

## CHAPTER : IV

### MATERIALS DEVELOPED AND USED FOR INTERVENTION

#### 4.1 Introduction :

Presented in this chapter are the various materials, developed by the Investigator or drew up by her from various sources for intervention for the students, to orient them on the Reality Therapy perspective.

#### Ist Phase

#### 4.2 Involvement with the students : by creating a warm and supportive climate in the group

From the first day of the intervention programme, the investigator tried to create a warm and supportive environment in the group.

However, involvement with the students was not a goal in itself, but a means to an end action and as the investigator used high levels of attending, accurate empathy, genuineness, respect and concreteness, the students cooperated by exploring their feelings, experiences and behaviors related to the problematic areas of their life. The investigator used a variety of skills to help the students understand themselves more fully in order to see the need to act more effectively. She not only helped the students to join together the data produced through self-exploration process, so that they could see a bigger picture, a theme or a pattern in their life, but also helped them probe wider and look deeper in order to find the missing

pieces they need, to understand themselves better. Once the students began to see themselves both as they were and as they wanted to be, they saw the necessity for action. The goal of this stage was dynamic, that is self-understanding, as genuinely and concretely as possible.

In stage II the investigator tried to see the world from the students' frame of reference. In this stage, she helped the students to see the world from a more objective point of view.

The III stage was a bridge between the stage I and stage II. From the point of view of self-understanding, in this final stage, the investigator lead the students to a pathway of constructive behavioural change.

In the first phase the investigator took time to get involved with the students, only as much as she was comfortable with them. The reason was that if she tried too hard and went too fast, the students might interpret that what she was doing as over-selling and might doubt her sincerity and as the students were not accustomed to this type of approach they might interpret too much effort on the part of the investigator as coercive and the whole programme might be ineffective.

When the investigator was sure that the time was ready, she explained clearly and specifically her programme. She convinced the students by saying that there would be no threats, punishments or busy works in that special group and that she would not ask the students to learn or do anything that were not useful to them. She emphasized that the students should feel at ease and could discuss about their problems in the group, no matter how small it was.

The investigator also added that she would meet the students twice a week, one hour for each day and the sessions would continue till the end of their academic year.

The investigator then looked for natural occasions to tell the students about herself. The investigator made an effort as much as possible to help her students to know her and to trust her. The investigator's main aim was that the students would know her well enough and would like what they know about her, so that they would see her as the best person they had ever met beside their families, and as the students got to know the investigator, they would gain much of the closeness and they in turn revealed more and more about themselves that was needed. The investigator tried to convince her students that something new and better for them was happening and the students were encouraged to talk honestly and easily to the investigator and she to them.

The following were the things which the investigator discussed with the students.

a) Who she is

Her name, her family, the members of her family, her native state, special characteristics of the city where she was dwelling, her house, her neighbourhood, her friend circle, her education, school, college, university, her teachers, her food habit, her favourite food, her favourite T.V. programme, her special interest, her hobby etc.

b) What she stands for

Her values, did she read books - what were they - Did she has a stand on what was going on in India - for example about the riots in the cities, and what would she

do about them if she had a chance to do something. Did she disagree with her parents - her friends - and what did she do when she disagree. Did she vote and what did she do to find out who to vote for. Did she think grades are important and if not what were more important in school etc.

c) What she will ask the students to do

The investigator then told the students that she was going to ask them to work with her to solve any problem that arose in their group and outside the group. But the investigator also made it clear that she was much more interested in them solving their own problems than doing it for them. She also told the students that the purpose of that group was to teach them, how to use what they had learnt and that she would expect them to be able to show her that they were able to do that.

d) What she will do for them

As long as the students come to that group, the investigator helped them in anyway she could. The investigator gave the impression that she was their friend and that she was always on their side, it would never be she against them. For example when the students needed more time to figure something out or to do a better job. she gave that to them or advised them to do it at home or in the library. When they had questions, the investigator either answered them or found someone who could. When they had any problem in their lives the investigator tried to help but most of what she helped them with, was limited to school. The investigator

conducted group meetings, whenever the students thought there was anything that need discussions and encouraged the students to speak out. The investigator never threatened, punished or put down anyone at any time. At the same time the investigator told them that she was not perfect and if they found that she was not doing as she said, the students should not be afraid to tell her and the investigator would either explain or change.

e) What she will not do for them

The investigator did not do their work or figure out any problem for the students. The investigator did not tell them what to do if she could understand that the students could figure out the problems for themselves. The investigator spent a lot of time teaching them how to evaluate their own work. Once they would know how to do that, the investigator expected them to do those by themselves and would learn to defend the evaluation of their work by others. The investigator explained to the students that to be successful in life we must evaluate ourselves and would work to improve. We could not and should not depend on others to do that for us.

Next the investigator led the group through the following group exercises.

Through all those exercises in all the three phases of the intervention programme the investigator wanted to make the students aware that quality work was what she wanted from them and that in her group they could achieve that.

#### 4.3 Session - I : Ice-breaking

##### Objective :

Mutual introduction, get to know one another well, learn to talk about one-self.

##### Procedure :

The purpose of this ice-breaking session was that each and every members of the group had enough idea about other group members and so that there would be proper involvement among them.

The investigator asked each individual student to introduce himself/herself in the group. The investigator told the students that they could tell about their parents and family. They might also tell about their personal progress, their future plans and life goals.

The investigator invited someone to begin. After the first speaker, the order of the speaker was random. The investigator encouraged the students by saying

Think who are you ?

What are your real self ?

What are you going to be ?

Why do you want to become that ?

##### Debriefing :

The session was followed by students sharing their own experiences.

#### 4.4 Session - 2 : Sharing experiences :

##### Objective :

To share one's experience with others, and thus getting closer to each other.

##### Procedure :

The investigator then asked the group members to select a partner with whom they would like to discuss on given topics. Once the pairs were formed the following instructions were given to the students.

The investigator told that only one member of the pair will be allowed to speak for 2 minutes while other partner had to listen attentively without interrupting.

After two minutes the other partner would talk on the selected topic.

After five minutes the students were called back and to take their respective seats. Then each member of the group was asked to narrate what his partner had talked about. The topics suggested by the investigator to hold conversation, were as follows.

- a) Share one of the most significant experience that you could recollect from your childhood.
- b) What memories would bring you the most pleasure/ most pain.
- c) Describe one thing that you did on your own initiative, but the result was depressing and you're really ashamed of it.

- d) Describe one event when someone seriously misunderstood you.
- e) What did you usually day dream  
Why did you do it ?
- f) What was your favourite game ?  
What did you like in that game ?
- g) Tell your partner about your favourite film/T.V.  
serial and what did you like about it
- h) Find out the common interests between yourselves.  
Ask your partner what he thought were your two  
strengths and two weakness.
- i) Tell your partner two things - you liked in him and  
two things you did not appreciate in him.

Debriefing :

The session was followed by students sharing their experiences.

4.5 Session No.3 - Make telephone calls :

Objective :

To make group members more involved with each other.

Procedure :

The group members formed pairs and pretend that both of the members of a pair were on the opposite ends of a telephone line. The pair were given one problem and they both solved



one problem another pair was given the next chance. All the procedures were taken place in front of the group. The following problems were given to solve.

- a) Your house was on fire.
- b) Your cat got stuck on a tree.
- c) A friend fall and broke his hand.
- d) You wanted to know what time a Movie starts.
- e) You had left your homework at your friend's place.
- f) There was a lion in your backyard which had been escaped from the zoo.

Debriefing :

The session was followed by students sharing their own experiences.

4.6 Session - 4 : All about me and my feelings :

Objective :

To help the students to know more about themselves and their feelings and to get more involved with the group.

Procedure :

The group members were asked to write a few lines on each topic as mentioned under. The students wrote atleast one paragraph on each topic and after writing all the topics, they shared those topics in the group.

The topics were as follow :-

- a) I like having you (the investigator) in my group because \_\_\_\_\_
- b) In my school I like to \_\_\_\_\_
- c) When I would grow up I would \_\_\_\_\_
- d) I got mad when \_\_\_\_\_
- e) I'm happy when \_\_\_\_\_

Debriefing :

The session was followed by students sharing their own experiences.

4.7 Session - 5 : Describe a friend

Objective :

To help the student to involve him/her in the small group to have experience in talking in front of a group beginning with one to one peer conversation and thus gradually increase his/her self-confidence.

Procedure :

One individual student chose another student from the group as a partner and looked carefully at the partner, thought of ways to describe him/her and wrote as many things as he/she could about the partner. The procedure was repeated

by the partner. Each individual student described two other classmates and the procedure was same as before. All members of the group ended the session by telling to the group

I'm glad to be me because \_\_\_\_\_

and described one partner by saying

You are glad to be you because \_\_\_\_\_

#### Debriefing :

The session was followed by students sharing their own experiences.

#### 4.8 Session - 6 : Role Play

##### Objective:

To enable the students to realize that a role-free expression of self is satisfying to self and others.

##### Procedure:

The investigator asked the group to form into pairs. She told them that they were going to do some role plays. One of the pairs would be A and the other B.

After playing the particular role the player switched the role and continued playing. The situations were -

- a) Somebody called you a bad name.
- b) Nobody would play with you at recess.
- c) You had a nightmare last night.

- d) Your friend received a new game and you did not.
- e) Your pet died.
- f) Your teacher didn't choose you for the game.

Debriefing :

The session was followed by students sharing their own experiences.

4.9 Session - 7 : Friendship circle

Objective :

To develop the sense of self-worth and positive self concept and to be more open in front of the group.

Procedure :

The investigator discussed with the students what the word friendly means. She then placed some cards in the middle of the circle of the students with the following writings :

- a) Your friend pushed you down at recess.
- b) A classmate helped you with your work.
- c) Someone took the ball away from you.
- d) A person smiled at you.
- e) A classmate told you that he doesn't like you.
- f) A friend invited you ~~to~~ to her house to play.
- g) You were sick, and someone made you a get well card.
- h) A close friend forgot your birthday.

- i) Someone shared his snack with you.
- j) A friend told you that she liked your work.

The investigator then divided the group into two teams. Each team then picked a card read that aloud and decided if the statement described a way to be friendly. The team then decided whether the statement depicted an unfriendly action - the investigator then asked the group why they thought the action was unfriendly and sought the group's help to correct the sentence, so that described a friendly action.

#### Debriefing :

The session was followed by students sharing their own experiences.

#### 4.10 Session - 8 : A why to live for

##### Objective:

To get more knowledge about one's own life.

##### Procedure:

The investigator asked the students to write in their notebook what she dictates and then write the answer for it. When everybody's writing was complete then everybody shared his/her experience in the group. The following questions were given to the students :-

- a) Do you believe that a person needs something or someone to live for \_\_\_\_\_?
- b) Why do you think that \_\_\_\_\_
- c) List some tasks you have done or observed other people do that donot seem to make sense because they lack meaning
  - a) Tasks with little or no meaning \_\_\_\_\_
  - b) No meaning because \_\_\_\_\_
  - c) Tasks with much meaning \_\_\_\_\_
  - d) Have meaning because \_\_\_\_\_

Debriefing :

The session was followed by students sharing their own experiences.

### IIInd Phase

#### 4.11 Knowledge about one's own unrealistic behavior and gradual avoidance of it :

After having enough involvement and emotional rapport with the students, the investigator started the second phase of the intervention programme.

Now the investigator asked to herself :-

1. What are the problematic behavior that each of these students exhibited ?
2. What need or needs are they trying to satisfy with those behaviors ?
3. What suggestions will make sense to the students ?
4. Will they try out the suggestions ?

Keeping in mind all the above mentioned questions the investigator gave some selected exercises to the students, so that step by step they would come to know about the defects in their own behavior and through the constant feedback which investigator gave them throughout the course, the students learn ways to get rid of all these defects.

#### 4.12 Session No.1 - Trait Checklist :

##### Objective :

To become aware of one's own characteristics and to get rid of unwanted behaviours.

Procedure :

The investigator provided each student with a questionnaire and asked them to use a check mark ( \_/ ) beside those statements that fit his/her self-image. She also told them to use a cross ( X ) to mark those statements that didnot fit his/her self-image and to use a question mark ( ? ) to indicate the one that they are unsure about -

The questionnaire follows :-

- a) \_\_\_\_\_ Like Myself.
- b) \_\_\_\_\_ Afraid of or hurt by others.
- c) \_\_\_\_\_ People can trust me.
- d) \_\_\_\_\_ Put up a good front.
- e) \_\_\_\_\_ Usually say the right thing.
- f) \_\_\_\_\_ Feel bad about myself.
- g) \_\_\_\_\_ Fearful of the future.
- h) \_\_\_\_\_ <sup>dependent</sup>~~dependent~~ on others for ideas.
- i) \_\_\_\_\_ Waste time.
- j) \_\_\_\_\_ Use my talents.
- k) \_\_\_\_\_ Think for myself.
- l) \_\_\_\_\_ Know my feelings.
- m) \_\_\_\_\_ Don't understand myself.
- n) \_\_\_\_\_ Feel hemmed in.
- o) \_\_\_\_\_ Use time well.
- p) \_\_\_\_\_ Can't hold a job.
- q) \_\_\_\_\_ Trust myself.
- r) \_\_\_\_\_ Usually say the wrong thing.
- s) \_\_\_\_\_ Enjoy people .
- t) \_\_\_\_\_ Don't enjoy being the sex I am.
- u) \_\_\_\_\_ Discouraged about life.
- v) \_\_\_\_\_ Don't like to be around people.



- w) \_\_\_\_\_ Havenot develop my talents.
- x) \_\_\_\_\_ Competent in my work.
- y) \_\_\_\_\_ People avoid me.
- z) \_\_\_\_\_ Can't control my emotion.

After the marking was over the investigator told the students to look at those traits that they had marked in order to discover a pattern. After the students' observation the investigator gave some more questionnaire to the students to help them to change the ineffective pattern of their life.

- a) How do you feel about yourself. ~~Loser~~/Winner
- b) How do you feel about what you  
accomplished in your life                      Loser/Winner
- c) Are you satisfied with where  
you placed yourself \_\_\_\_\_
- d) If not what would you like to  
change \_\_\_\_\_

#### Defriefing:

After the exercise was over, each student reported what he or she felt while giving answers to all of those questions and what was satisfying or not satisfying about them.

#### 4.13 Session No.2 - Learning from your projection :

##### Objective ;

To have better self-knowledge.

Procedure :

The investigator told the students visualize someone whom you particularly dislike and write the answers of the following questions.

- a) What are the things I do not like about that person ?
- b) Do I know others who possesses similar traits ?  
Do I also dislike them ?

Now raise the question could it possible be true that I do the same thing.

Again the investigator told the students :-

Visualize someone whom you particularly admire and write the answers of the following questions.

- a) What are the things I like about that person.
- b) Do I know others who possesses similar traits.
- c) Do I also admire those people.

The investigator then told the students, now raise the question could it possibly be true that I had the potentiality to actually do and be those things myself.

The investigator again added for one week keep two separate lists. On one list write down all the things you accused others of, on the other list keep track of all the statements of admiration you made of the person, whom you respect.

Do you see any pattern ? Now raise the question - could it possibly be true that I.....

Debriefing :

The session was followed by students sharing their own experiences.

4.14 Session No.3 - What to let go :Objective :

To get rid of one's unwanted behavior.

Procedure :

The investigator told the students to list those things about you, that you would like to get rid of or would like to have changed in some way. Then write the answers of the following questions.

- a) Things I want to let go of.
- b) How to start letting go.
- c) Write about some situations in your life when faced a challenge to change yourself. When you needed courage and may have felt inadequate to that challenge. How did it work out ?
- d) As a planner I see myself adequate/inadequate.
- e) The kind of plans I make are often \_\_\_\_\_
- f) I think this is because I \_\_\_\_\_
- g) Generally speaking I am/am not satisfied with my planning abilities. What I want to improve about my planning is \_\_\_\_\_

Debriefing:

The session was followed by, s tudents sharing their own experiences.

4.15      Session No.4 - Breaking out of bash trap :

Objective :

To help the students to come out of the trapped situation of their life.

Procedure :

The investigator told the students if they feel trapped in any area of their lives, they could try the following fantasy exercise.

Close your eyes and fantasize you're bashing your head against a high brick wall, trying to get something on the other side.

Try to find some way to get over, under or around the wall without bashing

- a) If you need something for help, you invent it.
- b) Imagine several ways of getting out of the trap.
- c) Write down different possible ways of getting out of it.

Debriefing :

The session was followed by students sharing their own experiences.

4.16      Session No.5 - Adult ethics :

Objective :

To help the students become aware of moral/social values.

Procedure :

The investigator told the students to write down the answers of the following questions and share it in the group.

- a) Who and what do I value ?
- b) Who and what do I live for ?
- c) What is really important to me ?
- d) What do I want to be today ? \_\_\_\_\_
  - i) In 5 years ? \_\_\_\_\_
  - ii) In 10 years ? \_\_\_\_\_
- e) What potentials do I have for becoming that person ?
- f) What are the barriers ?
- g) What are the alternatives ?

Debriefing :

The session was followed by students sharing their own experiences.

4.17      Session No.6 - Self Revelation :

Objective :

To help the students to become aware of themselves (their good points as well as bad points in their nature) through the answering of the following questions.

Procedure :

The investigator told the students ask yourselves the following questions. Took time to reflect and note down your answers and share it in the group.

- a) What is there about me that I like myself ?
- b) What is there about me that I don't like ?
- c) What is there about me that could make other persons to like me ?
- d) What is there about me that would make other persons to dislike me ?
- e) What is there in me that my parents like to see ?
- f) What is there in me that my parents don't like from me ?

Debriefing :

The session was followed by students, sharing their own experiences.

4.18 Session No.7 - Group meetings :Objective :

To solve behavioral educational problems.

Procedure :

The students sat in a semi-circle facing the investigator and each ~~and~~ had his turn to speak. If the student had nothing he wanted to say he had the right to pass. There were three types of meetings all of which were designed to provide the student with a feeling of involvement and success.

In the open-ended meetings the students discussed questions related to their lives or the curriculum. These meetings were designed to promote educational relevance by dealing with intellectually important topics. Factual answers were not sought instead the <sup>investigator</sup> attempted to stimulate the students to think.

The second type of meeting was the social problem solving meeting which attempted to solve social problems of the school itself. While school often encourages students to apply their intelligence to the solution of academic problems, it rarely provides students with opportunities to apply their intelligence to the solution of personal and social problems confronting them. But the social problem solving meeting helped children to learn more effective ways of coping with dilemmas.

Either students or the investigator brought up problems for discussion. The discussion was always directed toward solving the problem. The solution did not include punishment or assessment or blame. The purpose was always positive, to find better ways to behave.

These meetings were not held nearly as often as open-ended meetings and they lasted from 30 to 45 minutes. Sample topics included <sup>truancy</sup>loneliness, class bullies and respect for others.

The purpose of the meeting was to find solutions and not who was at fault.

The third type of meeting, the educational diagnostic meetings were closely related to topics that the group was currently studying.

All these three types of meetings helped to bridge the gap between the group procedures and everyday life. Moreover, students gained the important belief that they could shape their own destinies and they were a vital part of their world. Also the students developed confidence as a result of stating their opinion before a group.

#### Debriefing :

The session was followed by students sharing their own experiences.

Basing on the information acquired during the first two phases of involvement, the investigator made a list of major area of difficulty of 30 individual students. The diagnostic table of problems gave her a clear insight about the students' problems and helped her a lot in arranging the exercises of IIIrd and the final stage of the program "The Relearning". However the investigator tried her best to pinpoint the main problem of an individual student. It is needless to say that in many cases one student suffered from more than one problems.

#### 4.19 - Diagnostic Table of Problems

<u>School - I</u>	
<u>Students</u>	<u>Problems</u>
No.1	Anxious about school performance.
No.2	Lonely and depressed.
No.3	Emotionally disturbed.
No.4	Learning problem.
No.5	Silent and withdrawn.
No.6	Noisy.
No.7	Irresponsible.
No.8	Short attention span.
No.9	Inefficient in decision making
No.10	Low work out-put/slowness.



School - II

<u>Students</u>	<u>Problems</u>
No.1	Lazy
No.2	Lacks self-respect
No.3	Test Phobia
No.4	Wants attention
No.5	Has problem in participating in class-room discussions.
No.6	Has no idea about constructive use of time.
No.7	Underachiever
No.8	Lacks self-control
No.9	Inefficient in decision making
No.10	Afraid of speaking in a group.

School - III

<u>Students</u>	<u>Problems</u>
No.1	Inappropriate study Habit
No.2	Non-assertive
No.3	Lacks educational aspiration
No.4	Negative attitude toward school
No.5	Dependent on others for decision making & problem solving.
No.6	Lacking in self-esteem.
No.7	Not confident.
No.8	Moody irresponsible
No.9	Underachiever.
No.10	Self-defeating fears and Anxieties.

However, the investigator felt that in the next and in the final phase of the intervention program she would be able to solve those problems which the students were facing only if :-

1. The student felt very good about what they did in the group.
2. Had enough trust in the investigator and appreciate that she had provided a caring place for them.
3. Believed the work which the investigator would assign was always useful.
4. Were willing to put a great deal of effort into what they do.

But even if the investigator was able to incorporate these four working conditions into her exercises, she did not expect improvement in the student's behaviour immediately, because very few students had thought about sharing their problems in the above mentioned ways, and nearly most of the students making effort to get rid of their problems for the first time in their lives.

Therefore the investigator's main job was to persuade them, to continue her effort until the students experienced the joy of getting improvement. But that need a lot of patience on the investigator's part.

However the exercises in the following phase were given to the students either individually or in small group or to the whole group.

However the investigator made a chart for herself for properly encouraging absence of the problematic behavior.

4.20      Summary of steps

1.    Identify need
2.    Set long term goal
3.    Plan basis of reinforcement
4.    Decide length of initial sessions
5.    Set short term objectives
6.    Plan settings
7.    Plan triggers
8.    Plan results
9.    Prepare supportive materials
10.   Plan record of progress
11.   Write programme
12.   Implement review & move on.

### III Phase

#### 4.21 Relearning :

The last and the most important phase of this programme is Relearning. Actually no definite change in the programme occurs in this phase. Relearning was merged into the whole treatment. However, in this phase, student would learn effective ways of behavior. With his newly acquired responsible behavior, he begins to fulfill his needs, finds new relationship, more satisfying involvements, and need others' help less and less. In the Relearning period following exercises had been provided by the investigator to make the students a better citizen in the true sense of the term various group activities were given to the students in this final phase.

In this phase the investigator helped the students to increase group cohesion, sense of responsibility, educational aspiration, achievement motivation, right attitude toward school, proper study, habit, developing sense of belongingness and to build up self-esteem and assertiveness.

#### 4.22 Session No.1 - Group Cohesion :

##### Objective :

To increase the group cohesion among group members, through various group activities which provide opportunity for creative activity, develop a sense of belongingness and to understand the importance of cooperative efforts.

##### Procedure,

The various group activities which were introduced by the investigator as follow :-

- a) Frequent changes in sitting arrangement - It had its impact on the behavior of the pupil. Toward the end of the intervention programme the isolated pupil mixed with other pupil of the group. The students thus got confidence in themselves and started taking initiative in the group activities.
- b) Competition - In the group, students were again divided into sub-groups. The members of the sub-group worked together for school subjects. The competitive spirit was aroused in them for concern for excellence. However, the investigator was very careful about the healthy atmosphere of the group.

Both academic and non-academic items were included in the group work, such as preparing charts on the school subjects, project works, spelling games, collection of study materials and various such other things.

#### Debriefing :

The session was followed by students sharing their own experiences.

#### 4.23 Session -2 : Leisure time and constructive use of it

##### Objective :

The purpose of this session is to help the students to decide how to get the very most out of their unscheduled time.

Procedure :

The investigator encouraged the students to explore new uses for their unscheduled time in keeping with their interests and curiosity. She also encouraged the students to make some specific plans and to return to the following meeting prepared to discuss what they observed regarding their own use of time and that of others as well as how well their own plans worked out.

To facilitate the process she then distributed some questionnaire to the students.

- a) What activities you do before and after school hours.
- b) Why do you like to do those activities. You may write some reasons.
- c) Are your activities beneficial to you ? Have you experienced any advantage ? What is it ?
- d) How could you use your leisure time for better satisfaction.

The investigator provided encouragement to the students by being continually optimistic enthusiastic and positive about the students, learning to be in better control of their use of time and gaining from using the time effectively.

Debriefing :

The session was followed by students sharing their own experiences.

4.24                    Session - 3 : Self-evaluationObjective :

To help the students to evaluate their own works and to improve it.

Procedure :

The investigator made effort to teach the students how to evaluate their own works and then asked them to do the evaluation by themselves. The investigator sent out a constant message to the students that almost all work could be improved. Even if the initial work was judged as quality, students were encouraged by the investigator to see if a little additional effort would result in improvement. The investigator stressed the point that quality takes precedence over quantity. A large volume of low quality work has nothing to do with anything of value. She also added that there is no better human feeling than that which comes from the satisfaction of doing something useful that one believe is the very best one can do, and finding that others agree.

Each student was then suggested to make a diagram as under and to proceed.

contd.



Table : 1 - Responding to the problematic behavior

Debriefing :

The session was followed by students sharing their own experiences.

4.25      Session - 4: The educational aspiration boosting programme :

Objective :

To help the students to develop their aspiration for education.

Procedure :

Four tests were given to the group students. These tests were objective cum short essay type. The results of the tests were feed back to the students alongwith a descriptive evaluation of each obtained results. After each feedback the student set a goal for themselves on a specified proforma.



Table No.2

Name :  
Class:  
School :  
  
Subjects : 1.  
          2.  
          3.

Group Test held on	Subject	Student's actual score	Group's average score	Goal set by the student for the next test	Investigator's comment	Guardian's comment on the student's performance
1	2	3	4	5	6	7

Each time the students took a test thus had before them the scores they obtained in the previous tests and the goal they set for themselves for the forthcoming test. Each goal was set on the basis of the knowledge of their latest performance.

Debriefing :

The session was followed by students sharing their own experiences.

4.26      Session - 5    Development of Academic SkillObjective :

To help the students to develop their skill in Academics.

Procedure :

This special session covered listening attentively, taking notes, concentrating in the class, scheduling time and goals, preparing for and taking examinations, conquering examinations and other anxieties and individually selecting self-improvement projects. An effective study behavior schedule was made with the help of the students.

Effective study behavior schedule :I.    General study behavior :A)    Proper setting :

1.    Place : Having a location which is conducive to concentration which is free from auditory and visual distraction and which provides optimal comfort (that is proper lighting, ventilation and temperature but not so relaxing that drowsiness results)
2.    Time : Schedule yourself - so that class time + study time totals not more than 10 hours a day.

Work efficiently - try for 60-90 minutes of concentrated study of a time, then take a short break. Try to predict the amount of time you should be taking for certain tasks (this probably will vary for your different subjects)

(B) Proper strategy :

1. Use a study schedule.
2. Assignment procedure.
  - a) Record assignments in a book. Have a clear conception of what is required and for when it must be completed. If you are not sure ask questions from your teachers.
  - b) Gather necessary materials. Use all available resources. Ask teachers for assistance in locating the most appropriate materials.
  - c) Do your most difficult assignments during your best concentration periods. Save your rewriting tasks for periods when your concentration are not so good. Try simpler assignments first, therefore building up your confidence.
  - d) For essay writing, make a rough outline first, use large blocks of time when you begin to write. Write quickly for the rough draft. Put it aside for 24 hours, then rewrite it. Have someone else read your essay and discuss their comments. Leave essay for another 48 hours, then prepare final draft.
  - e) Hand in your assignment on time, everytime.

### 3. Study procedure :

- a) Schedule definite time and outline specific goals for your study time. Allow atleast two hours for every subject each week for a review of notes and text content.
- b) Question - Ask questions about what should be learned during that study time.
- c) Read - Read the material, Note important items of information. Look for answers to the question you posed. Realize that scanning is sufficient in certain areas while in other places you may need to read more analytically.
- d) Recite - Go over the content which you want to remember prepare notes on it in order to help your memory.
- e) Review - Ask further questions and then resurvey the material.

## II. Specialized Study Behaviour :

- (A) Interactive participation in class.
  - 1) Ask the teacher question when clarification of lecture points are needed.
  - 2) Volunteer answers to questions posed by the teachers in the class.
  - 3) Participate in class discussion.

(B) Interactive participation out of class.

- 1) Engage in formal or informal discussion with classmates on topic relevant to your courses. Clarify points which had not been clear during lectures. Review course content with other students.
- 2) Interact with other resource persons on the school campus or in the community.

(C) Note taking behaviour :

- 1) Preview the lecture topic before you go to class.
- 2) Read last few day's notes before the class begins.
- 3) Listen first, write second.
- 4) Use the margins of your paper for headings, write lecture content in the body of the page.
- 5) Write neatly.
- 6) Make special notes of content which the instructor stresses.

(D) Examination Behaviour :

- 1) Start preparation early, follow "study procedures" mentioned above.
- 2) Make notes of instructor's hints concerning examination content or format.
- 3) Discuss with classmates the areas of course which they think are most relevant for the examination.
- 4) Prepare sample test questions while you study. Administer to yourself the day before the examination and correct your responses.

(E) Self observation :

This technique encouraged the student to observe himself objectively. The actual recording equipment was a simple 3x5 inch card on which the student make a check mark everytime he completed a study assignment. Regardless of the equipment the data had one purpose. They were gathered as a baseline against which to evaluate change in study behaviours

Table No.3

A sample report of self-observation

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Name :

Class:

---

Day	Date	Subject	Number of assignments done	Time spent
1	2	3	4	5

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Debriefing :

Without any particular instruction in the class, students who charted their rates generally began to make increases. For some students those increases were in steps with sudden spurts and then Plateauxes, followed by further spurts. Other students showed steady increase over several weeks.

4.27                    Session No.6    Stimulus controlObjective :

The objective was to plan more effective study strategies and to help the students to take personal responsibilities for their academics and the actions which are related to academics.

Procedure :

One of the most difficult problem of students seemed to be developing adequate concentration while studying. Students reported that their minds wander particularly when they were studying topics that they did not enjoy. As a part of the improvement of concentration students were educated to see that concentration could be a habit. Students were given explicit formal instruction in the techniques of behavioural self-control. They learnt a bit about the psychology of reward and punishment, contracting and shaping their study habits. Then they were asked to apply these techniques to themselves. They chose aspects of their own behaviour to observe and modify, selected the contingencies and they applied the pay offs to themselves.

Debriefing :

Of course not all students were hooked on this technique. Some were not aware that they had any behavior that they wished to change. Others thought that formal programmes of self-control were childish games. The investigator had a very important role in getting students committed. A certain amount of modeling and enthusiasm were definitely called for in order to improve the students.

4.28      Session No.7 - Group Systematic Desensitization of  
Test anxiety

Objective :

To help the student to rid themselves of test anxiety.

Procedure :

The investigator told the students that this exercise will be based on the assumption that anxiety is a learned reaction to specific events and that it can be unlearned through appropriate techniques. The investigator then distributed the following explanation to each student with instructions to read that carefully.

Introduction to Desensitization Principles :

The following procedure was used to overcome some unusually strong fear of examination which is called desensitization. The investigator told the students that, it was developed few decades ago by a psychologist named Joseph Wolpe. He and a



number of other psychologist had used this method with many kinds of fears and anxieties and they had reported a high level of success. This approach was based upon the fact that it was impossible to be afraid and relaxed at the same time. For example a student might want to ask a teacher a question or perhaps criticize something the teacher had said. He might find however when he started to speak that he experienced shortness of breath, his heart pounded or his hands perspired. He was unable to make his point. These were anxiety reactions and didn't occur when the student was relaxed.

Therefore an important part of the method involved teaching you to relax as completely as possible. You might think that you didnot have to be taught how to relax but the fact was that most people were frequently unaware of their tensions. The investigator added that once you had learnt how to relax the group would develop a list of situation in which the anxiety occurs. That list would contain different degrees of anxiety.

For example when a teacher announced an examination would be given within two weeks you might experience a slight degree of anxiety, that anxiety however is nothing compared to the anxiety you experience as you actually pass out the examination in class. In between those two extremes there were probably a number of situation that called out varying degrees of anxiety.

This group working together would put the items on a list in order from the one that produced the least amount of anxiety up to the one that produced the most. The list was called a hierarchy. One of the most interesting aspects of the procedure

was that it tended to generalize to real life situations. Even though the procedure only required you to imagine yourself in situations related to fear of examinations, though the fear would decrease in the actual situation.

Debriefing :

After all the students had indicated that they had understand information, the opportunity was given to raise and discuss questions that the students might have about desensitization.

4.29      Session No.8 - Training in Muscle Relaxation

Objective :

To help the students to relieve their tension by dint of training in Muscle Relaxation.

Procedure :

The explanation of the importance of relaxation in desensitization was given verbally by the investigator. Following an opportunity to raise questions about the relaxation process, group members were instructed to settle themselves as comfortably as possible in their chairs.

The room was darkened. Outside noise was reduced to the extent possible and students were instructed to remove glasses watches and anything else that might interfere with relaxation.

In order to train students in muscle relaxation, the investigator used the instruction for muscle relaxation which was made by Robert A. Osterhome. In that instruction the students alternatively tensed and relaxed twenty-one different muscle groups. Through the exercises the students were urged to become aware of the difference between feelings of muscular tension and feelings of muscle relaxation.

Debriefing :

Following the conclusion of the exercise students were given the opportunity to share their reactions to the relaxation training with one another and with the investigator. The students were also given a copy of the following guide for training in Muscle Relaxation in order to help them practice relaxation exercise at home.

The guide for Training in Muscle Relaxation Instruction can be found in the Appendix.

4.30      Session No.9 - Test-Anxiety Hierarchy

Objective :

To help the students to arrange the anxiety provoking situations in hierarchical order.

Procedure :

Each students were given a printed copy. The investigator then told the students that below were 15 items which tend to elicit varying degrees of anxiety. You were to rank those items from least to most anxiety provoking for you.

In the space before each item place a number corresponding to the degree of anxiety you normally feel when you encounter it. The investigator also added that number 15 would be the item which elicits the most anxiety provoking situation.

- You're sitting in your class and the instructor announces that you will have an examination during the next class session. You wonder if you can prepare in time. There is so much material to be covered.
- It is the day before an important examination, you talk to some of your classmates who tell you how much preparation they have done for this examination. You have spent far less time on the average.
- You are sitting for an important examination to be given the next day. Your grade in this course will probably depend upon your performance on this examination. You are wondering how you will remember the information on the test.
- It is late evening before an important examination. You are tired and having trouble concentrating, but you do not feel really prepared.
- You are in bed the night before an important examination which will determine your final grade. Your mind flashes to the examination.
- You wake up and realize that you have an examination today which will determine your final grade.

- You have an hour of study time left before you will take a very important examination. As you look over your notes you realized that you have become confused. You wonder whether you should continue reviewing your notes or just put them a side.
- You are walking to an important examination which will probably determine your final grade.
- As you enter your classroom the day of an examination, you hear several students discussing possible questions. You realize that you probably could not answer these questions if they were asked on the test.
- You are sitting in your class, waiting for your examination to be passed out. You receive your examination paper. You look at the first question and can't recall the answer.
- As you read over your examination paper, you realize that many of the items are very difficult. You look up from your test, wondering where to start and notice the students around you are writing furiously.
- Many questions on this examination is hazy to you. You realize that you must have skipped over some important facts in your study.
- On this extremely important examination you find that. You have spent too much time on the first portion of the test and must hurry up a bit in order to finish on time.
- With five minutes left on this examination which will probably determine your final grade you see that you left a number of items blank.



### Debriefing :

Following the ranking of hierarchy items the students were encouraged to ~~shake~~<sup>shake</sup> their reactions to their practice in muscle relaxation in the previous week. An attempt was made to resolve any difficulties that a student may have had in the practice sessions and to answer questions about muscle relaxation. (which could be found in the Appendix)

The relaxation technique referred to earlier was thus used again in order to train group numbers even more thoroughly in relaxation. At the completion of the relaxation exercise the students were given training in visualizing neutral scenes.

The students were urged to continue their relaxed state and to attempt to project themselves into the situation, so that they could gain practice in imagining themselves in real life situations.

### 4.31      Session No.10      Working Through the Hierarchy items.

#### Objective :

To help the students to work through the hierarchy items.

#### Procedure :

The last session of the treatment program was devoted to working through the individual items of the test-anxiety hierarchy. The first fifteen minutes of each session were used to induce a deep state of relaxation among the students. The remaining 45 minutes were used to work through four or five items on the hierarchy.

As the group members have had two previous experiences with the recorded relaxation instructions and had practiced relaxation procedures at home for two weeks, the investigator found that most can be relaxed in approximately fifteen minutes during the third session.

After the relaxation instructions, the investigator announced that within a few minutes the students would have read to them a description of the scene that they had ranked at the previous session as the least anxiety provoking. The students were told that if they experience <sup>anxiety in</sup> ~~of~~ themselves, they could tell that to the investigator by simply raising the index finger of either hand. The students were also urged to try to project themselves as completely as possible into the description of the hierarchy item.

After each presentation of a hierarchy item students were given 15 to 20 seconds of relaxation instruction (For example - let your arms relax. Take a deep breath and hold it - now feel the enjoyment as you relax completely) When all of the presentations of a hierarchy items had been completed, students were given approximately one minute of relaxation instructions before the initial presentation of the next hierarchy item was made.

A Typical Outline for the final sessions look something like this :

Session : I

1. Collection of relaxation practice forms from students.
2. Fifteen minutes of relaxation instructions by the investigator.

3. Explanation of signaling of anxiety and projecting self into situations, assurance of individual help if anxiety was still signaled following final presentation.
4. Two minutes of relaxation instructions.
5. Presentation of items, from the hierarchy three to five presentation interspersed with 15 to 20 second of relaxation instructions.
6. One minutes of relaxation instructions.
7. Continuation with hierarchy items 2-5 as shown in 5 and 6 above.

#### Session : II

1. 15 minutes of relaxation instructions.
2. One or two presentations of hierarchy items 1-5.
3. Presentation of hierarchy items, 6-9.

#### Session : III

1. 15 minutes of relaxation instructions.
2. One or two presentations of hierarchy items 1-9.
3. Presentation of hierarchy items 10-12.

#### Session : IV

1. 15 minutes of relaxation instructions.
2. One or two presentation of hierarchy items 1-12.
3. Presentation of hierarchy items 13-15.



Debriefing :

The session was followed by students sharing their own experiences. It has been found by the investigator that there was a consistent tendency for the students to report greater reductions in test anxiety.

4.32 Session No.11 : Development of Problem Solving skillObjective :

To help the students to develop the problem solving skill.

Procedure :

The investigator introduced the students the skill of solving real life problems. She taught them that the core of problem solving is to learn to use information in a logical way and that the only real purpose of gathering information is to use it.

The following steps of problems solving skill was given by the investigator to the students.

Steps of Problem Solving :

1. Agreeing to work on the problem.
2. Choosing one part of the problem to work on. There may be several different parts of this topic which one would like to work on. Select one now for discussion and decision making. The investigator told the students that they may deal with any other parts later select a part that they think is important enough to work on and small enough to make a decision.

3. Listing possible solutions - List as many possible solutions or suggested actions or plans as you can which you think could solve the problem or help in solving the part you've chosen to work on.

The investigator told the students in this step each of you simply tries to suggest as many actions or solutions as you can without commenting on them or evaluating them.

4. Selecting the appropriate solution - select those actions which you think best for addressing the parts of the problem chosen to work on in step - 2.
5. Deciding action - plan the detailed action you will need to carry out the alternatives just selected. Decide what is to be done, who will do it when it will be done and how. The aim of this step is to clearly specify all of the actions needed to carry out the ~~alternatives~~<sup>alt</sup> alternatives agreed to, so that if necessary you could each carry out your decision satisfactorily.

#### Debriefing :

In this session each of the students solved three of their personal problems which arise either in school or at home. The problems which they are facing have already been pinpointed by themselves by the investigator in the previous phase.

4.33 Session No.12 : Fostering interest for Achievement  
Motivation

Objective :

To help the students to get interested in achievement motivation and thus to increase self-esteem.

Procedure :

The investigator told the students to write down the answer of the following questions.

- (a) List and describe four of your tasks of the past two years and of the present that you consider most important.

1st task        \_\_\_\_\_  
2nd task        \_\_\_\_\_  
3rd task        \_\_\_\_\_  
4th task        \_\_\_\_\_

How would you describe your chances of success for the various tasks you have \_\_\_\_\_

- (a) Successful if you pay attention and don't to something foolish.  
(b) Successful but only if you work hard and think constantly of new ways of doing things.  
(c) Successful but only if you're lucky.

What is the best position you expect to attain in your school life \_\_\_\_\_

How much thought have you given to it within the past years none \_\_\_\_\_

a little \_\_\_\_\_

fair amount \_\_\_\_\_

a great deal \_\_\_\_\_

Looking back over the past two years do you feel that you've made very good progress toward your goal \_\_\_\_\_?

- good progress toward your goal \_\_\_\_\_?

- No progress toward your goal \_\_\_\_\_?

When you compare yourself with people about your age and educational background.

Do you feel you have been less successful in your work than they have been \_\_\_\_\_

About as successful in your work than they have been \_\_\_\_\_

More successful in your work than they have been \_\_\_\_\_

Describe the most important ways in which you have changed in the past two years \_\_\_\_\_

### Debriefing :

The session was followed by students sharing their own experiences.

\_\_\_\_\_

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\_\_\_\_\_

- (a) What do you mean by the sense of responsibility.
- (b) Name some such persons from our contemporary life who have shown a great sense of responsibility under difficult conditions.

.....

The student was allowed only a contract for an average or above average grade on the ground that anything less does not represent an appropriate return to him from the course. What constitute the required performance for each grade level was pre-set by the student himself. The accepted course was divided into units. Each unit in turn consisted of several learning activities. Each activity required the student to demonstrate that he had reached the performance level. Considerable work was done in preparation for the student's decision making concerning the commitments he would make. The students write goals, describing their objectives for the course.

Being the decision maker concerning what these objectives would be and how he would work toward them created a responsibility on the part of the student to live up to the terms of his decisions. The investigator counseled with the student to help him select objectives and establish work patterns.

The student worked to accomplish these objectives and the investigator was available as tutor and resource person. Each assignment submitted by the student was evaluated by the investigator on a pass or incomplete scale according to whether the students work had met the objectives of that activity. The student was given ample opportunity to master the learning activity rather than being penalized for failing to meet the criteria.

The investigator counseled with the student to help him see where and how he needs to work to improve his performance. The investigator tried to encourage students to work consistent to accomplish their commitments.

However the investigator did not give into below level performance but instead returned such work to the student with offer of assistance and encouragement.

Debriefing :

The session was followed by students sharing their own experiences.

4.35      Session No.14      Assertiveness Training

Objective :

To develop sense of assertiveness among students.

Procedure :

In this phase exercises were given to the students to increase their assertive behaviour. Initially the students received a rationale for Assertiveness Training from the investigator. The rationale was as follow - "We are convinced that being assertive is a skill that one can learn. Developing behaviour skills it is essential to research or practice elements of that skill. The investigator added that people can rehearse situations in their imagination. Imagining certain selected situation can alter one's behaviour in those actual situation. The investigator also added that the procedure we were using was based on imagination practice and learning. She told to the students "I'll describe a scene to you and you have to imagine it.

The investigator selected different students for different scenes and while one particular student was playing the role, the other students were observing it.

During the series of role enactments one student (the model) was instructed to maintain eye contact with another student to whom he was delivering his response.

When an acceptable level of eye contact was established instructions for the first student to talk in a louder more forceful tone of voice were given. After a stable pattern of increased eye contact and vocal aptitude had been achieved the first student (the model) was instructed to talk long enough to the other student, so that the second student would fully understand his position. At that point instructions alone proved to be ineffective, for the student lacked sufficient verbal skills to put his point across. Therefore in this phase of training the investigator modeled some replies appropriate to each situation. During subsequent rehearsals the investigator continued modeling and gave feedback and the role playing student modeled responses with which he felt most comfortable. When duration of appropriate speech reached an appropriate level as judged by the investigator, the investigator then modeled increased assertiveness by further modifying content. The following exercises were given to the group.

- (a) Picture yourself at a concert with a friend. A few people in the row behind you are making a lot of noise and disturbing everyone. It seems they have a comment to make every few minutes which everyone can hear. A person sitting next to you (the model) turns around and say "will you people please be quite".



- (b) Imagine the person (model) is staying at a hotel. After one night there he/she noticed that the bed springs was broken. The bed sags miserably and was very uncomfortable during the night. In the morning the person went to the clerk of the desk and said - "The bed in my room is quite uncomfortable. I believe it is broken, I wish you would replace the bed or change my room."
- (c) Picture yourself in a department store waiting at a counter for a salesperson. In the store the person (model) was returning a thing that he/she recently received from the shop. The sales person claimed that the store could not give back cash for returned merchandise. The person claimed "there is nothing I see that I use it. Since it is hard for me to get back money in the case of a faulty merchandise, it is unlikely I'll ever shop here again. I think if at all possible you should give a cash refund."
- (d) Imagine the person (model) in his/her apartment around dinner time. The person had an important appointment later in the evening but friends dropped in for a visit. The person was getting somewhat bothered about the appointment and had to leave in a few minutes. While the friends were sitting there and every one was chatting the person broke into the conversation and said I'm really glad that you dropped in but I have a meeting and have to leave. Perhaps we can get together sometime when we are both free.

However, at the end of each treatment session the investigator routinely administered a questionnaire to find out whether the student had any difficulty or feeling anxious in imagining the scenes and in playing the role.

#### 4.36 Session No.15 : Developing the thought of success among students

##### Objective :

To stimulate and promote thoughts of success among students.

##### Procedure :

The investigator in this programme helped to strengthen the desire to succeed and tried to create a readiness to under-take work for their goals. Discussion, Question and answers, small group work, essay writing and mental exercises, formed the methods of work. The investigator started by recalling the various qualities of a successful person. She then asked the students to recall some successful events from their lives. She told the students, to write about those events and share those events in the group. She then summed up by saying that for success qualities like goal setting, sacrifice, self-confidence, hard work and a keen desire to succeed are needed. She also added that thoughts of success are necessary for real success. She emphasized the point that persons who think they would succeed and who works hard to get this success are more likely to succeed.

##### Debriefing :

The session was followed by students sharing their own experiences.

#### 4.37      Session No.16 : Life goal

##### Objective :

To help the students to learn how to choose life goal rather than what to choose and to provide specific facts for his immediate choice.

##### Procedure :

This exercise was last of all exercises of the final phase. Here the investigator gave some instructions to the students so that the students could have complete image about their life goal. Same type of questionnaire of defining goals and the barriers also were given previously. But here at the end of programme the investigator wanted to have a total picture of the effect of intervention program on the student and how did it affect their thinking on defining and setting goals and how to deal with the barriers effectively.

The investigator felt that before the student was ready to make decision seriously, he must be assured that specific long range goals need not be set before he could deal with immediate choices. Most ninth graders had been continually asked by parents, teachers and other adults about what they want to do in life. Since they were not ready to answer this question, they often had the notion that until they knew for sure where they were headed, they were just marking time. Some were discouraged about looking ahead at all because they thought everyone else really knew where he was going except him/her. It was helpful first to let students discuss their own plans and feelings about the future.

The investigator started by saying "Dear students, soon you will be planning your high school programme. The story of what happened to students like you was part of the information, you need to know at this time. I am giving you a questionnaire. I will not question what you choose, I'll only help you to learn how to choose." Then, the students completed a planned questionnaire as under.

Take a sheet of paper, draw a line that represents your life, past, present & future.

Think of your life once again considering yourself, your attitudes, abilities, strengths and weaknesses etc. You may depict yourself as of today in the form of any figure.

List down four/five important goals you have in life. Subsequently rank them in the order of priority.

Choose one or two from among the most important goals. Write goals for the next six months. These short term goals should be such that they relate to the one/two important long term goals.

Then the investigator asked the participants to estimate the probability of success in achieving each of the short term goals. They indicated their expectations in percentage, 100% sure, 60% probably etc. Then they worked out detailed outline of activities that would be needed to undertake in order to achieve the short term goals and listed them down with a time frame.

Then the students anticipated the obstacles that he/she was likely to face in achieving each of the short term goals: and wrote Roadlocks in two categories -

- a) Personal
- b) Environmental.

and identified the help that he/she would like to initiate in order to overcome these blocks.

Then the investigator asked the students -

How would you feel if you fail to achieve that goal ? and  
How would you feel if you succeed ?

The result of that questionnaire provided the group with their first group discussion on each of their life goal. The group found that at least 3 out of 10 students had no idea at all of what they wanted to do in future. Another 4 out of 10 had a vague idea and only a few students were certain about their long range goals.

The investigator pointed out that many senior students in college had no more idea of what they wanted to do than the present ninth graders today. She then gave a short lecture on the necessity of being realistic about goals. She then told the students that decisions about the future requires a different approach.

Students were then informed of these pre-requisites to good decision making -

They are :-

- 1) Specific facts about the choice.
- 2) A knowledge of other available alternatives.
- 3) Some estimation of the possible consequences.

Others factors such as risk-taking and strategy were also involved.

The investigator then helped the students to make a realistic decision in which the student had a likely chance of success. In the final analysis, this was judged by the student himself. When the students were given specific information about choices that were judged by the investigator to be more comensurate with their abilities.

#### Debriefing :

The session was followed by students sharing their own experiences.

### EVALUATION

#### Parent Reaction :

Ninth grade students were reluctant to discuss their high school plans with parents. But the investigator again and again urged the students to share their experience with their families. The result was most parents were enthusiastic in their response, they seemed grateful and relieved to receive such data about future goal alternatives and consequences about their wards.

Student Reaction :

The intervention programme was ended by the evaluation of the programme by the student themselves, and they filled the following questionnaire to reflect their exact ideas about the programme.

- a) The things which I have learned from this programme and which have enriched me \_\_\_\_\_
- b) The things which I have discovered about myself from the programme which was not aware of before \_\_\_\_\_
- c) Some special experiences in the course which I'll remember \_\_\_\_\_

Then each individual student wrote few lines on -

- My impression about the programme \_\_\_\_\_
- My impression about the group \_\_\_\_\_
- My impression about the programme director \_\_\_\_\_

Having discussed at length the development of Reality Therapy training package for students, organization of the training programme and conduction at the experiment, the next step is to analyze the available data both qualitatively and quantitatively in order to find out the significance of the programme for students.