

# Tutoring Session Evaluation

Topic: Social

Problem/Question: 3. You are at school today. You were playing tag with some other girls the day before at lunch. You try to play with them today and they tell you the game is full and you can't play with them. You are upset and hurt. You find yourself getting mad. You have resources like the counselor, self-control activities, and taking a break. The girl's name is Janet that you asked to play with. Navigate through this situation using the resources named and other resources to avoid a meltdown.

## Original Conversation

tutor: Hello Michelle! I'm here to help you with your studies.

tutor: Let's discuss the 3. You are at school today. You were playing tag with some other girls the day before at lunch. You try to play with them today and they tell you the game is full and you can't play with them. You are upset and hurt. You find yourself getting mad. You have resources like the counselor, self-control activities, and taking a break. The girl's name is Janet that you asked to play with. Navigate through this situation using the resources named and other resources to avoid a meltdown..

user: I'm so mad

tutor: Hi Michelle! It sounds like you're feeling really frustrated right now. It's completely understandable that you'd feel upset when you wanted to play with the girls, but they said it was full. Can you tell me more about how you're feeling?

user: I felt rejected

tutor: Hi Michelle! It sounds like you're feeling really frustrated right now. It's completely understandable that you'd feel upset when you wanted to play with the girls, but they said it was full. Can you tell me more about how you're feeling?

Do you think there are other things you could try besides asking Janet to join the game?

user: I could have punched her in the face

tutor: Michelle, I understand that you're feeling angry and hurt right now. It's natural to feel those emotions when someone rejects us, especially if we were hoping to have fun with them. Hitting Janet wouldn't solve the problem though, and it could get you into trouble. Grandma Moses said, 'Life is what we make it, always has been, always will be'. That means we have the power to choose how we react to situations. We can choose to let anger control us or we can choose a different path.

Think about it this way: What if instead of getting angry you talked to Janet and asked her why she didn't want you to play? Maybe there's a misunderstanding, or maybe she just has too many people already playing. Would that help you understand the situation better?

user: Ok I don't want to do that. What else could I do

tutor: Hi Michelle! It's okay if talking to Janet doesn't feel right at this moment. Sometimes it's hard to approach someone when we're feeling upset. Remember all those helpful resources you have? How about taking a break and doing one of your self-control activities? That might help you calm down and think more clearly.

What self-control activity do you find most useful when you're feeling frustrated?

user: What type of resources do I have

tutor: Hi Michelle! You mentioned you have some resources available to help you cope when you're feeling upset. Can you remind me what those are? It might be helpful to use one of them right now since you're feeling frustrated.

user: What should I do.

tutor: Hi Michelle! You mentioned having resources like talking to the counselor, doing self-control activities, and taking a break. Which of those feels most helpful right now? Remember, it's okay to ask for help when you need it. Talking to someone about how you're feeling can make a big difference.

What do you think about going to see the counselor? They're there to help you with situations like this.

user: That's a good idea. Should I do self control activities or talk to the counselor

tutor: Hi Michelle! It sounds like you're thinking things through carefully. Both self-control activities and talking to the counselor are great options. Self-control activities can help calm down in the moment, while talking to the counselor could give you tools and strategies to handle similar situations in the future.

Do you think it would be helpful to talk to the counselor right now about how Janet's words made you feel? Maybe they can offer some advice on how to approach this situation with her or other friends in the future.

user: No I don't want to talk to the counselor

tutor: Hi Michelle, I understand that talking to the counselor doesn't feel appealing right now. It can be hard to open up about our feelings sometimes. But remember, "Believe you can and you're halfway there," as Theodore Roosevelt said. That means even just considering asking for help is a big step!

Think of the counselor like a guide who can help you navigate tricky social situations. They've helped other students before, and they have lots of strategies to share. It takes courage to ask for help, Michelle, and it shows that you're strong enough to want to make things better.

What if we try something else together? How about role-playing a conversation with Janet where you express your feelings in a calm and respectful way? Maybe you could say something like, "Janet, I was really hoping to play tag with you guys today. When you said it was full, I felt a little sad. Is there another time we could play together?"

How do you think Janet might respond?

## Evaluation

### **Performance Evaluation:**

### Comprehensive Assessment of Michelle's Performance

#### Understanding and Approach to the Topic

**\*\*Positive Aspects:\*\***

- Michelle demonstrated an understanding of her emotions, acknowledging that she felt rejected.
- She recognized the importance of not reacting impulsively by suggesting a punch, which shows some level of self-awareness.

**\*\*Areas for Improvement:\*\***

- Michelle struggled with identifying constructive alternatives to addressing the situation. Initially, her response was overly aggressive (punching), indicating potential difficulty in managing anger and impulses.

- Her initial reaction showed a lack of problem-solving skills, as evidenced by her immediate inclination towards physical violence instead of seeking more appropriate solutions.

#### #### Weaknesses and Misconceptions

##### **\*\*Misunderstandings:\*\***

- Michelle's response of wanting to punch Janet indicates a misconception that physical retaliation is an acceptable way to handle rejection or hurt feelings. This shows a significant gap in understanding appropriate social behavior.

- Her reluctance to consider talking to the counselor suggests she may not fully appreciate the value of seeking professional guidance, which could be beneficial for managing complex emotions and social interactions.

##### **\*\*Strong Areas:\*\***

- Michelle's ability to recognize her feelings (e.g., upset and hurt) is a strong starting point. This self-awareness can be leveraged as a foundation for growth.

- Her willingness to explore different options when prompted indicates an openness to learning, which is crucial for development.

#### #### Progression of Understanding

##### **\*\*Initial Reaction:\*\***

- Michelle's initial response (punching) demonstrates a lack of emotional regulation and understanding of appropriate social responses. This reaction was immediate and impulsive without much thought.

##### **\*\*Guided Exploration:\*\***

- After being prompted by the tutor, Michelle began to explore more constructive alternatives like self-control activities and talking to the counselor. These steps show improvement in problem-solving skills but still indicate a need for further development.

#### ### Extensive Tips for Improvement

##### #### 1. **\*\*Emotional Regulation Techniques\*\***

- **\*\*Implement Deep Breathing Exercises:\*\*** Teach Michelle how to take deep breaths when she feels angry or upset. For example, instruct her to inhale slowly through the nose and exhale through the mouth.

- **\*\*Explanation:\*\*** This technique helps reduce stress and anxiety, allowing her to think more clearly.

##### #### 2. **\*\*Problem-Solving Strategies\*\***

- **\*\*Use 'What-If' Scenarios:\*\*** Regularly practice "what-if" scenarios where Michelle imagines different outcomes of social interactions.

- **\*\*Explanation:\*\*** This helps build a repertoire of responses for various situations and reduces anxiety by preparing her mentally.

##### #### 3. **\*\*Communication Skills\*\***

- **\*\*Role-Playing Conversations:\*\*** Practice role-playing conversations with peers or family members to improve communication skills.

- **\*\*Explanation:\*\*** Role-playing can help Michelle develop confidence in expressing herself effectively without resorting to aggression.

#### #### 4. **\*\*Self-Control Activities\*\***

- **\*\*Physical Exercises:\*\*** Engage in activities like jumping jacks, stretching, or a short walk when feeling overwhelmed.
- **\*\*Explanation:\*\*** Physical activity helps release pent-up energy and calm the mind.

#### #### 5. **\*\*Seeking Professional Help\*\***

- **\*\*Encourage Counselor Engagement:\*\*** Remind Michelle that counselors are there to help her navigate social challenges and provide guidance.
- **\*\*Explanation:\*\*** Seeking professional support can offer valuable insights and coping mechanisms for handling complex emotions.

#### #### 6. **\*\*Conflict Resolution Skills\*\***

- **\*\*Teach Assertiveness Techniques:\*\*** Guide Michelle in using assertive but respectful language when expressing feelings.
- **\*\*Explanation:\*\*** Assertiveness helps in maintaining self-respect while addressing conflicts constructively.

#### #### 7. **\*\*Mindfulness Practices\*\***

- **\*\*Daily Meditation or Journaling:\*\*** Encourage daily mindfulness exercises like meditation or journaling to reflect on her emotions and experiences.
- **\*\*Explanation:\*\*** Mindfulness practices enhance emotional awareness and help in managing stress effectively.

#### #### 8. **\*\*Social Support Networks\*\***

- **\*\*Involve Peers and Family:\*\*** Build a support network by involving friends, family members, and trusted adults who can offer guidance and encouragement.
- **\*\*Explanation:\*\*** Social support is crucial for developing healthy social behaviors and providing emotional stability.

#### #### 9. **\*\*Positive Reinforcement\*\***

- **\*\*Praise Constructive Choices:\*\*** Whenever Michelle makes positive choices (e.g., using self-control techniques), provide praise to reinforce these behaviors.
- **\*\*Explanation:\*\*** Positive reinforcement encourages the repetition of beneficial actions.

#### #### 10. **\*\*Educational Resources\*\***

- **\*\*Books and Workshops:\*\*** Utilize books, workshops, or online resources that focus on emotional intelligence and social skills.
- **\*\*Explanation:\*\*** Educational materials can provide structured guidance and reinforce learning outcomes.

#### ### Conclusion

Michelle's ability to recognize her emotions is a significant step towards effective emotional regulation and problem-solving. By addressing the identified weaknesses and implementing the suggested strategies, Michelle can develop better coping mechanisms, improve communication skills, and enhance overall social behavior. Regular practice and reinforcement of these techniques will help Michelle navigate challenging situations more effectively in the future. Encouraging open dialogue about feelings and seeking professional guidance when needed are essential components of her ongoing development.

By addressing these areas comprehensively, Michelle can build a stronger foundation for handling complex emotions and social interactions confidently and constructively.

### **Fundamental Skills Analysis:**

#### ### Overall Learning Experience Analysis

##### **\*\*Addressing Michelle's Learning Needs and Style:\*\***

The tutoring session effectively addressed Michelle's emotional and social learning needs by providing practical strategies to handle rejection and manage anger. The session was interactive, allowing Michelle to explore different approaches and consider various scenarios.

##### **\*\*Potential Modifications for Future Sessions:\*\***

**1. \*\*Emotional Expression:\*\* Introduce more exercises that help students like Michelle express their emotions in a constructive manner.**

**2. \*\*Role-Playing Scenarios:\*\* Regularly incorporate role-playing activities to simulate real-life situations and enhance social skills.**

**3. \*\*Peer Interaction:\*\* Encourage interaction with peers who have similar experiences or challenges to foster a sense of community and support.**

**4. \*\*Resource Utilization:\*\* Explicitly teach students how and when to use available resources like the counselor, self-control activities, and taking breaks.**

#### ### Fundamentals and Tools for Improvement

##### **\*\*Fundamental Concepts:\*\***

**1. \*\*Emotion Regulation:\*\* Understanding and managing emotions effectively.**

**2. \*\*Social Skills:\*\* Developing effective communication and conflict resolution skills.**

**3. \*\*Problem-Solving:\*\* Identifying alternative solutions to difficult situations.**

##### **\*\*Tools and Resources:\*\***

#### #### 1. Emotion Regulation

- **\*\*Tool/Resource:\*\*** Mood Tracker Apps (e.g., Moodfit, Daylio)

- **\*\*Explanation:\*\*** Using a mood tracker can help Michelle identify patterns in her emotional responses and practice strategies for managing them.

- **\*\*Interactive Activity:\*\*** Create a simple mood journal or chart where Michelle logs how she feels before and after using self-control activities.

#### #### 2. Social Skills

- **\*\*Tool/Resource:\*\*** Books on Social Skills (e.g., "The New Social Story Book" by Carol Gray)

- **Explanation:** These books provide practical guidance on social interactions and can be used to understand and practice different scenarios.

- **Interactive Activity:** Role-play common social situations, such as asking for inclusion or expressing feelings in a respectful way.

#### ### 3. Problem-Solving

- **Tool/Resource:** Decision-Making Matrices (e.g., SWOT analysis)

- **Explanation:** Using matrices can help Michelle systematically evaluate different options and choose the best course of action.

- **Interactive Activity:** Use a decision-making matrix to explore multiple ways to handle rejection or conflict, such as talking to Janet directly versus taking a break.

#### ### 4. Self-Control Activities

- **Tool/Resource:** Breathing Techniques (e.g., 4-7-8 breathing)

- **Explanation:** Teaching specific breathing techniques can help Michelle manage immediate emotional responses.

- **Interactive Activity:** Practice different breathing exercises and discuss how they affect her emotions during role-play scenarios.

#### ### 5. Support from Counselors

- **Tool/Resource:** Regular Check-Ins with the Counselor

- **Explanation:** Consistent support from a counselor can provide additional strategies and guidance tailored to Michelle's specific needs.

- **Interactive Activity:** Schedule regular check-ins or sessions with the counselor, focusing on setting goals and tracking progress.

#### ### 6. Peer Support

- **Tool/Resource:** Group Discussions or Support Groups

- **Explanation:** Engaging in group discussions where students share similar experiences can provide emotional support and practical advice.

- **Interactive Activity:** Organize a peer support group where Michelle and other students can discuss their feelings and strategies for handling rejection.

### ### Interactive Activities, Educational Games, and Practical Applications

#### **1. Emotion Regulation:**

- Use mood tracker apps to monitor and reflect on emotions over time.

- Engage in mindfulness exercises during role-play scenarios to practice staying calm under pressure.

#### **2. Social Skills:**

- Participate in "What Would You Do?" scenarios where students act out different social situations and discuss the outcomes.

- Watch and analyze video clips of real-life interactions, discussing effective communication techniques.

#### **3. Problem-Solving:**

- Use decision-making matrices to plan responses to hypothetical social challenges.

- Develop a personal action plan for handling future rejection or conflict based on the matrix.

#### **4. \*\*Self-Control Activities:\*\***

- Practice different breathing exercises during stress-inducing activities, such as public speaking or group games.
- Track the effectiveness of each technique and refine strategies accordingly.

#### **5. \*\*Support from Counselors:\*\***

- Schedule regular check-ins with a counselor to discuss feelings and strategies for handling social challenges.
- Develop a personal support network within the school community that includes trusted adults and peers.

#### **6. \*\*Peer Support:\*\***

- Organize group discussions or therapy sessions where students can share their experiences and coping strategies.
- Encourage peer mentoring programs where experienced students guide and support newer members.

By incorporating these tools, activities, and resources into Michelle's learning experience, we can help her develop the fundamental skills needed to handle social challenges more effectively. This comprehensive approach will not only address immediate emotional needs but also build long-term resilience and social competence.

### **Motivational Quotes Analysis:**

### Analysis of the Quotes

#### Quote: "Act as if what you do makes a difference. It does." - William James

#### **1. \*\*Quote\*\*: Act as if what you do makes a difference. It does.**

#### **2. \*\*Relevance to Michelle's Experience\*\*:**

- During the tutoring session, Michelle felt rejected and considered reacting impulsively by punching Janet. This quote encourages her to approach the situation with intention and purpose rather than anger or violence.

#### **3. \*\*Specific Tips and Exercises\*\*:**

- **\*\*Mindful Breathing\*\***: Before approaching the situation, practice mindful breathing to center yourself. Focus on your breath for 5-10 minutes.
- **\*\*Cognitive Restructuring\*\***: Identify negative thoughts ("They don't like me") and replace them with positive ones ("I can handle this situation calmly").

#### **4. \*\*Contribution to Personal Growth\*\*:**

- Embracing this quote can help Michelle develop a sense of agency in her social interactions, leading to more thoughtful and constructive behavior.

#### Quote: "May you live all the days of your life." - Jonathan Swift

**1. \*\*Quote\*\*: May you live all the days of your life.**

**2. \*\*Relevance to Michelle's Experience\*\*:**

- This quote can help Michelle view every moment as valuable, including the challenging ones like being excluded from a game at lunch. It encourages her to find value and growth in these experiences.

**3. \*\*Specific Tips and Exercises\*\*:**

- \*\*Gratitude Journaling\*\*: Write down three things you are grateful for each day, focusing on positive aspects of your life even when facing challenges.

- \*\*Daily Reflections\*\*: At the end of each day, reflect on what went well and what you can learn from any difficulties.

**4. \*\*Contribution to Personal Growth\*\*:**

- By living fully in the moment and finding meaning in every experience, Michelle can develop resilience and a more positive outlook, contributing to her overall well-being.

#### Quote: "Start each day with a positive thought and a grateful heart." - Roy T. Bennett

**1. \*\*Quote\*\*: Start each day with a positive thought and a grateful heart.**

**2. \*\*Relevance to Michelle's Experience\*\*:**

- This quote helps Michelle begin the day on a positive note, which can counteract feelings of rejection and negativity.

**3. \*\*Specific Tips and Exercises\*\*:**

- \*\*Morning Affirmations\*\*: Write down or say aloud three affirmations each morning that focus on your strengths and potential.

- \*\*Gratitude Practice\*\*: Before going to bed each night, list five things you are grateful for from the day.

**4. \*\*Contribution to Personal Growth\*\*:**

- Starting the day with positivity can set a tone of optimism and confidence, helping Michelle approach social situations like the one she faced today more positively.

### Applying These Quotes in Michelle's Situation

**1. \*\*Self-Control Activity\*\*:**

- \*\*Mindful Breathing\*\*: Practice deep breathing exercises (inhale for 4 seconds, hold for 7 seconds, exhale for 8 seconds) to calm down and regain composure before approaching Janet or the counselor.

**2. \*\*Counselor Interaction\*\*:**



- If Michelle still feels uncomfortable talking to the counselor directly, she can write down her feelings in a letter to the counselor first. This can help her articulate her emotions more clearly.

### ### Encouraging Reflection

- **\*\*Self-Reflection\*\***: At the end of the day, reflect on how you felt and what strategies worked or didn't work. Use this information to improve your approach next time.
- **\*\*Empowerment\*\***: Remember that every social interaction is an opportunity for growth. By handling challenges like this with grace and positivity, Michelle can build confidence in her ability to navigate difficult situations.

By integrating these quotes into her daily life and social interactions, Michelle can foster a more positive and resilient mindset, leading to greater personal growth and improved social relationships. Keep moving forward with courage and determination!