

Small Group Counseling Title/Theme: Handling Family Changes/Divorce**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: 4 + Optional Follow Up Session**Session Titles/Materials:**

Session # 1: Introductions

Materials needed:

[Small Group Counseling Guidelines](#)[Teacher/Parent/Guardian Small Group Session Follow-Up](#)[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](#)[Feelings Thermometer](#)

Stickers

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

Unit Assessments (attached to the Unit Plan)

[Teacher Pre-Post-Group Perception: Individual Student Behavior Rating Form](#)[Teacher Feedback Form: Overall Effectiveness of Group](#)[Request for Feedback from Parents/Guardians \(Cover Letter\)](#)[Parent/Guardian Feedback Form: Overall Effectiveness of Group](#)

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](#)
[Certificate of Completion](#)
[Teacher/Parent/Guardian Small Group Session Follow-Up](#)
[Student Feedback Form: Overall Effectiveness of Group](#)

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 [Follow-Up Session Feedback Form for Students](#).

Missouri Comprehensive Guidance Strand/Big Idea:

Personal and Social Development:
 PS.1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities
 PS.2. Interaction With Others in Ways that Respect Individual and Group Differences

Missouri Comprehensive Guidance 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 National Standard (ASCA):

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 MCGP 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 "shell" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background knowledge and experiences of your students determines the depth and level of personal exploration required to make the sessions beneficial for your students.

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

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

Outcome Summative Assessment: acceptable evidence of student achievement

Summative assessment relates to the performance outcome for goals, objectives and (GLE) 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: Individual Student Behavior Rating Form*](#) 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.
- [*Teacher Feedback Form: Overall Effectiveness of Group*](#) (teacher completes at the end of the group).

Parent/Guardian Assessment:

- [*Parent/Guardian Feedback Form: Overall Effectiveness of Group*](#) (sent home with students in Session 3; parents/guardians complete and return form with students the following week.)

Student Assessment:

- [*Student Feedback Form: Overall Effectiveness of Group*](#) (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.

Note to Professional School Counselor: *The classroom teacher will complete Part 1 of this form before students begin their small group sessions. The teacher will complete Part 2 of this form after the group ends. This process will provide the school counselor with follow up feedback about individual students who participated in the group.*

SMALL GROUP COUNSELING
TEACHER PRE-POST-GROUP PERCEPTIONS
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 = HIGH→1 = LOW)	Student Work Habits/Personal Goals Observed <i>Colleagues, will you please help us 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 = HIGH→1 = LOW)
	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 mis-behavior (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:	

Note to Professional School Counselor: This form measures the teacher's perceptions of the overall effectiveness of the group. Teachers complete after Session 4.

**SMALL GROUP COUNSELING
 TEACHER POST-GROUP PERCEPTIONS:**

TEACHER FEEDBACK FORM: OVERALL EFFECTIVENESS OF GROUP

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 being the highest and 1 the lowest), please circle your opinion about the following

What do you think?	5=High					1=Low
	5	4	3	2	1	
Overall, I would rate my students' experience in the counseling group as:	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:

Note to Professional School Counselor: Send this COVER LETTER and the Parent/Guardian Feedback Form home with students after Session 3.

SCHOOL LETTERHEAD
Comprehensive Guidance Program

Request for Feedback from Parents/Guardians

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear Parent/Guardian,

I have enjoyed getting to know your child in our small group counseling sessions. Next week will be 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: _____

Comments about your child's progress:

Attached is a feedback form. I would appreciate input from you about your child's experience in the small group. Please complete the attached **Parent/Guardian Feedback Form** and send the completed form back to school with your child by _____.

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

Sincerely,

Professional School Counselor

Note to Professional School Counselor: Send cover letter and this Parent/Guardian Feedback Form home with students after Session 3.

SMALL GROUP COUNSELING PARENT/GUARDIAN POST-GROUP PERCEPTIONS

Parent/Guardian Feedback Form: Overall Effectiveness of Group

Your child participated in a small counseling group about _____. Was this group experience helpful for your child? Following is a survey about changes (positive OR negative) your child 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 the school counselor to contact you. We appreciate your willingness to help us

Professional School Counselor: _____

Date: _____

Small Group Title: _____

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

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

Using a scale of 5 to 1 (5 being the highest and 1 the lowest), please circle your opinion about the following

What do you think?	5=High	4	3	2	1=Low
Overall, I would rate my child's experience in the counseling group as:	5	4	3	2	1
My child enjoyed working with the other students in the group	5	4	3	2	1
My child enjoyed working with the counselor in the group.	5	4	3	2	1
My child 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/guardians whose children might benefit from the small group.	5	4	3	2	1

Additional Comments:

Note to Professional School Counselor: *The Student Feedback Form measures the student's perceptions of the overall effectiveness of the group using the same questions as teachers' and parents answer on their feedback forms. Students complete during the last session. This form may be adapted and used at the upper elementary, middle school or high school levels.*

**SMALL GROUP COUNSELING
 STUDENT POST-GROUP PERCEPTIONS:**

STUDENT FEEDBACK FORM: OVERALL EFFECTIVENESS OF GROUP

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 being the highest and 1 the lowest), please circle your opinion about the following

What do you think?	5=High					1=Low
	5	4	3	2	1	
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:						

Note to Professional School Counselor: This form measures the student's perceptions of the overall effectiveness of the group using the same questions as teachers' and parents answer on their feedback forms. Students complete during the last session. This form is most appropriate for use at the K-2 and 3-5 levels.

SMALL GROUP COUNSELING POST-GROUP FOLLOW UP WITH STUDENTS

Level: Elementary

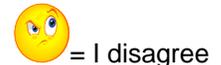
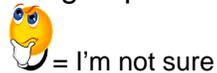
Student Feedback Form: Overall Effectiveness of Group

Directions: Please complete the Student Feedback Form after completion of the unit.

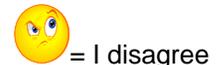
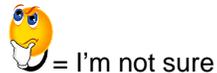
Name: _____ (optional) Date: _____

When I started the group, I wanted to learn _____ about
(the topic of the group).

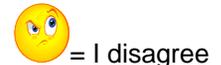
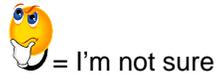
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



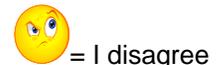
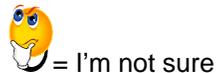
1. Overall, I enjoyed working in the group:



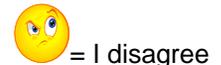
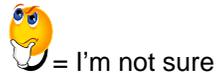
2. I enjoyed working with other students in the group



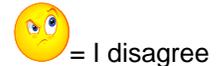
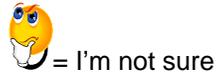
3. I enjoyed working with the counselor in the group.



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



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



Additional comments you would like to share with the school counselor:

POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

(OPTIONAL SESSION scheduled 4-6 weeks after group ends)

Level: Elementary/Middle School/High School

Note to Professional School Counselor: *The Follow-up Session Feedback Form for Students may be used in several ways, e.g., as an alternative "Procedure" for the post-group follow-up session, as a discussion guide, or (if post-group follow-up session is NOT scheduled) as a guide for interviewing individual students 4-6 weeks after the group ends. Adapt as appropriate for developmental level of students.*

FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name: _____ (optional) Date: _____

Questions:

1. What specific skills are you practicing now that the group is over?
2. What was the most useful thing you learned from the group?
3. What could you use more practice on?
4. How are things different for you now?
5. What Progress have you made toward the goals you set for yourself at the end of our group meetings?
6. How are you keeping yourself accountable?
7. What suggestions do you have for future groups?
8. Circle your overall experience in the group on a scale from 1 → 5 _____
1=Most positive activity in which I have participated for a long time
2=Gave me a lot of direction with my needs
3=I learned a lot about myself and am ready to make definite changes
4=I did not get as much as I had hoped out of the group
5=The group was a waste of my time
9. What specific "things" contributed to the ranking you gave your experience in the group?
10. What would have made it better?

Additional comments you would like to share with the school counselor:

Small Group Counseling Title: Handling Family Changes/Divorce**Session Title:** Introduction**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 Strand/Big Idea:

Personal and Social Development:

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

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

Missouri Comprehensive Guidance 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 National Standard (ASCA):

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](#)[Teacher/Parent/Guardian Small Group Session Follow-Up](#)[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 Assessment

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 can I handle my family changes?**Engagement (Hook):** Use paper doll people and houses to illustrate family members.

SESSION #1 Procedures

Session 1 Professional School Counselor Procedures:	Session 1 Student Involvement:
<ol style="list-style-type: none"> 1. Following the group introduction and/or “Hook,” welcome students to the group. Discuss the Small Group Counseling Guidelines (attached) with the group. Emphasize confidentiality and when YOU (as the counselor) might have to break confidentiality. Add any guidelines the students want to add. See poster example of Small Group Counseling Guidelines. Display the poster to reference during each group session. 2. Introduce the purpose and expected outcomes of the session. 3. Have paper doll people 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 two homes (mom's house and in dad's house). Emphasize to students that they have two homes in which they live and belong. 4. Ask questions, such as: What are some things that you enjoy doing with your mom? With your dad? 5. Show students the Feelings Poster evaluation. Explain how to complete the sheet and have students work on it. 6. 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. 7. Distribute & Explain Teacher/Parent/Guardian Small Group Session Follow-Up. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 	<ol style="list-style-type: none"> 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. 2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session. 3. Students will label the cut outs with family name and explain who lives in each house. 4. Students will share information. 5. Students circle the face that best represents their feelings about the session. 6. Closure/Summary: Students will name their group and make a poster representing their group. 7. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Small Group Session Follow-Up handout.

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.

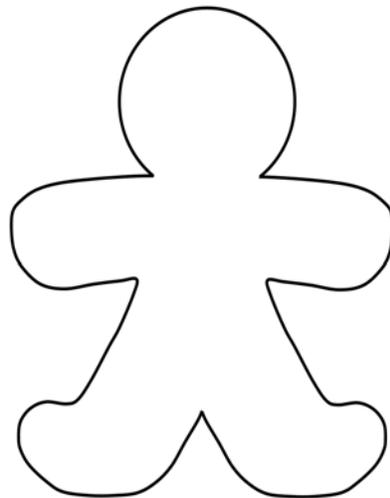
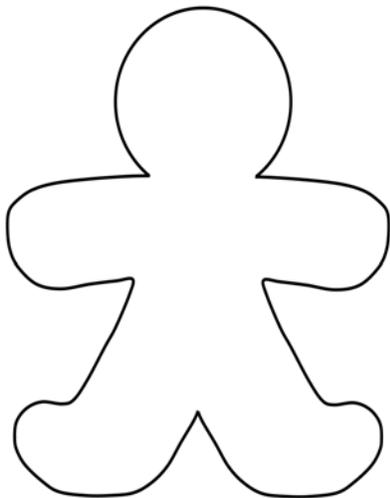
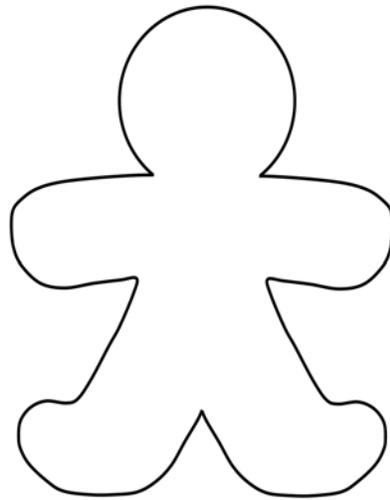
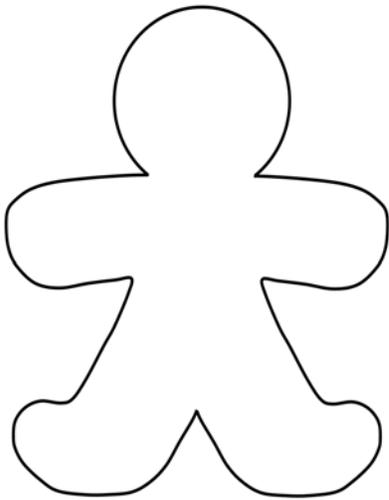
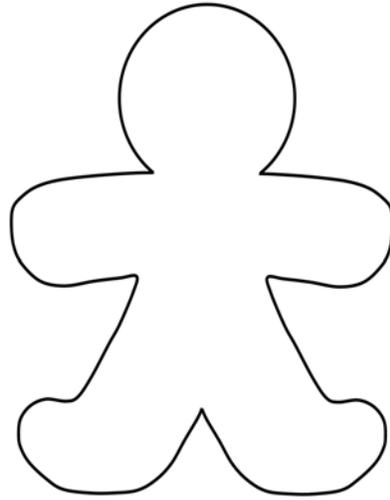
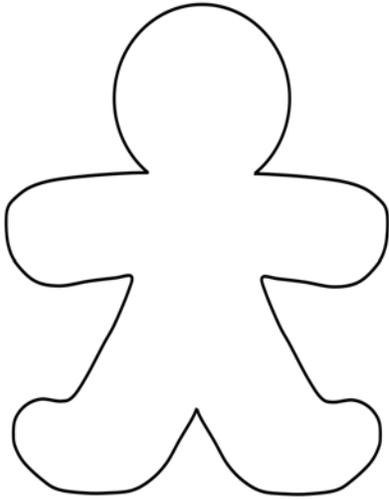
SESSION #1 Counselor reflection notes (completed after the session)

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 Guidelines

- 1. All participants observe confidentiality.**
 - a. Counselor**
 - b. Student**
- 2. One person speaks at a time.**
- 3. Everyone has an opportunity to participate and share.**
- 4. No "Put-Downs" are allowed.**
- 5. All participants will treat each other with respect.**
- 6. Group members will have the opportunity to develop other guidelines.**

Teacher/Parent/Guardian Small Group Session Follow-up

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. Students may complete this form during the session.

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/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.

Small Group Counseling Title: Handling Family Changes/Divorce

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 Strand/Big Idea:

Personal and Social Development:

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

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

Missouri Comprehensive Guidance 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 National Standard (ASCA):

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](#)

[Feelings Thermometer](#)

Stickers

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

[Feelings Poster](#) for each member

SESSION #2 Assessment

Students will complete the "smiley face" evaluation of the session.

SESSION #2 Preparation

Essential Questions: How do I feel about my family changes?

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"> 1. Welcome members to the group. Review the Small Group Counseling Guidelines and group assignment from previous session. Ask why those guidelines are important. 2. Introduce the purpose and expected outcomes of the session. Explain that everyone in the group has a mom and a dad who don't live together. "What's that like for you?" 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 Feelings Thermometer. 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. 4. Have students complete the Feelings Poster evaluation. Have students place it in their folders. 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. 6. Distribute and explain Teacher/Parent/Guardian Small Group Session Follow-Up. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 7. Group Assignment: Ask students to share their Feelings Thermometers with their moms and/or dads. 	<ol style="list-style-type: none"> 1. Students listen while school counselor reads the Small Group Counseling Guidelines and ask questions/make comments about guidelines. Share individual successes and challenges while completing group assignment throughout the past week. 2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session. 3. Students will discuss their choices. 4. Students complete session Feelings Poster evaluation and place in their folders. 5. Closure/Summary: Students will talk to the counselor if needed. 6. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Small Group Session Follow-Up handout. 7. Group Assignment: Students will share their Feelings Thermometers with their moms and/or dads.

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 at my mom's house
			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



Teacher/Parent/Guardian Small Group Session Follow-up

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. Students may complete this form during the session.

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/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.

Small Group Counseling Guidelines

- 1. All participants observe confidentiality.**
 - a. Counselor**
 - b. Student**
- 2. One person speaks at a time.**
- 3. Everyone has an opportunity to participate and share.**
- 4. No "Put-Downs" are allowed.**
- 5. All participants will treat each other with respect.**
- 6. Group members will have the opportunity to develop other guidelines.**

Small Group Counseling Title: Handling Family Changes/Divorce

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 Strand/Big Idea:

Personal and Social Development:

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

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

Missouri Comprehensive Guidance 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 National Standard (ASCA):

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](#)

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

Unit Assessments (attached to the Unit Plan)

[Teacher Pre-Post-Group Perception: Individual Student Behavior Rating Form](#)

[Teacher Feedback Form: Overall Effectiveness of Group](#)

[Request for Feedback from Parents/Guardians \(Cover Letter\)](#)

[Parent/Guardian Feedback Form: Overall Effectiveness of Group](#)

SESSION #3 Assessment

Students will volunteer what they've learned so far in the group sessions.

SESSION #3 Preparation

Essential Questions: Why is it important for me to learn good ways to handle my 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

Session 3 Professional School Counselor Procedures:	Session 3 Student Involvement:
<ol style="list-style-type: none"> 1. Welcome members to the group. Review Small Group Counseling Guidelines and group assignment from previous session. Introduce the purpose and expected outcomes of the session. 2. Ask if anyone shared their Feeling Thermometers with their moms or dads. “What did your mom and/or dad think?” 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.” 4. Show students the porcupine and the teddy bear. Ask students which animal they would rather cuddle up with. 5. “Think about your families and what things happen, which cause you to have porcupine feelings?” 6. Have students continue thinking about their families, “What things happen that cause you to have teddy bear feelings?” 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 	<ol style="list-style-type: none"> 1. Students listen while school counselor reads the Small Group Counseling Guidelines and ask questions/make comments about guidelines. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session. 2. Students share individual successes and challenges while completing group assignment throughout the past week. 3. Allow students to offer comments. 4. Students will respond. 5. Students offer suggestions. 6. Students discuss different feelings and the causes. 7. Students offer suggestions.

Session 3 Professional School Counselor Procedures:	Session 3 Student Involvement:
<p>have difficulty coming up with strategies, refer to the Coping Strategies list.</p> <p>8. Have students draw pictures depicting changing from prickly feelings to cuddly ones.</p> <p>9. Have students complete the Feelings Poster 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. Distribute and explain Teacher/Parent/Guardian Small Group Session Follow-Up. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>13. 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>14. Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing a cover letter explaining that the group will be ending after the next session and a form requesting feedback about the group. (Students will complete the Student Feedback: Overall Effectiveness of Group Form during their last session).</p>	<p>8. Students will draw pictures.</p> <p>9. Students will complete their Feelings Poster 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 commit to giving their parents/guardians the Teacher/Parent/Guardian Small Group Session Follow-Up handout.</p> <p>13. 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>14. Students commit to taking forms home to their parents/guardians.</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. 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



Teacher/Parent/Guardian Small Group Session Follow-up

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. Students may complete this form during the session.

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/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.

Small Group Counseling Guidelines

- 1. All participants observe confidentiality.**
 - a. Counselor**
 - b. Student**
- 2. One person speaks at a time.**
- 3. Everyone has an opportunity to participate and share.**
- 4. No "Put-Downs" are allowed.**
- 5. All participants will treat each other with respect.**
- 6. Group members will have the opportunity to develop other guidelines.**

Small Group Counseling Title: Handling Family Changes/Divorce

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 Strand/Big Idea:

Personal and Social Development:

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

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

Missouri Comprehensive Guidance 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 National Standard (ASCA):

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](#)

[Certificate of Completion](#)

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

[Student Feedback Form: Overall Effectiveness of Group](#)

Session Assessment

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

Session Preparation

Essential Questions: What does change in our lives/families mean to me?

Engagement (Hook): Enter with an open umbrella. "What type of weather requires an umbrella?"

Procedures

Session 4 Professional School Counselor Procedures:	Session 4 Student Involvement:
<ol style="list-style-type: none"> 1. Welcome members to the group. Review Small Group Counseling Guidelines with an emphasis on post-group confidentiality. Remind participants that even though the group is over, other group members will trust them not to tell other people about what another person said or did in the group. Remind students about your responsibility to protect their confidentiality, too. 2. 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. 3. Collect Teacher/Parent/Guardian Small Group Session Follow-up; make arrangements to get the form from participants who did not bring them to the group. 4. Introduce the purpose and expected outcomes of the session. 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?” 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 	<ol style="list-style-type: none"> 1. Students participate in review by telling what post-group confidentiality means for them. Students listen while school counselor reads the Small Group Counseling Guidelines and ask questions/make comments about guidelines. 2. Students share individual successes and challenges while working on the group assignment. 3. Students give you the form; if they do not have it, they commit to the day they will bring it to you. 4. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session. 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. 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.

Session 4 Professional School Counselor Procedures:	Session 4 Student Involvement:
<p>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 Student Feedback Form: Overall Effectiveness of Group. Hand out a Certificate of Completion to each member and their folders.</p> <p>If a follow-up session is planned, 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>7. Closure/Summary: Students will discuss the summary questions.</p> <p>8. Students will complete the Student Feedback Form: Overall Effectiveness of Group. The students celebrate the closure of their group and accept their certificates.</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



Small Group Counseling Guidelines

- 1. All participants observe confidentiality.**
 - a. Counselor**
 - b. Student**
- 2. One person speaks at a time.**
- 3. Everyone has an opportunity to participate and share.**
- 4. No "Put-Downs" are allowed.**
- 5. All participants will treat each other with respect.**
- 6. Group members will have the opportunity to develop other guidelines.**



Group Certificate of Completion

Student's Name

successfully completed the

“_____” group on _____.

_____ practices self-management by



WAY TO GO!

Professional School Counselor

Teacher/Parent/Guardian Small Group Session Follow-up

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. Students may complete this form during the session.

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/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.

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 Strand/Big Idea:

Personal and Social Development:

PS.3.Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance 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 National Standard (ASCA):

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 [Follow-Up Feedback Form for Students](#). 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](#) - 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 [Follow-Up Feedback Form for Students](#). 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) [Follow Up Feedback Form For Students](#), 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?

POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

(OPTIONAL SESSION scheduled 4-6 weeks after group ends)

Level: Elementary/Middle School/High School

Note to Professional School Counselor: *The Follow-up Session Feedback Form for Students may be used in several ways, e.g., as an alternative "Procedure" for the post-group follow-up session, as a discussion guide, or (if post-group follow-up session is NOT scheduled) as a guide for interviewing individual students 4-6 weeks after the group ends. Adapt as appropriate for developmental level of students.*

FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name: _____ (optional) Date: _____

Questions:

1. What specific skills are you practicing now that the group is over?
2. What was the most useful thing you learned from the group?
3. What could you use more practice on?
4. How are things different for you now?
5. What progress have you made toward the goals you set for yourself at the end of our group meetings?
6. How are you keeping yourself accountable?
7. What suggestions do you have for future groups?
8. Circle your overall experience in the group on a scale from 1 → 5 _____

1=Most positive activity in which I have participated for a long time
2=Gave me a lot of direction with my needs
3=I learned a lot about myself and am ready to make definite changes
4=I did not get as much as I had hoped out of the group
5=The group was a waste of my time
9. What specific "things" contributed to the ranking you gave your experience in the group?
10. What would have made it better?

Additional comments you would like to share with the school counselor: