.

Appendix 2: Worksheet 1**How Much Do you Know About Self-Esteem**

- | | | |
|---|---|---|
| T | F | 1. How you feel about yourself affects everything you do in life. |
| T | F | 2. You are one of a kind. |
| T | F | 3. People like people with confidence. |
| T | F | 4. Most people like themselves. |
| T | F | 5. If you like yourself, others will like you too. |
| T | F | 6. You should focus on your strengths not your faults. |
| T | F | 7. It is alright to be wrong sometimes. |
| T | F | 8. If you believe in your own worth, you will not pretend for others. |
| T | F | 9. How others feel about us does not influence how we see ourselves. |
| T | F | 10. People can like themselves even if they think others do not. |
| T | F | 11. Not everyone will like you. |
| T | F | 12. People get lower grades just because they are not very smart. |
| T | F | 13. It does not take perfection to make you worthwhile. |
| T | F | 14. Some people don't try because they are afraid of failure. |
| T | F | 15. People try hard to avoid making mistakes but no one succeeds. |
| T | F | 16. Never forgetting your mistakes is not helpful. |
| T | F | 17. You're special because you are unique. |

Adapted from Huggins, Wood Mannion, & Moen, 1994, p. 573

Appendix 3: Worksheet #2**Your Areas of High and Low Self-Esteem****Directions:**

Read each statement below and decide how much it describes you. In making your decision, compare yourself with the majority of kids your own age. Write a number 0-5 to describe how much the statement describes you. A '0' would mean the statement does not relate to you at all and a '5' would mean the statement describes you perfectly.

I am a person who...

- | | | |
|-------|-----|--|
| _____ | 1. | Likes myself. |
| _____ | 2. | Is dependable. |
| _____ | 3. | Isn't usually bothered by things. |
| _____ | 4. | Feels good about myself. |
| _____ | 5. | Has a pretty good life. |
| _____ | 6. | Is good at several things. |
| _____ | 7. | Is able to things as well as most people. |
| _____ | 8. | Has good ideas about somethings. |
| _____ | 9. | Does not easily get discouraged by what I am doing. |
| _____ | 10. | Has a clear picture of myself and my future. |
| _____ | 11. | People find attractive. |
| _____ | 12. | Is not too tall or too short or too tall or too fat. |
| _____ | 13. | Would not change a lot about my appearance. |
| _____ | 14. | Does not worry about my health. |
| _____ | 15. | Is satisfied with my clothing and hairstyle. |
| _____ | 16. | Is fun to be around. |
| _____ | 17. | Is as popular as most people. |
| _____ | 18. | Can make friends easily. |
| _____ | 19. | Feels comfortable in groups of people. |
| _____ | 20. | Tries to be what other people expect me to be not what I am. |
| _____ | 21. | Can learn about as quickly as other people can. |
| _____ | 22. | Remembers things I hear in class most of the time. |
| _____ | 23. | Can easily concentrate in class. |
| _____ | 24. | Does not get anxious when called on in class. |
| _____ | 25. | Feels confident when I write a test. |

Appendix 4: Worksheet #3
Measuring Your Own Success

Directions:

Many different people in your life will have different ideas about what you should and should not be doing to be successful. Think about the different behaviours people want from you and write them in the boxes below.

I would be successful in the eyes of my parents if I _____ _____ _____ _____ _____	I would be successful in the eyes of my friends if I _____ _____ _____ _____ _____	I would be successful in the eyes of my teachers if I _____ _____ _____ _____ _____
---	---	--

While it is important to pay attention to what the adults in your life and society would like you to do, it's also important to do things just for you that would help you respect yourself.

Try to think of **ONE THING** you could do that would increase your respect for yourself and make you feel successful in your own eyes.

I would be successful in my own eyes if I _____ _____
--

One way you could do this:

I could do this by: _____ _____
--

See or imagine yourself doing this. How would you feel? _____

Adapted from Huggins, Wood Manion, & Moen, 1994, p. 635

Appendix 5: Worksheet #4**Values ranking**

Directions: Rank the qualities or values listed below in order of importance to you. Number 1 would be the MOST IMPORTANT and number 28 would be the LEAST IMPORTANT. Write the quality on the line next to its corresponding number. Be sure to rank ALL the values listed.

VALUES

Be a good friend
 Be popular
 Be a leader
 Have a sense of humour
 Give back my community
 Have an education
 Make a lot of money
 Be intelligent
 Get married
 Be in good shape
 Be attractive
 Have a pet
 Have a close relationship

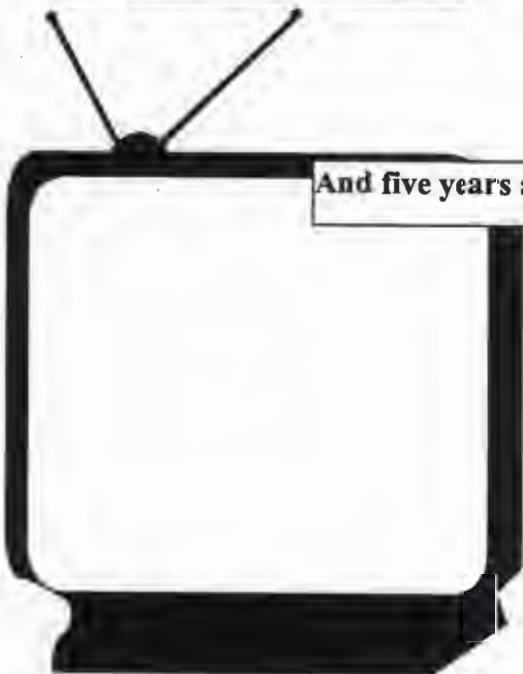
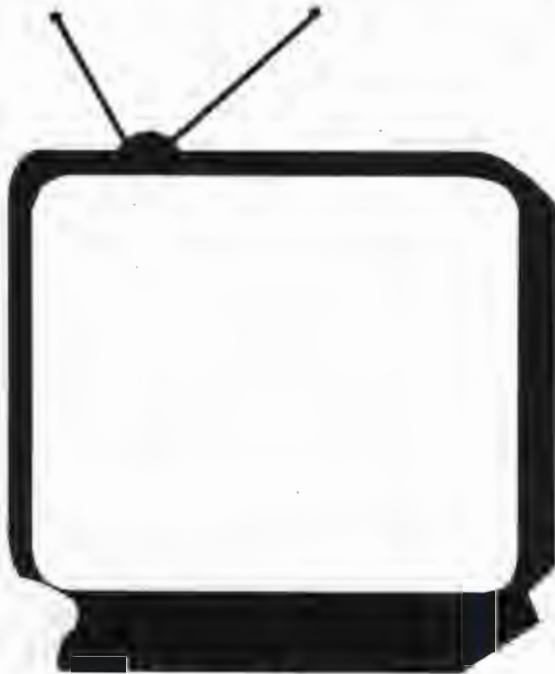
Wear nice clothes
 Have a nice car
 Get a good job
 Be independent
 Be close to my Family
 Have a strong faith
 Do what is morally right
 Have children
 Work with children
 Be a good athlete
 Have enough money to feel secure
 Communicate well
 Be in love

1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____
 9 _____
 10 _____
 11 _____
 12 _____
 13 _____
 14 _____

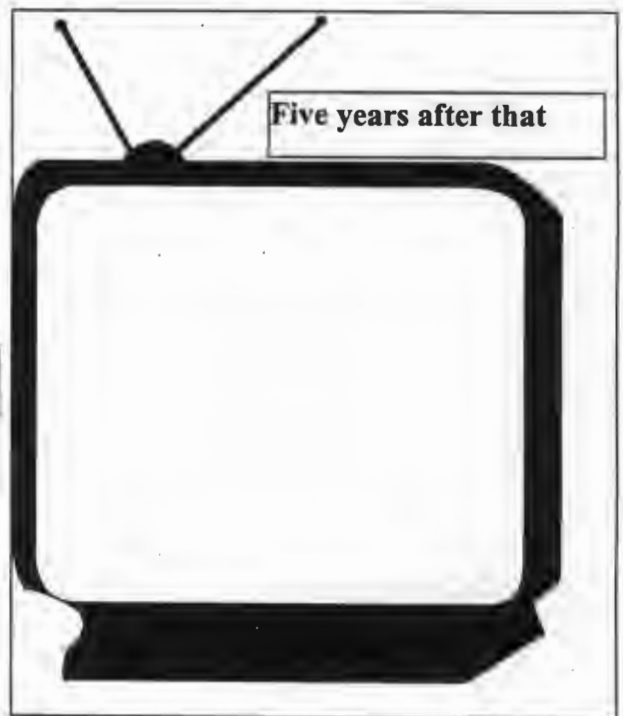
15 _____
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 24 _____
 25 _____
 26 _____
 27 _____
 28 _____

Appendix 6: Worksheet #5

Feature Presentation



And five years after that



Five years after that

Appendix 7: Worksheet #6

Setting GOALS

GOAL

Goal – Is it something that you really want?

Observable- How will you know when you have achieved it?

Achievable – Is it something that you can manage? Is it possible?

Length of time – When will you accomplish it?

Specific – What specifically do you want to achieve?

'Mini-goal' for the week:

Appendix 8: Worksheet #7**Taking Control** $E \Rightarrow R \Rightarrow O$

Describe the situation:

Event:

Actual **R**esponse:

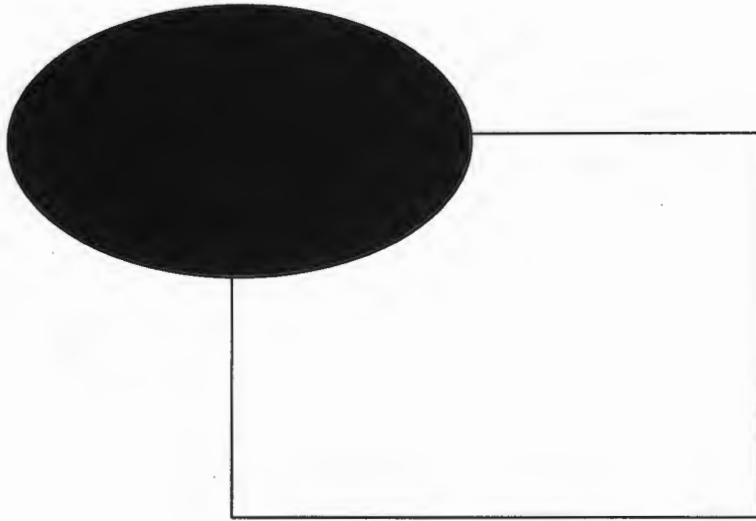
Outcome:

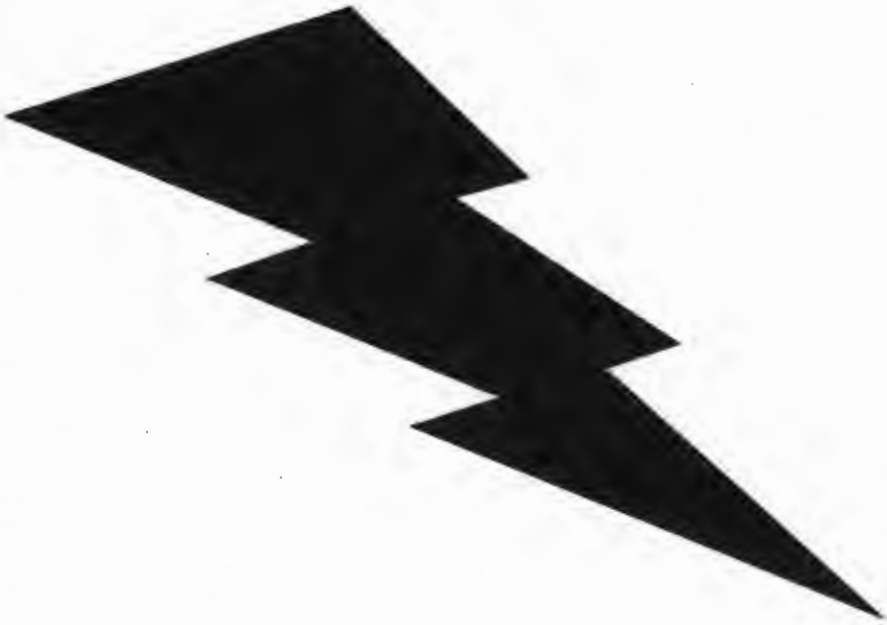
When you take control**E**vent:

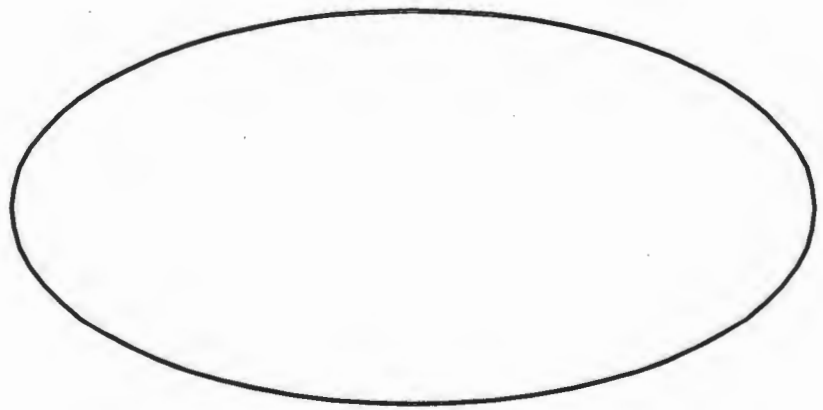
New **R**esponse:

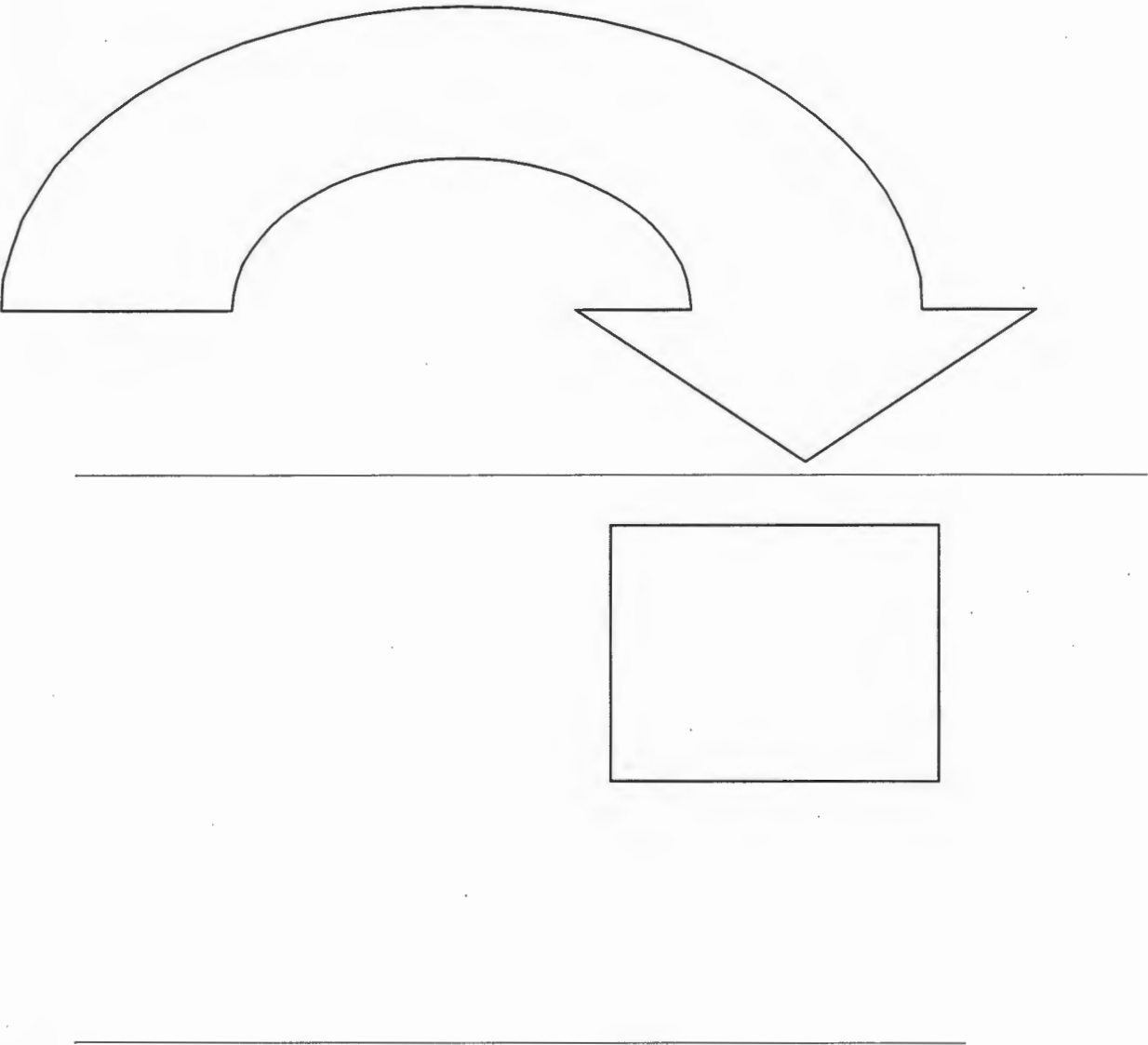
Outcome:

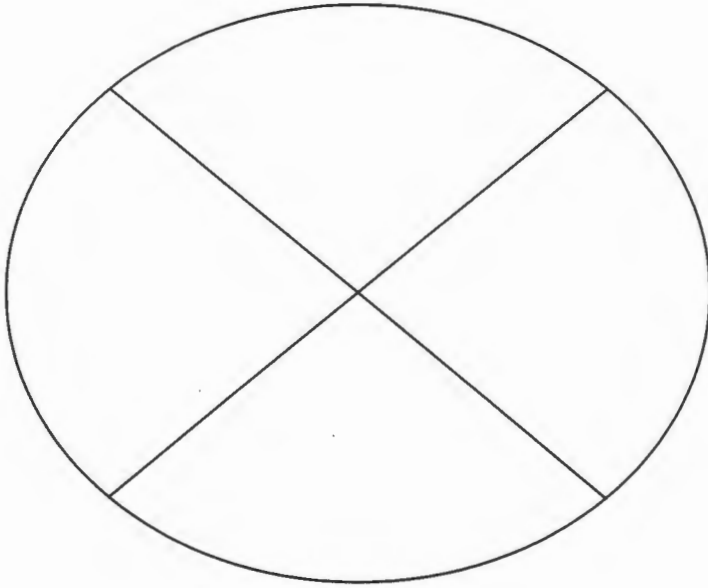
Appendix 9: Icebreaker shapes











Appendix 10

Negative Self-Talk

- Black and White:** The tendency to look at things in an all or nothing categories.
- “Cool kids wear these; if you don’t, you’re a loser”
 “You are either with me or against me”
- Minimizing:** You insist your accomplishments and positive attributes don’t count. You downplay your achievements.
- “I did OK, but so did everyone else.”
 “The staff takes care of me just because it is their job.”
- Mind reading** You assume that other people think something of you without checking it out. You assume other people are reacting negative to you.
- “ I know she hates me... she gave me dirty look.”
- Fortune telling** You predict that things will always turn out badly.
- “If I go out with him, I will just mess it u.”
- Blaming** You blame yourself and others unfairly.
- “It’s my fault he yelled at me”
- Emotional reasoning** The tendency to assume that if you feel a certain way about yourself it must be true. You reason from how you feel.
- “I feel like an idiot, so I must be one.”
- Down-putting** You put yourself down for having one problem or making one mistake.
- “I’m in counseling, I must be a bad kid”
- Mental Filter** You dwell on the negatives and ignore the positives.

Appendix 11: Worksheet #8**Identifying Negative Self Talk**

Directions: Look at the self-talk examples listed below. Identify what type of Faulty Self-Talk they are an example of. Note: Some fit in to more than one category.

I'm a born loser.

I'll never find a job.

I am letting my family down.

You can't trust anyone over 30.

She is avoiding me... she must be pretty mad at me.

Since I feel guilty, I must have done something wrong.

I didn't make the team. I am not any good at anything.

When I tell my dad what happened he is going to kill me!

Appendix 12: Worksheet #9

Untwisting Those Distorted Thoughts

The Steps to Changing How you Talk to Yourself

Description of Situation:

What negative thoughts did you say to yourself:

What form of Negative Self-Talk did you use:

What are some more positive thoughts that would make you feel better?

Appendix 13: Worksheet #10**Think Positive Thoughts About Yourself**

Directions: You can raise your self-esteem by refusing to think negative thoughts about yourself. For every negative thought you get, fight back with a positive thought! Let's imagine you have negative thoughts about yourself on the left hand column below. What positive thoughts could you say to yourself instead.

Negative Thoughts**Positive Thoughts That You Could Say
To Yourself Instead**

As you are walking down the hall at school, you pass a group of kids and they burst out laughing.

You immediately tell yourself they're laughing at you.

You hear that a classmate doesn't like you. It ruins your day and makes you feel worthless. You tell yourself you need to have everyone like you.

You get a lower grade than you expected. You tell yourself you're dumb.

Your boyfriend has not returned your phone calls all day. You tell yourself he must not be interested in you anymore.

You try to show your mom the new shirt you just bought with your own money. She nods and quickly walks away. You tell yourself that she does not care about you or what you do

Appendix 14: Card game

<p><i>You walk in to the corner store and the store clerk follows you as you walk down the snack food aisle.</i></p>	<p><i>You ask your best friend to meet you after school. She says, "No, I am walking home with Jennifer."</i></p>	<p><i>When you return home after being out with a friend, your Mom immediately yells at you for being late.</i></p>
<p><i>You try to get your learner's license but get one too may wrong on identifying the road signs.</i></p>	<p><i>You show one of your friends a picture of your boyfriend and she responds, "He sure has big ears, doesn't he?"</i></p>	<p><i>It is your birthday and by the end of third block no one has wished you "Happy Birthday" yet.</i></p>
<p><i>Your math test is returned in class. Your grade is much lower than you expected.</i></p>	<p><i>Your boyfriend calls and cancels your movie date so he can go "out with guys."</i></p>	<p><i>A boy you really like does reply when you say "hi" to him in the hallway at school.</i></p>

<p><i>You are the last one picked for a team in gym.</i></p>	<p><i>Your Dad sees you crying after an argument with a friend. He says, "Well, I have been telling you they are no good anyway."</i></p>	<p><i>Your boss at Burger King calls you in to his office and says, "I need to talk to you."</i></p>
<p><i>You walk by a group of people and they start laughing.</i></p>	<p><i>You hear about a birthday party for one of your classmates that you were not invited to.</i></p>	<p><i>You think you hear your name whispered in class and two girls are whispering to each other a few rows back.</i></p>
<p><i>You arrive at a party and realize that you are dressed more formally than everyone else.</i></p>	<p><i>You lose a necklace that you borrowed from your mother.</i></p>	<p><i>It is the first day of classes at a new school.</i></p>

Appendix 15: Worksheet #11

POSITIVE THINGS PEOPLE CAN SEE IN ME

Appendix 16: Worksheet #12**THINGS THAT MAKE ME FEEL GOOD ABOUT MYSELF**

Directions: Each of the statements below can be used to remember a time that you were proud of yourself. Answer all of the ones you can.

1. A new skill that I've learned:

2. A difficult task that I've completed:

3. Something I've made all by myself:

4. A goal I've achieved:

5. A bad habit I've overcome:

6. Something I've done for a friend:

7. Someone I made laugh:

Appendix 17: Worksheet #13

HOW I MAKE MYSELF MISERABLE

How I make myself miserable:

How I make myself miserable:

How I make myself miserable:

How I make myself miserable:

How I make myself miserable:

How I make myself miserable:

How I make myself miserable:

Adapted from Huggins, Wood Manion & Moen, 1994, p. 619

Appendix 18: Worksheet #14

HOW I CAN TAKE CARE OF MYSELF

How I can take care of myself:

How I can take care of myself:

How I can take care of myself:

How I can take care of myself:

How I can take care of myself:

How I can take care of myself:

How I can take care of myself:

Appendix 19

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