

REALITY CHECK 101



Guidance Counselor Workshop

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Definition

Definition of *REALITY CHECK:*

*Something that clarifies
or serves as a
reminder of reality
often by correcting
misconception.*



Do Our Students Need A Reality Check?

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"I faced my first reality check today. My mom kissed my boo boo but it didn't get better."

Kim.....What's Her Story?





Kim.....What's Her Story?

- Kim is in the 9th grade. She is eligible for the free lunch program. She has never been a behavior problem nor has she ever had excessive absences. She routinely maintains a B average with an occasional C. Her parents are not active in the PTA and she is an only child. She started playing the alto saxophone in middle school through a music grant at her school. She says she doesn't know what she wants to do with her life and she doesn't think she would be college material even if her parents could afford it.

Help Students Visualize Their Goals and Aspirations The Magazine Exercise





Kim.....Is Her Story More Complete?

- Kim has now completed the magazine exercise with symbols of things she dreams of doing and things she aspires to do in the future. She's been playing the saxophone for 2 years and caught on to it fast and believes music will always be a part of her life. She wants to one day become a lawyer and have a family. She enjoys traveling and high fashion so she wants a career that will allow her to make lots of money and shop until she drops. She loves to read and English is her best subject. After law school she wants to get married and move into a mansion with a white picket fence and get a dog that she will name Prince. She is very faithful and believes that God will always be the center of her life.



Kim's Action Plan

- Through the help of her guidance counselor Kim is now able to understand goal planning, educational planning ,career planning . She now knows that if she has a plan she will be able to figure out how to accomplish her plans.
- Her short term plans include attending a summer music camp. She also plans to participate in the PRISM (Pursuing Rewards in Science and Mathematics) summer program at Claflin College in Orangeburg, SC. Although English is her favorite subject she is also very good at math. She also plans to volunteer at her church and assist with the elementary school tutoring program. She realizes that although she is on the honor roll she should challenge herself more to see if she can accomplish more As in hopes of a scholarship.



Monthly Budget Exercise

- Average Salary of A High School Dropout
- Average Salary of An Associate Degree Student
- Average Salary of a College Graduate
- Average Salary of a Graduate School Graduate

The report titled *"The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings"* (.pdf) reveals that over an adult's working life, high school graduates can expect, on average, to earn \$1.2 million; those with a bachelor's degree, \$2.1 million; and people with a master's degree, \$2.5 million.

<http://usgovinfo.about.com/od/moneymatters/a/edandearnings.htm>



U.S. Bureau of the Census, 2006

- Who Makes the Money?
- 2005 Average Income by Educational Attainment
- \$52,671 – Bachelor's Degree
- \$36,645- Associate's Degree
- \$26,933-High School Diploma
- \$17,299- High School Dropout

<http://usgovinfo.about.com/od/moneymatters/a/edandearnings.htm>

The ABC's

- Objective: To analyze emotional hurt according to the ABC theory.
- Materials: Paper and pencils as needed
- Procedure: Complete activity one on one or with a group.
- 1. Ask students to think of one upsetting experience that has occurred with in the past month or so. Ask for a volunteer to share and experience.
- 2. Use the volunteer's experience to illustrate the ABC model, suppose, for example, the volunteer says he or she did not make the basketball team. Not being invited becomes the A (the event or occurrence).
- A → B → C

The ABC's

- Procedure (continued) Ask the volunteer to evaluate the feelings associated with the situation (for example being upset). The feelings are the C. Point out that , when we have a C, we usually also have a behavior (such as sulking), we know this can't be true because people can react very differently to the same events. Ask the volunteer to identify the beliefs surrounding the event (perhaps that he or she is worthless or will never be a success at anything)
- Illustrate the ABC Model with other situations students are willing to share. Invite them to speculate on how their C's (feelings and actions) would be different if they were able to change their B's (beliefs).
- Discussion (Content Questions)
 - 1. Where do feelings come from?
 - 2. If you change your beliefs, what happens to your feelings?
 - 3. Do tow people necessarily feel the same about a situation? Why or why not?
- Personalization Questions
 - 1. Have you ever changed your feelings by changing your thoughts about an event? Share examples.
 - 2 How can you apply the information you learned today to future situations?

Challenging Irrational Beliefs

- Objective: To develop more flexible thinking by learning to challenge irrational beliefs.
- Materials: Challenging Irrational Beliefs Worksheet
- Procedure: Complete activity one on one or with a group.
- 1. Ask students to think of one upsetting experience that has occurred with in the past month or so. Ask for a volunteer to share and experience.
- 2. Use the volunteer's experience to illustrate the ABC model, suppose, for example, the volunteer says he or she did not make the basketball team. Not being invited becomes the A (the event or occurrence).
- A \longrightarrow B \longrightarrow C

The image features a dark blue background with several overlapping, semi-transparent circles of varying sizes and shades of blue. A solid black horizontal bar spans the width of the image, positioned in the lower half. Centered within this black bar is the text "THE END" in a white, bold, serif font.

THE END