

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

**Grade Level(s):** 3-5

**Small Group Counseling Description:** Family Changes small group counseling sessions are 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:**

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

Materials needed:

Chart Paper

Markers

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

Session # 1: Introductions

Materials needed:

Pipe Cleaners or Aluminum Foil

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

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

Session # 2: Technicolor Feelings

Materials needed:

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

Markers or Crayons

[Color Chart](#)

Feelings Journal

[Colorful Feelings Person](#)

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

Session# 3: Hand-ling Feelings

Materials needed:

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

Chart Paper

Markers

[Hand-ling Changes](#) or Hand Cut-outs

Popsicle Sticks or Wooden Dowels

[Coping Strategies](#) (if necessary)

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

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

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

[Student Post-Group Perception Form](#) (Document 13)

Session # 4: Life Changes

Materials needed:

[Change In My Life](#)

Pens/Pencils

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

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

[Student Post-Group Perception Form](#) (Document 13)

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

Materials Needed:

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

Alternative Procedure: Complete the *Follow-Up Session Feedback Form for Students* (attached to Optional Follow-up Session Plan). Discuss after completing.

**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.

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

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

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

**Outcome Summative Assessment: acceptable evidence of student achievement**

**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 the effects of family changes/divorce .  
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\*](#) 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:

- *Post-Group Perception Form* (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\*](#) (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**

The PSC may choose to host parent workshops, hold follow-up group meetings, or write newsletter articles for Counselor's Corner.

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?

DOCUMENT14:

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

**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



DOCUMENT 16:

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

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

**STUDENT FEEDBACK FORM**

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

My Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_

Professional School Counselor’s Name: \_\_\_\_\_

Small Group Title: \_\_\_\_\_

Before the group started, I wanted to learn \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

DOCUMENT 16:

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

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


**STUDENT FEEDBACK FORM**


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


Name: \_\_\_\_\_ (optional) Date: \_\_\_\_\_

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


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


 = I agree


 = I'm not sure

 = I disagree


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


 = I agree


 = I'm not sure

 = I disagree


2. I enjoyed working with other students in the group


 = I agree


 = I'm not sure

 = I disagree


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


 = I agree


 = I'm not sure

 = I disagree


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


 = I agree


 = I'm not sure

 = I disagree

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

 = I agree

 = I'm not sure

 = I disagree

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

DOCUMENT 17:

**GROUP SUMMARY FORM**

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

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

Small Group Counseling topic/title: \_\_\_\_\_

Student's Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

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

Session 1: \_\_\_\_\_

Session 2: \_\_\_\_\_

Session 3: \_\_\_\_\_

Session 4: \_\_\_\_\_

Session 5: \_\_\_\_\_

Session 6: \_\_\_\_\_

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

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

Sincerely,

Professional School Counselor

DOCUMENT 18:

**Small Group Counseling Guidelines Poster**

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

## Small Group Counseling Guidelines

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

**Group Title:** Introduction

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

**Session Title:** Establishing Small Group Norms

**Session #** 1 of 1

**Grade Level:** K-12

**Estimated time:** 30 minutes

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

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

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

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

Insert the associated Concept(s) in this section.

**American School Counselor Association (ASCA) National Standard:**

Insert the appropriate ASCA Standard.

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

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

Chart paper

Markers

[Small Group Counseling Guidelines](#)

**INTRODUCTION Formative Assessment**

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

**INTRODUCTION Session Preparation**

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

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

**INTRODUCTION Procedures**

<b>Professional School Counselor Procedures:</b>	<b>Student Involvement:</b>
<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="#">Small Group Counseling Guidelines</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="#">Small Group Counseling Guidelines</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> <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>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> <li>• Respect each other’s differences.</li> </ul> <p>3. Students share ideas about what they would like to learn or achieve.</p>

<b>Professional School Counselor Procedures:</b>	<b>Student Involvement:</b>
<p>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.</p>	<p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

**INTRODUCTION Follow-Up Activities (Optional)**

**INTRODUCTION Counselor Reflection Notes (completed after the session)**

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

DOCUMENT 18:

**Small Group Counseling Guidelines Poster**

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

## Small Group Counseling Guidelines

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



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

**Session Title:** Introductions

**Session #** 1 of 4

**Grade Level:** 3-5

**Estimated Time:** 20-30 minutes

**Small Group Counseling Session Purpose:** One purpose of this session is to introduce group members and provide an opportunity to explain their family situations. The other main purpose of this session is to introduce and discuss the small group counseling group 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. Interaction 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)**

Pipe cleaners or aluminum foil

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

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

**SESSION #1 Formative Assessment**

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

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

Students will be able to depict their families using pipe cleaners or aluminum foil.

**SESSION #1 Preparation**

**Essential Questions:** How can I handle my family changes?

**Perceptual Data Collection:** The classroom teacher will complete the *Teacher Pre-Post-Group Individual Student Behavior Rating Form* for each student before the group starts.

**Engagement (Hook):** Prior to this session, the counselor will make figures from pipe cleaners/aluminum foil. Hold up the pre-made pipe cleaner or aluminum foil figures. The Professional School Counselor can describe his/her own family or use a fairy tale like the family in "Goldilocks and the Three Bears".

**SESSION #1 Procedures**

Session 1 Professional School Counselor Procedures:	Session 1 Student Involvement:
<p>1. Welcome members to the group. “This is a group for students with families that are going through changes”. Explain that, in this group, people may be sharing sensitive information about themselves and their families. Have students come up with a name for their group.</p>	<p>1. Students will listen and develop a name for their group.</p>
<p>2. Discuss the <a href="#"><i>Small Group Counseling Guidelines</i></a> with the group. Emphasize confidentiality and when you, as the counselor, might have to break confidentiality. Add any guidelines the students agree upon as a group. See poster example of <a href="#"><i>Small Group Counseling Guidelines</i></a>. Display the poster for future reference during upcoming group sessions.</p>	<p>2. Students will add additional rules that they find necessary.</p>
<p>3. Ask students about their expected outcomes from the group experience.</p>	<p>3. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p>
<p>4. Place aluminum foil or pipe cleaners in the middle of the table for students. Have them make figures that represent the members of their families.</p>	<p>4. Students will create their families from aluminum foil or pipe cleaners.</p>
<p>5. Give each student an opportunity tell about the different family members, using the figures.</p>	<p>5. Students will describe their families.</p>
<p>6. Closure/Summary: Review the purpose of the group.</p>	<p>6. Closure/Summary: Students review the purpose of the group</p>
<p>7. Group Assignment: Ask students to bring pictures of their family members for the next group sessions. Students may choose to draw pictures of their families, instead</p>	<p>7. Group Assignment: Students will find or draw pictures of their family members and bring them to the next group session.</p>
<p>8. Distribute &amp; Explain <a href="#"><i>Teacher/Parent/Guardian Follow-Up Form</i></a> handout. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>8. Students commit to giving their parents/guardians the <a href="#"><i>Teacher/Parent/Guardian Follow-Up Form</i></a> handout.</p>

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

Check in with classroom teachers, and with students who might be having a tough time with the changes in their families. After each session, the PSC will provide classroom teacher(s) and parents/guardians with a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

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

**Session Title:** Technicolor Feelings

**Session #** 2 of 4

**Grade Level:** 3-5

**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.

**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](#)

Markers or Crayons

[Colorful Feelings Person](#)

[Color Chart](#)

Feelings Journal

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

**SESSION #2 Formative Assessment**

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

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

Students will explain how colors represent the feelings they have about family changes.

**SESSION #2 Preparation**

**Essential Questions:** How do feelings relate to changes?

**Engagement (Hook):** Show students the *Color Chart* and discuss how the colors represent feelings. The counselor will explain the feelings related to the color he/she is wearing..

**SESSION #2 Procedures**

<b>Session 2 Professional School Counselor Procedures:</b>	<b>Session 2 Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Welcome members to the group. Review the <a href="#">Small Group Counseling Guidelines</a>, emphasizing confidentiality. Introduce the purpose and expected outcomes of the session.</li> <li>2. Ask students to share the pictures of their family members.</li> <li>3. Talk to the students about how different colors may be used to represent to different feelings. Show students the <i>Color Chart</i> and discuss how the colors represent feelings. The counselor will explain the feelings related to the color he/she is wearing “In this session, we will use red for anger, blue for sadness, yellow for happiness, brown for loneliness, purple for confused, orange for excitement and green for hopeful.” Hand out the <a href="#">Colorful Feelings Person</a>. “Using the color chart,, color the person how you are feeling right now.”</li> <li>4. Ask students to share their pictures and explain the colors they used.</li> <li>5. “We have talked about how we feel today and how the colors relate to our feelings. As our families have gone through changes we have probably experienced different feelings. What are some of the changes you have experienced and what colors would you use to describe those feelings?” Could you have more than one feeling at a time? How is this possible?</li> <li>6. Closure/Summary: Explain that families go through lots of changes and these may cause lots of feelings. Those feelings are normal and okay. “It's important for us to know how to handle our feelings in a healthy way. That's what we will concentrate on at the next session.”</li> <li>7. Group assignment: Ask student to chart their feelings in their feelings journal until the next session.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students ask clarifying questions, if necessary. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</li> <li>2. Students will show the pictures of their family members and tell about them to the group.</li> <li>3. Students will use the different colors to color his/her person.</li> <li>4. Students will share their pictures.</li> <li>5. Students share family changes and the feelings associated with them. Discuss answers related to counselor prompts.</li> <li>6. Closure/Summary: Students will listen.</li> <li>7. Group Assignment: Students will chart their feelings in a feelings journal.</li> </ol>

Session 2 Professional School Counselor Procedures:	Session 2 Student Involvement:
8. Distribute & Explain <a href="#"><i>Teacher/Parent/ Guardian Follow-Up Form</i></a> handout. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.	8. Students commit to giving their parents/guardians the <a href="#"><i>Teacher/Parent/Guardian Follow-Up Form</i></a> handout.

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

During the week when the counselor sees students in the hallway he/she can ask how they are feeling by color—red, blue, green etc. After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

SESSION #2

**COLOR CHART**

**Red = Anger**

**Orange = Excitement**

**Yellow = Happiness**

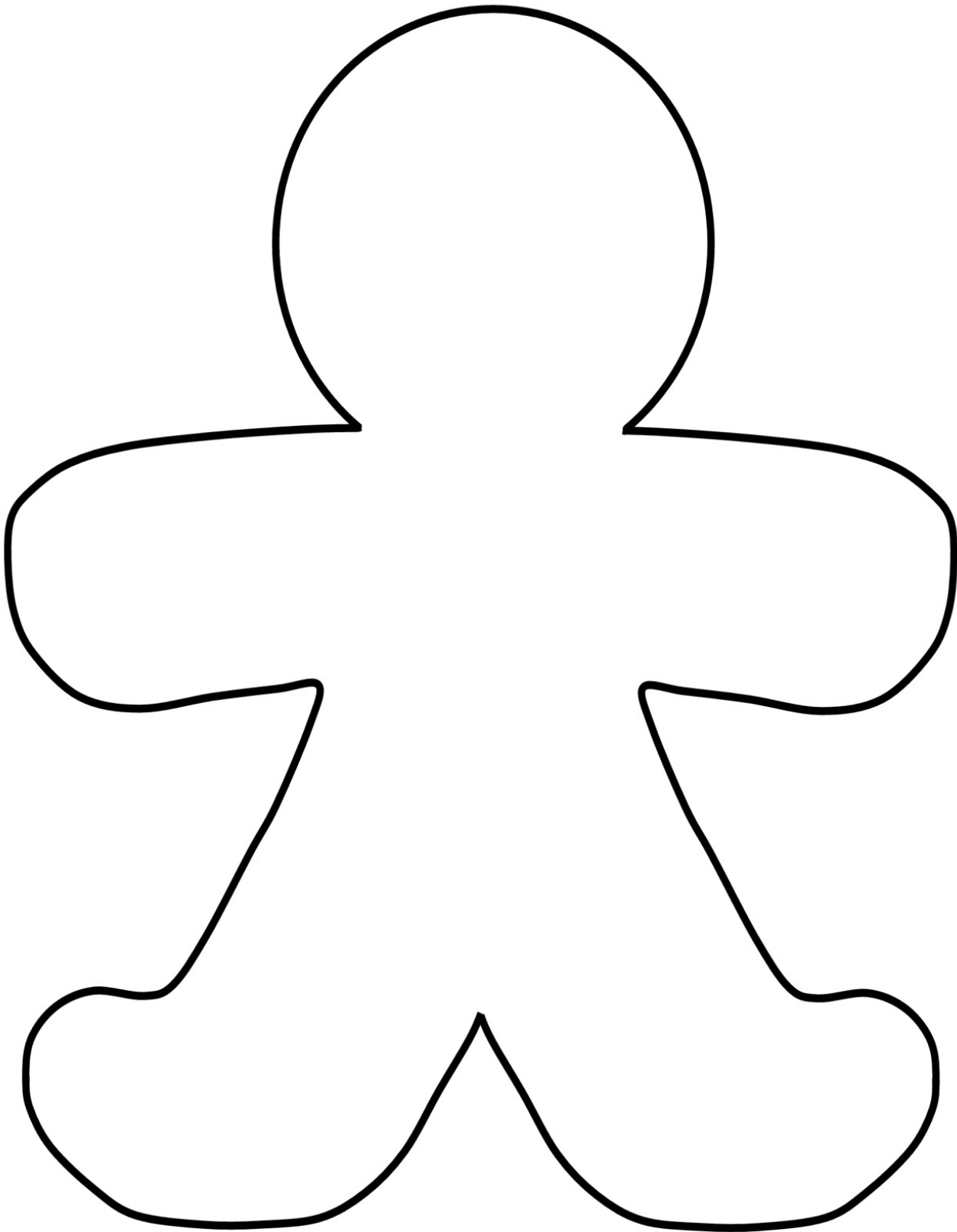
**Brown = Loneliness**

**Blue = Sadness**

**Green = Hopeful**

**Purple = Confused**

## Colorful Feelings Person





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

**Session Title:** "Hand"-ling Feelings

**Session #** 3 of 4

**Grade Level:** 3-5

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

**Purpose:** The purpose of this session is to discuss a variety of coping strategies for the students to use in dealing with their 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

**Missouri Comprehensive Guidance and Counseling Concepts:**

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

[Small Group Counseling Guidelines](#)

Chart paper

Markers

["Hand"-ling Changes](#) or Hand Cut-outs

Popsicle Sticks or Wooden Dowels

[Coping Strategies](#) (if necessary)

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

**SESSION #3 Formative Assessment**

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

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

Students will explain the coping strategies they currently use, and the new ones they will try. Students will also evaluate their level of satisfaction with their group experience.

**SESSION #3 Preparation**

**Essential Questions:** Why are healthy coping strategies important skills to have?

**Engagement (Hook):** Show students the hand cut-outs. "Today, we are going to have a hands-on experience."

**SESSION #3 Procedures**

Session 3 Professional School Counselor Procedures:	Session 3 Student Involvement:
<ol style="list-style-type: none"> <li>1. Welcome members to the group. Review <a href="#">Small Group Counseling Guidelines</a> and group assignment from previous session. Introduce the purpose and expected outcomes of the session.</li> <li>2. Remind students that they will experience many different feelings when it comes to their families. Those feelings are normal. But, it's how they handle those feelings that are important. Ask students about their feeling journals.</li> <li>3. “What are some healthy/good ways that you handle feelings such as anger, sadness, loneliness, and confusion?” Record on chart paper. If students are having difficulty coming up with strategies, refer to the <a href="#">Coping Strategies</a> list.</li> <li>4. Give each student a hand cut out. Have each student write on one side, putting a good coping strategy that they currently use on each finger. On the other side, ask the students to put a new strategy that they want to try on each finger. Students can then mount the hands on the popsicle sticks or dowels.</li> <li>5. Closure/Summary: Students will share the new coping strategies that they are going to try.</li> <li>6. Group Assignment: Students should try at least two of the new strategies to discuss at the next session.</li> <li>7. Distribute &amp; Explain <a href="#">Teacher/Parent/ Guardian Follow-Up Form</a> handout. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</li> <li>8. 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</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen while school counselor reads the <a href="#">Small Group Guidelines</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 will share some of the feelings they wrote in their journal this past week.</li> <li>3. Students will share some positive ways to handle these feelings.</li> <li>4. Students will complete hands.</li> <li>5. Closure/Summary: Students will explain their choices.</li> <li>6. Group Assignment: Students will try two of the new strategies that they put on their hand.</li> <li>7. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-Up Form</a> handout.</li> <li>8. Students acknowledge understanding that there will be one more session and decide how to complete their group (a</li> </ol>

Session 3 Professional School Counselor Procedures:	Session 3 Student Involvement:
<p>would like to celebrate the completion of their group. .</p> <p>9. Explain the importance of getting feedback from their parents/guardians about the group. <b>Give the students an envelope containing a <u>cover letter explaining that the group will be ending after the next session and a form requesting feedback about the group.</u></b> (Students will complete the <i>Teacher/Parent/Guardian Follow-Up Form</i> during their last session).</p>	<p>small celebration, sharing information with their teacher, etc.).</p> <p>9. Students commit to taking forms home to their parents/guardians.</p>

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

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

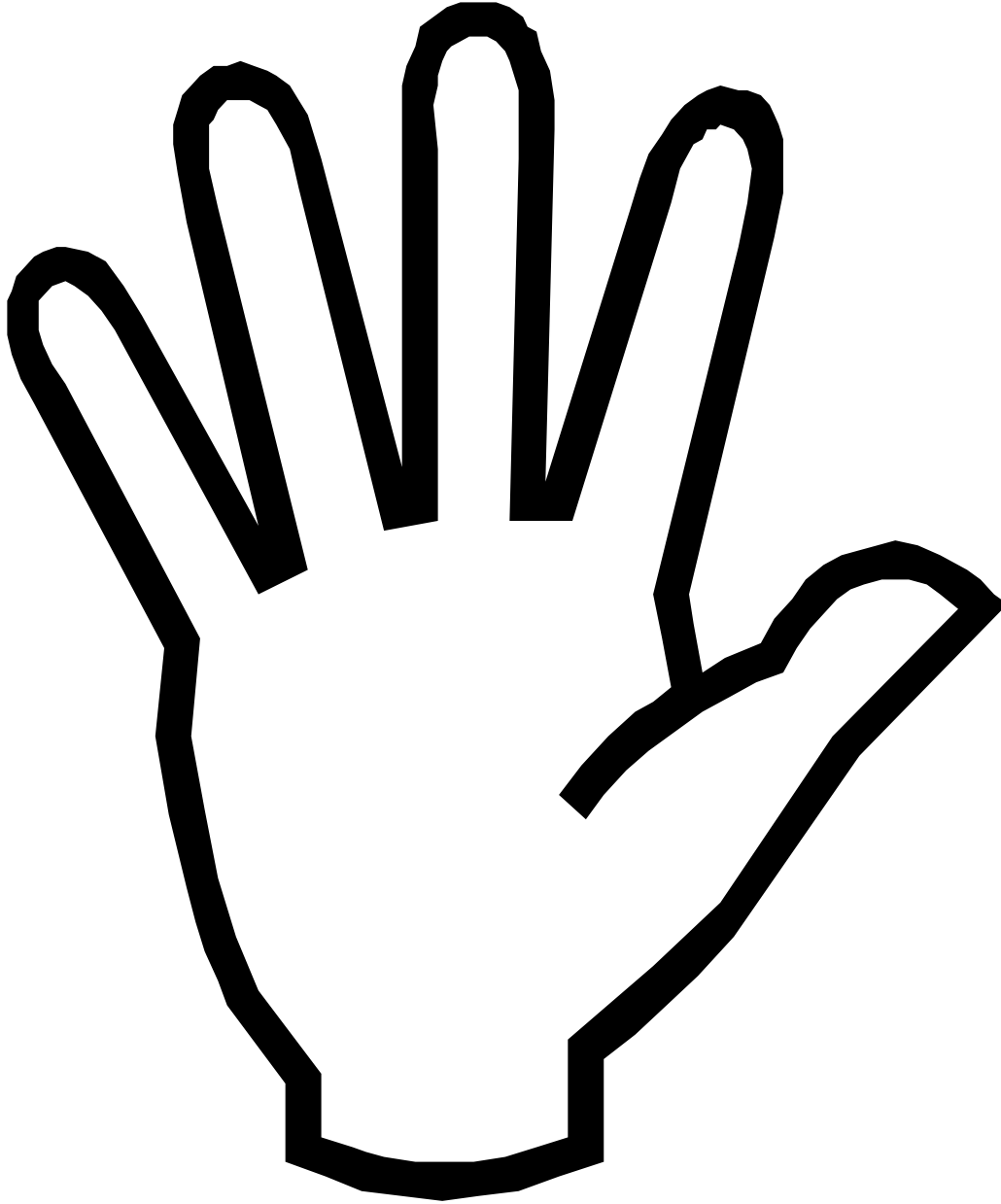
**SESSION #3 Counselor reflection notes (completed after the session)**

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

**Session #3 Hand-ling**



**SESSION #3**

**Coping Strategies**

**Exercise**

**Squeeze a stress ball**

**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**

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

**Session Title:** Life Changes

**Session #** 4 of 4

**Grade Level:** 3-5

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

**Small Group Counseling Session Purpose:** The purpose of this session is for students to recognize their ability to handle 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

**Missouri Comprehensive Guidance and 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 #4 Materials (include activity sheets and/ or supporting resources)**

[\*Changes In My Life\*](#)

Pens/Pencils

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

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

[\*Student Feedback: Overall Effectiveness of Group Form\*](#) (check form name!)

**SESSION #4 Formative Assessment**

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

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

Counselor will be conducting follow-up individual sessions with the group members to assess student progress.

**SESSION #4 Preparation**

**Essential Questions:** Is change good or bad?

**Engagement (Hook):** Ask students to stand up and change chairs. "How did it feel to change chairs? Some changes are easy to deal with, but others are more difficult."

**SESSION #4 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 Guidelines</a> with an emphasis on post-group confidentiality. Remind participants that even though the group is ending, confidentiality is still important. . Remind students about your responsibility to protect their confidentiality, too. Ask students to give an update on how their new coping strategies have been working. If students talk about strategies that haven't worked, ask the group to make helpful suggestions.</li> <li>2. “Collect Parent/Guardian Feedback Forms; make arrangements to get the form from participants who did not bring them to the group.</li> <li>3. “We have discussed our family changes; how we feel about those changes and ways to help cope with those feelings. You've tried some new strategies. Today we're going to look at recent changes you've had; how you've dealt with those changes; and some ideas for doing even better.”</li> <li>4. Give each student a <a href="#">Changes In My Life</a> worksheet. Review the directions and instruct students to complete it.</li> <li>5. Ask students to share one idea that would help them handle change in a more positive way.</li> <li>6. Closure/Summary: “Change can be both positive and negative. It all depends on how we react to it.” Students complete the <a href="#">Student Feedback Form: Overall Effectiveness of Group</a>. Hand out a <a href="#">Certificate of Completion</a> to each member.</li> <li>7. <b>If a follow-up session is planned</b>, remind students that it will be held in 4-6 weeks.</li> <li>8. Group assignment: Keep trying the new coping strategies for "hand'-ling changes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students participate in review by telling what post-group confidentiality means for them. Students will share how the new coping strategies are working for them.</li> <li>2. Students turn informs.</li> <li>3. Students will listen.</li> <li>4. Students will complete the <a href="#">Changes In My Life</a> worksheet.</li> <li>5. Students share with the group.</li> <li>6. Closure/Summary: Students complete the <a href="#">Student Feedback Form: Overall Effectiveness of Group</a>. The students celebrate the closure of their group and accept their <a href="#">certificates</a>.</li> <li>7. Students may confirm that they have written the date for the follow-up session in their assignment books/planners.</li> <li>8. Group assignment: Continue to work on coping strategies.</li> </ol>

**SESSION #4 Follow-Up Activities (Optional)**

Counselor will review each group members' *Changes in My Life* worksheet. Schedule individual appointments to review the sheet with each student. During the meeting, address any issues that the student seems to be struggling with. After this session, the PSC will provide classroom teacher(s) and parent(s)/guardian(s) a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*



**SESSION #4**

**CHANGES IN MY LIFE**

By \_\_\_\_\_

On this sheet, list the recent changes that have happened in your life. Think about changes in your family, friends, school, and activities. List as many as you can think of. How well you have handled those changes? If you circled "No" or "Maybe", write an idea on how you would handle it differently next time. You do not have to put something on all of the lines.

<u>What's Changed</u>	<u>I Handled the Change Well</u>			<u>Idea</u>
1. _____	Yes	No	Maybe	_____
2. _____	Yes	No	Maybe	_____
3. _____	Yes	No	Maybe	_____
4. _____	Yes	No	Maybe	_____
5. _____	Yes	No	Maybe	_____



# *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:** Coping With Life Changes Unit 1

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

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

**Grade Level:** 3-

**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 [Post-Small Group Follow-Up With Students](#). Discuss after completing.

### OPTIONAL FOLLOW-UP SESSION

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 [Post-Small Group Follow-Up With 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 [Student Post-Group Follow-Up Interview Form](#). 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](#), use the responses to prepare a data summary and report of group’s effectiveness.

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*