

## How I Conceptualize Groups

Maxim #1:

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### ACADEMIC SUPPORT

- ★ Who:
  - Students who make Ds or Us on report cards, but are not receiving other special services\* (ELL, Sp.Ed.)
  - Students with low performance on mandated standardized tests, but are not receiving other special services\*
  - Students who are just above the minimum criterion score for criterion-referenced tests, but are not receiving other special services\*
  - Referred students (*when other documentation supports the need*)
- ★ What:
  - Academic Advisement (King, 2006)
  - Go For It (based on work by Robert Bowman)
  - School Success Skills (Greg Brigman)
- ★ When:
  - 2 Sessions offered each school year (Fall and Spring)
  - Multiple groups formed at each grade level

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### BUILDING RESILIENCY

- ★ Who:
  - Anyone
- ★ What: *Building Resiliency in Children* (Griffith, 2011)
  - Multiple lessons around the traits and skills of resiliency
  - Being Healthy, Goal Setting, Problem Solving, Understanding Feelings, Stress Management, Social Skills, Self-Efficacy, Positive View of the Future
- ★ When:
  - 2 Sessions offered each school year (Fall and Spring)
  - ... □ Multiple groups formed at each grade level

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### HURDLE HELP

- ★ Who:
  - Students with a common presenting concern
  - May include referrals
- ★ What: *Creative Small Groups* (Griffith, 2008)
  - Anger Management
  - Behavior (*also Hunter's Remote Control*)
  - Cancer Support
  - Friendship
  - Grief and Loss
  - Self-Esteem
  - Study Skills
  - Family Changes (*not included in book*)
- ★ When:
  - As needed, depending on when common themes emerge
  - Problem must be impacting school performance/school success/learning

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### LUNCH BUNCH

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## PLAY BASED AND SAND TRAY GROUPS

### GROUP SUCCESS

- ★ Select Members
  - ★ Data Based Identification + Counselor Knowledge + Referrals
  - ★ Referrals: Ask teachers, “Who are you worried about and why?”
  - ★ Meet Individually first: explain, assess, invite, get permission
  - ★ Have a Purpose & a Plan: based on research & evidence
  - ★ Be Dependable
  - ★ Include Positive Role Model
  - ★ Keep Notes & Give Feedback
  - ★ Give it Time
  - ★ Close Well
  - ★ Assess
    - Ladder Instrument
    - Learning and Behavior Rating Scale
    - Perception: Teacher Survey/Student Question (How does your teacher feel about having you in class?)
  - ★ Inform Stakeholders
  - ★ Understand & Address Multicultural Issues
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### GET THEM THERE

- ★ Morning Reminder notes
  - ★ “Missed You” notes
  - ★ One Personal Note
  - ★ Group Incentives (“Brownie Points”)
  - ★ Individual Incentives (puzzle pieces, graphing progress)
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### GROUP STRUCTURE

- ★ Welcome & Check-in □ Brief storytelling
  - Level of Engagement
    - ... 5 – Excited to be in Group Today
    - ... 4 – Glad to be here
    - ... 3 – Just OK
    - ... 2 – At Least I’m out of Class
    - ... 1 – Don’t Want to be Here
  - Feelings Check-in
    - ... □ 4 Labeled Boxes: Mad, Glad, Sad, Afraid
    - ... □ Popsicle Sticks with various intensities within each box Feeling Faces attached to top, word on stick; several of each
- ★ Content
  - Review of Previous
  - New
- ★ Departure/Conclusion
  - Commitment cards
  - Encouragement (from counselor, group members, self)

## **BUILDING RESILIENCY SUMMARY**

### **Information for Parents**

This group is conducted as a discussion of a selected topic accompanied by related activities. Relevant quotes and stories are also discussed at the end of each group session. Groups typically include 4 – 6 students.

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#### **Getting Acquainted, Purpose of Group**

The counselor explains the topics that will be discussed. Each student completes a survey on their perception of their own skills and habits.

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#### **Being Healthy**

We review the basics of good health – eating a balanced diet, getting enough rest, and exercising. Information pages are provided to each student to take home. We also make plans for how to improve our own health habits.

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#### **Goal Setting**

The importance of setting goals is discussed, along with ways to identify the steps toward achieving them. Each student completes an individual goal sheet.

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#### **Problem Solving**

The activity focuses on what might happen if we avoid making a decision ourselves. We learn a problem solving model and practiced applying that model to several situations.

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#### **Having a Personal Sense of Skill Competency**

Each student generates a list of skills and talents they possess. Teachers and parents are also asked to contribute to these lists. A personal bank of skills is created to which students can continue to add.

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#### **Understanding and Expressing Feelings**

Vocabulary words that are related to mad, glad, sad, and scared are brainstormed to create a feelings vocabulary bank. For each list, we then try to put them in order depending on the amount of energy produced. Each student describes situations that might elicit the different feelings.

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#### **Stress Management**

Students identify situations that evoke stress in school, with friends, in families, and in neighborhoods. For each, we then identify ways to recognize and manage the stress in healthy ways.

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#### **Social Competency – Making and Keeping Friends**

We talk about ways to make and keep friends. We complete the friendship wheel and take the friendship pledge. We also practice what to do when friendship problems occur.

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#### **Having a Positive Outlook**

We talk about how our individual perspectives can influence our response to situations. Several scenarios are presented and we imagine the worst possible and best possible interpretation for each.

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#### **Final Wrap-Up**

We review the topics covered in the group experience.

#### **General Format**

1. Discussion of any difficult situations that the group members experienced between meetings.
  - What did they do to overcome them?
  - How successful were they in addressing those problems or events?
  - Emphasize whatever positives can be identified.
2. Goal monitoring
  - After the goal setting session, a few moments of subsequent sessions will also need to be devoted to monitoring the students' progress toward that goal. This should really only take no more than 5 minutes.
3. New content presentation
4. Discussion of quote and distribution of quote poster

# HOW TO SET A CLEAR GOAL



## Be specific.

Be as exact as possible and you are more likely to succeed. For example, instead of saying that you want to make good grades, say that you want to make an A in Science.

## Set realistic goals.



Make sure that the goal is within your reach. If it's too easy, you might not work on it. If it's too difficult, you may give up before really trying. Instead of trying to make all As when you are currently failing all subjects, try bringing up two or three areas to Cs. The next quarter, you can aim for As.

## Develop an action plan.

Identify the steps you need to accomplish to reach your goal. Be very specific about what you can do each day that will move you toward your goal.



what you



## Put it in writing.

Write down exactly what you want to achieve in a positive way. For example, instead of, "I won't get sent to the principal's office," write, "I will follow the classroom rules."

## Post It

Display your goal in a place where you will see it every day. This will help remind you what you're working toward. On your bedroom wall, in the front of your notebook, or in your school calendar might be good places.



## Involve others.

Ask a teacher, parent, or someone else you trust to evaluate you as they see you working on the steps to your goal. Those checkmarks can be encouraging and may provide the extra motivation needed to keep working.

## Believe in yourself.

Stay positive even when you make mistakes. Get that positive self-talk going! See



yourself



## Be flexible.

Keep in mind that setbacks can happen. Never give up. No one is immediately successful. A good goal means that you have to stretch to achieve it.

## Reward yourself.

Reaching a goal takes hard work and you should be proud of your efforts. Call attention to your successes. Invite others to take notice. Take the time to celebrate.



# Goal Sheet

Name: \_\_\_\_\_

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

My Goal:

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Week of: \_\_\_\_\_

| Steps toward My Goal:  | M         | T         | W         | Th        | F         |
|--|-----------|-----------|-----------|-----------|-----------|
| 1  | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No |
| 2  | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No |
| 3  | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No |
| 4  | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No |
| 5  | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No | Yes<br>No |
| Points Earned This Week: one point for each <i>yes</i> circled |           |           |           |           |           |

Teacher Comments:

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Any Behavior Comments:

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## PRACTICE PROBLEM SOLVING 1

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall,  
All the king's horses and all the king's men  
Couldn't put Humpty together again.

Identify the problem: \_\_\_\_\_

| Brainstorm Solutions | What are the possible consequences of this? |
|----------------------|---|
|                      |   |
|                      |   |
|                      |   |

Choose a solution: \_\_\_\_\_

## PRACTICE PROBLEM SOLVING 2

Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.

Identify the problem: \_\_\_\_\_

| Brainstorm Solutions | What are the possible consequences of this? |
|----------------------|---|
|                      |   |
|                      |   |
|                      |   |

Choose a solution: \_\_\_\_\_

## SAD WORDS

| Mild | Medium | Strong |
|------|--------|--------|
|      |        |        |

## MANAGING STRESS

| Stressor            | What It Feels Like | How I Can Handle It |
|---------------------|--------------------|---------------------|
| At School           |                    |                     |
| With Friends        |                    |                     |
| At Home             |                    |                     |
| In the Neighborhood |                    |                     |



## Situation Cards Set – LOOK ON THE BRIGHT SIDE – SET ONE

Read only the bold print. Suggested perspectives are offered just in case students get stuck.

|  |  |
|--|--|
| <p><b>You left the project that was due this morning at home.</b></p> <p><i>Negative view:</i> Teacher will yell and scream. Student will fail the entire grade or school year. Parents will ground for at least one year.</p> <p><i>Positive view:</i> You may have to take a lower grade on the project but can turn it in tomorrow. Teacher and parents may be upset with you but not forever. The teacher may let you call home. You will learn to be more responsible about submitting work.</p>  | <p><b>Your best friend is eating lunch with the new student in the class.</b></p> <p><i>Negative view:</i> Your friend is probably mad at you. They are talking about you and deciding not to like you. You'll never be able to make any friends again. No one will ever like you.</p> <p><i>Positive view:</i> Your friend has made a new friend and will include you in the friendship, too. The new friend may become another best friend. The three of you will have more together.</p>  |
| <p><b>You made a really bad grade on the Social Studies test.</b></p> <p><i>Negative view:</i> The teacher is going to post your test on the bulletin board for every to see. You'll probably fail the whole grade. Everyone else did better than you and they are going to laugh at you. Your parents are going to send you to military school.</p> <p><i>Positive view:</i> The test was really hard. The teacher is going to help you with what you missed and may give you a chance to take it again. The teacher may let you do some extra credit work if you ask. No one but your teacher, your parents, and you will know about the test. Your parents are going to help you study for the next test.</p> | <p><b>You see two students laughing and whispering to each other.</b></p> <p><i>Negative view:</i> They must be talking about you. They probably know something really embarrassing about you and are going to tell everyone in the class. You'll have to move to another state.</p> <p><i>Positive view:</i> They are just telling jokes to each other. It's not about you. Even if it is about you, it's couldn't be anything that would upset you. Your friends will always like and support you. Maybe they even have a crush on you.</p>  |
| <p><b>You are having a really difficult time understanding the new math skill.</b></p> <p><i>Negative view:</i> You'll never understand it. You are the only in the class who doesn't get it. Everybody is going to know that you are stupid and can't do math. You'll never be able to go to college or get a good job. You'll probably end up a bum.</p> <p><i>Positive view:</i> This is a really hard skill. Probably every one in the class is struggling with it. The teacher will explain it again if I ask. I can work hard and will soon understand it. I've been able to learn new things before and I can do it this time, too.</p>   | <p><b>You see your parents arguing.</b></p> <p><i>Negative view:</i> They are going to get a divorce. Neither of them will want you and you'll have to go live in an orphanage. You'll never see your friends or family again. They won't let you go to school and will only feed you stale bread and yucky water.</p> <p><i>Positive view:</i> My parents love each other and me. It's OK to argue. It doesn't mean anything more than a disagreement. I have arguments with my friends all the time and we're still friends. Even if they were to get divorced, they would still love, protect, and care for me.</p> |

| RESILIENCE                            | Looks Like | Sounds Like | Feel Like |
|---------------------------------------|------------|-------------|-----------|
| Being Healthy                         |            |             |           |
| Setting Goals                         |            |             |           |
| Solving Problems                      |            |             |           |
| Understanding and Expressing Feelings |            |             |           |
| Managing Stress                       |            |             |           |
| Being Competent                       |            |             |           |
| Making and Keeping Friends            |            |             |           |
| Having a Positive Outlook             |            |             |           |
| Being Resilient                       |            |             |           |