Small Group Book Clubs for Urban Adolescent Girls of Color: A School Counseling Intervention

Star L. Zetocha, Grand Valley State University

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Abstract
Research shows that urban adolescent girls of color lack safe spaces to explore issues of identity and improve self-esteem. Counseling interventions that encourage ethnic identity exploration have been shown to increase self-esteem, and a deeper understanding of one’s ethnic identity has been shown to serve as a protective factor against microaggressions and other forms of discrimination. School counselors should foster identity development as a component of the comprehensive school counseling program. Book clubs are an effective means to foster identity and self-esteem development in urban adolescent girls. This project is a guide to be used by urban high school counselors to facilitate small group books clubs for adolescent girls of color. It fills a need by being a ready-to-use plan that counselors, already burdened with high student-to-counselor ratios, can utilize in their schools with little planning on their parts, and it helps urban adolescent girls of color build protective factors against the stressors in their lives.

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Center School Counseling Research Monographs. Group counseling interventions also helped improve students' overall behavioral adjustment (Nelson & Dykeman, 1996; Shechtman, 1993). Cognitive-behavioral groups produced significant increases in self-esteem and academic self-concept of high school students (Bauer, Sapp, & Johnson, 2000). Small group counseling sessions helped to improve racial attitudes with elementary students (Reeder, Douzenis, & Vanderwood, 1997). Group counseling interventions helped to improve the self-concept of children of. Center School Counseling Research Monographs. Page 15. The Adolescent Girls Empowerment Programme (AGEP) was an intervention designed as a catalyst for change for adolescent girls through themselves, to their family and community. Adolescent girls in less developed countries face a variety of risks and challenges in achieving positive and successful transitions to adulthood [2]. In Zambia, a significant proportion of girls enter marriage and/or begin childbearing early, even prior to the expected age of school leaving. CSAs in urban areas were spatially relatively small, perhaps a few hundred metres long and wide, while CSAs in rural areas encompassed multiple kilometres. The assignment of CSAs to the experimental and control arms was conducted through a random selection process at a public lottery. Unfortunately, only a small minority provide family support for parents with adolescent children, especially those in high school, and these programs tend to be taught in class-like settings and aimed at middle-class families. Some of the more innovative programs not only focus on imparting caregiving skills, but also help parents cope with stress in their lives—such as fear for children's well-being—and difficulties in funding appropriate services for their children. Other interventions have focused on providing new opportunities for young people, mediating with schools and law enforcement agencies to change policies, and developing job and community service programs. School-linked health centers convey a number of benefits.