

**Small Group Counseling Title/Theme:** Coping With Life Changes Unit 1

**Grade Level(s):** K-2

**Small Group Counseling Description:** This group is to provide students an opportunity to develop strategies to handle the changes that occur due to divorce or separation. The group will develop and share strategies to help them with the logistics and emotions attached to such changes.

**Number of Sessions in Group:** Introduction, 4 Sessions, and Optional Follow Up Session

**Session Titles/Materials:**

Introductions: 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 Poster \(Document 18\)](#)

Session # 1: Making Introductions

Materials needed:

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

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

[Paper doll people](#) (If your building has die-cut people, you can use this as your pattern.)

2 large paper or poster board houses

[Feelings Poster](#) for each member

Large sheet of construction paper

Folder for each member

Session # 2: Feelings Associated with Change

Materials needed:

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

[Feelings Thermometer](#)

Stickers

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

[Feelings Poster](#) for each member

Session# 3: Changing Feelings and What to Do About Them

Materials needed:

[Coping Strategies](#)

Picture or stuffed animal/puppet of porcupine

Picture or stuffed animal/puppet of teddy bear

Markers

[Feelings Poster](#)

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

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

Unit Assessments (attached to the Unit Plan)

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

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

Session # 4: Weather Our Feelings

Materials needed:

Markers

Chart paper or poster board

Umbrella

Sunglasses for Professional School Counselor (Optional: Sunglasses for each member)

[Feelings Poster](#)

[Small Group Counseling Guidelines Poster \(Document 12\)](#)

[Certificate of Completion](#)

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

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

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

Materials needed:

8 ½ x 11 piece of paper and markers for each student

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 and Social Development:

PS.1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2. Interacting With Others in Ways that Respect Individual and Group Differences

PS.3. Applying Personal Safety Skills and Coping Strategies

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

PS.1.A. Self-Concept

PS.1.B. Balancing Life Roles

PS.2.A. Quality Relationships

PS.2.B. Respect for 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.

**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 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)**

<b>X</b>	Goal 1: gather, analyze and apply information and ideas
<b>X</b>	Goal 2: communicate effectively within and beyond the classroom
<b>X</b>	Goal 3: recognize and solve problems

X	Goal 4: make decisions and act as responsible members of society
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### Summative Assessment:

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

#### **Summative Assessment of Student Achievement:**

The students will identify how family changes/divorce affects each of them physically and emotionally.

**The students will generate group and individual lists of positive coping strategies and illustrate a strategy that works best for them individually.**

#### **Perceptual Data Collection:**

The following end-of-group perceptual data collection forms will be used as a part of Sessions 3 & 4; 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 group starts and after the group ends. 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.

#### Parent/Guardian Assessment:

- [Parent/Guardian Post-Group Perception Form \(Document 15\)](#) (sent home with students in Session 3; parents/guardians complete and return form with students the following week.)

#### Student Assessment:

- [Student Post-Group Perception Form \(Document 16\)](#) (students complete during Session 4)

#### **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 Placement section at the Missouri Department of Elementary and Secondary Education.

### Follow Up Ideas & Activities

Parent/Guardian Workshops; follow-up group meetings; newsletter articles for Counselor's Corner. 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.

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
					<b>Academic Development</b>					
					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					
					<b>Personal and Social Development</b>					
					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)					
					<b>Career Development</b>					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					<b>Add Other Concerns:</b>					

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				
	5	4	3	2	1
Overall, I would rate my students’ experience in the counseling group as positive.					
Students enjoyed working with other students in the group.					
Students enjoyed working with the counselor in the group.					
Students learned new skills and are using the skills in school					
I would recommend the group experience for other students.					

**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 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):**

Personal and Social Development:

PS.1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2. Interacting With Others in Ways that Respect Individual and Group Differences

PS.3. Applying Personal Safety Skills and Coping Strategies

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

PS.1.A. Self-Concept

PS.1.B. Balancing Life Roles

PS.2.A. Quality Relationships

PS.2.B. Respect for 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.

**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 Poster \(Document 18\)\*](#)

**INTRODUCTION Formative Assessment**

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

**Assessment can be question answer, performance activity, etc.**

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 <a href="#"><i>Small Group Counseling Guidelines Poster (Document 18)</i></a>. 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 <a href="#"><i>Small Group Counseling Guidelines Poster (Document 18)</i></a>, 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"> <li>• 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.</li> <li>• 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.</li> </ul>	<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"> <li>• We treat others as we would like to be treated.</li> <li>• Everyone gets a turn.</li> <li>• Nobody gets left out.</li> <li>• No put-downs.</li> <li>• Take turns when speaking.</li> <li>• Everyone has a chance to share.</li> <li>• Listen when others are speaking.</li> <li>• Put away equipment when you are finished.</li> </ul>

<b><i>Professional School Counselor Procedures:</i></b>	<b><i>Student Involvement:</i></b>
<ul style="list-style-type: none"> <li>• Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval.</li> </ul> <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 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>	<ul style="list-style-type: none"> <li>• Respect each other’s differences.</li> </ul> <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.

**Small Group Counseling Title:** Coping with Life Changes Unit 1

**Session Title:** Making Introductions

**Session #** 1 of 4

**Grade Level:** K-2

**Estimated Time:** 20-30 minutes

**Small Group Counseling Session Purpose:** The purpose of this session is to introduce group members and have them explain about their family situation to the other members. The other main purpose of this session is to explain the small group counseling guidelines.

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

Personal and Social Development:

PS.1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2. Interacting With Others in Ways that Respect Individual and Group Differences

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

PS.1.A. Self-Concept

PS.1.B. Balancing Life Roles

PS.2.A. Quality Relationships

PS.2.B. Respect for Self and Others

**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.

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

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

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

[Paper doll people](#) (If your building has die-cut people, you can use this as your pattern.)

2 large paper or poster board houses

[Feelings Poster](#) for each member

Large sheet of construction paper

Folder for each member

**SESSION #1 Formative Assessment**

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

**Assessment can be question answer, performance activity, etc.**

Use the [Feelings Poster](#)—one smiley (to represent that they liked the session), one straight-mouthed (session was okay) and one face with a frown (to represent that they didn't like the session). Have each student circle the face that represents how they felt about the lesson. Have students put their finished feelings poster in their folder.

**SESSION #1 Preparation**

**Essential Questions:** How do we deal with changes in our lives?

**Engagement (Hook):** Use paper doll people and houses to illustrate family members.

**SESSION #1 Procedures**

<b>Professional School Counselor Procedures:</b>	<b>Student Involvement:</b>
<p>1. Following the group introduction and/or “Hook,” welcome students to the group. Discuss the <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> with the group. Emphasize confidentiality and when you might have to break confidentiality. Add any guidelines the students want to add. Display the poster to reference during each group session.</p> <p>2. Let each student introduce him or herself.</p> <p>3. Introduce the purpose and expected outcomes of the session.</p> <p>4. Have <a href="#">paper doll people</a> in the middle of the table for students to use when illustrating their families. Ask students to use the cut outs to show who lives with them in their homes. Emphasize to students that they may have more than one home in which they live and belong.</p> <p>5. Ask questions, such as: What are some things that you enjoy doing with your mom? With your dad?</p> <p>6. Show students the <a href="#">Feelings Poster</a> evaluation. Explain how to complete the sheet and have students work on it.</p> <p>7. Closure/Summary: Explain that the purpose of the group is to share and help one another in handling a tough situation. Have them name their group and create a poster together.</p> <p>8. Distribute &amp; Explain <a href="#">Teacher/Parent/Guardian Follow-Up Form (Document 12)</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>1. Students will listen and review the guidelines by telling what each one looks and sounds like. Students will add any rules they find necessary.</p> <p>2. Introductions are made.</p> <p>3. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p> <p>4. Students will label the cut outs with family name and explain who lives in each house.</p> <p>5. Students will share information.</p> <p>6. Students circle the face that best represents their feelings about the session.</p> <p>7. Closure/Summary: Students will name their group and make a poster representing their group.</p> <p>8. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-Up Form (Document 12)</a>.</p>

**SESSION #1 Follow-Up Activities (Optional)**

Call parent/guardian to see if they have any questions about the group. Send a postcard home with information for parents/guardians on making their child's transition easier. 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)**

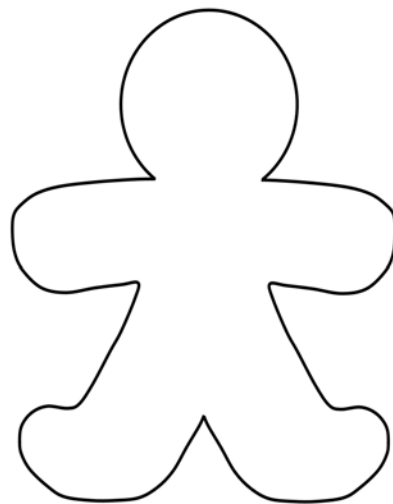
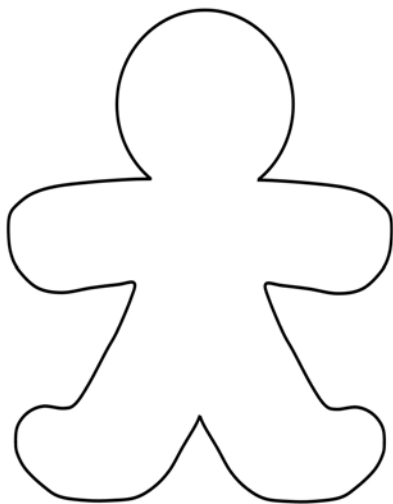
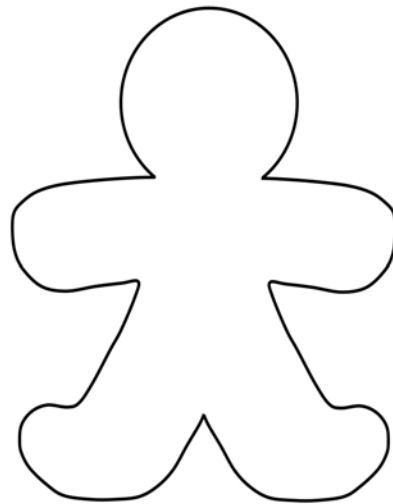
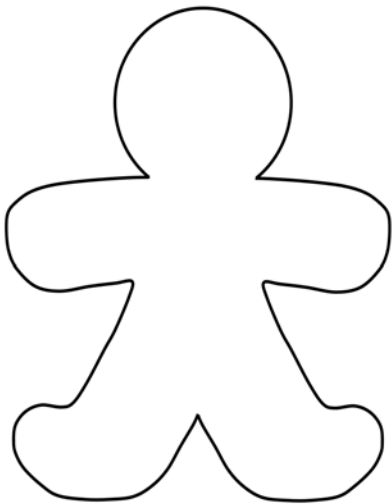
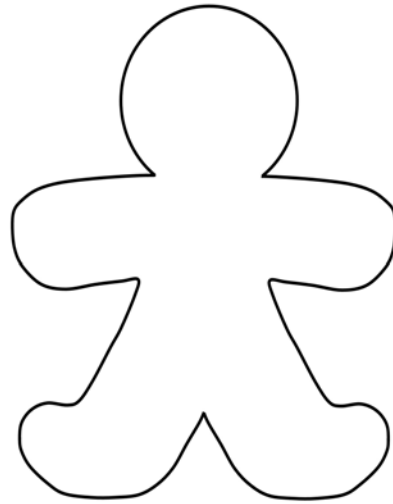
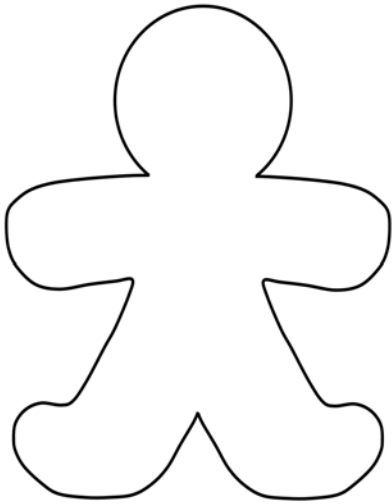
*STUDENT LEARNING: How are all students' lives better as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*



**SESSION # 1 Paper Doll People**





## FEELINGS POSTER



**Small Group Counseling Title** Coping With Life Changes Unit 1

**Session Title:** Feelings Associated with Change      **Session #** 2 of 4

**Grade Level:** K-2

**Estimated Time:** 20-30 min.

**Small Group Counseling Session Purpose:** The purpose of this session is to identify the feelings associated with the family change and discuss issues through the format of a game.

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

Personal and Social Development:

PS.1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2. Interacting With Others in Ways that Respect Individual and Group Differences

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

PS.1.A. Self-Concept

PS.1.B. Balancing Life Roles

PS.2.A. Quality Relationships

PS.2.B. Respect for Self and Others

**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.

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

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

[Feelings Thermometer](#)

Stickers

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

[Feelings Poster](#) for each member

**SESSION #2 Formative Assessment**

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

**Assessment can be question answer, performance activity, etc.**

Students will complete the "[Feelings Poster](#)" evaluation of the session.

**SESSION #2 Preparation**

**Essential Questions:** How do we identify feelings?

**Engagement (Hook):** Using the [Feelings Thermometer](#) to show how they feel about changes in their family.

SESSION #2 Procedures

Session 2 Professional School Counselor Procedures:	Session 2 Student Involvement:
<ol style="list-style-type: none"> <li>1. Welcome members to the group. Review the <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and group assignment from previous session. Ask why those guidelines are important.</li> <li>2. Introduce the purpose and expected outcomes of the session. Explain that everyone in the group has a different family structure and living arrangements. “What’s that like for you?”</li> <li>3. Explain that we are going to use thermometers today to share some of the feelings people might have when their moms and dads don’t live together. Give each student a <a href="#">Feelings Thermometer</a>. Read through the different categories. Have the students place a sticker on the thermometer, reflecting how they feel about that situation. Ask them to discuss their choices.</li> <li>4. Have students complete the <a href="#">Feelings Poster</a> evaluation. Have students place it in their folders.</li> <li>5. Closure/Summary: Close by telling the students that all of their feelings are normal and okay. “Next time we will talk about ways to deal with those feelings.” Encourage them to talk with their moms and dads about their feelings. Let them know that the counselor is also happy to talk with them about their feelings.</li> <li>6. Distribute and explain <a href="#">Teacher/Parent/Guardian Follow-Up Form (Document 12)</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</li> <li>7. Group Assignment: Ask students to share their <a href="#">Feelings Thermometers</a> with their moms and/or dads.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen while school counselor reads the <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and ask questions/make comments about guidelines. Share individual successes and challenges while completing group assignment throughout the past week.</li> <li>2. Students respond to session purpose/outcome by asking questions. Students share their living arrangements.</li> <li>3. Students place stickers on the Feelings Thermometer and discuss their choices.</li> <li>4. Students complete session <a href="#">Feelings Poster</a> evaluation and place in their folders.</li> <li>5. Closure/Summary: Students will talk to the counselor if needed.</li> <li>6. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-Up Form (Document 12)</a>.</li> <li>7. Group Assignment: Students will share their <a href="#">Feelings Thermometers</a> with their moms and/or dads.</li> </ol>

**SESSION #2 Follow-Up Activities (Optional)**

Meet with students who indicate unhappiness with the session and/or demonstrated concerns during the session. 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 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?*

**SESSION #2**  
**Feelings Thermometer**

			
			How I feel when I'm with my mom
			How I feel when I'm playing
			How I feel when I'm with my dad
			How I feel when I hear my parents argue
			How I feel when I finish my chores
			How I feel when I'm with my favorite people
			How I feel when I leave my mom or dad
			How I feel when everyone gets along



## FEELINGS POSTER



**Small Group Counseling Title:** Coping With Life Changes Unit 1

**Session Title:** Changing Feelings and What to Do About Them      **Session #** 3 of 4

**Grade Level:** K-2

**Estimated Time:** 20-30 min.

**Small Group Counseling Session Purpose:** The purpose of this session is to identify the feelings associated with the family change and discuss strategies in dealing with their uncomfortable feelings.

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

Personal and Social Development:

PS.1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2. Interacting With Others in Ways that Respect Individual and Group Differences

PS.3. Applying Personal Safety Skills and Coping Strategies

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

PS.1.A. Self-Concept

PS.1.B. Balancing Life Roles

PS.2.A. Quality Relationships

PS.2.B. Respect for 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.

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

[Coping Strategies](#)

Picture or stuffed animal/puppet of porcupine

Picture or stuffed animal/puppet of teddy bear

Markers

[Feelings Poster](#)

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

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

Unit Assessments (attached to the Unit Plan)

[Teacher Pre-Post-Group Perception 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 volunteer what they've learned so far in the group sessions.



**SESSION #3 Preparation**

**Essential Questions:** Why is it important to learn good ways to handle feelings?

**Engagement (Hook):** Show the students the porcupine and the teddy bear. “Today, we will talk about how these two animals relate to our feelings.”

**SESSION #3 Procedures**

Professional School Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Welcome members to the group. Review <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and group assignment from previous session. Introduce the purpose and expected outcomes of the session.</li> <li>2. Ask if anyone shared their <a href="#">Feeling Thermometers</a> with their moms or dads. “What did your mom and/or dad think?”</li> <li>3. “Last session, we talked about the feelings we had about certain situations in our families and in our lives. Some of those feelings were good, some were so-so, and some were not so good. It's important for us to know our feelings, but it's also important for us to know what to do about those feelings. That's what today's session is all about: how to handle our feelings.”</li> <li>4. Show students the porcupine and the teddy bear. Ask students with which animal they would rather cuddle.</li> <li>5. “Think about your families and the things that cause you to have porcupine feelings?”</li> <li>6. Have students continue thinking about their families. “What things happen that cause you to have teddy bear feelings?”</li> <li>7. “What kinds of things can you do to change the prickly feelings to more cuddly ones?” Make a list of student suggestions. If students have difficulty coming up with strategies, refer to the <a href="#">Coping Strategies</a> list.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen while PSC reads the <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and ask questions/make comments about guidelines. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</li> <li>2. Students share individual successes and challenges while completing group assignment throughout the past week.</li> <li>3. Allow students to offer comments.</li> <li>4. Students will respond.</li> <li>5. Students offer suggestions.</li> <li>6. Students discuss different feelings and the causes.</li> <li>7. Students offer suggestions.</li> </ol>

Professional School Counselor Procedures:	Student Involvement:
<p>8. Have students draw pictures depicting the changes from prickly feelings to cuddly ones.</p> <p>9. Have students complete the <a href="#">Feelings Poster</a> evaluation. Have students place it in their folders.</p> <p>10. Closure/Summary: “All feelings are normal and are okay. It’s very important to know how we handle those feelings. We need good ways to make ourselves feel better when not-so- good things happen.”</p> <p>11. Group Assignment: Tell students to practice one of the strategies that they learned to do to help them feel better when they are experiencing prickly feelings.</p> <p>12. 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.</p> <p>13. Distribute and explain <a href="#">Teacher/Parent/Guardian Follow-Up Form (Document 12)</a>. Provide a copy to classroom teacher(s) of students in group. Give the students an envelope containing the <i>Follow-Up Form</i> for their parents/guardians, along with the <a href="#">Parent/Guardian Post-Group Perception Form (Document 15)</a> requesting feedback about the group. (Students will complete the <a href="#">Student Post-Group Perception Form (Document 16)</a> during their last session).</p>	<p>8. Students will draw pictures.</p> <p>9. Students will complete their <a href="#">Feelings Poster</a> and put it in their folders.</p> <p>10. Closure/Summary: Students will listen.</p> <p>11. Group Assignment: Student will practice one of the strategies that were discussed today.</p> <p>12. 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.). They let you and the group know if there is something they want to discuss.</p> <p>13. Students commit to taking the <a href="#">Teacher/Parent/Guardian Follow-Up Form (Document 12)</a> home to their parents/guardians. Students commit to returning the <a href="#">Parent/Guardian Post-Group Perception Form (Document 15)</a> at the next session.</p>

**SESSION #3 Follow-Up Activities (Optional)**

Keep in contact with classroom teachers to see how students are doing. See individual students who may be having difficulty (Give teachers the [Teacher Pre/Post-Group Perception Form \(Document 14\)](#). 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 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?*

**SESSION #3**

**Coping Strategies**

Exercise  
Pound your pillow  
Write in a journal  
Draw  
Talk with a friend  
Bike  
Play with clay  
Do a craft  
Write a letter and then tear it up  
Tear up old newspaper  
Color  
Paint  
Play outdoors  
Watch a funny movie  
Read  
Play a game  
Eat healthy foods  
Get extra sleep



## FEELINGS POSTER



**Small Group Counseling Title:** Coping with Life Changes Unit 1

**Session Title:** Weather Our Feelings

**Session #** 4 of 4

**Grade Level:** K-2

**Estimated Time:** 20-30 min.

**Small Group Counseling Session Purpose:** The purpose of session 4 is to identify the myriad of changes that have occurred in their lives and to reinforce their ability to cope with change.

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

Personal and Social Development:

PS.1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2. Interacting With Others in Ways that Respect Individual and Group Differences

PS.3. Applying Personal Safety Skills and Coping Strategies

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

PS.1.A. Self-Concept

PS.1.B. Balancing Life Roles

PS.2.A. Quality Relationships

PS.2.B. Respect for 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.

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

Markers

Chart paper or poster board

Umbrella

Sunglasses for Professional School Counselor (Optional: Sunglasses for each member)

[Feelings Poster](#)

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

[Certificate of Completion](#)

[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.**

Students will share one change that they've successfully weathered in the past year.

**Session Preparation**

**Essential Questions:** How do we cope with changes?

**Engagement (Hook):** Display an open umbrella.

**Procedures**

Session 4 Professional School Counselor Procedures:	Session 4 Student Involvement:
<ol style="list-style-type: none"> <li>1. Welcome members to the group. Review <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> 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.</li> <li>2. Ask who would like to share with the group about how well they did since the last session with changing porcupine feelings into teddy bear feelings.</li> <li>3. Collect <a href="#">Parent/Guardian Post-Group Perception Form (Document 15)</a>; make arrangements to get the form from participants who did not bring them to the group.</li> <li>4. Introduce the purpose and expected outcomes of the session.</li> <li>5. “What kind of weather is it today?” Keep the umbrella out and say to the group that we are going to pretend it is a rainy/stormy day. Draw rain and rain clouds on the chart paper/poster board on the floor/table. Ask students to choose their color of marker and add a picture showing how they feel on a rainy day on the chart paper/poster board. “Which animal goes with this picture: the prickly porcupine or the cuddly teddy bear?”</li> </ol>	<ol style="list-style-type: none"> <li>1. Students participate in review by telling what post-group confidentiality means for them. Students listen while school counselor reads the <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and ask questions/make comments about guidelines.</li> <li>2. Students share individual successes and challenges while working on the group assignment.</li> <li>3. Students give you the form; if they do not have it, they commit to the day they will bring it to you.</li> <li>4. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</li> <li>5. Students will draw their rainy day feelings on the group picture. Students will share their rainy day feelings with the group. Students will share which animal goes with this picture.</li> </ol>

Session 4 Professional School Counselor Procedures:	Session 4 Student Involvement:
<p>6. Put on the sunglasses. Tell the students that we are now going to pretend it is a sunny day. On a new piece of chart paper/poster board, draw a picture of the sun on the floor/table. Ask students to choose a new color marker and add a picture showing how they feel on a sunny day. “Which animal goes with this picture: the prickly porcupine or the cuddly teddy bear?”</p> <p>7. Closure/Summary: “Can we control the weather? Can we control what mommy and daddy do? What can we control? We can control how we react to rainy days and sunny days. Rainy days don’t last forever.” Optional: Give students sunglasses to wear to celebrate sunny day feelings.</p> <p>8. Students complete the <i>Student Post-Group Perception Form</i>. Hand out a <a href="#">Certificate of Completion</a> to each member and their folders.</p> <p><b>If a follow-up session is planned</b>, remind students that it will be held in 4-6 weeks.</p> <p>9. Group assignment: Tell students to continue using the coping strategies we discussed.</p>	<p>6. Students will draw their sunny day feelings on the group picture. Students will share their sunny day feelings with the group. Students will share which animal goes with this picture.</p> <p>7. Closure/Summary: Students will discuss the summary questions.</p> <p>8. Students will complete the <a href="#">Student Post-Group Perception Form (Document 16)</a>. The students celebrate the closure of their group and accept their <a href="#">certificates</a>.</p> <p>Student volunteer will put a sticker on the counselor’s calendar to remind the group of when they will meet for the Follow-up Session</p> <p>9. Group assignment: Students will continue using their strategies.</p>

**Follow-Up Activities (Optional)**

Maintain contact with classroom teachers, with students having issues, and parent/guardian. 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.

**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?*





## FEELINGS POSTER



# *Group Certificate of Completion*



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Student's Name

*successfully completed the*

*“ \_\_\_\_\_ ” group on \_\_\_\_\_.*

*\_\_\_\_\_ practices self-management by*

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**WAY TO GO!**

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Professional School Counselor

### OPTIONAL FOLLOW-UP SESSION

**Small Group Counseling Title:** Handling Family Changes/Divorce

**Session Title:** How Are You Doing?

**Session:** Follow-up (4-6 weeks after last session)

**Grade Level:** K-2

**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 Perception Form \(Document 16\)](#). 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 Guidelines 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. 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 Perception Form \(Document 16\)](#). 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 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?*

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:**