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<i>Included on CD</i>	
• Discussion Questions for The Hunter Story	
• Remote Control Button Descriptions	
• Printable activities and handouts	

# The Program

## HOW TO USE THE PROGRAM

There are several ways this curriculum could be used. Here are some examples:

**Roberta is a fourth grade teacher** who has a few children in her class who need additional help with self-regulation. She would like to use a program that could be integrated into the weekly classroom activities and curriculum. Roberta is aware that the children who are struggling with self-regulation are also struggling to establish a positive healthy identity so she decides to use the program with the whole class so the children with difficulties are not singled out. Roberta also believes that all children can benefit from the concepts and skills taught in the program. Because she wants to devote enough time to teaching each skill, Roberta decides to spend two weeks on each button and the program lasts for most of the year. By the end of the year, the students have a strong understanding of the self-regulation concepts that are related to the remote control buttons.

**Marco is an elementary school counselor** who wants to present a program in the third grade classrooms. He goes to each class once a week for 30 minutes. He presents each new button, does one of the activities from the guide, and then allows the classroom teacher to decide how to reinforce the skill throughout the rest of the week.

**Mara is an elementary school counselor** who is working with some students who are struggling with self-regulation issues. She decides to use the curriculum in a small group setting. The students come to her office each week to learn the concepts of self-regulation and do the activities together.

**Eric is a counselor** who works with children in a private practice setting. He has a client who has been diagnosed with ADHD and is struggling with self-regulation issues at school. Eric is using the program with this client by teaching a button each week and doing the activities included in the sessions.

**Jaliska is a parent** of a daughter who has difficulties with self-regulation. She decides to use the program with her daughter at home. They set aside a time each week to talk about a button on the remote control and do an activity from the guide.



# PROGRAM COMPONENTS

## The Units

The program is organized into three sections:

*Introducing the Concept, Using the Hunter Story, and Activities and Teaching Ideas.*

The program is divided into ten units:

1. **Our Amazing Differences** – appreciating individual differences
2. **Channel Changer** – avoiding distractions and focusing attention
3. **Pause** – stopping before responding or reacting impulsively
4. **Fast Forward** – understanding forethought and evaluating potential consequences
5. **Rewind** – retrospect and shifting from past failure to future change
6. **Slow Motion** – slowing down and managing feelings
7. **Coach** – organizing, problem-solving, and self-coaching
8. **Zap** – stopping and changing negative thinking
9. **Way To Go** – self-affirmation and positive thinking
10. **Self-Control** – internal locus of control

### *Introducing the Concept*

For each unit an activity has been designed to create interest and introduce the concept. The leader can use the discussion questions to add to the student's interest and prepare the student to learn and practice the concept. If time is limited, the leader can skip the introduction and begin with the Hunter story. Leaders can also use one of the other activities to introduce the concept.

### *Using the Hunter Story*

The program can be presented without using the Hunter story, but for those who are using the Hunter book, the storybook has been published as a separate unit so children can have the story to read without having access to the program materials. Counselors may want to encourage families to purchase the book to have at home. The Hunter story has been written to provide a positive role model for children who are struggling with self-regulation issues. Hunter takes the initiative to create his own pathway to self-improvement. This reinforces the idea that kids who struggle with behavioral challenges really do want to do better, but often don't try because they are discouraged. Hunter chooses to work on improving self-control and in the process, develops a healthier self-concept.

### *Activities and Teaching Ideas*

The program includes activities to introduce the concept, activities to teach the skill, and teaching strategies to reinforce and practice the skill in the classroom during the week. It is designed to provide more activities than most leaders will need to present the program effectively. Leaders should be able to easily select and adapt the materials for their target age level and counseling or learning context. For most of the activities, variations are presented for ways in which the activity can be modified to take less time or to be used in a one-on-one vs group setting. The program includes a lesson plan for the activities as well as a resource CD with the handouts that leaders can print to use with the activities.

# The Program (continued)

## BEFORE BEGINNING THE PROGRAM

As you prepare to use this program, consider the following:

### ***Review the program.***

Read through the whole program and select the activities that you think will be most effective with your students.

### ***Consider your resources.***

A few of the activities require materials that have to be purchased. Many of the activities require handouts to be printed.

### ***Consider your context.***

If you are a school counselor doing the program in classrooms, it may be beneficial to provide the teacher with the materials as early as possible. The program will be most effective if the teacher is excited about the opportunity to use this new approach to helping his or her students develop self-regulation skills. If you are doing the program in a small group or one-on-one setting, consider how you will inform teachers and parents of the program concepts so they can reinforce the skills and “remote control” external cue.

### ***Consider the time frame.***

It would take a significant time commitment to do every activity in this program and it is expected that most leaders will select, adapt, and modify activities based primarily on time limitations. After you have selected the program elements you want to use, create a schedule for teaching the buttons and develop your own plan with the selected elements.

### ***Consider the organizing tool.***

The Coaching Playbook is not introduced until halfway through the program, but leaders should decide before beginning the program how they will use this tool. For many settings, the best way to use this tool is to introduce a notebook at the beginning of the program and add contents with each new button. The notebook could be officially called the “Coaching Playbook” when the self-coaching concept is introduced. Many teachers already have similar tools that the students start using at the beginning of the school year. The “playbook” concept should be adapted to compliment and support this existing tool. After creating the program plan, it will be easier to decide on the best organizing tool.



## LESSON 1.1: **Strengths Tree**

### **PURPOSE**

- To enhance awareness of personal strengths and individual differences.

### **OBJECTIVES**

- Students will identify personal strengths.
- Students will identify work areas.
- Students will value their uniqueness and the uniqueness of others.
- Students will recognize that it can be harmful to their self-concept to compare themselves to others.

### **MATERIALS NEEDED**

- Strengths Tree Handout\*
  - Strengths List\*
  - Markers or Colored Pencils
- \*Included in Resources on CD*

### **PROCEDURES**

- Begin with a brief discussion about individual differences and explain how we all have our own set of strengths, the qualities that make us unique. Explain that each of us has a few areas where we regularly experience success.
- Give students the strengths list and instruct them to place a check by anything they would consider a personal strength.
- Have students circle their three “biggest strengths.”
- Talk about the importance of identifying our “work areas,” the qualities or expectations that we struggle with or areas where we have to work harder in order to be successful. You should provide a personal example here. Place emphasis on the idea that everyone has these areas.
- Have students identify one “work area” from the list.
- Give students a copy of the Strengths Tree and instruct them to write the three strengths they identified on the trunk.
- Instruct the students to write three goals in the leaves of the tree. Brainstorm examples as a class discussion or provide some examples of goals (grades, more self-confidence, better friendships, getting homework done, not getting into trouble, obtaining rewards, etc.). Younger students may need some additional help identifying goals.
- Tell the students to write their identified work area above the rake.

### **DISCUSSION**

- *Did this activity remind you of some good qualities that you have?*
- *Do you think everyone in the class has a different tree? Why is that a good thing?*
- *Why do you think people sometimes feel bad about themselves when they compare themselves to others?*
- *What could you do to remind yourself to appreciate that you are unique and not compare yourself to someone else?*

### **VARIATIONS**

- If time is a concern, the students can identify one strength, one goal, and one work area for the tree. The students can take their tree home and have a parent, caregiver, or someone who knows them help to select two more strengths and goals. This activity would not only be faster but would add the component of feedback from another person.
- Sending the strengths list home for the students to complete as homework the night before will also reduce the amount of time that would be required for the students to complete this activity in class.
- The strengths list can be simplified and shortened for younger students.
- Strengths can be added to the list or deleted as the leader deems appropriate.

# My Strengths



- 1. I find creative ways to solve problems.
- 2. I'm energetic.
- 3. I try to be patient when I have to wait for something.
- 4. I'm friendly when I meet new people.
- 5. I am confident enough to try new things.
- 6. I share the things I have with other people.
- 7. I smile a lot.
- 8. I look for the good qualities in other people.
- 9. I have good manners.
- 10. I like to clean and organize things.
- 11. I'm good at finding things when they are lost.
- 12. I take responsibility for my choices rather than blaming other people when things don't turn out the way I want them to.
- 13. I take care of my body by eating healthy food and staying active.
- 14. I listen to other people and try to imagine how they must think or feel. I ask myself how I might think, feel, or act if I was in the same situation.
- 15. I don't make fun of other people.
- 16. I go out of my way to help other people.
- 17. I make other people laugh with my sense of humor.
- 18. I keep trying rather than giving up when I'm doing something that is difficult for me.
- 19. I know how to ask for help when I need it.
- 20. I'm curious and I like to learn new things.
- 21. I know how to apologize and accept someone else's apology.
- 22. I take care of the environment by conserving resources and recycling.
- 23. I'm careful to stay away from things that are not safe.
- 24. I'm happy being me and don't compare myself to other people.
- 25. I learn from other people who have some of the good qualities that I would like to develop.
- 26. When I tell someone that I will do something, I do my best to keep my promise.
- 27. I can handle change even when it is unexpected.
- 28. I can handle my disappointment when I don't get what I want.
- 29. I'm willing to speak up when I see someone being bullied.
- 30. I appreciate the things I have rather than focusing on what I don't have.
- 31. I set goals for myself.
- 32. I listen to others when they are trying to tell me how I can do better.
- 33. I allow people to like me for who I am rather than trying to impress them.
- 34. I express my feelings appropriately rather than keeping them inside.
- 35. I appreciate the beauty in art, music, or nature.
- 36. I'm excited and enthusiastic about things that are happening or going to happen.

# My Strengths Tree

**Directions:** Write three goals in the leaves of the tree. Brainstorm examples as a class discussion or provide some examples of goals (grades, more self-confidence, better friendships, getting homework done, not getting into trouble, obtaining rewards, etc.). Write your identified work area above the rake.

