

Preventing Perfectionism -

A Small Group Counseling Curriculum for Gifted Learners Exhibiting Maladaptive Perfectionist
Tendencies

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Preventing Perfectionism

Preventing Perfectionism is a six-lesson responsive tertiary curriculum unit that is designed to reduce feelings of anxiety and perfectionism in students that have been deemed academically gifted and/or talented. Preventing Perfectionism is solely designed for Gifted Academically Talented Exceptional (GATE) or Academically or Intellectually Gifted (AIG) students in the fourth and fifth grades. The design of Preventing Perfectionism was based on self-reports to counselors from teachers and parents of AIG students. They reported specific students who were exhibiting maladaptive perfectionist behaviors. These fourth and fifth-grade students who have been referred by their parents and/or teachers will be invited into the Preventing Perfectionism group. Future implementations of Preventing Perfectionism may use needs assessments to identify students with maladaptive perfectionist symptoms and behaviors. Using a permissive form (see appendix A) to secure parent permission, these students will have an environment to productively work on self-regulatory intrapersonal emotions that will increase student emotional awareness and coping skill knowledge. Parents will also be sent home a flyer that discusses the group mission (see appendix B). Parents can then prepare their children for the group mission and objective to better prepare them. It is imperative in the first session that the topic of confidentiality and its limits be discussed. As the students were volunteered for the group by teachers and parents, it is also important to gauge student desire to participate in the group and address any hesitations.

Students will meet once weekly for the duration of six weeks for 45 minutes. Counselors should approach teachers before the group beginning to deem the best time of the day to pull students for group counseling. Students will meet in the counseling office or an area suitable for small-group space and secured confidentiality. Outlines for each lesson (1-6) are listed below

(see appendix C - H). Materials and resources for individual lessons may be found in each lesson plan. Lessons were founded on the research listed below. Nonetheless, additional resources such as Hess (2013) and Greenspon (2007) were used to craft the curriculum for Preventing Perfectionism.

The counseling objective of Preventing Perfectionism is to increase emotional awareness and validate perfectionism feelings while teaching coping skills for maintaining perfectionism behaviors. This objective will be measured using anonymous and identical pre- and post- student knowledge scales (see Appendix I&J) (Parker, 1997). The scales used for Preventing Perfectionism was adapted from the Modified Multidimensional Perfectionism Scale (Parker, 1997). This scale was designed for children and found to be a reliable and valid way to measure perfectionism. The outcome objective goal is a 50% decrease in perfectionist thoughts and behaviors as well as an increase in knowledge of coping skills.

These goals may be met using counseling theories – Person-Centered Therapy and Cognitive Behavioral Therapy. A counselor employing Person-Centered attitude-based skills such as empathy, unconditional positive regard, and genuineness during Preventing Perfectionism will create the rapport needed to validate feelings of perfectionism that GATE and AIG students rightfully experience. Cognitive Behavioral Therapy skills will allow the counselor to look for distorted cognitions causing perfectionism thoughts and behaviors.

Finally, group satisfaction will be measured using teacher and student satisfaction surveys. Results from the surveys will be used to dictate future implementations of Preventing Perfectionism.

Research

Research supports this emotionally focused tertiary program as a constructive way to increase gifted student emotional intelligence and grow student morale. Research has shown that if left unchecked, maladaptive perfectionist habits in children grow into other psychological disorders such as depression, anxiety, obsessive compulsive disorder, substance abuse, etc (greenspon, 2007). Thus, programs such as Preventing Perfectionism are crucial for young gifted learners showing early maladaptive habits.

Nuget (2000) posits that academically gifted learners are more likely to experience perfectionist habits due to their heightened sensitivity, awareness, and academic abilities. Nuget further cites that 15-20% of gifted learners may experience harmful aspects of perfectionism (2000). Nonetheless, research suggests that the percentage of gifted students exhibiting negative perfectionistic tendencies may be as high as 89% (2000). Therefore, it is vital for teachers and parents to recognize maladaptive perfectionist behavior early and seek student support.

Kottman and Ashby (2000) state that these maladaptive traits are easily seen by teachers and parents. These students are the ones who have incredibly neat desks, give up recess to finish some assignment or project, complain any time they have a collaborative group assignment, starting an art project seven times to get it “just right,” being disappointed when they do not get perfect grades, etc. According to Kottman and Ashby (2000), these students may exhibit perfectionist behaviors on a scale from mild to severe.

The differences between adaptive and maladaptive perfectionists are typified by the ways they handle their high standards and need for order. Adaptive perfectionists use these traits constructively, as a spur to better performance. They are not overly anxious about their high standards and do not feel discouraged

when they do not attain their goals – they simply vow to work harder and Maladaptive perfectionists, on the other hand, are extremely anxious about meeting their own elevated expectations and routinely feel discouraged when they are not perfect (p. 115, 2000)

While there has been little research performed on students with perfectionist tendencies, Kottman and Ashby recommend school counselors help perfectionistic children and adolescents learn to capitalize on adaptive tendencies involved in perfection through psychoeducation (2000). Thus, a small group setting and an emphasis on social-emotional awareness may be effective for these gifted learners exhibiting these perfectionist tendencies.

Common Core Standards in Literature

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Common Core Speaking and Listening

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

American School Counseling Association (ASCA) Standards and Mindsets:

Academic Development:

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:B1.4 Seek information and support from faculty, staff, family and peers

Career Development:

C:C2.2 Learn how to use conflict management skills with peers and adults

Personal/Social Development:

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.5 Identify and express feelings

PS:A1.10 Identify personal strengths and assets

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.8 Know when peer pressure is influencing a decision

PS:C1.9 Learn how to cope with peer pressure

References

- Greenspon, T. S. (2007). *What to Do When Good Enough Isn't Good Enough: The Real Deal on Perfectionism*. Minneapolis, MN: Free Spirit Pub.
- Hess, M. S. (2013). *Upper Elementary GATE Social Emotional "Open In Case of Emergency" Perfectionism*. Portable Gifted and Talented.
- Kottman, T., & Ashby, J. (2000). Perfectionistic children and adolescents: Implications for school counselors. *Professional School Counseling*, 3(3), 182–188. Retrieved from <https://proxying.lib.ncsu.edu/index.php?url=http://search.ebscohost.com/prox.lib.ncsu.edu/login.aspx?direct=true&db=psyh&AN=2000-15141-004&site=ehost-live&scope=site>
- Nugent, S. A. (2000). Perfectionism: Its manifestations and classroom-based interventions. *Journal of Secondary Gifted Education*, 11(4), 215–221. Retrieved from <https://proxying.lib.ncsu.edu/index.php?url=http://search.ebscohost.com/prox.lib.ncsu.edu/login.aspx?direct=true&db=psyh&AN=2000-02331-004&site=ehost-live&scope=site>
- Parker, W. (1997). An empirical typology of perfectionism in academically talented children. *American Educational Research Journal*, 34, 545-562.

Appendix A

Permissive Parent Form

Please read and contact Beth Atkins – School Counselor with any questions or concerns regarding this opportunity to participate in group counseling.

Dear Parent:

Date: _____

Together, the school guidance counselor at _____ Elementary and Alyssa Garrity school counseling intern at NC State would like to offer your child the chance to participate in group counseling. Each year the school counselor conducts groups to aid children in meeting a range of personal and/or academic challenges. Your child's group will focus on: Perfectionism and managing social-emotional needs of gifted learners.

Personal information discussed in groups by students will be kept confidential by the counselor(s) and will only be disclosed when and if a child's safety is at risk. Student participants are also expected to maintain the privacy of their fellow group members.

If you have any questions concerning groups or want your child to opt out, please call (336) _____ and ask to speak with the school counselor.

Sincerely,

Counselor's signature: _____

Counseling Intern: _____

Appendix B

Group Flyer

Elementary School
Who: School Counselor
Where: Counselor's Office
When: Every Monday

Preventing Perfectionism

Small Counseling Group for AIG & GATE Students

Your child is invited to participate in a counseling group focused on learning how to handle the pressures of being a gifted learner.

January, 2019
6 Weekly Sessions

Appendix C

Group 1 Outline & Lesson Plan

Preventing Perfectionism: Lesson Plan – Lesson One

Title: The Day It All Came Crashing Down

Audience: Small group of students pre-identified in grades 4 & 5

Objective: To introduce the idea of perfectionism. Students will be given a pre-program knowledge check that assesses their current emotional recognition and coping skills. Students will watch a short clip and examine some emotions they see. Then, students will listen to a short story and further examine what perfectionism can look like and have a group discussion.

Materials/ Resources:

- Pre-program knowledge check handout & Pencils (See Appendix I)
- Secret Life of Pets Max Trailer Movie Clip: https://youtu.be/fkr_djVWStU
- “The Day It All Came Crashing Down” Short Story (See Appendix L)

Process Data: Teachers who have noticed perfectionism habits and received notification of parental concern regarding perfectionism have referred students in 4th and 5th grades. These students will participate in weekly small group counseling sessions.

Perception Data: Pre-program student emotional knowledge check.

Outcome Data: A projected 50% increase in student emotional knowledge and coping skills. This will be assessed through pre- and post-student knowledge checks.

Activity: Small Group - 45 Minutes

- Counselor will give the pre-program survey
- Counselor will show the Secret Life of Pets Max Trailer Movie Clip and ask what they noticed about the film
- Counselor will read the short story “The Day It All Came Crashing Down”
- Counselor will lead a discussion on the feelings they noticed in the short story with the theme of “exaggeration”
- Theme: Sometimes talented people are unfairly hard on themselves even when they have made their best effort

Appendix D

Group 2 Outline & Lesson Plan

Preventing Perfectionism: Lesson Plan – Lesson Two

Title: A Deeper Look at Perfectionism

Audience: Small group of students pre-identified in grades 4 & 5

Objective: The objective of this lesson is to look deeper at perfectionism. Together, we will come up with a definition of perfectionism. What does perfectionism look like for them? Students will look at an ironic cartoon of perfectionism and discuss irony. Students will then answer the question: Based on our interpretation of the picture, what is one important aspect of perfectionism? Students will go further and assess their own thoughts with the “How A Perfectionist Thinks and Feels” worksheet. We will end the session with a short discussion on what they realized about themselves and how we can be kinder to ourselves.

Materials/ Resources:

- Whiteboard & marker for perfectionism brainstorm definition
- Ironic Cartoon (See Appendix M)
- How A Perfectionist Thinks and Feels Worksheet (See Appendix N) & Pencils

Process Data: Teachers who have noticed perfectionism habits and received notification of parental concern regarding perfectionism have referred students in 4th and 5th grades. These students will participate in weekly small group counseling sessions.

Perception Data: Pre-program student emotional knowledge check.

Outcome Data: A projected 50% increase in student emotional knowledge and coping skills. This will be assessed through pre- and post-student knowledge checks.

Activity: Small Group - 45 Minutes

- Counselor will brainstorm with group on definitions of perfectionism
- Counselor will show perfectionism cartoon and discuss irony
- Counselor will ask the question: Based on our interpretation of the picture, what is one important aspect of perfectionism?
- Counselor will hand out “How A Perfectionist Thinks and Feels” worksheet
- Counselor will lead a discussion the realizations they had during the worksheet
- Theme: Sometimes our expectations of ourselves turn into perfection and thus, create irony in our own lives

* Counselors should keep the worksheets to use for the last session

Appendix E

Group 3 Outline & Lesson Plan

Preventing Perfectionism: Lesson Plan – Lesson Three

Title: The Gripe of Gifted Learners

Audience: Small group of students pre-identified in grades 4 & 5

Objective: The objective of this lesson is to discuss what it means to be a gifted learner and the expectations that go along with it. Together, we will discuss what a gripe is like. We will create a chart of positives about being a gifted learner and what might be perceived as a negative. What do these positives and negatives mean for the students and how they feel about themselves? Students will engage in group discussion answering the following questions:

1. Why do you suppose others might expect gifted kids to be perfect?
2. If we feel that others expect us to be perfect all the time, how does that change the way we feel about ourselves?
3. Can you think of any examples where you have expected yourself to be perfect when you really shouldn't have?

Students will then discuss why it is okay to feel the need to be perfect sometimes and counselor will validate feelings. Students will then create a perfectionist permission slip (see Appendix E).

Materials/ Resources:

- Whiteboard & marker for positive & negative chart
- Construction paper, crayons, & markers

Process Data: Teachers who have noticed perfectionism habits and received notification of parental concern regarding perfectionism have referred students in 4th and 5th grades. These students will participate in weekly small group counseling sessions.

Perception Data: Pre-program student emotional knowledge check.

Outcome Data: A projected 50% increase in student emotional knowledge and coping skills. This will be assessed through pre- and post-student knowledge checks.

Activity: Small Group – 45 Minutes

- Counselor will introduce the gripe: Teachers and friends expect us to be perfect, to “do our best” all the time.
- Counselor will create a positive and negative chart for being a gifted learner
- Counselor will ask the questions listed above and facilitate group discussion
- Counselor will hand out materials and students will create perfectionist permission slips

Appendix F

Group 4 Outline & Lesson Plan

Preventing Perfectionism: Lesson Plan – Lesson Four

Title: The Dot

Audience: Small group of students pre-identified in grades 4 & 5

Objective: The objective of this lesson is to identify perfectionist behavior and what it looks like for them. The counselor will read the book “The Dot” by Peter H. Reynolds. Then, the counselor will facilitate a discussion by asking the following questions:

- 1 - How can you relate to the main character, Vashti?
- 2 - What do you think Vashti is trying to do in the story?
- 3 - What is the story trying to tell us about trying our best?
- 4 - How can you take this story and use it in your own life?

Students will discuss ways they can be imperfect and coping strategies for perfectionism. The counselor will write the strategies down on a board. Coping strategy skills include: Making small manageable goals, ask yourself if you are being realistic or exaggerating, have a growth-mindset (going from “I can’t do this”/ “I can’t change this to” – “I can try”, asking for helping. Students will then create their own dots with watercolors to remind them of these coping strategies.

Materials/ Resources:

- The book “The Dot” by Peter H. Reynolds
- Whiteboard & Marker
- Watercolor paper, watercolor paints, paintbrushes

Process Data: Teachers who have noticed perfectionism habits and received notification of parental concern regarding perfectionism have referred students in 4th and 5th grades. These students will participate in weekly small group counseling sessions.

Perception Data: Pre-program student emotional knowledge check.

Outcome Data: A projected 50% increase in student emotional knowledge and coping skills. This will be assessed through pre- and post-student knowledge checks.

Activity: Small Group - 45 Minutes

- Counselor will read the book “The Dot” by Peter H. Reynolds
- Counselor will lead the discussion by asking the questions listed above
- Counselor will ask the group how they can be imperfect and what coping strategies they have for when perfectionism takes over by writing on whiteboard the group brainstorm
- Counselor will then ask students to make their own dot that can be hung up on a bulletin board

Appendix G

Group Five Outline & Lesson Plan

Preventing Perfectionism: Lesson Plan – Lesson Five

Title: Open In Case Of Emergency

Audience: Small group of students pre-identified in grades 4 & 5

Objective: The objective of this lesson is to discuss their own negative thoughts (rainy clouds) and how every situation has a positive. Students will be given a worksheet that discusses the saying “every cloud has a silver lining”. Then, students will create their own silver lining to use in times of emergency.

Materials/ Resources:

- Every Cloud Has A Silver Lining Worksheet (See Appendix P)
- Cardstock or Construction Paper and Nametag Templates (See Appendix Q).
- Hole Punch
- Low-temp hot glue
- A small piece of aluminum foil
- Dental floss or string
- Markers/ Crayons/ Color Pencils
- Beads

Process Data: Teachers who have noticed perfectionism habits and received notification of parental concern regarding perfectionism have referred students in 4th and 5th grades. These students will participate in weekly small group counseling sessions.

Perception Data: Pre-program student emotional knowledge check.

Outcome Data: A projected 50% increase in student emotional knowledge and coping skills. This will be assessed through pre- and post-student knowledge checks.

Activity: Small Group – 45 Minutes

- Counselor will lead group discussion on what they have learned in the group
- Counselor will introduce the saying “Every Cloud Has A Silver Lining”
- Students will complete “Every Cloud Has A Silver Lining” worksheet
- Counselor will then ask students to think of their own silver lining for times of crisis or emergency
- Students will then create their own “In Case of Emergency” tags

Appendix H

Group Six Outline & Lesson Plan

Preventing Perfectionism: Lesson Plan – Lesson Six

Title: Ending Perfectionism

Audience: Small group of students pre-identified in grades 4 & 5

Objective: The objective of this lesson is to review what lesson 1-5 has covered (perfectionism & exaggeration, perfectionist emotions & actions, why we become perfectionists, & coping skills for perfectionism). The counselor will lead a group discussion on the importance of using the new skills that they have to critically think about perfectionism and to be kind to themselves. Students will be given their old completed “How A Perfectionist Thinks and Feels Worksheet” (See Appendix N) and will cross out any behaviors or thoughts that are no longer applicable to them. Students will then fill out all post- surveys anonymously.

Materials/ Resources:

- Every Cloud Has A Silver Lining Worksheet (See Appendix P)
- Cardstock or Construction Paper and Nametag Templates (See Appendix Q).
- Hole Punch
- Low-temp hot glue
- A small piece of aluminum foil
- Dental floss or string
- Markers/ Crayons/ Color Pencils
- Beads

Process Data: Teachers who have noticed perfectionism habits and received notification of parental concern regarding perfectionism have referred students in 4th and 5th grades. These students will participate in weekly small group counseling sessions.

Perception Data: Pre-program student emotional knowledge check.

Outcome Data: A projected 50% increase in student emotional knowledge and coping skills. This will be assessed through pre- and post-student knowledge checks.

Activity: Small Group – 45 Minutes

- Counselor will lead group discussion on what they have learned in the group
- Counselor will ask students how they can be kind to themselves and lead others in the process
- Students will look at old completed “How A Perfectionist Thinks and Feels Worksheet” (See Appendix N)
- Students will cross out any thoughts or behaviors that are no longer applicable to them.
- Students will identify any behaviors they would still like to change and discuss a plan for implementing that change
- Students will complete two post-group evaluations

Appendix I

Pre- & Post-Program Emotional Awareness Survey

Modified Multidimensional Perfectionism Scale Parker (1997)

Emotion Recognition Survey

Note: 0=Not at all; 1=Very little; 2= Somewhat; 3=Quite a bit; 4= Very much

- | | | | | | |
|--|---|---|---|---|---|
| 1- One of my goals is to be perfect in everything I do | 0 | 1 | 2 | 3 | 4 |
| 2- I always aim for perfection on my work | 0 | 1 | 2 | 3 | 4 |
| 3- Those around me accept that I can make mistakes too | 0 | 1 | 2 | 3 | 4 |
| 4- The better I do, the better I am expected to do | 0 | 1 | 2 | 3 | 4 |
| 5- Others will like me even if I'm not the best at everything | 0 | 1 | 2 | 3 | 4 |
| 6- I feel panicked when I get a bad grade | 0 | 1 | 2 | 3 | 4 |
| 7- I feel people are too demanding of me | 0 | 1 | 2 | 3 | 4 |
| 8- It does not matter to me when a close friend does not try their hardest | 0 | 1 | 2 | 3 | 4 |
| 9- If I cannot do something perfectly I do not want to do it at all | 0 | 1 | 2 | 3 | 4 |
| 10- List the ways you know how to feel better when you get a bad grade or did not excel at something important to you: | | | | | |

Appendix J

Teacher Post Group Satisfaction Survey

Teacher Post Group Satisfaction Survey

- 1. I saw the program as beneficial to the students in my classroom. 0 1 2 3 4
- 2. The students enjoyed the group sessions. 0 1 2 3 4
- 3. I can see improvements in the in the students' perfectionist behavior. 0 1 2 3 4
- 4. I believe that similar programs in the future will be beneficial to my students. 0 1 2 3 4
- 5. The school counselor appeared to be professional in their duties. 0 1 2 3 4
- 6. I feel more positively about the emotional behavior displayed in my classroom. 0 1 2 3 4

Note. 4 = strongly agree; 3 = agree; 2 = not sure; 1 = disagree; 0 = strongly disagree

Comments you would like to share about the group:

Appendix K

Student Post Group Satisfaction Survey

Student Post Group Satisfaction Survey

1. Did you enjoy being in the group? 0 1 2 3 4
2. Did the group help you? 0 1 2 3 4
3. Did you learn new ways to manage perfectionist emotions? 0 1 2 3 4
4. Were you able to help other members in the group? 0 1 2 3 4
5. Did you feel you could talk openly in the group? 0 1 2 3 4
6. Would you like to be in a group like this in the future? 0 1 2 3 4

Note. 4 = Yes, A lot; 3 = Yes, A little; 2 = Not sure; 1 = Sometimes; 0 = Not at all

Comments about the group:

Appendix L

The Day it All Came Crashing Down Short Story

The Day it All Came Crashing Down

On the May 3rd spelling test, during 5th grade year, it finally happened. Serena Thomas missed a word. It wasn't a particularly hard word either. It was tricky, yes . . . but not particularly hard. Strangely enough, the word was *knowledge*. Serena had left out the *d*. It was a word that she had made careful note of in her mind—telling herself that anyone with *knowledge* most certainly has an *edge* in life. She was quite proud of that little spelling tip. She had made it up herself as she often did with the more difficult words.

She was far from feeling proud on her way home. How would she tell her parents? Her paper shouted at her from her backpack, “96%, Ha! What a loser!” She missed 1 of 25 words. She figured the calculation again to be on the safe side. Yes, it was 96%. It didn't seem fair that missing just one word would lower a grade by 4%! She ought to just crumble up that stinky test and throw it down a storm drain. Well . . . she wouldn't. She would never ever-ever-ever do that. That would be polluting (a word which she learned to spell in 1st grade), and the drains in her neighborhood emptied into a creek. What felt even worse was that she was certain at least four other students in her class had received 100%. Mr. Robertson, her teacher, must have been so disappointed to write the 96% on top of her paper. Maybe he would move her out of the advanced literacy group on Monday—maybe even down to the third or fourth group. It would serve her right.

283. A notebook she kept under her bed where her stupid little brother would never find it was filled with 283 stars. She told no one else about it. Sometimes she would slowly turn the pages and feel the smooth foil stars stuck inside. There were blue stars and red stars and silver and gold ones, too. All kinds of stars--283 of them. Since 1st grade, she had never missed a single spelling word on 283 consecutive spelling tests. After each test, she had come home and carefully placed another star inside her notebook. She hadn't missed an *extra practice word*, not a *challenge word*, not a *super challenge word*. She, in fact, had hardly made even an eraser mark. 283 times in a row!

She wanted to cry. The whole notebook was worthless now. Why even bother with it? Maybe if she left it under the bed, shoved old blankets and toys around it, then no one would ever find it even after she had moved away and withered up and died. Maybe, with any luck, no one would figure out what a true failure she was. How could anyone possibly love her?

Appendix M

Lesson 2 Perfectionism and Irony Cartoon



Appendix N

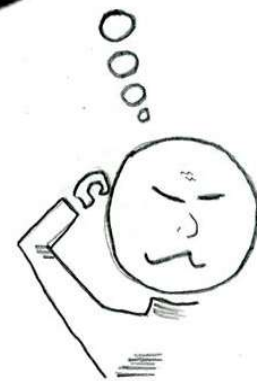
How A Perfectionist Thinks and Feels Worksheet

How a Perfectionist Thinks and Feels

Circle the thoughts or feelings below which you find running through your head from time to time.

I can't do anything right.

<p>I feel embarrassed about mistakes both big and small.</p> <p>I feel nervous when I give an opinion.</p>	<p>I'm stupid. No one could really like me.</p> <p>Things should be done right the first time.</p>
<p>I feel like I can't relax. I don't ever want to be left out or rejected.</p> <p>I can be upset when my regular way of doing things gets interrupted.</p> <p>I don't like it when I can't do the things the way I like.</p>	<p>If I can't do it perfectly, what's the point?</p> <p>I always have to stay ahead of others.</p> <p>I'm a wonderful person if I do well; I'm a lousy person if I do poorly.</p>
<p>I get worried about not getting all the details right.</p>	<p>People shouldn't criticize me; it means I did something wrong.</p>
<p>I get upset with myself when I don't do things just right.</p>	



Be nice to yourself! Why are these thoughts and feelings unfair? Why does thinking or feeling these things actually keep you from doing your best? Why are you still a good and loveable person if you think or feel any of these things?

Appendix O

Perfectionist Permission Form Example

- 1. If teachers and friends expect us to be perfect . . .**
- 2. If we are good people and don't want to disappoint others . . .**
- 3. If we care about how others feel and want them to be proud of us . . .**

THEN OF COURSE WE WILL START TO BE PERFECTIONISTS!



**PERFECTIONISM
PERMISSION SLIP**

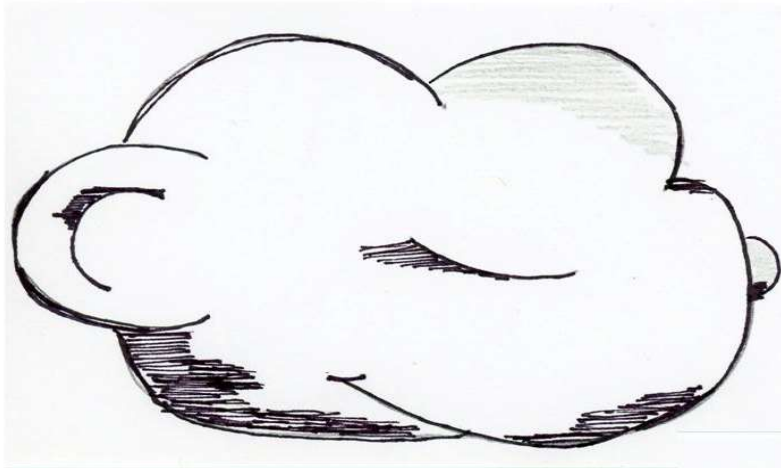
Appendix P

Every Cloud Has A Silver Lining Worksheet

Name _____

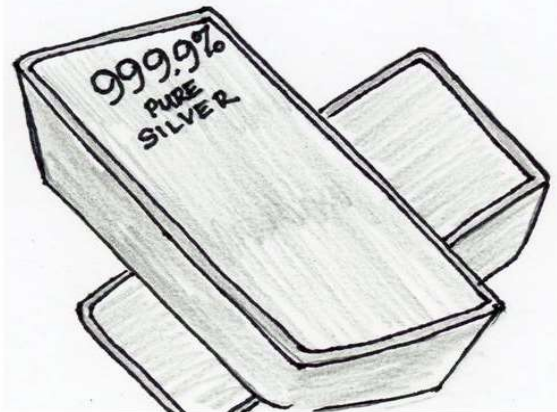
Metaphor Analysis

Bridging the Gap Between Language and the Physical World

Every Cloud has a Silver Lining

What do clouds make you think about? What words and feelings come to mind? Write down these thoughts, words, and feelings on the cloud to the left.

What does silver make you think about? What words and feelings come to mind? Write down these thoughts, words, and feelings on silver bars to the right.



When Ben was eight he got very sick and missed nearly a month of school. He missed his friends and missed playing football after school. While he was feeling so weak, he spent most of his time in bed. He started reading books to pass the time. Soon he discovered how interesting books could be. Since then, he has been one of the best readers in his class. "It just goes to show you," his mother said, "every cloud has a silver lining."

Based on Ben's story and your work above, what does *every cloud has a silver lining* mean? Put the phrase into your own words below.

Appendix Q

In Case of Emergency Tag Template

