

Small Group Counseling Title/Theme: Coping With Life Changes
Grade Level(s): 9-12

Small Group Counseling Description: This group is for high school students who have experienced a significant life change/loss. Examples might include: death of a loved one, parent/guardian divorce,. This group will be more effective if group members have similar issues, such as bereavement groups, divorce groups, new student groups, etc. It is recommended that bereavement and divorce groups be kept separate.

Number of Sessions in Group: 4 + Optional Follow-Up Session

Session Titles/Materials:

Introduction: Establishing 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 \(Document 18\)](#)

Session # 1: Understanding Grief and Loss

Materials needed:

[Understanding Loss](#)

Notebooks for reflection journal

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

[Teacher/Parent/Guardian Small Group Session Follow-Up \(Document 12\)](#)

Session # 2: Stages of Grief

Materials needed:

[Stages of Grief](#)

[Teacher/Parent/Guardian Small Group Session Follow-Up \(Document 12\)](#)

Reflection journals

Session# 3: Coping with the Stress of Loss

Materials needed:

[Taking Care of You!](#)

Reflection journals

[Teacher/Parent/Guardian Small Group Session Follow-Up \(Document 12\)](#)

Unit Assessments (attached to the Unit Plan)

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

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

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

Session # 4: Steps to Recovery

Materials needed:

Crystal ball

[Taking Care of You!](#)

[Steps In Recovery](#)

- Blank paper
- Colored pencils
- Reflection journals

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

[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 \(Document 13\)](#)

Discuss after completing.

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:

- A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- B: Students will make decisions, set goals and take necessary action to achieve goals.

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)

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	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, whip around, etc.

Students will apply and demonstrate coping and self-management skills to life activities.

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 Perceptions 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 P_RO_BE Model (Partnerships in Results Based Evaluation). For more information about P_RO_BE, contact the Guidance and Counseling section at the Department of Elementary and Secondary Education.

Follow Up Ideas & Activities

Implemented by counselor, administrators, teachers, parents, community partnerships
Check with students periodically in regard to their coping skills in everyday life activities.

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:					

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

Note: This cover letter and parent feedback form may be sent home with students after the last group session.

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.

 = I agree  = I'm not sure  = I disagree




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

 = I agree  = I'm not sure  = I disagree




2. I enjoyed working with other students in the group

 = I agree  = I'm not sure  = I disagree




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

 = I agree  = I'm not sure  = I disagree

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

 = I agree  = I'm not sure  = I disagree

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

 = I agree  = I'm not sure  = I disagree

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):

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

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

Professional School Counselor Procedures:	Student Involvement:
<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 (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 (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 few weeks in the group. Record student responses</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.

Professional School Counselor Procedures:	Student Involvement:
<p>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>3. Students share ideas about what they would like to learn or achieve.</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 Grief and Loss

Session 1 of 4

Grade Level: 9-12

Estimated Time: 30 Minutes

Small Group Counseling Session Purpose: Students will understand loss and will be introduced to journaling as a coping skill.

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:

A: Acquire Self-Knowledge

B: Self Knowledge Application

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

[Understanding Loss](#)

Notebooks for reflection journal

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

[Teacher/Parent/Guardian Small Group Session Follow-Up \(Document 12\)](#)

SESSION #1 Formative Assessment

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

Assessment can be question answer, performance activity, etc.

Students will be able to discuss personal losses in their lives.

SESSION #1 Preparation

Essential Questions: What is a loss?

Engagement (Hook): What types of losses would you consider as a reason to grieve?

SESSION #1 Procedures

Session 1 Professional School Counselor Procedures:

1. Following the group introduction and/or “Hook,” welcome students to the group. Discuss the [Small Group Counseling Guidelines \(Document 18\)](#) with the group. Emphasize confidentiality and when you might have to break confidentiality. Add any guidelines the students want to add.

Session 1 Student Involvement:

1. Students give feedback regarding the group guidelines. Students introduce themselves.

Session 1 Professional School Counselor Procedures:	Session 1 Student Involvement:
<p>2. Introduce the purpose and expected outcomes of the session.</p> <p>3. Pass out Understanding Loss worksheet.</p> <p>4. Begin discussion by asking students to share information from the Understanding Loss worksheet. Ask them to explain their choices. Allow other students to offer feedback.</p> <p>5. Ask students to discuss what makes some losses harder to deal with than others.</p> <p>6. “Everyone has losses, but we may deal with them in different ways. Some are harder to accept than others. Briefly, describe a loss that has occurred in your life that you are dealing with right now.” (PSC may choose to lead this exercise by offering information about a personal loss.)</p> <p>7. Closure/Summary: Introduce the reflection journal as a way to process grief and loss. “One way to deal with grief or loss is to write about it and the feelings associated with it. You do not have to share your entries with the group, unless you want to. Allow students time to write in their reflection journals, letting them know that they might not finish during this session. (NOTE: Some students may be more comfortable drawing pictures that represent their feelings versus writing about them at this point.) If students have difficulty coming up with ideas for entries, some sample topics might be: losses in my life, losses others have experienced, places or people that help me feel better.</p> <p>8. Distribute and explain Teacher/Parent/Guardian Small Group Session Follow-Up (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in</p>	<p>2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p> <p>3. Students follow directions on the worksheet.</p> <p>4. Students share the information from their worksheets and offer explanations regarding their choices. Students may also offer feedback to each other.</p> <p>5. Students discuss the topic.</p> <p>6. Students briefly share their personal losses.</p> <p>7. Closure/Summary: Students will begin their journal entry for the day. If they have not finished, students may be given the option of either taking their journals home with them to complete <u>or</u> leaving them in the PSC’s office to complete before next session.</p> <p>8. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Small Group Session Follow-Up (Document 12) handout.</p>

Session 1 Professional School Counselor Procedures:	Session 1 Student Involvement:
<p>group.</p> <p>9. Group assignment: Ask students to complete journal entry before next session.</p>	<p>9. Group assignment: Students complete journal entry.</p>

Session #1 Follow-Up Activities (Optional)

Ask someone you know if they have experienced a loss and how did they get through it. What coping skills did they use? 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

Understanding Loss

Check the following situations you would consider a loss.

- _____ death of a love one
- _____ losing your favorite socks
- _____ getting a failing grade
- _____ breaking up with a boy/girl friend
- _____ parents/guardians get a divorce
- _____ death of a pet
- _____ remarriage of parent/guardian
- _____ a broken bone
- _____ a friend moving
- _____ a parent/guardian being diagnosed with a life-threatening illness
- _____ moving to a new home
- _____ being caught cheating
- _____ being convicted of a crime
- _____ a car crash
- _____ being assaulted
- _____ having money stolen
- _____ changing schools

SESSION #2

Group Title: Coping With Life Changes	
Session Title: Stages of Grief	Session: 2 of 4
Grade Level: 9-12	Estimated Time: 30 minutes
Small Group Session Purpose: Students will understand the stages of grief and apply them.	
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 Concept(s): PS.3.C. Coping Skills	
American School Counselor Association (ASCA) National Standard: Personal/Social Development: A: Acquire Self-Knowledge B: Self Knowledge Application	

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

<p><u>Stages of Grief</u> <u>Teacher/Parent/Guardian Small Group Session Follow-Up (Document 12)</u> Reflection journals</p>
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SESSION #2 Formative Assessment

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will verbalize their current stage of grief.</p>
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SESSION #2 Preparation

<p>Essential Questions: What are the Stages of Grief?</p> <p>Engagement (Hook): Have group members attempt a <i>group circle sit</i>. The whole group stands in a very close circle. They have to figure out how to sit down at the same time so that each person is supporting the other and not fall down. They will be sitting on the bent legs of the person right behind them. Discuss how when we have sources of support we rely on each other and count on each other to be there for us.</p>

SESSION #2 Procedures

Session 2 Professional School Counselor Procedures:	Session 2 Student Involvement:
<p>1. Review <u>Small Group Counseling Guidelines (Document 18)</u> and group assignment from previous session. “Would someone like to share their journal entry from last week?” (Do not pressure students to share.) Introduce the purpose and expected outcomes of the session.</p>	<p>1. Students will participate in review. Share individual successes and challenges while completing group assignment throughout the past week. A student may volunteer to share their journal entry. Students respond to session purpose/outcome by asking</p>

Session 2 Professional School Counselor Procedures:	Session 2 Student Involvement:
<p>2. Present the information from the handout on Stages of Grief. Ask students for their understanding about the information. Discuss examples of each stage.</p> <p>3. “Last week, all of you were asked to talk to someone who has experienced a loss in their lives and find out how they dealt with it. Coping skills are the ways people deal with loss.” Ask students to share what they learned from their conversations. Ground rules for this activity include: protecting the privacy of the person they talked to and discussing the loss in general terms. For example, “When I talked to my person, I found out that their dad had died when they were my age.” Then ask each student to explain how that person dealt with the loss, once again speaking in general terms. “They decided to focus more on their homework to get good grades because their dad had not graduated from high school.” Then ask the student to identify which stage of grief they think that person is in now.</p> <p>4. Closure/Summary: Allow students time to write in their reflection journals, letting them know that they might not finish during this session. (NOTE: Some students may be more comfortable drawing pictures that represent their feelings versus writing about them at this point.) Ask students to add Stages of Grief handouts to reflection journals. This week’s topic might be to write about their personal loss and which stage of grief they are presently experiencing or what they learned from their interview.</p> <p>5. Distribute and explain Teacher/Parent/Guardian Small Group Session Follow-Up (Document 12) form. Send a copy home with each student and provide a copy to classroom teacher(s) of student in group</p> <p>6. Group assignment: Ask students to think about and observe healthy ways to deal with grief and loss.</p>	<p>questions and/or identifying personal goals for the session.</p> <p>2. Students review the Stages of Grief and participate in discussion.</p> <p>3. Each student will go through the process in turn, as directed by the PSC.</p> <p>4. Closure/Summary: Students will begin their journal entry for the day. If they have not finished, students may be given the option of either taking their journals home with them to complete <u>or</u> leaving them in the PSC’s office to complete before next session. Students will add handouts to reflection journals.</p> <p>5. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Small Group Session Follow-Up (Document 12) handout.</p> <p>6. Group assignment: Students will complete task.</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

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*

SESSION #3

Group Title: Coping With Life Changes

Session Title: Coping with the Stress of Loss

Session: 3 of 4

Grade Level: 9-12

Estimated Time: 30 minutes

Small Group Session Purpose: Students will become aware of the stressors in their lives that impact the grieving process and how to cope.

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:

A: Acquire Self-Knowledge

B: Self Knowledge Application

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

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

Reflection journals

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

Unit Assessments (attached to the Unit Plan)

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

[*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.

Students will identify ways to take care of themselves.

SESSION #3 Preparation

Essential Questions: Why are coping skills important to the grieving process?

Engagement (Hook): “In the first two sessions, we talked about ways people deal with loss. Stress in everyday life, along with loss, is difficult for most of us. What are some ways that people deal with loss and stress?” On a board or butcher paper, the PSC draws two columns with no titles. As students call out various ways that people deal with loss or stress, the PSC will write the student responses, categorizing their answers according to positive (healthy) or negative (harmful) coping mechanisms. When the students have finished, the PSC will ask the students what the responses have in common in each column. For example:

Doing drugs	Hanging out with friends
Being a loner	Journaling
Cutting school	Exercising

The responses on the left are harmful, or negative, coping mechanisms, while the responses on the right are healthy, or positive, coping mechanisms.

SESSION #3 Procedures

<p>Session 3 Professional School Counselor Procedures:</p>	<p>Session 3 Student Involvement:</p>
<ol style="list-style-type: none"> 1. Review the Small Group Counseling Guidelines (Document 18) and group assignment from previous lesson. Introduce the purpose and expected outcomes of the session. 2. 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. 3. “What is something you do for yourself?” 4. Distribute worksheet Taking Care of You!. Discuss the list of ways to take care of oneself during a stressful time of loss. “Are there other ways to take care of yourself that are not harmful?” 5. Ask students to make a plan to stay healthy, using the Taking Care of You! worksheet. (This is the journal activity for this session. Once students have finished, they may put their plans in their journals.) 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 	<ol style="list-style-type: none"> 1. Students will participate in review. 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 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. 3. Students respond. 4. Respond to Taking Care of You! list and offer further suggestions. 5. Make the plan and place Taking Care of You! worksheet in journals. 6. Students listen and brainstorm ideas for completion of their group.

Session 3 Professional School Counselor Procedures:	Session 3 Student Involvement:
<p>the group ends.</p> <p>7. Closure/Summary: Lead the discussion on individual plans.</p> <p>8. Group assignment: Encourage students to put their plans into action.</p>	<p>7. Closure/Summary: Discuss the plans.</p> <p>8. Group assignment: Students will put their plans into action.</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 #3 & 4

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

PLAN TO TAKE CARE OF MYSELF

How has your loss affected how you take care of yourself?

What can you do differently that will help you deal with the stress from your loss? What are some coping strategies that may assist with those stressors?

What is your plan to deal with your loss and the stress in a healthy way?

SESSION #4

Group Title: Coping With Life Changes

Session Title: Steps to Recovery

Session: 4 of 4

Grade Level: 9-12

Estimated Time: 30 minutes

Small Group Counseling Session Purpose: Students will recognize the process of grieving and develop coping skills to assist in the healing of their loss.

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:

A: Acquire Self-Knowledge

B: Self Knowledge Application

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

Crystal ball

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

[*Steps In Recovery*](#)

Blank paper

Colored pencils

Reflection journals

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

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

SESSION #4 Formative Assessment

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

Assessment can be question answer, performance activity, etc.

Student can personally assess their state of recovery and determine if more time is needed in a group or individually.

SESSION #4 Preparation

Essential Questions: What does a path of recovery entail?

Engagement (Hook): Bring in a crystal ball and ask students to project where they see themselves in five years.

SESSION #4 Procedures

Session 4 Professional School Counselor Procedures:	Session 4 Student Involvement:
<ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines (Document 18) 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. Discuss group assignment from previous session. Introduce the purpose and expected outcomes of the session. 2. “Last week, we developed coping plans, how is that going for everyone?” (Taking Care of You! activity) 3. Distribute and discuss the Steps in Recovery. Ask students to explain what each step means to them. 4. Talk about commemorations and going on with life. “One of the ways to commemorate and move on is to design a life path with special events that have happened to you from your birth until the present and projecting into your future.” 5. Closure/Summary: Have the students share the highlights of their life path projects and ask them to star the experience which has had the most impact on their lives so far. After discussion, have the students add their life path projects to their reflection journals. 6. If a follow-up session is planned, remind students that it will be held in 4-6 weeks. 7. Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing a Group Summary Form (Document 17) explaining that the group ended and a Parent/Guardian Post Group Perception Form (Document 15). 8. Students complete the Student Post-Group 	<ol style="list-style-type: none"> 1. Students will participate in review by telling what post-group confidentiality means for them. 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 share. 3. Students participate in discussion. 4. Using blank paper, students draw a line/path, adding points commemorating special times in their lives and where they see themselves in the future. 5. Closure/Summary: Students discuss their life path projects. Add activities to reflection journal. 6. Students confirm that they have written the date for the Follow-up Session in their assignment books/planners. 7. Students will commit to giving their parents/guardians the Parent/Guardian Post Group Perception Form (Document 15). 8. Students complete the Student Post-

Session 4 Professional School Counselor Procedures:	Session 4 Student Involvement:
<p><i>Perception Form (Document 16)</i>. Celebrate the closing of the group.</p> <p>9. Group assignment: Have students write in their reflection journals. Topics may be: “What I have learned about myself during this group. Ways I can help myself adjust to my stresses and loss. Where I see myself in the next five years.”</p>	<p><i>Group Perception Form (Document 16)</i>. The students celebrate the closure of their group.</p> <p>9. Group assignment: Students will respond to the prompt(s).</p>

SESSION #4 Follow-Up Activities (Optional)

Periodically check on students and their progress. 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 #3 & 4

TAKING CARE OF YOU!

11. Eat a balanced diet, exercise and get enough sleep.
12. Surround yourself with people you know who will be kind and nurturing to you.
13. Stay away from harmful substances.
14. Let others know how you feel.
15. Get involved in a fun activity with others.
16. Give yourself some time to relax.
17. Allow time each day to be alone, to be quiet, and to reflect.
18. Take time to nurture yourself.
19. Keep a journal
20. Listen to great music

PLAN TO TAKE CARE OF MYSELF

How has your loss affected how you take care of yourself?

What can you do differently that will help you deal with the stress from your loss? What are some coping strategies that may assist with those stressors?

What is your plan to deal with your loss and the stress in a healthy way?

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 deal with symptoms of grief. Those feelings can return many times. These feelings are proof you are a person. Acknowledge your feelings and the growing process 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-** Learning to live with loss and reinvesting in life again.

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: 9-12

Estimated Time: 30-45 minutes

Small Group Counseling Follow-up Session Purpose: The Professional School Counselor (PSC) may facilitate at least one more group session 4-6 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 and Social Development:

PS.3.Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.3.A. Safe and Healthy Choices

PS.3.B. Personal Safety of Self and Others

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.

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 [Follow-Up Feedback Form for Students](#) 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 Guidelines \(Document 18\)](#)- 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. Complete all quadrants. 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. **Alternative Procedure:** 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. School counselor will acknowledge on-topic sharing.
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 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?

