

Small Group Counseling Title/Theme: Coping with Life Changes**Grade Level(s):** 6-8

Small Group Counseling Description: This group is for middle school students who have experienced a significant life change/loss. Examples might include: death of a loved one or parent/guardian divorce. This group will be more effective if group members have similar issues, such as bereavement groups, divorce groups, etc. It is recommended that bereavement and divorce groups should not be mixed to best meet students' needs.

Number of Sessions in Group: 4 + Optional Follow Up Session**Session Titles/Materials:**

Introduction: Establishing Small Group Norms (Establishing norms is important to the group process. This introduction should be used prior to session #1.)

Materials needed:

Chart Paper

Markers

[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)

Session #1: Understanding Life Changes

Materials needed:

[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)[*Commonality Tic-Tac-Toe*](#) poster[*Stages of Grief*](#)[*Taking Care of You!*](#)

Tissue

[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

Session #2: You Are Not Alone

Materials needed:

[*Stages of Grief*](#)[*Taking Care of You!*](#)

Tissue

[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

Session #3: Healing Through Memories

Materials needed:

[*Taking Care of You!*](#)

Poster board and/or boxes (shoe box size with lid)

Markers

Glue and/or tape

Magazines

Foam shapes or other art supplies for memory board collage

Tissue

[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

Unit Assessments

[*Teacher Pre-Post-Group Perception Form \(Document 14\)*](#)

[Group Summary Form \(Document 17\)](#)

[Parent/Guardian Post-Group Perception Form \(Document 15\)](#)

Session #4: Letting Go

Materials needed:

Helium-filled balloons for each student, tied with ribbon and tag

Pens/pencils

Tissue

[Steps in Recovery](#) handout

[Change/Loss Assessment Form](#)

[Teacher/Parent/Guardian Follow-Up Form \(Document 14\)](#)

[Student Post-Group Perception Form \(Document 16\)](#)

Optional Follow Up Session (to be held 4-6 weeks after last group session)

Materials Needed:

8 ½ x 11 paper for each participant; crayons/markers/pencils

Alternative Procedure: Complete the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#)

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

Personal Social Development:

PS.3 Applying personal safety skills and coping strategies

Missouri Comprehensive Guidance Concept(s) and Counseling Concept(s):

PS.3.C. Coping skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

NOTE: The overall purpose of the MCGCP small group counseling units and sessions is to give extra support to students who need help meeting specific Comprehensive Guidance and Counseling Program Grade Level Expectations (GLEs). This small group counseling unit provides a framework that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background knowledge and experiences of your students determines the depth and level of personal exploration required to make the sessions beneficial for your students.

Show-Me Standards: Performance Goals (check one or more that apply)

<input checked="" type="checkbox"/>	Goal 1: gather, analyze and apply information and ideas
<input checked="" type="checkbox"/>	Goal 2: communicate effectively within and beyond the classroom
<input checked="" type="checkbox"/>	Goal 3: recognize and solve problems
<input checked="" type="checkbox"/>	Goal 4: make decisions and act as responsible members of society

Outcome Assessment (acceptable evidence):

UNIT SUMMATIVE SECTION:

Summative assessment relates to the performance outcome for goals, objectives and (GLEs) concepts. Assessment can be survey, student sharing, etc.

[Change/Loss Assessment Form](#)

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of sessions three and four; the forms are attached to the Unit Plan.

Classroom Teacher Assessment:

- The classroom teacher will complete the [*Teacher Pre-Post-Group Perception Form \(Document 14\)*](#) for each student before the starts and after the group has been completed. Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.
- [*Teacher Pre/Post-Group Perception Form \(Document 14\)*](#) will be given to teacher to complete at the end of the group unit.

Parent/Guardian Assessment:

- [*Parent/Guardian Post Group Perception Form \(Document 15\)*](#) will be given to parents/guardians to complete at the end of the group unit.

Student Assessment:

- [*Student Post Group Perception Form \(Document 16\)*](#) will be given to students to complete at the end of the group unit.

Results Based Data Collection:

The counselor will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Counseling section at the Department of Elementary and Secondary Education.

Follow Up Ideas & Activities**Implemented by School Counselor, administrators, teachers, parents/guardians, community partnerships**

Meet individually with each group member two or three weeks after group ends to assess student adjustment and offer continued support.

DOCUMENT 12:

TEACHER/PARENT/GUARDIAN FOLLOW-UP FORM

Note: The Professional School Counselor has the option of sending this form to teachers/ parents/guardians after each group session to keep these individuals informed of student's progress in the group.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

**Today we talked about the following information during our group:
Circle one or more items.**

Friendship	Study Skills	Attendance
Feelings	Behavior	School Performance
Family	Peer Relationships	Other _____

Group Assignment:

I will complete or practice the following at school and/or at home before our next session:

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at
_____ if you have further questions or concerns.

DOCUMENT 13:

STUDENT POST-GROUP FOLLOW-UP INTERVIEW FORM

Note: This document serves as an example of a way to follow students' success in maintaining changes. It may also be used as a means for gathering data about students' perceptions of the effectiveness of the group. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made. The Professional School Counselor (PSC) should make arrangements to talk with group members individually and hold at least one more group session 4-6 weeks after the group has ended. The follow-up session will enable the PSC to assess how students are doing on their goals and the successes they are experiencing as a result of the group. Follow-up sessions provide data that will demonstrate the proven effectiveness of small group counseling.

Follow-up Interviews/Session with Students

Potential Interview Questions:

How are things going?

What specific skills are you practicing now that the group is over?

What was the most useful thing you learned from the group?

What skills would you like to practice?

How are things different for you now?

What is better?

What is in need of improvement?

What progress have you made toward the goals you set for yourself at the end of our group meetings?

How are you keeping yourself accountable?

What suggestions do you have for future groups?

Rank your overall experience on a scale from 5 → 1 : _____

5 = Most positive activity in which I have participated for a long time

4 = Gave me a lot of direction with my needs

3 = I learned a lot about myself and am ready to make definite changes

2 = I did not get as much as I had hoped out of the group

1 = The group was a waste of my time

What contributed to the ranking you gave your experience in the group? What could have made it better?

DOCUMENT 14:

**TEACHER PRE/POST-GROUP PERCEPTION FORM
(SAMPLE 1 OF 2)**

Note: Samples 1 & 2 of Document 14 provide you with examples of two ways to gather data about teachers' post-group perceptions of the effectiveness of the group. **Sample 1** measures teachers' perceptions of the changes the student made as a result of the group experience. **Sample 2** measures the teacher's perceptions of the counseling group as a whole. An advantage to using form 2 is that it parallels [Document 15: Parent/Guardian Post-Group Feedback Form](#) and [Document 16: Student Post-Group Perception Form](#); thus, making it possible to compare teacher, parent and student perceptions of the group experience.

Note: The classroom teacher completes Part 1 of this document before students begin group sessions and completes Part 2 after the group has been completed. This process will provide the school counselor with follow up feedback about individual students who participated in the group.

**Sample 1: Individual Student Behavior Rating Form
(Adapted from Columbia Public Schools' Student Behavior Rating Form)**

STUDENT _____ GRADE _____ TEACHER _____

DATE: Pre-Group Assessment _____ Date: Post-Group Assessment _____

Part 1 - Please indicate rating of pre-group areas of concern in the left hand column.

Part 2 - Please indicate rating of post-group areas of concern in the right hand column.

Pre-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→1 = None)					Student Work Habits/Personal Goals Observed <i>Colleagues, please help evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with all students.</i>	Post-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→1 = None)				
5	4	3	2	1		5	4	3	2	1
					Academic Development					
					Follows directions					
					Listens attentively					
					Stays on task					
					Compliance with teacher requests					
					Follows rules					
					Manages personal & school property (e.g., organized)					
					Works neatly and carefully					
					Participates in discussion and activities					
					Completes and returns homework					
					Personal and Social Development					
					Cooperates with others					
					Shows respect for others					
					Allows others to work undisturbed					
					Accepts responsibility for own misbehavior (e.g., provoking fights, bullying, fighting, defiant, anger, stealing)					
					Emotional Issues (e.g., perfectionism, anxiety, anger, depression, suicide, aggression, withdrawn, low self-esteem)					
					Career Development					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					Add Other Concerns:					

DOCUMENT 14:

TEACHER PRE/POST-GROUP PERCEPTIONS

Note: This document measures the teacher’s perceptions of the effectiveness of the group as a whole. The teacher could complete this form after the last group session has been completed.

(SAMPLE 2 OF 2)

TEACHER PRE/POST-GROUP PERCEPTIONS FORM

One or more of your students participated in a small counseling group about _____. We are seeking your opinion about the effectiveness of the group e.g., students’ relationship with the professional school counselor and other participants in the group and your observations of students’ behavioral/skill changes (positive or negative). We appreciate your willingness to help us meet the needs of all students effectively. The survey is anonymous unless you want us to contact you.

Teacher’s Name (optional): _____ Date: _____

Professional School Counselor’s Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

While students were participating in the group I noticed these changes in their behavior/attitude

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree 3= Neutral 1=Strongly Disagree				
Overall, I would rate my students’ experience in the counseling group as positive.	5	4	3	2	1
Students enjoyed working with other students in the group.	5	4	3	2	1
Students enjoyed working with the counselor in the group.	5	4	3	2	1
Students learned new skills and are using the skills in school	5	4	3	2	1
I would recommend the group experience for other students.	5	4	3	2	1
Additional Comments for Counselor:					

DOCUMENT 15:

PARENT/GUARDIAN POST-GROUP PERCEPTION FORM

Parent/Guardian Feedback Form

Your student participated in a small counseling group about _____. Was this group experience helpful for your student? Following is a survey about your observations of changes (positive or negative) your student made at home while participating in the group at school and since the group ended. The survey will help us meet the needs of all students more effectively. The survey is anonymous unless you want to provide your name for the school counselor to contact you. We appreciate your feedback.

Professional School Counselor: _____ Date: _____

Small Group Title: _____

Before the group started, I hoped my student would learn _____

I've noticed these changes in my student's behavior and/or attitude as a result of participating in the group:

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree 3= Neutral 1=Strongly Disagree				
Overall, I would rate my student's experience in the counseling group as positive	5	4	3	2	1
My student enjoyed working with the other students in the group.	5	4	3	2	1
My student enjoyed working with the counselor in the group.	5	4	3	2	1
My student learned new skills and is using the skills in and out of school.	5	4	3	2	1
I would recommend the group experience to other parents whose students might benefit from the small group.	5	4	3	2	1
Additional Comments:					

DOCUMENT 16:

STUDENT POST-GROUP PERCEPTION FORM (Sample 1 of 2)

Note: This student feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the secondary level form.

STUDENT FEEDBACK FORM

We want your opinion about the effectiveness of your group. We appreciate your willingness to help us make our work helpful to all students. The survey is anonymous unless you want us to contact you.

My Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I wanted to learn _____

Because of the group, I have noticed these changes in my thoughts, feelings, actions:

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree 3= Neutral 1=Strongly Disagree				
Overall, I would rate my experience in the counseling group as:	5	4	3	2	1
I enjoyed working with other students in the group	5	4	3	2	1
I enjoyed working with the counselor in the group.	5	4	3	2	1
I learned new skills and am using the skills in school	5	4	3	2	1
If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"	5	4	3	2	1

Additional Comments for the Counselor:

DOCUMENT 16:

**STUDENT POST-GROUP PERCEPTIONS
(Sample 2 of 2)**

Note: This feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the elementary level form.

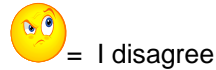
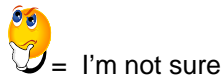
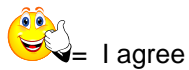
STUDENT FEEDBACK FORM

Directions: Please complete the Student Feedback Form after the last group session.

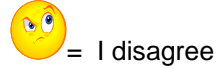
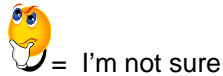
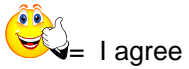
Name: _____ (optional) Date: _____

When I started the group, I wanted to learn about _____
Topic of Group

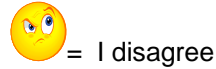
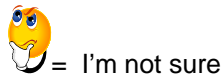
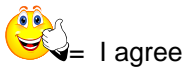
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



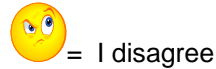
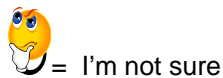
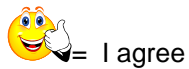
1. Overall, I would rate my experience in the counseling group as:



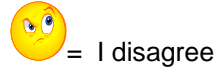
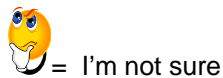
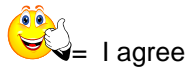
2. I enjoyed working with other students in the group



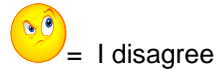
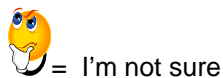
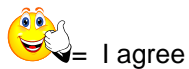
3. I enjoyed working with the counselor in the group.



4. I learned new skills and am using the skills in school.



5. If other students ask me if they should participate in a similar group, I would recommend that they give it a try



Additional comments you would like to share with the counselor:

DOCUMENT 17:

GROUP SUMMARY FORM

Note: This letter may be sent home with students after the last group session.

*(Print on **SCHOOL LETTERHEAD**)*
Comprehensive Guidance and Counseling Program

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear _____,

I have enjoyed getting to know your student in our small group counseling sessions. This week was the last session for our group. During the group sessions we shared information related to a variety of topics. Below is a list of topics discussed during the group sessions.

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Session 6: _____

Comments from the school counselor about your student's progress:

Thank you for your support. Please contact me if you have questions or concerns.

Sincerely,

Professional School Counselor

DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

Group Title: Introduction

This is a sample introduction session for establishing small group norms.

Session Title: Establishing Small Group Norms

Session # 1 of 1

Grade Level: K-12

Estimated time: 30 minutes

Small Group Counseling Session Purpose: To establish small group counseling guidelines, to discuss the purpose of the group, and to begin student self-evaluation process.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

Insert appropriate Strand/Big Idea(s) for the small group in this section.

Missouri Comprehensive Guidance and Counseling Concept(s):

Insert the associated Concept(s) in this section.

American School Counselor Association (ASCA) National Standard:

Insert the appropriate ASCA Standard.

NOTE: The overall purpose of the MCGCP small group counseling units and sessions is to give extra support to students who need help meeting specific Comprehensive Guidance and Counseling Program Grade Level Expectations (GLEs). This small group counseling unit provides a "template" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background and experiences of your students determine the depth and level of personal exploration required to make the sessions beneficial for your students.

INTRODUCTION Materials (include activity sheets and/ or supporting resources)

Chart paper

Markers

[*Small Group Counseling Guidelines \(Document 18\)*](#)

INTRODUCTION Formative Assessment

Share small group counseling guidelines and monitor personal behavior within the group, such as: waiting to speak, listening to what others have to say, and responding to others' statements without putting them down.

INTRODUCTION Session Preparation

Essential Questions: How do people communicate their ideas in a group? How do people treat each other in a group?

Engagement (Hook): What groups do you belong to? What groups would you like to belong to?

INTRODUCTION Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>1. “Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together.” Introduce the <i>Small Group Counseling Guidelines Poster (Document 18)</i>. Students may wish to add additional guidelines suitable for their specific group.</p> <p>When discussing the term, <i>confidentiality</i>, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post <i>Small Group Counseling Guidelines Poster (Document 18)</i>, including any additional guidelines the group develops, for the group to refer to during each group session. Remind students that they will be expected to follow the guidelines during each session.</p> <p>2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. “What were some the positive things that made you feel good when you were with that group? Or, if you didn’t enjoy the group, what would have made the experience better for you?”</p> <p>NOTE: This activity can be done in a number of ways:</p> <ul style="list-style-type: none"> • Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together. • Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval. • Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval. <p>3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next</p>	<p>1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.</p> <p>Students make suggestions for maintaining confidentiality.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> • We treat others as we would like to be treated. • Everyone gets a turn. • Nobody gets left out. • No put-downs. • Take turns when speaking. • Everyone has a chance to share. • Listen when others are speaking. • Put away equipment when you are finished. • Respect each other’s differences. <p>3. Students share ideas about what they would like to learn or achieve.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>few weeks in the group. Record student responses for future reference.</p> <p>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.</p>	<p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor Reflection Notes (completed after the session)

STUDENT LEARNING: How will students' lives be better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

SESSION #1

Group Title: Coping with Life Changes

Session Title: Understanding Life Changes

Session: 1 of 4

Grade Level: 6-8

Estimated Time: 30 minutes

Small Group Session Purpose: Students will learn group guidelines and get to know others in the group. Student will be introduced to the [Stages of Grief](#).

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

Personal Social Development:

PS.3 Applying personal safety skills and coping strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.3.C Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C. Students will understand safety and survival skills.

SESSION #1 Materials (include activity sheets and/ or supporting resources)

[Small Group Counseling Guidelines Poster \(Document 18\)](#)

[Commonality Tic-Tac-Toe](#) poster

[Stages of Grief](#)

[Taking Care of You!](#)

Tissue

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

SESSION #1 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

The session will be informally evaluated by observation of group interaction, responses to open-ended questions and group level of comfort and trust.

SESSION #1 Preparation

Essential Questions: How does life change/loss feel? How can working in a group setting help us to learn about ourselves and how to cope with life change/loss?

Engagement (Hook): [Commonality Tic-Tac-Toe](#) poster activity

SESSION #1 Procedures

Session 1 Professional School Counselor Procedures:	Session 1 Student Involvement:
<ol style="list-style-type: none"> 1. Introduce yourself and explain the purpose of the group. A sample prompt: “This is a loss group, and I know that you have experienced a loss in your life. We will be meeting each week at (day and time) to share with each other how things have changed, how things are going, and how you are feeling. This group will be a place where you can talk openly about how you are feeling.” Group members are instructed to introduce themselves at this time. 2. Share <i>Small Group Counseling Guidelines Poster (Document 18)</i>. Emphasize confidentiality and when you might have to break confidentiality. Add any guidelines the students want to add. 3. Introduce <i>Commonality Tic-Tac-Toe</i> poster on wall and instructs students to put their names in each square that applies to them. 4. Discuss commonalities with group. 5. “Sometimes your friends may not understand what you are going through and you may not have anyone to talk about it with. It seems students feel more comfortable talking about issues like loss when they realize others have had similar experiences.” Invite students to share what loss/losses they have experienced, i.e. separation/divorce of parents/guardians, death of a friend or family member. “Loss is the absence of something important to us. Unlike grief, loss is often permanent.” 6. Introduce the stages of grief/loss and give each student a copy of the <i>Stages of Grief</i> handout. 7. Give each group member a copy of the <i>Taking Care of You!</i> handout. Explain that while each person has his/her own way of dealing with a loss, these are some healthy 	<ol style="list-style-type: none"> 1. Students will learn the purpose and format of the group. Students will introduce themselves. 2. Students will discuss the guidelines and whether any other guidelines need to be added. 3. Students put their names in each square on the <i>Commonality Tic-Tac-Toe</i> poster that applies to them. 4. Group members discuss commonalities. 5. Group members share what loss/losses they have experienced, i.e. separation/divorce of parents/guardians, death of a friend or family member. 6. Group members listen to introduction of stages of grief/loss. 7. Students will review the handout and commit to at least one way of dealing with their loss by writing their plans.

Session 1 Professional School Counselor Procedures:	Session 1 Student Involvement:
<p>suggestions. Ask students to commit to at least one way of dealing with their loss by writing their plans on the handout.</p> <p>8. Closure/Summary: Encourage students to respond to the open-ended statements below:</p> <ol style="list-style-type: none"> Today I learned I... I remembered that I... I was surprised that ... <p>9. Distribute and explain Teacher/Parent/Guardian Follow-Up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>10. Group assignment: Group members are asked to review the Stages of Grief handout and be ready to share what stage they are in for Session 2. Ask students to carry out their plans for taking care of themselves as noted on their Taking Care of You! handout.</p>	<p>8. Closure/Summary: Group members complete one of the open-ended statements of their choosing.</p> <p>9. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Follow-Up Form (Document 12) handout.</p> <p>10. Group Assignment: Group members take the Stages of Grief and Taking Care of You! handouts for review before Session 2.</p>

SESSION #1 Follow-Up Activities (Optional)

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

SESSION #1 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will all students' lives be better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #1

Commonality Tic-Tac-Toe

**Put your name in 3 or 4 squares that represent you.
(PSC will tailor the chart according to group members)**

Dog	Cat	Death
Pizza	Red	Basketball
Blue	X-Box	Swimming

SESSION #1

STAGES OF GRIEF

(PSC will distribute this handout in Session 1 for group members to bring back for Session 2)

SHOCK	"I'm numb, I do not feel anything"
PANIC	"I cannot stand this", crying all the time
DENIAL	"I will be alright, I am okay"
GUILT	"If I had done something else, It is my fault" "I wish I had not said that"
ANGER	"I am so mad" "This isn't fair"
DEPRESSION	"I am so alone," "I just cannot go on"
HOPE	"I am getting through this" "I am feeling better"
ACCEPTANCE	"I still have some bad days but I can make it" "It has been rough but I have learned a lot about myself."

*I must accept that which
I find unacceptable.
I must rebuild that which
I didn't destroy
I must restructure my life-
my dreams-my hopes-my future.
I must-even though it is not of my choosing.*

Wayne Hall

SESSIONS #1, 2, &3

TAKING CARE OF YOU!

1. Eat a balanced diet, exercise and get enough sleep.
2. Surround yourself with people you know who will be kind and nurturing to you.
3. Stay away from harmful substances.
4. Let others know how you feel.
5. Get involved in a fun activity with others.
6. Give yourself some time to relax.
7. Allow time each day to be alone, to be quiet, and to reflect.
8. Take time to nurture yourself.
9. Keep a journal.
10. Listen to great music.

My plans for taking care of myself include:

SESSION #2

Group Title: Coping with Life Changes

Session Title: You Are Not Alone

Session: 2 of 4

Grade Level: 6-8

Estimated Time: 30 minutes

Small Group Session Purpose: Students will identify which stage of grief they are in.

Missouri Comprehensive and Counseling Content Area Strand/Big Idea(s):

Personal Social Development:

PS.3 Applying personal safety skills and coping strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.3.C Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C. Students will understand safety and survival skills.

SESSION #2 Materials (include activity sheets and/ or supporting resources)

[Stages of Grief](#)

[Taking Care of You!](#)

Tissue

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

SESSION #2 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

The session will be informally evaluated by observation of group interaction, responses to open-ended questions and group level of comfort and trust.

SESSION #2 Preparation

Essential Questions: Have you ever lost something very precious to you?

Engagement (Hook): Professional School Counselor (PSC) will share his/her own story regarding a life change/loss.

SESSION #2 Procedures

Session 2 Professional School Counselor Procedures:	Session 2 Student Involvement:
<ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines Poster (Document 18) and group assignment from previous session. Introduce the purpose and expected outcomes of the session. 2. Share your own account of a life change/loss. Ask group members to identify which stage they believe you are in. 3. Ask group members to take turns sharing their stories of change/loss. 4. After group members tell their stories, ask them to share which stage of grief they believe they are presently in. 5. Ask students how they are doing on their plans for taking care of themselves (Taking Care of You! from Session 1). Encourage students to modify their plans if needed. 6. Closure/Summary: Encourage students to respond to the open-ended statements below: <ol style="list-style-type: none"> a) Today I learned that I... b) I remembered that I... c) I was surprised that ... 7. Distribute and explain Teacher/Parent/Guardian Follow-Up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 8. <u>Group assignment</u>: Group members are instructed to bring mementos (photos, letters, and/or other small items) to be used in Session 3. Ask the students to get permission from parents/guardians before bringing items to school. 	<ol style="list-style-type: none"> 1. Students listen while school counselor reads the Small Group Counseling Guidelines Poster (Document 18) and ask questions/make comments about guidelines. Share individual successes and challenges while completing group assignment throughout the past week. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session. 2. Students listen to PSC's story and identify PSC's stage of grief. 3. Group members take turns sharing their life change/loss stories. 4. Group members provide feedback to each member after his/her story has been shared. 5. Students report on their progress and their plans for possible changes. 6. Closure/Summary: Group members complete one of the open-ended statements of their choosing. 7. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Follow-Up Form (Document 12) handout. 8. <i>Group assignment</i>: In the interim, students will collect items for the next session.

Session 2 Professional School Counselor Procedures:	Session 2 Student Involvement:
<p>NOTE: Be aware that some students may not have photographs of themselves or their families. They may bring in magazine pictures or similar objects that remind them of themselves, families, or friends.</p>	

SESSION #2 Follow-Up Activities (Optional)

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

SESSION #2 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will all students' lives be better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #2

STAGES OF GRIEF

(PSC will distribute this handout in Session 1 for group members to bring back for Session 2)

SHOCK	"I'm numb, I do not feel anything"
PANIC	"I cannot stand this", crying all the time
DENIAL	"I will be alright, I am okay"
GUILT	"If I had done something else, It is my fault" "I wish I had not said that"
ANGER	"I am so mad" "This isn't fair"
DEPRESSION	"I am so alone," "I just cannot go on"
HOPE	"I am getting through this" "I am feeling better"
ACCEPTANCE	"I still have some bad days but I can make it" "It has been rough but I have learned a lot about myself."

*I must accept that which I
find unacceptable.
I must rebuild that which
I didn't destroy
I must restructure my life-
my dreams-my hopes-my future.
I must-even though it is not of my choosing.*

Wayne Hall

SESSIONS #1, 2, &3

TAKING CARE OF YOU!

1. Eat a balanced diet, exercise and get enough sleep.
2. Surround yourself with people you know who will be kind and nurturing to you.
3. Stay away from harmful substances.
4. Let others know how you feel.
5. Get involved in a fun activity with others.
6. Give yourself some time to relax.
7. Allow time each day to be alone, to be quiet, and to reflect.
8. Take time to nurture yourself.
9. Keep a journal.
10. Listen to great music.

My plans for taking care of myself include:

SESSION #3

Group Title: Coping with Life Changes

Session Title: Healing Through Memories

Session: 3 of 4

Grade Level: 6-8

Estimated Time: 30 minutes

Small Group Session Purpose: The purpose of this session is to help group members in the healing process by designing memory board collages or memory boxes.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

Personal Social Development:

PS.3 Applying personal safety skills and coping strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.3.C Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C. Students will understand safety and survival skills.

SESSION #3 Materials (include activity sheets and/ or supporting resources)

[Taking Care of You!](#)

Poster board and/or boxes (shoe box size with lid)

Markers

Glue and/or tape

Magazines

Foam shapes or other art supplies for memory board collage

Tissue

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

Unit Assessments (attached to the Unit Plan)

[Teacher Pre-Post-Group Perception Form \(Document 14\)](#)

[Group Summary Form \(Document 17\)](#)

[Parent/Guardian Post-Group Perception Form \(Document 15\)](#)

SESSION #3 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

The session will be informally evaluated by observation of group interaction, responses to open-ended questions and group level of comfort and trust.

SESSION #3 Preparation

Essential Questions: Why are memories important to the healing process?

Engagement (Hook): Professional School Counselor (PSC) will share his/her memento.

SESSION #3 Procedures

Session 3 Professional School Counselor Procedures:	Session 3 Student Involvement:
<ol style="list-style-type: none"> 1. Review <i>Small Group Counseling Guidelines Poster (Document 18)</i>. Ask students how they are doing on their plans for taking care of themselves (<i>Taking Care of You!</i>). Introduce the purpose and expected outcomes of the session. 2. Share your own memento and its significance. 3. Invite group members to share <u>one</u> memento if they choose. 4. “Often pictures or other items help us remember special people or special events with those who have been close to us. That is probably why each of you chose to bring in your special items today. Now, we are going to design memory board collages or decorate memory boxes to represent your loss” 5. Closure/Summary: Encourage students to respond to the open-ended statements below: <ol style="list-style-type: none"> a) Today I learned that I... b) I remembered that I... c) I was surprised that ... 6. Explain that the following week is the last regular meeting of the group and that the session will include a celebration of their successes. Ask group members to help you decide how they would like to celebrate the completion of their group. Remind them to tell you if they want to discuss something before the group ends. 7. Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing a cover letter explaining that the group will be ending after the next session and the 	<ol style="list-style-type: none"> 1. Students listen while school counselor reads the <i>Small Group Counseling Guidelines (Document 18)</i> and ask questions/make comments about guidelines. Students share individual successes and challenges while completing group assignment throughout the past week. Students participate in review and report on their progress. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session. 2. Students listen to PSC’s story regarding his/her memento. 3. Group members take turns sharing their mementos and their significance. 4. Using the poster board or the boxes, the group members will design a personal memory board collage or decorate a memory box that represents a special person (or persons) that they have lost. 5. Closure/Summary: Group members complete one of the open-ended statements of their choosing. 6. Students acknowledge understanding that there will be one more session and decide how to complete their group (a small celebration, sharing information with their teacher, etc.). Students share if there is something they want to discuss. 7. Students commit to taking forms home to their parents/guardians.

Session 3 Professional School Counselor Procedures:	Session 3 Student Involvement:
<p><u>Parent/Guardian Post-Group Perception Form</u> requesting feedback about the group. (Students will complete the <i>Student Post-Group Perception Form (Document 16)</i> during their last session).</p>	

SESSION #3 Follow-Up Activities (Optional)

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

SESSION #3 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will all students' lives be better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSIONS #1, 2, &3

TAKING CARE OF YOU!

1. Eat a balanced diet, exercise and get enough sleep.
2. Surround yourself with people you know who will be kind and nurturing to you.
3. Stay away from harmful substances.
4. Let others know how you feel.
5. Get involved in a fun activity with others.
6. Give yourself some time to relax.
7. Allow time each day to be alone, to be quiet, and to reflect.
8. Take time to nurture yourself.
9. Keep a journal.
10. Listen to great music.

My plans for taking care of myself include:

SESSION #4

Group Title: Coping with Life Changes

Session Title: Letting Go

Session: 4 of 4

Grade Level: 6-8

Estimated Time: 30 minutes

Small Group Session Purpose: The purpose of Session 4 is to help group members attain closure.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

Personal Social Development:

PS.3 Applying personal safety skills and coping strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.3.C Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C. Students will understand safety and survival skills.

SESSION #4 Materials (include activity sheets and/ or supporting resources)

Helium-filled balloons for each student, tied with ribbon and tag

Pens/pencils

Tissue

[Steps in Recovery](#) handout

[Change/Loss Assessment Form](#)

[Teacher/Parent/Guardian Follow-Up Form \(Document 14\)](#)

[Student Post-Group Perception Form \(Document 16\)](#)

[Parent/Guardian Post-Group Perception Form \(Document 15\)](#)

SESSION #4 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

The session will be informally evaluated by observation of group interaction, responses to open-ended questions and group level of comfort and trust.

SESSION #4 Preparation

Essential Questions: Why is it important to “let go”?

Engagement (Hook): Professional School Counselor (PSC) leaves the room and returns with balloon bouquet and says “Today is the day we ‘let go’ ”.

SESSION #4 Procedures

Session 4 Professional School Counselor Procedures:	Session 4 Student Involvement:
<ol style="list-style-type: none"> 1. Review <i>Small Group Counseling Guidelines Poster (Document 18)</i> with an emphasis on post-group confidentiality. Remind participants that even though the group is over, other group members will trust them not to tell other people about what another person said or did in the group. Remind students about your responsibility to protect their confidentiality, too. 2. Collect <i>Parent/Guardian Post-Group Perception Form (Document 15)</i>; make arrangements to get the form from participants who did not bring it to the group. 3. Discuss the <i>Steps in Recovery</i> handout, giving each student a copy. Link previous session activities with the information on the handout. “Session 1, we discussed the nature of loss. Session 2, we discussed the grieving process. Session 3, we decorated posters/boxes to commemorate the loss. Session 4, we are going to focus on letting go and saying goodbye in order to go on.” 4. Give each student a balloon and instruct them to write a personal phrase on their balloon tags, which express their feelings regarding their loss. (PSC should also participate in this activity, writing on his/her balloon tag.) 5. Share the message that you have written on your balloon tag. Allow students to share their personal phrases with the group. Thank each group member for sharing their personal statements as they are given. Allow time for members to express support or words of encouragement to each other. 6. After the group members have all shared their personal statements, explain, “Now that each of us has had time to share our feelings about our losses, it is time to say goodbye and let go of those feelings.” 7. “We are going to let go of those feelings by releasing them with our balloons.” Take students 	<ol style="list-style-type: none"> 1. Students participate in review by telling what post-group confidentiality means for them. 2. Students give you their form; if they do not have it, they commit to the day they will bring it to you. 3. Students will participate in discussion. 4. Students write personal phrases on their balloon tags. 5. Students take turns sharing their personal phrases with the group or offer support to each other. 6. Group members listen to the counselor’s explanation and attach their tags to the balloons. 7. Students release their balloons, saying goodbye aloud or to themselves.

Session 4 Professional School Counselor Procedures:	Session 4 Student Involvement:
<p>outside to release their balloons and encourage them to say goodbye, either silently or out loud, as the balloons take flight.</p> <p>8. Closure/Summary: Encourage students to respond to the open-ended statements below. “As a result of my group experience, I ...:</p> <ul style="list-style-type: none"> a) Learned that I... b) Remembered that I... c) Was surprised that I ... <p>9. If a follow-up session is planned, remind students that it will be held in 4-6 weeks.</p> <p>10. Students complete the Student Post-Group Perception Form (Document 16). Give each student a Group Certificate of Completion for completing the group. Celebrate the closing of the group.</p> <p>11. Group assignment: Allow time for group members to complete “Change/Loss Assessment Form.”</p>	<p>8. Closure/Summary: Group members complete one of the open-ended statements of their choosing.</p> <p>9. Students confirm that they have written the date for the follow-up session in their assignment books/planners.</p> <p>10. Students complete the Student Post-Group Perception Form (Document 16). The students celebrate the closure of their group and accept their certificates.</p> <p>11. Group assignment: Group members complete “Change/Loss Assessment Form.”</p>

SESSION #4 Follow-Up Activities (Optional)

After this session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

SESSION #4 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will all students’ lives be better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #4

STEPS IN RECOVERY

- 1. Understanding and recognizing the loss-**We have a need to make sense out of loss. We lose more than just one thing when we experience death, trauma, or change.
- 2. Grieving-**It is okay to feel and deal with symptoms of grief. These feelings can return many times and happen to many people. Allow yourself to feel whatever it is you are feeling and the process of growth will happen. Let others support and comfort you through the hard times
- 3. Commemoration-**Acknowledge the loss and find positive ways to remember.
- 4. Going on-** Learn to live with loss and reinvest in life again. Believe in yourself-you can do it.

SESSION #4

Change/Loss Assessment Form

1 = Not at all	2 = Sometimes	3 = Unsure	4 = Frequently	5 = Very often
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Using the scale above, rate the following statements:

1. Prior to the group experience I was aware of my stage of grief. _____
2. I know the stages of change/loss. _____
3. I know how to heal from loss. _____
4. I know how to help someone else heal from a loss. _____
5. This group helped me understand that everyone experiences loss at one time or another. _____
6. This group helped me recover from my loss. _____



Group Certificate of Completion



Student's Name

successfully completed the

“ _____ ” group on _____.

_____ practices self-management by



WAY TO GO!

Professional School Counselor

OPTIONAL FOLLOW-UP SESSION**Group Title:** Coping with Life Changes**Session Title:** How Are You Doing?**Session:** Follow-up (4-6 weeks after last session)**Grade Level:** 6-8**Estimated time:** 30-45 minutes

Small Group Counseling Follow-up Session Purpose: The Professional School Counselor (PSC) may facilitate one more group session 4 to 6 weeks after the group has ended. This session helps the PSC track students' persistence and success in applying new skills and making changes in their lives. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made during the group sessions.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

Personal Social Development: PS.3 Applying personal safety skills and coping strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.3.C Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C. Students will understand safety and survival skills.

OPTIONAL FOLLOW-UP SESSION**Materials (activity sheets and/ or supporting resources are attached)**

8 ½ x 11 paper for each participant; crayons/markers/pencils

Alternative Procedure: Complete the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#).

Discuss after completing.

OPTIONAL FOLLOW-UP SESSION Formative Assessment

This session does not require a formative assessment. It is a way for the PSC to measure students' perceptions of the group's effectiveness over time.

Alternative Procedure: Use the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#) as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

OPTIONAL FOLLOW-UP SESSION Preparation**Essential Questions:** What does everyone have in common in this group?**Engagement (Hook):** How are you different as a result of this group?

OPTIONAL FOLLOW-UP SESSION Procedures

Professional School Counselor Procedures: Optional Follow-up Session

Note for PSC: The group follow-up session will give participants a chance to celebrate each other’s successes over time.

1. Welcome students back to the group. Remind them again about the [Small Group Counseling Guideline Poster \(Document 18\)](#) - they still hold true!
2. Invite each student to tell one thing he or she remembers from the group meetings. “I remember _____.”
3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4. Give the directions for the quadrants one at a time. When all quadrants have been completed, invite students to share one quadrant at a time; discuss responses before going to the next quadrant.

1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.
3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.

4. An option for gathering student feedback during the follow-up session is to use the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#). Discuss with students after they have completed the form.

Student Involvement: Optional Follow-up Session

1. Students participate in the review of the guidelines by telling what they remember and by reminding each other of what the guidelines mean
2. Students contribute a concrete example of something they remember about the group.
3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. On-topic sharing will be acknowledged by school counselor. Young students need encouragement as they learn to stay focused.
4. Alternative Procedure: Students complete the form and discuss their responses.

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

If students completed the (optional) [Student Post-Group Follow-Up Interview Form \(Document 13\)](#), use the responses to prepare a data summary and report of group’s effectiveness.

OPTIONAL FOLLOW-UP SESSION Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students’ lives better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?