

**UPLIFTING ADOLESCENTS PROJECT**  
**WORKSHOP REPORT**  
**“COUNSELLING SKILLS AND CLASSROOM  
MANAGEMENT STRATEGIES”**

**for**

**NON-GOVERNMENT ORGANIZATIONS (NGOs)**

**Medallion Hall Hotel, Kingston 10**

**December 1-2, 1999**

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# INTRODUCTION

A “Counselling Skills and Classroom Management Strategies” Workshop was held at the Medallion Hall Hotel, Kingston 6, on December 1-2, 1999, for representatives of non-government organisations (NGOs) participating in the Uplifting Adolescents Project (UAP) as sub-grantees.

*Appendix I* (pg. 33) lists the names of the participants who came from 14 of the NGOs. On Day 1 there were 28 representatives and 30 on Day 2. The main presenter was Mrs. Patsy Edwards Robinson, an experienced and successful Counsellor of ‘at risk’ children. Mrs. Sandra Cooper, UAP Training Co-ordinator and other staff from Development Associates Inc. provided various forms of facilitative support.

The Agenda (*Appendix II*, pg. 35) was designed to achieve the following Workshop Objectives:

- a) to enable NGOs to demonstrate counselling skills and strategies to better assist at-risk adolescents;
- b) to develop techniques to manage, facilitate and improve classroom behaviour;
- c) to enable NGOs to demonstrate the use of specific tools which, when applied, should enhance and improve relationships between themselves and clients, i.e., students, parents/guardians and others.

This Summary Report has been prepared as a permanent record of the Forum’s proceedings and it is expected that NGOs will use it as a staff training tool and a source of reference on basic information concerning effective counselling and classroom management.

**A copy of the Report is being sent to the Head of each participating NGOs, who will ensure that it is made available for early review by every staff member involved with UAP programme activity.** The usual co-operation in this regard is requested and gratefully acknowledged, since knowledge of the report contents will be of lasting benefit to all existing and newly recruited project staff.

# SUMMARY OF WORKSHOP PROCEEDINGS

## DAY 1

### **Welcome & Opening Remarks**

Mr. Francis Valva, UAP Chief of Party, welcomed participants and introduced himself, for the benefit of those persons who were attending a UAP training session for the first time. He told them that UAP had been conducting workshops over the past 3½ years for project staff, and the training provided had been in response to the needs of the NGOs involved .

Noting that many of the participants were obviously young people, Mr. Valva said that was a good sign for the children whom they served and for their NGOs. He hoped that they would find the workshop useful, as they would be gaining knowledge of some specific counselling and classroom management techniques and how to apply them to help the ‘at risk’ children in their UAP programmes.

He felt that they were very fortunate to have Mrs. Patsy Robinson as the Workshop Presenter. She worked with a well-known youth training agency, which had been achieving outstanding results in its work with ‘at risk’ children, and she would give them the benefit of that experience. He urged them to gain as much as possible from what she would impart.

Mrs. Sandra Cooper, UAP Training Co-ordinator, then introduced herself and gave additional details of Mrs. Robinson’s experience as a Senior Guidance Counsellor. In illustrating how knowledgeable Mrs. Robinson was about her special clientele, Mrs. Cooper mentioned that Mrs. Robinson had enlightened her about, for instance, the meaning of three terms in current usage in the inner city to describe roles that many ‘at-risk’ youth were called upon to play in their perilous day-to-day existence: loader, watcher and ‘shotter’.

Before handing over to Mrs. Robinson, Mrs. Cooper reviewed the workshop objectives and the day’s timetable with participants.

### ***Getting Acquainted***

Mrs. Robinson greeted participants and told them they would undertake a brief activity as an ice-breaker. Two self-adhesive squares of paper, one pink and one white, were issued to each person with the following instructions:

- i) Select a partner with whom there was little or no previous acquaintance;
- ii) Talk to your partner briefly to form a quick assessment of each other's personality;
- iii) Ask your partner to write on his/her white square of paper the name of the animal he/she thinks most closely represents your personality, and to paste the paper on your back;
- iv) Write on the pink square of paper the name of the animal you think most closely represents your personality, and paste the paper on the front of your clothes.

When these instructions had been carried out, persons were chosen at random to give their names and justify their symbolic selection of animals to define the personalities of their partners and themselves. The outcome revealed many similarities in the choices of animal (dog, cat, goat) and in the explanations for those choices (e.g., quiet and friendly, reacting to vibes emanating from others; up early and constantly on the move). There were also some unique choices (e.g., fox — cunning and fast moving; cheetah — quick but cheerful; mongoose — slim and swift; lioness — self-assured, proud, protective).

Mrs. Robinson pointed out that the responses confirmed the fact that, while each person was unique, there were many personality traits that people had in common. She then asked for answers to the following questions:

**Question:** *What went through your mind when you were asked to do this exercise?*

Consensus Answer: Would I be able to identify my partner's character objectively.

**Question:** *Did you find it difficult to identify yourself as an animal?*

Consensus Answer: At first.

**Question:** *How did you feel about the animal chosen to represent you?*

Consensus Answer: Some surprise in a few cases, but not uncomfortable about it really.

More in-depth discussion of "Personality" then followed.

## Session 1: Fundamentals of Personality

Mrs. Robinson solicited input from the audience on the words that came to their minds when they thought about the term “personality”. She wrote the feedback on the flip chart as follows:

<i>PERSONALITY</i>	
• pleasant	• self-controlled
• jovial	• self-confident
• nice	• understanding
• aggressive	• behaviour
• strength	• sensitive
• affectionate	• deceptive
• calm	• caring
• honest	• daring
• respect	• curious
• tactful	• positive

The point was made that the words mentioned related to personality attributes and described how a person’s personality was perceived. It was also important to understand what things formed a person’s personality.

### **Activity: The Orange Game**

This activity was facilitated by Mrs. Cooper who handed each participant an orange and asked that each person take one minute to carefully examine the orange received, so that it could be unmistakably identified by the owner if it was lost. No identifying marks were to be placed on the oranges.

Next, the oranges were collected and placed in a box. Participants were then told to get up and go to the box and retrieve the same orange that each person had earlier. Each person appeared to find his/her own orange and, in response to Mrs. Cooper’s question on how they had managed to do so, indicated that its special:

- shape
- size
- colour/discolorations
- feel/texture
- stem

had been used as identifiers.

They were told to note that they had used only **external factors** to form opinions on the characteristics of their oranges. By merely looking at the oranges, they had been unable to form definitive judgements on internal characteristics, such as the taste.

They were reminded that, in the same way that each orange had been shown to be different, each person was different and unique. That fact should be one of the guidelines for their interactions with their students.

### ***What Makes Us Behave the Way We Do?***

The next question posed was what had brought the fruits to their present stage of development. Answers given were:

- attention
- care
- fertiliser
- handling/picking methods
- pruning
- soil conditions
- storage
- amount of sunlight
- spraying/pesticides
- watering

Mrs. Cooper agreed that all of those things had played a developmental role, but said the **seed** had determined the essential nature of the fruit. For example, the seed of a navel orange would not produce a Seville or Valencia orange. It was necessary, therefore, to look at both the external environment (nurture) and internal factors (nature or innate predispositions), to determine the total picture. She said the same was true for people. To understand people, it was necessary to understand what made them behave in the ways they did. If they were assessed by external factors only, their essential nature would never be known.

In summarising what should have been learnt up to that point, Mrs. Cooper emphasised that:

- ☞ Every child was different and must be treated differently.
- ☞ It was important to use knowledge of each child's uniqueness to interact positively with him or her.
- ☞ One should not judge a person too quickly, as what was seen from the outside might not be a true indicator of the inner being.
- ☞ Experiences contributed greatly to what people were and, if one wanted to change negative behaviour, one must provide many new positive experiences.

The focus then shifted to the importance of the socialisation process — that is, the examples and implicit or explicit messages conveyed by family members, peers, school, church, clubs,

the communications media and other community persons or systems — in developing individual value systems and concepts of what constituted appropriate social behaviour.

Turning to some specific ways in which human personality was developed, Mrs. Robinson provided the following definition of “personality”:

**Personality** — The sum total of a person’s character, behaviour patterns, temperament, attitudes, self-concept, values and feelings.

She stressed that personality was dynamic and could be changed. Previously held perceptions and values could be modified through new knowledge, experiences and interactions that brought fresh insights. It was essential, therefore, that participants exercised good judgement in what they did and said to the youngsters in their care.

### **Activity # 2**

Mrs. Robinson placed 10 objects on the table and asked for volunteers to come forward to briefly describe them in terms of their special features and value. Each volunteer was to examine, assess and speak about only one item. No negative words or body language were to be used. The gist of the descriptions given were as follows:

- |                                                                  |                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>egg</b>                                                       | This is a fragile object which must be treated carefully if the shell was not to break. The egg relies on the hen for warmth and nurture. Children should be treated and tended as carefully.                                                                                                        |
| <b>decorated box —<br/>when opened, it<br/>contained matches</b> | The pretty exterior of the box looks nothing like the usual matchbox, and shows that things are not always what they seem to be on the outside.                                                                                                                                                      |
| <b>cassette tape</b>                                             | This will record and play back whatever negative or positive things we say, unless a special process is used to erase our words. We should, therefore, watch what we say. Replaying our messages in privacy, before they are sent, can help us to identify anything that should be said differently. |
| <b>a key</b>                                                     | Just as a key opens a door, we can see ourselves as the keys to open new doors to a different chapter in students’ lives. We can open their hearts and build                                                                                                                                         |

their self-esteem.

<b>a piece of aluminium foil</b>	Easily crushed; very delicate and so, if not handled carefully, the beauty of its sheen will be lost.
<b>a flower</b>	Nurturing and care brought its seed to flowering. If students are well cared for and allowed to 'germinate', they will become as beautiful as this flower.
<b>a box of matches</b>	These will give light to illuminate dark places. Careless use can cause a damaging fire. Similarly, the way in which we speak or act can create good or cause harm.
<b>an empty container</b>	Care should be taken in filling the container to ensure that nothing was put in that could destroy it. We must also be careful with what we fill a child's mind.
<b>a crumpled wad of paper</b>	The paper can be smoothed out with diligence. In the same way, the crushed spirits of children can be 'uncrumpled' with care to let them feel worthwhile.
<b>a rigid piece of cardboard</b>	It can be moulded and bent into a shape that is useful and supportive. It points to the fact that the lives in our hands can be moulded for positive outcomes.

Following the coffee break, there was a brief review of what had been said earlier in terms of defining "Personality" and looking at unique aspects of who people were.

Mrs. Robinson then displayed and discussed a chart, which illustrated a Disclosure/ Feedback Model of personality awareness<sup>1</sup> known as the *Johari Window*. The 'window' model had proven useful in establishing trust and building relationships and consisted of four panes representing distinct personality realms or areas: the *open*, *hidden*, *blind* and *unknown*. Through disclosure and feedback, the *open* pane could be expanded and access gained to the full individual potential within. The degree to which people shared their personal beliefs, values and attitudes with others, and received feedback about how others saw them, was the degree to which they could become truly known.

A representative illustration of the "Johari Window" has been depicted on the next page.

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<sup>1</sup>Developed by psychologists Joe Luft and Harry Ingham and first used in an information session at the Western Training Laboratory in 1955.

<b>JOHARI'S WINDOW</b>	
KNOWN TO SELF ↓	UNKNOWN TO SELF ↓
<b><i>OPEN</i></b>  The part of the conscious self (attitudes, behaviour, motivation, values, way of life) which an individual wants to reveal and which is known to others.	<b><i>BLIND</i></b>  Personality aspects which an individual does not realise he/she has, but which others can see more clearly; <i>or</i> things an individual imagines to be true of himself/herself but which others do not perceive at all.
<b><i>HIDDEN</i></b>  Personal attributes that an individual knows he/she possesses, but doesn't want to disclose because of a desire for privacy or through fear.	<b><i>UNKNOWN</i></b>  Traits/predisposition or knowledge buried deep in the unconscious and unknown to the self and others. From time to time something may happen — be felt, heard, read or dreamed that reveals something from the uncon-scious and something becomes “known” that was never “known” before.  These things often surface when self-control is relaxed or snaps.

Mrs. Robinson recommended that these personality realms should be taken into account when working with children or interacting with adults. Care should be taken not to underestimate people, or form presumptions about their thoughts or actions in various situations. It was also important to accept individuals for who they were and, if change would be beneficial to them, to help them to change the parts of their personality that they could change.

## Session 2: Fundamentals of Counselling

Participants were asked what they thought *counselling* meant, and the general answer was “giving good advice”. Mrs. Robinson said counsellors should not give advice; they should give information and offer suggestions that would help their clients (the ‘counselees’) make their own decisions about what was best to do. She pointed out that there were several accepted definitions of *counselling* and the following two definitions were among those highlighted:

**Counselling** is a professional service which encourages clients to talk about and deal with difficult situations they are experiencing. It also assists these clients to develop both decision-making and problem-solving skills.

**Counselling** is the process in which a trained professional utilises appropriate resources to assist in the client’s development of mutually agreeable guidelines [Hohensil and Miles, 1976].

A good counselling process, therefore, was one that aimed to achieve the following objectives:

### COUNSELLING CORE GOALS

1. **Self-Understanding**  
— the first step in the client’s self-healing
2. **Communication**  
— the client must be encouraged to communicate feelings, thoughts and attitudes accurately and effectively
3. **Learning and Behaviour Change**  
— the client should unlearn ineffective behaviour
4. **Self-Actualisation**  
— the client should learn to achieve and maintain his/her best potential
5. **Support**
6. **Spiritual wholeness.**

Two other warnings given were:

1. **Empathise** with the client, **don't sympathise**.
2. Be a friend, but avoid the encouragement of emotional dependency.

## **Counselling Techniques**

The basic techniques of effective counselling were outlined:

### **I. UNDIVIDED ATTENTION**

evidenced through appropriate body language

- a) eye contact
- b) posture
- c) gestures

Face chin **S**quarely  
**O**pen posture  
**L**ean towards client  
Maintain **E**ye contact  
**R**elax - Be natural

### **II. ACTIVE LISTENING**

- being able to set aside conflicts, biases and preoccupations...and concentrate
- avoiding subtle or non-verbal expressions of disapproval or judgement about what is being said
- taking note of what is left unsaid
- realising that the client can be accepted as a human being even though his/her actions, values or beliefs cannot be condoned. (It would be helpful to imagine one's self in the client situation and to attempt to see things from his or her point of view.)

### **III. RESPONDING**

- Leading — keeping the discussion 'on-track' without inhibiting the client
- Reflecting — giving thoughtful consideration to what is said
- Questioning — seeking clarification/additional information or guiding client to come up with answers for specific aspects of the problem situation
- Interpreting — decoding verbal and non-verbal responses

- Confronting — deciding how to deal with the issue...a blunt, ‘head-on’ approach is rarely advisable
- Informing — perhaps sharing own experiences and values; giving encouragement, outlining possible courses of action for client’s decision; offering to facilitate access to external sources of assistance, etc.

Some or all of those techniques had to be applied at the different stages of the counselling process.

1. **CONNECTING**  *Empathising; making the client feel comfortable.*
2. **EXPLORING**  *What is the problem?*
3. **PLANNING**  *Which solution is in the client’s best interest?  
What is to be done, and how?  
There must be mutual agreement on plans and the stage/time-frame after which the matter will be considered closed.*
4. **PROGRESSING**  *Implementation of the agreed plans.*
5. **STOPPING**  *Wean the client...don’t take on any client for ever.  
The overall aim is to build decision-making and problem-solving skills in the client.*

Having discussed what a good counsellor needed to do, consideration turned to the qualities an effective counsellor ought to have. Participants’ ideas were invited and a consensus was reached on the following :

- Be professional — be careful about the intimacies allowed or taken (e.g., touch a client only on the shoulders)
- Be approachable and genuine
- Be patient
- Be discreet and maintain client confidentiality always, unless told of something that threatens the safety of the client or others

- Be knowledgeable and aware of the various sources of external help
- Know own limitations and make appropriate referrals in situations where one was incapable of acting competently
- Follow-up on referrals to keep abreast of problem solution process
- Avoid imposing personal values on clients or giving inaccurate information
- Be conversant with what's going on, especially the lingo/terminology used by the client age group

### ***Role Play***

Mrs. Robinson explained that modelling was an instructional technique that involved demonstrating the desirable behaviour that one wanted to be patterned by others. She said that it could take several forms — role play, role reversal, miming, dramatisation, and so on. Role play was also useful in the counselling context to elicit what a client felt or knew about a situation, including ones which he/she was unwilling to talk about directly. She intended, therefore, to use role play as a medium for participants to demonstrate some of the counselling techniques that she had been describing.

Participants were divided into 3 working groups and each group was assigned one of three topics (pregnancy, rape, incest for use in planning and presenting a counselling session scenario).

Based on her own observations of the role play, and the audience comments which she had invited in the subsequent plenary discussion, Mrs. Robinson pointed out that:

- The term “incest” related only to sexual intercourse between blood relations.
- It was important to give children privacy during counselling sessions and to put them at ease.
- The counsellor should think beforehand about ways of dealing with sensitive issues in a positive manner, so as to avoid panic and rejection when faced with those situations.
- The counsellor should not skip the exploration stage of the counselling process because it was important to probe for all the facts to understand the total circumstances (e.g., When did this happen? Has anybody been told? What did they say? Has a doctor examined him/her yet? How does he/she feel about what has happened? What would he/she like to see happen now?), in order to decide which remedial suggestions are appropriate to the particular situation.
- Counsellors should know what external resources are available (e.g., Rape Unit, Addiction Alert, Women's Centre, Probation Officers, Child Care & Protection Division – Area Offices, sympathetic health professionals who will give medical

or psychological help), the extent of the services they provide, and how to make contact with them.

- Suggestions can be offered but the ‘counselee’ should be involved, as far as is possible, in the decision-making process concerning the remedial action to be taken.
- It was usually better to arrange referral for a child, who had been raped, was involved in an incestuous relationship or suffered some other form of sexual abuse, to someone who is not the same sex as the abuser. Also, if the client was a minor when the incident occurred, the counsellor had a moral obligation to report the matter to someone willing and able to take action to protect the child. It might not always be appropriate/productive to involve the local police station as the first “port in the storm”. Even if parents/caregivers are uncooperative, the Rape Unit and Child Care officers have legal powers to remove the child out of the home.
- Actively help ‘counselees’ to access sources of assistance. The counsellor should offer to accompany a child to the referral location or make other suitable arrangements.

Participants were encouraged to continue practising the recommended counselling techniques after the workshop ended, so that they could become more confident and competent counsellors of ‘at risk’ children.

### **Session 3: Children Have Rights Too!**

When the workshop resumed after the lunch break, Mrs. Robinson first engaged them in a warm-up exercise to energise them after the meal. Following that she introduced the session topic by asking, “Who is a child?” Various answers were given, and it was generally agreed that, for legal purposes in Jamaica, a child was usually defined as “any person under the age of 18 years of age” — although in some situations, the age limit was 17 years (e.g., getting a driver’s licence) and in others the age limit was as low as 10 (a child under 10 would not serve a prison term even for a capital crime). Children under 17, who were in need of care and protection, could be made wards of the State and placed in Places of Safety by the courts. If convicted for criminal activity, children were sent to Approved Schools or Remand Centres.

Some participants made the point that many of the legal restrictions affecting children were not being enforced (e.g., presence in bars, betting shops).

Next, the presenter asked participants to share their ideas on the rights that children had, and their views closely matched the children’s rights set out in the Jamaica Coalition on the Rights of the Child (JCRC) booklet, *Children Have Rights*<sup>2</sup>, copies of which were made available for examination. She said participants ought to help children to know their rights.

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<sup>2</sup>Nov. 1995 publication sponsored by UNICEF. Carole Samuels is JCRC contact for purchasing booklet copies.

In particular, special emphasis should be placed on children’s right to a good education and on instilling in them the value of a good education. Drop-outs must be drawn back into the classroom, for many had given up on getting an education. The opinion was expressed from the floor that many teachers in the educational system did not want children whom they deemed troublesome or learning disabled in their classrooms, and so what should be done was often not done. Mrs. Robinson said it was essential that teachers not give up hope, but take responsibility for arousing and retaining interest. Children should be encouraged to ask questions and express their concerns, and the issues they raised should be explained and discussed. The goal should not be to have them echo teachers’ voices, but to have a mind of their own and be able to make their own rational decisions. They should be developed to be assertive without aggression.

RIGHTS OF THE CHILD
Right to:
• Good Education
• A Voice
• Join a Group
• Appropriate information of social and cultural value
• Special care if disabled
• Protection from abuse
• Protection from child labour
• A name and nationality
• Good parenting
• Health care
• Leisure time and play.

Other points highlighted in the discussion on children’s rights were:

- Academic content must relate to life and the wider world
- While they should have freedom to choose which groups they will join, children need guidance about membership in anti-social gangs
- Adults should share their personal experiences and lessons learnt from life to let children realise that they were once children too and know what they are talking about.

- Teachers have to help parents of disabled children to overcome their ignorance and realise that these children have a right to special care.
- If a child is forced to work because he must assume financial responsibility for his own or his family’s upkeep, it is child labour. If he/she is ‘helping out’, then it is not.

Finally, participants were advised to think about two questions, as they went about their day-to-day work:

1. What can I as an adult do to help children access information about their rights?
2. What am I doing in the classroom to facilitate their awareness and to afford them those rights?

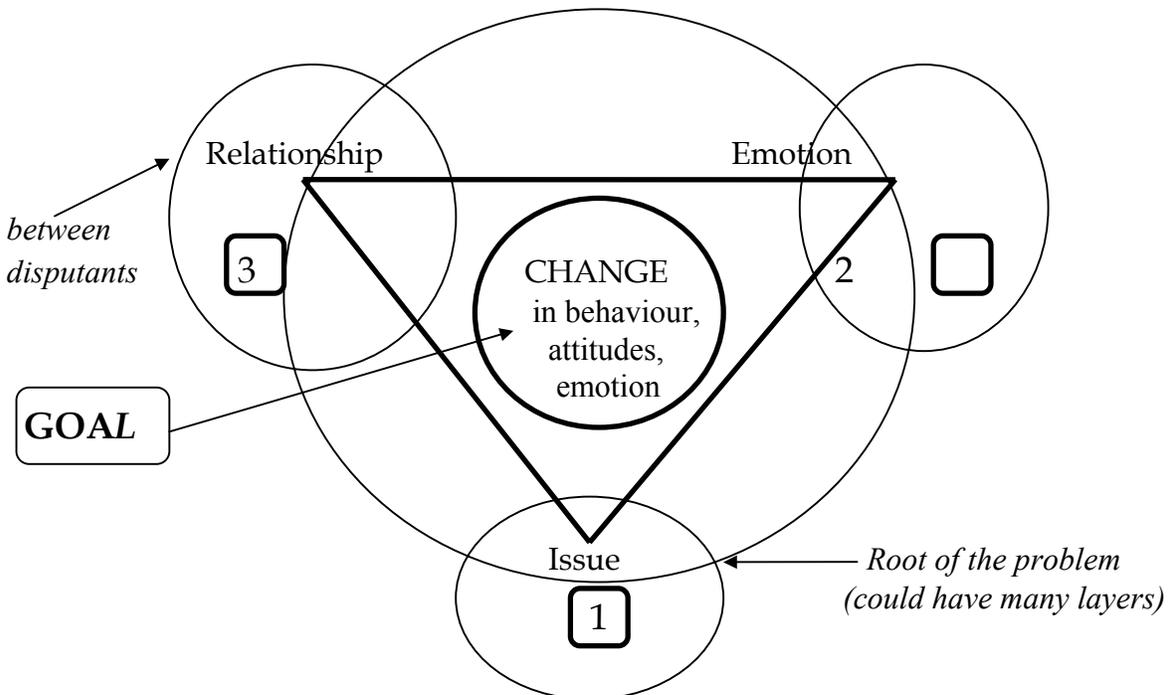
## Session 4: Conflict Resolution

### *The Elements of Conflict*

Participants were asked to offer two words that came spontaneously to their minds, when they thought of the word “conflict”. Contributions were:

aggression	disagreement	murder	resolution
anger	fight	noise	stress
arbitrator	indecisive	problem	turmoil
argument	malice	quarrel	weapon
compromise			

Mrs. Robinson noted that all those words pertained to the 3 basic elements of any conflict: issue, relationship and emotion, and she used a diagram to illustrate that principle:



She said that a conflict arose when two or more people had a dispute or disagreement over something (although it was also possible to speak of having a conflict in one's own mind over, for instance, which of two or more choices to make).

It was important to analyse a conflict situation before taking action: What is the real issue? Issues caused conflict and the underlying cause(s) of a dispute had to be addressed before genuine settlement could take place.

After a clear understanding of the issue was gained, the next step would be to understand the relationship between the disputants, their feelings about the conflict, and what they really wanted from each other. The nature of their relationship would affect their perceptions of the issue and the way in which the conflict was played out. Their feelings or emotions would be related to but were not the same as the issue.

An explanation of the terms, *conflict resolution* and *conflict resolution education* followed:

***Conflict Resolution*** is identifying and implementing solutions in conflict situations. The best solutions are those that are non-violent, meet the needs of the people involved and improve the relationship of those people.

***Conflict Resolution Education*** means helping people acquire the skills required to resolve disputes in appropriate ways.

Mr. Dowding made the point that conflict was not a bad thing in itself, since conflict propelled change to the *status quo*, and very often such change was for the better. What was important, however, was vigilance to ensure that conflict was handled in correct ways.

## **Summary of Day 1 Activities**

Mrs. Cooper thanked everyone for what had been, in her opinion, very exciting, challenging and informative sessions, and she asked for participant volunteers to briefly state what they had learned about personality. Examples of the feedback are given below:

“Personality is not rigid, so if we can add positive experiences and interaction, we can make a difference.”

“We can't change all aspects of a person's personality, but understanding can bring acceptance of things we cannot change.”

“*Johari's Window* explains a big part of how we interact. We have to open up more and share. We are blind to the things we do sometimes, so we should take and give feedback in appropriate ways.”

Mrs. Robinson also emphasized that counsellors:

- should develop love and patience and to be totally in touch with one's values, beliefs, etc., and make any necessary changes within oneself, before one could become an effective agent of change.
- should not judge on appearances only, as what one saw was not necessarily all there was to a person.
- should help child-clients to identify the problem and best solution for them. Don't give advice — tell about alternatives, guide. Empathise rather than sympathise.

Several handouts were made available at this point. Where the content has not been incorporated into the report text, the items have been attached as Appendices, as follows:

- Who Needs Counselling? (*Appendix III*, pgs. 36-37)
- Three Levels of Conflict (*Appendix IV*, pg. 38)
- Styles of Handling Conflict (*Appendix V*, pgs. 39-40)
- Phases of the Anger/Assault Cycle (*Appendix VI* pg. 41)
- Styles of Handling Anger (*Appendix VII*, pgs. 42-43)
- Managing Anger Effectively /Triggers (*Appendix VIII*, pg. 44)

Participants were asked to read the material overnight so that, if any clarification was needed, it could be given at the start of the following day.

Mrs. Robinson thanked everyone for making the day's sessions successful, and she was thanked in turn by Mr. Ramón Arscott on behalf of the participants.

The workshop then adjourned.

## DAY 2

### **Session 1: Review of Day 1**

The second day of the workshop started with a short devotional period led by Mrs. Beverley Black (*YWCA*).

Due to the delayed start (many persons arrived late) and assurances given by participants that all which had transpired the previous day was understood, there was no review of the Day 1 topics.

#### ***Warm-Up Game***

To raise energy levels and stimulate greater alertness, the presenter asked participants to congregate at one end of the room and, depending on the instructions she would subsequently give, they were to:

either

i) group themselves into ‘atoms’ [small groups] of the size indicated, if she said: “Simon says, form an atom of *<number>*”

or

ii) perform the action described, if she said: “Simon says, *<action>*”.

Persons who performed any action, when the instruction was not preceded by “Simon says”, would have to drop out of the game.

The game aroused a great deal of enthusiastic co-operation, and the presenter used the opportunity to urge participants to use games as a learning tool, since knowledge derived from experiential exposure was longer-lasting than information conveyed by the ‘chalk and talk’ method.

### **Session 2: Maintaining a Stable, Co-operative Relationship Between Instructor and Students**

#### ***Opening Activity***

Each person was given three small squares of blank paper and a large sheet of newsprint and a felt marker for use in a 2-part activity.

## Part 1

The first part of the activity required the use of the 3 paper squares and a pen or pencil. Participants were told that 3 questions would be read to them and, after each question was read, they should use one of their pieces of paper to write a short sentence or phrase in response. After each question was read and a response written, the papers were collected. The questions posed were:

- i) *How do you feel when you wake up in the morning and realise you have to go to work?*
- ii) *When you arrive at your workplace, how do you feel?*
- iii) *At the end of the workday, how do you feel?*

Mrs. Robinson read most of the responses, which ranged from “I feel ready”, “I feel excited but wary about my work plan”, “Anxious and eager”, “I feel reluctant to face the stress”, to “tired but happy”, “Have I done enough?” and “I just want to get out of the environment”. At her request, some persons expressed what the exercise had meant to them. The consensus was that it had led to self-examination, and a few individuals said it had made them question whether they were in the right field. She urged everyone to think about and decide their true feelings about working with ‘at risk children, and whether they were doing things in the right way on the job.

Participants were then asked how would the way they felt about going to work, and being there, relate to maintaining a stable, co-operative relationship. She summarised their input by saying that the way one felt in the morning was what one would take into the classroom, and those feelings would have an impact on the students. **If the teacher did not have a positive outlook on the way to the classroom, that negative frame of mind would affect how the whole day progressed.** In addition, the following Statement was made available to underscore what had transpired:

### *Teacher*

*“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.*

*As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”*

*Dr. Haim Ginott*

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Asking for some of the challenges at the workplace to be identified, she was told that these were students' behavioural problems, poor attendance, inattention/inability to stay focused long enough to learn what they should.

Mrs. Robinson said advance preparation of an appropriate plan to meet those challenges was essential. Trouble was inevitable when there was lack of preparation. Without a stable relationship in the classroom, good teaching-learning results became more difficult to achieve.

**Part 2**

For the second part of the activity, participants were told to talk, for no more than 5 minutes, with the person next to them about five questions which had been written on the flip chart. When they had done so, there would be an additional 5-minute period when each person should use the felt marker and large sheet of paper, issued to him/her earlier, to make a chart expressing a personal response to each of the questions. Charts could be embellished with drawings, pictures, phrases and/or symbols. The questions to be discussed and answered graphically were:

- ① How did I learn in school?
- ② How were my teachers?
- ③ How do I now learn as an adult?
- ④ Which animal best represents my approach to learning...and why ?
- ⑤ Which scene or situation best describes my ideal learning situation?

Some participants were selected and others volunteered to display their illustrations and explain what had been depicted. Their explanations have been summarised below:

Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5
Through reading and writing	Unloving; like a rock	Many ways	Cat: sleep/rest, then focus on what's to be done	Studying while watching soap operas
By rote. Copied from the chalk-board without questioning	Spiteful	Curiosity is the motivator	Cat: lazy, but sometimes eager	In a small group within an enclosed area

Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5
Soaked up everything like a sponge	Prep. & primary levels: only bright students got attention and praise. Later, 100% passes were crucial so all got attention	From experience	Shark: move swiftly and relentlessly to get what is wanted	At home, getting occasional help from Mom
Looked/listened attentively	Very strict	Hard work & experience	Cross dog: run ahead, aggressive	soft music in the background
Memorising, but learnt bet on field trips	Some good, some bad	Learn when it's urgent to do so	Owl: observe→ learn; pounce sometimes	go out and see to glean information
Home taught mostly. Openness.	Brief teacher contact in a school not good experience	Instruction outside school, and experience	Camel or turtle: store information for future needs	At own free will
Paid attention, eager, read a lot	Pleasant, informative	TV, books, flip chart ---always wanting to learn something new	Dog: inquiring mind on its own, goes for what it wants although will follow instructions	Alone — or with group to share and gain.
Look, listen repeat	Motivational	Study groups	Dog: looks, listens, sometimes pretends to be sleeping but takes everything in!	Well-equipped classroom in which creative strategies are used.

After these presentations, Mrs. Robinson asked participants what the activity had meant to them, what insights had been gained, and how they would use those insights in their present teaching situations. With her guidance, they reported that:

- People learn differently and at different rates, so teaching strategies should be varied to meet individual needs.

- They should
  - ◇ become knowledgeable about their students' needs
  - ◇ discard their negative learning experiences
  - ◇ avoid making the same mistakes some of their teachers made
  - ◇ improve on and deliver the positive things they had experienced
  - ◇ be flexible and creative
- The same exercise could be adapted for students' to carry out. It would provide a learning-growing experience for the teacher would get an idea of how the children viewed him/her.

In response to concerns expressed about negative feedback from students, Mrs. Cooper pointed out that unfavourable assessments could be conveyed in a constructive manner, and it was the teachers' responsibility to train themselves and their students how to give negative feedback, e.g., "Miss, I would prefer if you did <whatever> instead of <whatever>.". Everyone could use that sort of technique to avoid hurting the feelings of others. Mrs. Robinson added that:

**“Love without honesty is hypocrisy,  
Honesty without love is brutality.”**

### ***Strategies for Building Better Relationships in the Classroom***

The presenter said that once students understood the teacher, the relationship could be totally transformed for the better. Among the strategies, which could be adopted by classroom teachers to build understanding and better relationships, were:

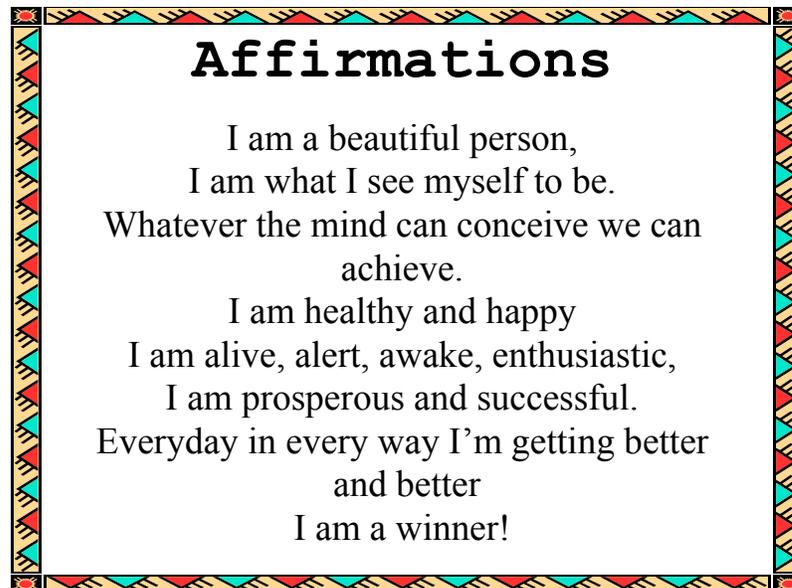
- **Sit and talk with students**  
It was possible to be approachable and discuss a wide range of issues with students, while maintaining discipline. Also, by getting to know students as individuals, the teacher would better know how to resolve conflicts.
- **Say sorry when wrong**  
Don't pretend to be infallible. If the error was committed in a group of students, apologise to the group. Students should do the same, but they should first be guided to identify what they are apologising for, so that the apology is meaningful.
- **Deal with conflict situations thoughtfully, fairly, and without undue delay**

- **Do not try to deal with conflicts when the parties involved are still angry**  
Give time to cool out/cool down — e.g., involvement in a therapeutic task, such as tearing up paper. When the altercation is settled, the disputants could be assigned a co-operative task to cement goodwill.
- **Use trained peer counsellors to resolve as many problems as possible**
- **Assign responsibility roles to troublesome students**  
For instance, the worst behaved student often made an effective class monitor.

Before moving on, the main concepts underlying the preceding activities and discussion were re-emphasised:

- Teachers made a significant impact during a child's formative years, and care should be taken to ensure that the effect was positive.
- People had different learning styles and learned better when teaching approaches made allowance for those differences.
- Teachers should find out what best suited their individual students' learning styles and be creative in using that knowledge to help the students. For instance, small groups could be formed within the same class to work on different activities, or to do the same activity in different ways. There would, however, be some similarities among students even while there were differences. So, common tasks could often be found for a class to work together as a whole unit.

Teachers could also boost their students' self-esteem and, consequently, bring about improvement in their behaviour, by having them learn and repeat the following affirmations frequently:



### **Session 3: Classroom Behaviour Modification**

Participants were asked to specify what kind of student behaviour they wanted to change, and why. The consensus was that they wanted to change undesirable behaviour resulting from particular familial, sub-cultural or environmental influences, so that the learning process could be facilitated and students enabled to make a worthwhile contribution to national growth and development.

#### **ACTIVITIES**

A list of ‘push’ factors contributing to inappropriate behaviour was compiled with co-operative input, and the items contributed were grouped under three headings:

<b><u>Socio-Economic</u></b>	<b><u>Environmental</u></b>	<b><u>Physiological</u></b>
Low family income	Crime	Health issues
Family values/lifestyle patterns	Sub-culture norms	Malnourishment
Transportation woes	The media	Attention-deficient disorders
Inadequate nutrition	Controversial role models	
Inadequate shelter		

Three working groups were formed to carry out the second activity. The task set was the identification of strategies for modifying behaviour caused by the listed ‘push’ factors, and each group was asked to select someone who would present a report on the result of its discussion.

Immediately before the lunch break, there was a short physical exercise. It took the form of drumming by a participant from Ashé (Mr. Joseph Woolery) while Kumina, Dinki Mini and Bruckins dance steps were demonstrated and danced by those persons who were willing and able to do so. It was recommended that similar exercises could be interspersed with teaching to enliven classroom activity and arouse students’ interest in what was going on

Following lunch, participants continued work on the previously assigned task and, in the reports that resulted, the following strategies were suggested for alleviation of the behavioural problems generated by the influences already identified:

Socio-Economic	Environmental	Physiological
<ul style="list-style-type: none"> <li>● Get to know individual parents/caregivers — this may often involve making home visits.</li> <li>● Have more “Open Days” and give incentives for attendance (e.g., donated food items).</li> <li>● Seek financial support to establish Breakfast Programmes</li> <li>● Conduct a series of workshops for parents with the assistance of community volunteers and representatives of other social agencies to give various types of information — for example: <ul style="list-style-type: none"> <li>◇ how to encourage their children to do their best;</li> <li>◇ planning and preparing inexpensive, nutritious meals and packed lunches;</li> <li>◇ starting a kitchen garden/ growing vegetables in containers;</li> <li>◇ prioritising needs vs. wants;</li> <li>◇ spending money wisely;</li> <li>◇ accessing sources of financial assistance for self-employment ventures and to meet children’s basic needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Search children to confiscate any weapons brought to school.</li> <li>● Take students on visits to Remand Centres to make them see what confinement would be like.</li> <li>● Arrange talks by crime victims, reformed criminals, police officers to enlighten students about the negative consequences of crime.</li> <li>● Link students with suitable mentors.</li> <li>● Highlight positive role models in the community (e.g., DJs like Papa San) to counteract fascination with the lifestyles of sleazy ‘heroes’.</li> <li>● At beginning of school year/term, sign individual ‘contracts’ re acceptable behaviour (punctuality, no fights, etc.) and consequences if breached.</li> <li>● Promote benefits of viewing pleasant, informative TV shows. Give assignments which necessitate watching recommended shows.</li> <li>● Hold rap sessions about the effects of violent, horrifying TV shows.</li> </ul>	<ul style="list-style-type: none"> <li>● On student’s entry to programme, arrange for medical exam and report.</li> <li>● Arrange Health Fairs and talks by health professionals, to educate students and their parents on health-related issues.</li> <li>● Arrange teacher-training on how to relate to disabled children and help them realise their full potential. <ul style="list-style-type: none"> <li>◇ Take pains to ensure that they are not excluded for class activity and cause distractions through boredom.</li> </ul> </li> </ul>

Mrs. Robinson pointed out again that making positive changes in students' classroom behaviour sometimes required a change in teachers' outlook and the approaches to which they had been using in the past. If objective self-examination indicated that personal change was necessary, there were strategies that could be used to make the change process more comfortable and successful:

### **CHANGE PROCESS STRATEGIES**

**#1: Let Go of What's Not Working**

Repeating unsuccessful interventions, besides wasting our time and energy, keeps us stuck and makes us feel hopeless.

**#2: Shift Gears Realistically**

Be kind to yourself by setting realistic expectations, and be patient with yourself when progress falters.

**#3: Give Yourself Encouragement**

Give yourself positive self-talk: "I can do it.." "This is going to work..".

**#4: Visualise Success**

When we fill our minds with vivid mental images of ourselves using new techniques and skills successfully, we are actually practising our new techniques. By visualising, you can practise the technique mentally until you feel comfortable that you know what you're doing.

**#5 Dramatise Difficult Situations**

Friends and colleagues can play the roles of misbehaving students, so we have actual persons to react to — and they can give us helpful feedback!

**#6 Form a Support Group**

Advice and encouragement of friends and colleagues can keep us from giving up when the going gets rough. Keep the atmosphere within the group positive and optimistic.

**#7 Persist, Persist, Persist**

How successful we are at applying new discipline strategies depends not on how fast we try to implement everything, but rather on how persevering we are in our effort.

Source: Form published by Cooperative Discipline © 1990, American Guidance Service Inc, Circle Pines, MN 55014.

## **Session 4: Building the Classroom Team**

The final session of the day involved participants working in small teams to complete a task which depended on co-operative effort for its accomplishment. With the exception of three persons, participants were divided into three groups, with half of the members of each group acting as Planners and the other half as Operators/Executors to complete **The Hollow Square Puzzle**.

### ***THE HOLLOW SQUARE PUZZLE***

Planners were separated from their Operators. Each Planning Sub-Team was given 16 cardboard pieces in a variety of shapes marked A - D which, when properly assembled would make a **hollow square design**. In addition, they were given a Hollow Square Pattern Sheet and Key Sheet (See diagrams on pg. 29) to plan and write assembly instructions for the puzzle in such a way that their Operating Sub-Teams could use those instructions to put the pieces together correctly. They also received a sheet with General Rules by which to carry out their part of the activity:

1. You must keep all pieces with other members of your planning sub-team during the planning phase.
2. You may not touch or trade pieces with other members of your team during the planning or execution period.
3. You may not show the KEY at any time.
4. You may not assemble the entire square at any time (this is to be left to your Operating sub-team).
5. You are not to mark on any of the pieces.
6. When time is called for your operating sub-team to begin assembling the pieces, you may not give any oral instructions to them but you can use gestures, and you are to observe their operation silently.
7. Members of your Operating sub-team must also observe the above rules.

Operators had the responsibility of carrying out the instructions given to them by their Planning Sub-Teams as quickly as possible because the 3 operating sub-teams were in competition with each other. It was suggested that, while waiting to receive the instruction sheet from their Planning Sub-Teams, they could discuss and make notes on the following questions:

1. What feelings and concerns do you experience while waiting for instructions for the unknown task?
2. How can the 4 or 5 of you organise as a team?.

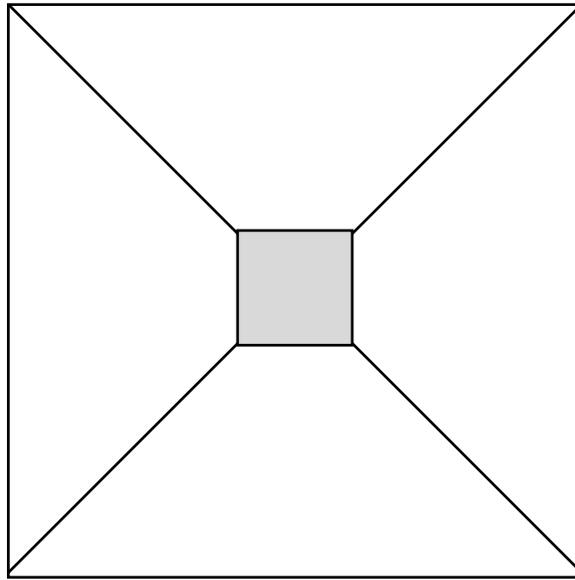
The three persons not assigned to groups were appointed as Observers. Their role was to ensure that the planning and operating sub-teams had no contact beyond that allowed by the rules.

Two teams did quite well and completed the task ahead of the third. The third team experienced more than moderate difficulty, and would not have completed the task if help had not been given beyond that allowed by the rules. That team focused for too long on trying to put together the boundaries of the small hollow space in the centre of the design, to the exclusion of all else. Moreover, they neither paid enough attention to following the sequence of the written instructions nor, alternatively, to matching up the cardboard pieces by the length of their edges or by their shapes.

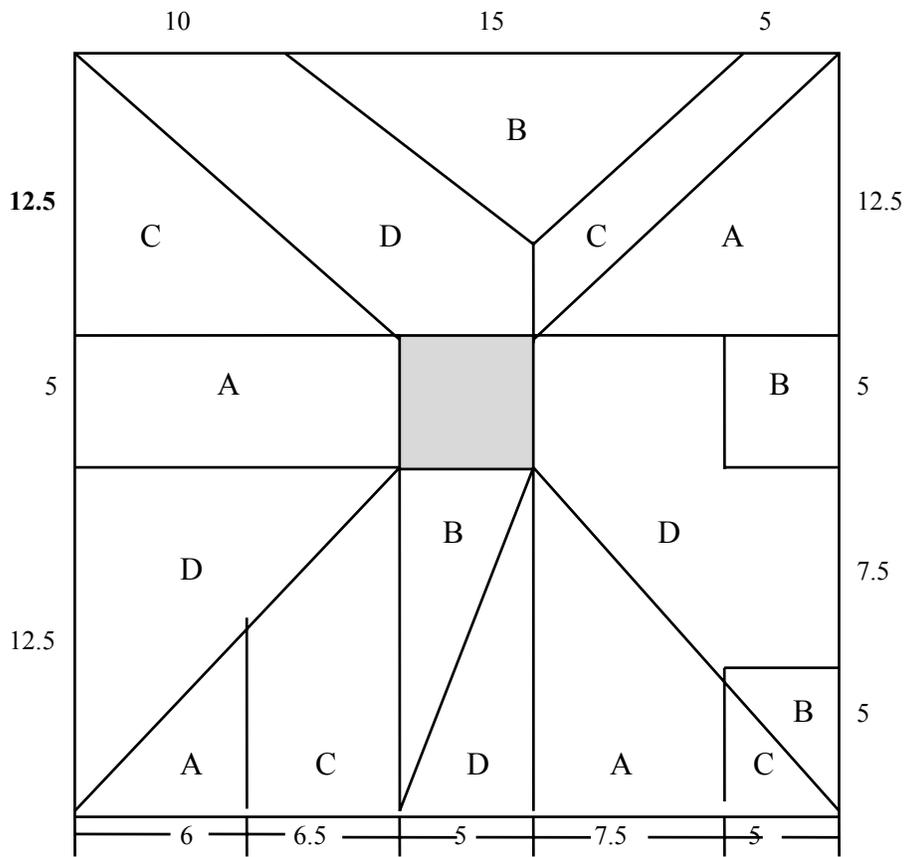
In the subsequent plenary discussion of the outcomes, feelings of anger and frustration were reported by several people, and there were complaints that the instructions received from the planners had not been sufficiently clear.

The presenter guided participants in a deeper analysis of the experience, with the result that there was recognition that some important lessons had been derived, which could be used to guide team building in the classroom. The main perceptions were:

- anxiety was aroused by waiting for instructions without any idea of what would be required; therefore, preliminary preparation was important to reduce stress;
- instructions should be given as clearly and simply as possible;
- understanding of an assigned task encouraged co-operation and participation
  - asking for feedback and allowing questioning were ways of making certain that was the case;
- there was often more than one way of achieving a desired result so, when one method was not working, team members should be flexible and try an alternative approach;
- personality mix was an important factor in how well team members worked together, but members should be encouraged to put the success of the team ahead of individual predispositions;
- care should be taken to see to it that all team members got a chance to make an input to the team's effort;
- when group tasks were assigned, group members should be positioned in such a way that they could work together easily.



**HOLLOW SQUARE**  
**Pattern**  
*(30 cm x 30 cm)*



**Shapes & Measurements for Hollow Square Puzzle Pieces**  
*(30 cm x 30 cm)*

## Evaluation

Workshop evaluation forms (See sample at *Appendix IX*, pgs. 46-47) were distributed and collected from the 26 participants who completed them. The completion rate based on the Day 2 attendance of 30 persons was, therefore, 86.7%. A detailed analysis of the evaluation of those forms is attached as *Appendix X* (pgs. 48-53).

The analysis showed that most of the 26 respondents strongly agreed (69.2%) or agreed (30.8%) that “My overall evaluation of the workshop is positive”. On average, every content factor was given favourable endorsement. Each item in this Section received an average score greater than 4.30 out of a possible score of 5, and the average rating for the Section as a whole was 4.50. The factor receiving the highest average score (4.73%) was the one which sought to ascertain whether participants thought the content had been relevant to their work with youth (Item 5).

Only one individual disagreed that the objectives of the workshop had been achieved, but no reason was given. In any case, it is remarkable that this person either strongly agreed or agreed with the other 7 statements relating to content and implementation of the workshop (*Section A* of the form).

Five respondents either indicated they had ‘no opinion’ or abstained from commenting on five of the eight items in *Section A*, and this stance related to the evaluation factors summarised in the Table below (**R** = Respondent):

<b>Evaluation Factors</b>	<b>R. #1</b>	<b>R. #2</b>	<b>R. #3</b>	<b>R. #4</b>	<b>R. #5</b>	<b>Total</b>
Sequencing of activities					x	1
Relevance of handouts		x	left blank			2
Effectiveness of teaching methods	x	left blank		x		3
Increased ability to undertake counselling & classroom management		x	left blank			2
Plans to utilise techniques learnt at workshop.		left blank				1

The frequency of these answers is not very significant in terms of the total number of respondents, and the underlying reasons were not explicitly stated. It may well be that the persons who remained neutral on these aspects of the workshop had learning expectations which could not be fulfilled in two days of training, or were not present for the entire period and so felt they could not form valid opinions on those aspects. It should be noted that several persons arrived after the start of each day’s proceedings and three of those present on Day 2 were absent on Day 1. Since, for example, most handouts were distributed on Day 1

for participants to read overnight, anyone who had not done so would not really be able to comment rationally on their relevance.

Features of the workshop that stood out in participants' minds most were related to information received regarding personality and temperament, counselling strategies and processes, and insights gained through participation in the various practical activities.

As far as negative features were concerned, 21 persons thought there were none or saw only minor demerits. Nineteen (19) persons (73.1%) either wrote "None" or left the relevant space blank. Two others (7.7%) said "No..." but qualified their endorsements in the following ways:

- (#1) "...only that I think we should do a little more role play to see different ways of dealing with different problems."
- (#2) "...the only problem was the allocation of time to the different topics."

Five respondents (19.2%) definitely indicated negatives as follows:

- (i) "The punctuality and attendance of the participants of various NGOs."
- (ii) "More realistic cases should have been mentioned."
- (iii) "A little superficial at times - lacked practicality."
- (iv) "I wish there was more information about behaviour modification in the classroom."
- (v) "Only negative is that we need another day."

Except in the case of the comment relating to unpunctuality, the minority negative comments relating to content and delivery, may point to unrealistic expectations. While the Workshop Objectives spoke ambitiously of, for example, enabling NGOs to demonstrate counselling skills and to develop techniques to manage, facilitate and improve classroom behaviour, it was after all only two days of training and, as expected, participants brought various skills levels to the workshop. A few persons might have been seasoned counsellors and classroom managers, but the rest did not appear to have a great deal of formal training in those areas. It was fortunate, therefore, that much of the time was spent on establishing a conceptual framework relative to the fundamental issues around which the Workshop had been planned. This might have been wrongly interpreted as superficiality by the sole individual who made that comment.

More role play might have been useful, but to accommodate that in the limited time-frame would have meant sacrificing some other basic teaching-learning component.

A few persons commented that the workshop should have been of a longer duration. It is questionable, however, how much support a longer workshop would have received from the NGOs. Most have only a small staff complement and would probably be unable to release personnel for 3 or more days at a time.

Notwithstanding the negatives mentioned earlier, an overwhelming majority found the content, as presented, to be “enlightening and helpful”, “informative and encouraging”. Other typical comments were “It helps me to evaluate myself more fully...”, “I think this program should be taken into the teachers’ colleges around”, and “the hollow square exercise helped me to realise that we have to try things from different angles.

From additional comments made elsewhere on the form, it was evident that many participants need and want additional training in the workshop topics. Expert counsellors and classroom managers could not have been created in the available time-frame, and that is evidently what they still want to be. Absent colleagues were not forgotten as one person specifically suggested: “Repeat workshop for those who couldn’t attend and need to enhance these skills”.

As in the past, there were suggestions “to continue meeting together” and for “groups [to be] formed to deal with real issues”. These ideas for ongoing mutual support could easily become reality, if the NGOs take action to carry on the networking activity which they continually say they want and which Development Associates Inc. has tried to help them get started.

## **Summary and Closure**

In her closing remarks, the presenter urged participants to put into practice the principles and strategies which had been conveyed to them. Both she and Mrs. Cooper thanked everyone for coming and contributing to the success of the workshop by their enthusiastic participation.

The workshop then ended.

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/bpb  
12/09/99 2:23:08 AM

**UAP COUNSELLING SKILLS & CLASSROOM MANAGEMENT STRATEGIES WORKSHOP  
DECEMBER 1 - 2, 1999**

***LIST OF PARTICIPANTS***

NGO	PARTICIPANTS	ADDRESS	PHONE/FAX	ATTENDANCE	
				1/12/99	2/12/99
Ashé Performing Arts Ensemble & Academy	1. Ms. Taunia Flowers	143 Mountain View Ave Kingston 3	Phone: 928-4064 Fax: “	✓	✓
	2. Mr. Joseph Woolery			✓	✓
Children First	3. Ms. Camille Taylor	Spanish Town	Phone: 984-0367	✓	✓
	4. Ms. Lornette Campbell			✓	✓
	5. Mrs. Anita Jones			✓	✓
FAMPLAN	6. Ms. Joanna Neil	14 King Street St. Ann’s Bay P.O.	Phone: 972-2515 Fax:	✓	✓
Hope for Children Development Company	7. Mr. Nathan Inouye	74 Spanish Town Road Kingston 13	Phone: 923-3594 Fax:	✓	✓
Jamaica Association for the Deaf	8. Ms. Dominique Blair	9 Marescaux Road Kingston 5	Phone: 926-7709 Fax: 926-6631	✓	✓
	9. Ms. Simone Jackson			✓	✓
	10. Ms. Paula Brooks			✓	✓
Kingston Restoration Company	11. Mr. Ramón Arscott	3 Duke Street Kingston	Phone: 922-3126 Fax:	✓	✓
	12. Ms. Claudette Forrest			-	✓
	13. Mrs. Daphne Henry Sing			-	✓
	14. Ms. Millicent Bernard			✓	✓
Mel Nathan Institute for Social Research	15. Ms. Jennifer Willoughby	51 Mannings Hill Road (8)	Phone: 931-4989	✓	✓
	16. Ms. Norma Tomlinson			✓	✓
Rural Family Support Organisation	17. Mrs. Genevieve Barnes	Denbigh Showgrounds May Pen P.O., Clarendon	Phone: 986-4242	✓	✓
	18. Ms. Lorna Bennett			✓	✓
Sam Sharpe Teachers’ College	19. Ms. Evelyn Walden	Granville P.O. St. James	Phone: 952-4000	✓	✓
	20. Mr. Delano Mico			✓	✓
	21. Ms. Cavel Hall			✓	✓
St. Patrick’s Foundation	22. Ms. Claire Smith	193 Bay Farm Road Kington 11	Phone: 757-2210	✓	✓
Western Society for the Upliftment of Children	23. Mr. O’Brian Scott	Shop #19 Filandy Centre 26 Marion Way, MoBay	Phone: 771-7404	✓	✓
YMCA	24. Ms. Deon Lynch	Caymanas Bay 21 Hope Rd, Kingston 10 Rosedale Centre	Phone: 926-8081	✓	-
	25. Ms. Mary Johnson			✓	✓
	26. Ms. Sandra Hamilton			✓	✓

					ATTENDANCE	
NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	1/12/99	2/12/99
Youth Opportunities Unlimited	27.	Ms. Marjorie Holness	2b Camp Road Kingston 5	Phone: 968-0979 Fax: “	✓	✓
YWCA National	28.	Ms. Phillis Palmer	2h Camp Road (5)	Phone: 928-3023	-	✓
	29.	Ms. Millicent Malcolm			✓	✓
	30.	Ms. Paula Palmer			✓	✓
	31.	Mrs. Beverley Black			✓	✓
UAP	32.	Mr. Francis Valva	1 Holborn Road, Kgn. 10	Phone: 929-3574 Fax: 926-1813	<i>a.m.</i>	-
	33.	Mr. Sam Dowding			<i>p.m.</i>	<i>p.m.</i>
	34.	Mrs. Sandra Cooper			✓	✓
	35.	Mrs. Marsha Hylton			✓	✓
PRESENTER	36.	Mrs. Patsy Robinson		Phone: 967-2939	✓	✓
WORKSHOP RAPPORTEUR	37.	Mrs. B.P. Butler	Box 364 Kingston 19	Phone: 944-2057	✓	✓

**UAP** WORKSHOP, December 1 - 2, 1999  
**Counselling Skills and Classroom Management Strategies**

AGENDA

WEDNESDAY, 1/12/99		THURSDAY, 2/12/99	
8.30 - 8.45	<b>REGISTRATION</b>	8.30 - 9.00	<b>SESSION 1:</b> Review: Day 1
9.00 - 9.15	<b>Welcome &amp; Opening Remarks</b> Mr. Francis Valva <i>Chief of Party, UAP</i>	9.00 - 9.15	<b>SESSION 2:</b> Opening Activity
9.15 - 9.30	Introductions	9.15 - 10.30	Maintaining A Stable, Co-operative Relationship between Instructor and Students
9.30 - 10.30	<b>SESSION 1:</b> Fundamentals of Personality <ul style="list-style-type: none"> <li>• The Orange Game</li> <li>• What Makes us Behave The Way We Do?</li> </ul>		
10.30 - 10.45 <b>C O F F E E B R E A K</b>			
10.45 - 12.30	<b>SESSION 2:</b> Fundamentals of Counselling <ul style="list-style-type: none"> <li>• Counselling Techniques</li> </ul>	10.45 - 12.30	<b>SESSION 3:</b> Classroom Behaviour Modification
12.30 - 1.30 <b>L U N C H</b>			
1.30 - 3.00	<b>SESSION 3:</b> Children Have Rights Too!	1.30 - 3.00	<b>SESSION 4:</b> Building the Classroom Team
2.00 - 3.45	<b>SESSION 4:</b> Conflict Resolution		
3.45 - 4.00	Summary of Day 1 Activities	3.00 - 3.30	Summary, Evaluation and Closure

## **WHO NEEDS COUNSELLING?**

### **(Some Common 'Counselee' Characteristics)**

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'Counselees' or clients are persons/individuals who need counselling and they generally fall into 4 main categories:

#### **Category 1**

- a) Individuals having feelings of demoralisation — see themselves as having failed to meet their own needs and the expectations of people close to them; persons who feel powerless to change situations; those who worry and have difficulty in accepting others in the environment who become threatening.
- b) Individuals beginning to lose faith in their belief systems.
- c) Those trying to rid themselves of symptoms of anxiety, depression and crisis.
- d) Those struggling with problems of identity.
- e) Persons whose desire for help is strong enough to overcome the shame and guilt often associated with going to a counsellor.

#### **Category 2**

Essentially healthy, normal individuals in a crisis situation.

#### **Category 3**

People with congenital limitations, e.g., mental retardation, learning disabilities.

#### **Category 4**

People with physical limitations occurring after birth, e.g., loss of sight or the loss of a limb (hand, foot) as a result of a traumatic experience.

Guidance and counselling services in the Jamaican school system exist at the secondary and tertiary levels. One finds, as a result, that many in the adolescent population have access to such services.

The term 'adolescence' describes the period in the life of an individual during which he/she moves from dependent childhood to self-sufficient adulthood. It is a period when new social adjustments are taking place, new expectations and ambitions are arising, and all have to be accommodated into the individual's personality. In his definition, Friedenberg states that

*adolescence is a social process whose fundamental task is a clear and stable self-identification.* The form that this process takes is a function of the socio-cultural environment in which the adolescent develops, because each society has its own roles, values and expectations with which each individual must grapple.

The questions “Who am I?”, “Who am I not?” are constantly at the forefront of the adolescent’s mind. This is a central developmental task which Friedenberg emphasised. So, for him, *adolescence is the period during which young persons learn who they are and what they really feel.* He further stated that it is the age at which, by becoming persons in their own right, they become capable of deeply felt relationships with other individuals. According to Friedenberg, conflict, as a result of trying to cope with this task, is inevitable and necessary.

The Jamaican adolescent is not exempted from these psychological processes. In the words of Phillips (1973), *the Jamaican adolescent seems to react, in much the way as adolescents in other parts of the Western world, to developmental pressures of this period of his growth. His needs are the same and his developmental tasks are the same, but obviously the way he responds to them differs in so far as his environment is different.*

Here in Jamaica, with increasing political, social and economic environmental pressures, the adolescent’s quest for a stable and consistent self becomes increasingly difficult. It is particularly difficult for the adolescent from the lower socio-economic status group.

**A major problem Phillips identified was that of the adolescent and his self-concept.** The growth of healthy self-concepts is negated somewhat because of the strong colour/class basis of the social system. Phillips points out that *the adolescent evaluates himself in terms of the expectations of the society.*

Hall’s description of this period as *a time of storm and stress* is quite appropriate. Many adolescents find it difficult to deal with their physiological and psychological changes and, as a result, seek the help of friends and understanding adults. They may not be able to identify the source of their problem, but they do find themselves with a lot of concerns.



# Managing Anger Effectively

Anger is a normal emotion. Don't let it control **you!** Manage your anger and let it work for you.

## When you are angry:

- Accept that you are angry.
- Choose your battle.
- Find appropriate ways to cool down.
- Ask, "What triggered my anger?"
- Identify your unmet needs.
- How did I respond to the situation?  
     What did I say? What did I do?  
     What did my body language say?

## Take time out:

- Breathe deeply.
- Listen to some music.
- Get physical (clean the house, work out, mow the grass).
- Take a walk.
- Call a friend.

## When I get angry I:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## My Time-out Action Plan

The next time I get angry I will:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

There are many constructive ways to defuse anger. Visualization is an effective tool. You can break your unhealthy anger response habits by visualizing a conflict situation on a tiny movie screen, stretched from ear to ear in your mind. It is important to do this when you are feeling relaxed and good about yourself. Stop the movie at the point when you start to react in the same "old way".

Now comes the creative part: change the ending by surprising the other person with your sincere desire to work together (conflict partnership). Practice this visualization technique often, so that it will become automatic when you are angry. It took years to establish the old bad habit, so you have to give this new way of acting time to feel natural and comfortable.

# Triggers

<b>What triggers my anger?</b>	<b>How do I deal with it?</b>	<b>What is my physical response?</b>	<b>What are the results?</b>	<b>Is my approach effective?</b>

## UPLIFTING ADOLESCENTS PROJECT

**COUNSELLING SKILLS & CLASSROOM MANAGEMENT STRATEGIES  
WORKSHOP  
December 1-2, 1999**

**PARTICIPANTS' COURSE EVALUATION**

**Evaluation Completion Rate**

Evaluation of the workshop's implementation was on the basis of ascertaining participants' views on its content and effectiveness, as well as analysis of any other comments they might record. A two-part form was used as the evaluation instrument, and 26 of the 30 participants who attended on the second and final day of the Workshop completed and submitted forms. The completion rate was, therefore, 86.7%.

**General Evaluation Results**

Eight (8) evaluation factors were listed in *Section A: Views on Workshop Content* and these were presented as positive statements. Respondents were asked to use a Rating Scale shown on the form to indicate their assessment of each factor. Weights were assigned for the optional responses on the Rating Scale as follows:

Strongly Agree – 5      Agree – 4      No Opinion – 3      Disagree – 2      Strongly Disagree – 1

Most of the 26 respondents strongly agreed (69.2%) or agreed (30.8%) that "My overall evaluation of the workshop is positive". This overall positive view was validated by the fact that most participants were able to identify at least two positive features of the workshop which stood out in their minds and made additional comments indicating that it had been an informative and enlightening experience.

Only one individual disagreed that the objectives of the workshop had been met, but no reason was given and no comments whatsoever were entered under *Section B: Participant's Comments*. In any case, it is remarkable that this person either strongly agreed or agreed with the other seven statements in Section A.

As far as negative features were concerned, while 20 persons (76.9%) either wrote "None" or left the relevant space blank, there were 5 persons (19.2%) who felt there were some negatives. The features identified in that regard related to the unpunctuality of some participants; a desire to have received more information on the workshop topics and, in one case, for the training to have continued for an extra day.

For a follow-up activity, most persons suggested another workshop through which they could get additional/in-depth information on the workshop topics.

**Evaluation Details**

Participants’ evaluations have been tabulated in the 2 Tally Sheets forming part of this Report, but some of the details will be highlighted below.

***Section A: Workshop Content***

As indicated by the Table on page 52, each of the eight content factors was given overall favourable endorsement. Every item in this Section received an average score greater than 4.30 out of a possible score of 5, and the average rating for the Section as a whole was 4.50. The factor receiving the highest average score (4.73%) was the one which sought to ascertain whether participants thought the content had been relevant to their work with youth (Item 5).

Five respondents either indicated they had ‘no opinion’ or abstained from commenting on five of the eight items, which related to the following factors:

<b>Evaluation Factors</b>	<b>R. #1</b>	<b>R. #2</b>	<b>R. #3</b>	<b>R. #4</b>	<b>R. #5</b>	<b>Total</b>
Sequencing of activities					x	1
Relevance of handouts		x	left blank			2
Effectiveness of teaching methods	x	left blank		x		3
Increased ability to undertake counselling & classroom management		x	left blank			2
Plans to utilise techniques learnt at workshop.		left blank				1

The frequency of these answers is not very significant in terms of the total number of respondents, and the underlying reasons were not explicitly stated. It may well be that the persons who remained neutral on these aspects of the workshop had learning expectations which could not be fulfilled in two days of training, or were not present for the entire period and so felt they could not form valid opinions on these issues. It should be noted that several persons arrived after the start of each day’s proceedings and a few of those present on Day 2 were absent on Day 1. Since, for example, most handouts were distributed on Day 1 for participants to read overnight, anyone who had not done so would not really be able to comment rationally on their relevance.

**Section B: Participants' Comments**

Other participants' comments are tabulated on pg. 53-54. Features of the workshop that stood out in participants' minds most were related to information received regarding counselling strategies and processes, personality and temperament, and insights gained through participation in the various practical activities.

As far as negative features were concerned, 21 persons thought there were none or saw only minor demerits. Nineteen (19) persons (73.1%) either wrote "None" or left the relevant space blank. Two others (7.7%) said "No..." but qualified their endorsements in the following ways:

- (#1) "...only that I think we should do a little more role play to see different ways of dealing with different problems."
- (#2) "...the only problem was the allocation of time to the different topics."

Five other respondents (19.2%) indicated negatives as follows:

- (i) "The punctuality and attendance of the participants of various NGOs."
- (ii) "More realistic cases should have been mentioned."
- (iii) "A little superficial at times - lack practicality."
- (iv) "I wish there was more information about behaviour modification in the classroom."
- (iv) "Only negative is that we need another day"

Except in the case of the comment relating to unpunctuality, the negative comments relating to content and delivery from this small minority may point to unrealistic expectations. While the Workshop Objectives may have too broadly stated the scope of the planned outcomes within the 2-day training time-frame, participants should also have appreciated that there was a limit to how much information and skills building could have been packed into that short period of time.

Participants brought various skills levels to the workshop and, while a few might have been seasoned counsellors and classroom managers, most appeared to have had very little prior training in those areas. It was fortunate, therefore, that much of the time was spent on establishing a conceptual framework relative to the fundamental issues around which the Workshop had been planned. This might have been wrongly interpreted as superficiality by the sole individual who made that comment.

More role play might have been useful, but to accommodate that in the limited time-frame would have meant sacrificing some other basic teaching-learning component.

A few persons commented that the workshop should have lasted for a longer time. It is questionable, however, how much support a longer workshop would have received from the NGOs. Most have very small staff numbers and would probably be unable to release personnel for 3 or more days. Examination of the Attendance Register indicated that a few

persons did not attend on both days and that some, whose attendance had been indicated in advance, did not attend after all. Observations made at the Workshop also showed that some participants had found it difficult to either arrive on time or stay until the scheduled closing times each day.

Notwithstanding the negatives expressed, the majority found the content, as presented, to be “enlightening and helpful”, “informative and encouraging”. Other interesting comments were “It helps me to evaluate myself more fully...”, “I think this program should be taken into the teachers’ colleges around”, “The hollow square exercise helped me to realise that we have to try things from different angles”.

Several persons indicated that they would like to see another workshop as a follow-up activity, so that they could learn more on classroom management and conflict resolution. It was evident that many participants need and want additional training in the workshop topics. Expert counsellors and classroom managers could not have been created in the available time-frame, and that is evidently what they still want to be. Absent colleagues were not forgotten as one person specifically suggested: “Repeat workshop for those who couldn’t attend and need to enhance these skills”.

The suggestions “to continue meeting together” and for “groups [to be] formed to deal with real issues” could easily be implemented by the NGOs themselves, if they take action to begin networking with each other in earnest, as they have often said they want to do and as Development Associates Inc. has tried to help them to do.

UPLIFTING ADOLESCENT PROJECT  
WORKSHOP EVALUATION

SUBJECT: COUNSELLING SKILLS AND CLASSROOM MANAGEMENT STRATEGIES

DATE: December 1-2, 1999

**PARTICIPANTS EVALUATION TALLY SHEET**

**SECTION A: Views on Workshop Content**

Evaluation Factors & Weights	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	AVERAGE SCORES	TOTAL SCORE
	5	4	3	2	1		
1. The objectives of the workshop were met.	14	11		1		4.46	116
2. The workshop was well structured in terms of the sequencing of activities.	9	16	1			4.31	112
3. The workshop materials distributed were relevant to the programme.	14	10	2			4.46	116
4. The teaching methodologies were effective.	12	11	3			4.35	113
5. The workshop's content is relevant to my work with youth through the NGO.	19	7				4.73	123
6. I feel that I am now in a better position to successfully undertake responsibilities in my NGO relating to counselling and classroom management.	12	12	2			4.38	114
7. My overall evaluation of the workshop is positive.	18	8				4.69	122
8. I plan to utilise the techniques learnt at this workshop in my work.	18	7	1			4.65	121
<b>Overall Rating on Workshop Content:</b>						<b>4.50</b>	

**SECTION B: Participants' Comments**

	<b>No. of Responses</b>
<b>1. Most Memorable Positive Features/Aspects of the Workshop</b>	
<ul style="list-style-type: none"> <li>• Counselling Strategies &amp; Processes/The Counsellor must empathise rather than sympathise/Everybody knows what they don't want; they sometimes need help to see what they want/Allow the client to make his or her own decision</li> <li>• [Information about] Personality and Temperament/Johari's Window</li> <li>• Importance of Listening and Exploring</li> <li>• [Information about] Conflict Resolution</li> <li>• How to deal with an at-risk adolescent without getting upset/ Learnt more how to deal with children at home and school</li> <li>• Teachers need to work with what they have and create new positive experiences</li> <li>• [Information about] Maintaining stable, cooperative relationship in the classroom</li> <li>• Important to use creative strategies to ensure participation of all</li> <li>• Preparation/planning</li> <li>• Sharing personal stories</li> <li>• The active group work/I have learnt a lot through activities and I am sure going to put them in practice</li> <li>• The Hollow Square Puzzle</li> <li>• Beautiful &amp; clear presentation throughout/The presenter's method of demonstrating the strategies to be used.</li> </ul>	<p>9</p> <p>7</p> <p>4</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p>
NONE LISTED .....	
<b>2. Negative Features</b>	
<ul style="list-style-type: none"> <li>• Unpunctuality of various NGO participants</li> <li>• I wish there was more information about behaviour modification</li> <li>• A little superficial at times...</li> <li>• More realistic cases should have been mentioned</li> <li>• Only negative is that we need another day</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
"NO" OR NONE LISTED .....	
<b>3. Suggested Follow-Up Activity</b>	
<ul style="list-style-type: none"> <li>• Another workshop (expanded version of some of the topics; more techniques for classroom management and conflict resolution; more on counselling; to practise handling different situations)</li> <li>• Workshop dealing with drug abuse in students</li> <li>• To continue meeting together/Groups formed to deal with real issues</li> <li>• A summary report</li> </ul>	<p>13</p> <p>1</p> <p>2</p> <p>1</p>
<b>4. Other Comments</b>	
<ul style="list-style-type: none"> <li>• Great/overall everything was good/well organised/all right</li> <li>• <b>Informative &amp; encouraging/Enlightening &amp; helpful</b></li> <li>• It helps me to evaluate myself more fully</li> <li>• Have repeat workshop for those who couldn't attend and need to enhance these skills</li> </ul>	<p>8</p> <p>5</p> <p>1</p> <p>1</p> <p>(cont'd.)</p>

	No. of Responses
<b>4. Other Comments (<i>cont'd.</i>)</b>	
<ul style="list-style-type: none"><li>• I think this programme should be taken into the teachers' colleges around.</li></ul>	1
<ul style="list-style-type: none"><li>• There could have been more role play to see different ways of dealing with different problems.</li></ul>	1
<ul style="list-style-type: none"><li>• The hollow square exercise helped me to realise that we have to try things from different angles.</li></ul>	1
<ul style="list-style-type: none"><li>• Have another one [workshop] soon --a little longer</li></ul>	1

12-Dec-99  
/bpb