

BUILDING RESILIENCY:

A NON-THEMATIC SMALL GROUP APPROACH

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ASCA's Position Statement

- Vital Component of National Model
- Efficient, Effective, Positive Method
- Based on Needs
- Assessed
- Should be Offered to All
- Has a Positive Effect on Academic Achievement

Ethical Obligation

School counselors need to acquire and maintain a purposeful multicultural focus when facilitating groups

- Be attentive to cultural differences
- Consider members' cultural backgrounds
- Consider members' level of racial identity development

Steen, 2009

Effective Planning

- Student needs assessed through data & consultation
- Evidence-based interventions
- Simple, but valid and reliable assessments used to measure impact
- Assessments used pre and post intervention
- Results shared by stakeholders

Bostic & Anderson, 2009

Yalom's Curative Factors

- Instillation of Hope
- Universality
- Imparting of Information
- Altruism
- Corrective Recapitulation of Primary Family Group
- Development of Socialization Techniques
- Imitative Behavior
- Catharsis
- Existential Factors
- Direct Advice
- Interpersonal Learning

Group Activities

- Just activities
- Process matters
- Counselor expertise matters
- **How** is more important than **what**



Griffith's Maxims

1. Be prepared.
2. Choose who should be in a group.
3. Know what you need to do.
4. Know why you need to do it.
5. Be able to articulate what and why.
6. Show some school change after the group experience.

How to Keep Your Sanity

by Karen Griffith

**THE MORE YOU DO
AHEAD OF TIME**

**THE LESS YOU HAVE
TO DO IN THE MOMENT**



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student



**The ASCA Mindsets & Behaviors for Student Success:
K-12 College- and Career-Readiness Standards for Every Student**

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

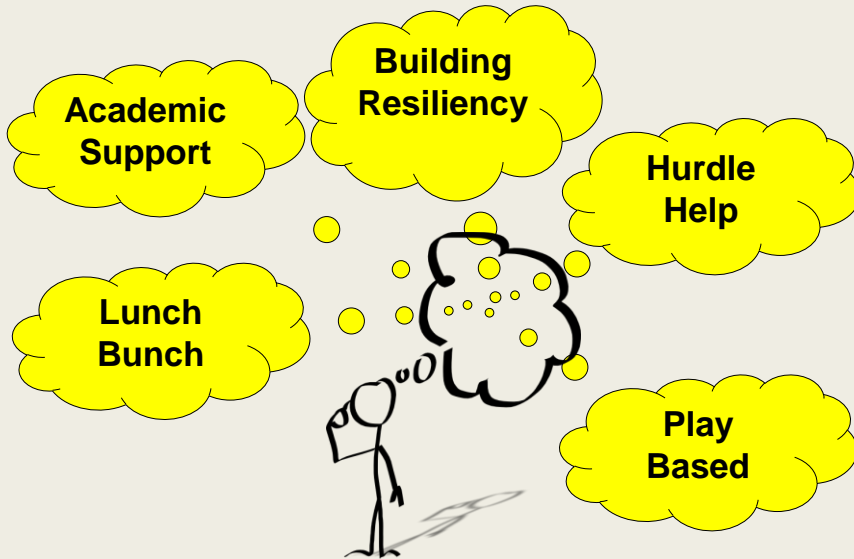
Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	



How I Conceptualize Groups



Effective Practice

Feedback to Teachers/Parents

- Brief Comments following each Session

- *Index Card to Teachers*
- *Email to Parents*

- Comments

- *Informative, but Confidential*
- *Session Topic*
- *Specific Student Note*
- *Phrased to highlight strengths, areas of improvement, & contributions of student*

Structuring an Effective Group

- Consistency

- Purposeful

- Check-In

- *Brief Time for Story-Telling*

- Content

- Departure/Conclusion

- *Commitment Cards*
- *Restatement of Plan for the Week*
- *Encouragement*

Informing Stakeholders

- Need more than number of contacts
(Dahir & Stone, 2009; Studer et al., 2006)
- Impact on students
(Studer, et al., 2006)
- Impact on student achievement
(Dahir & Stone, 2009)
- Connect counselor work to student success
(Bosworth & Walz, 2005; Dimmitt, 2009; Paisley & McMahon, 2001; Whitson, 2002)
- Professional & Ethical Duty
(ASCA; Carey et al., 2008; Dimmitt, 2009; Studer et al., 2006)
- Contributes to overall effect of group
(Yalom & Lesczc, 2005)



Failure to inform contributes to loss of counseling personnel, counseling programs, and assignment of non-counseling duties

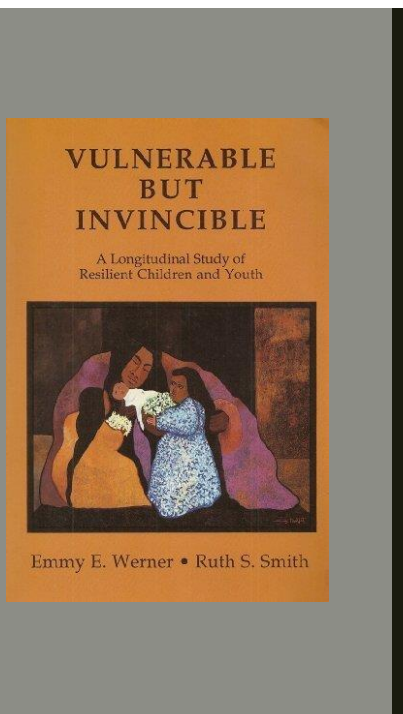
(Studer, et al., 2006)

Selecting Members

- Collect Information
 - *Achievement, Attendance, Behavior*
- Explore Reasons for Performance
 - *talk with teachers, parents, etc.*
- Meet with Students Individually
 - *Informal Assessments (card sorts)*
 - *Explain group & Issue Invitation*

Getting Them There...

- Reminder Notes
- “Missed You” Notes
- One Personal Note Per Group Experience
- Earning Points
- Puzzle Pieces
- Brownie Points



Factors associated
with resilience
predicted future
success more
accurately than
deficits.

Werner & Smith, 1990



Who-o-o-o?

- Achievement Issues
- Attendance Issues
- Behavior Issues
- Frequent Flyers
- Unique issues
- Something I know about the child

Why I like it

- Random groupings
- Fits the unique
- Focuses on the child rather than the problem
- The generic brand

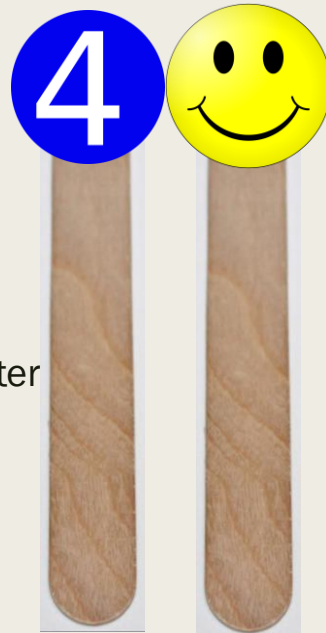


Generic Session Plan

- | | |
|----------------------|-----------------|
| ■ Welcome & Check-In | ■ 3 – 5 Minutes |
| ■ Goal Check | ■ 3 – 5 Minutes |
| ■ Review of Content | ■ 10 Minutes |
| ■ Intro New Content | ■ 10 Minutes |
| ■ Encourager | ■ 3 – 5 Minutes |

Check-In

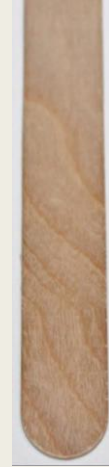
- Individual Pencil Cups
 - *Placed at each Chair*
 - *Pencil, pen, scissors, etc.*
- 2 Popsicle Sticks when Enter
 - *My Level of Engagement*
 - *How I Feel*
- Go Around



Feelings Check-In



- 4 – 5 Labeled Boxes
- Generic Feeling Category per Box
 - *Anger, Fear, Sad, Excitement*
 - *Anger, Fear, Worry, Grief, Joy/Sadness*
 - *Mad, Sad, Glad, Afraid, Ashamed, Hurt*
- Various Intensities within each Box
- Multiples of Each Intensity



Group Check-In 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





Encourager

- Commitment Card
- Statement from Counselor
 - Validation
 - Affirmation
- Statement from Others
- Statement from Self

How I Got Here...

1. Wanted a more positive approach
2. Wanted to address a variety of problems via one intervention
3. Wanted to authentically measure outcomes of a counseling intervention
4. Wanted to connect counseling outcomes to school

Traits/Skills by the Scholars

	AFA	Bennard (1991, 2004)	Goldstein & Brooks (2002)	Kowitz (2008)	Neenan (2009)	Siebert (2005)	Jinger (2006)	Woln & Woln (1993)
Autonomy	✓			✓			✓	✓
Problem Solving Skills (Planning, Flexibility/Adaptability, Resourcefulness, Critical Thinking)	✓	✓		✓	✓		✓	
Communication Skills	✓		✓					
Social Competence	✓		✓	✓			✓	✓
Health and Well-Being						✓		
Positive Belief about Self	✓	✓		✓	✓			
Make and Act on Plans	✓							✓
Behavioral Management	✓	✓						
Feelings Management/Emotional Control	✓			✓				
High Frustration Tolerance/Stress Management			✓	✓				
Humor				✓				✓
Sense of Purpose and Future (Goal Setting and Hopefulness)	✓		✓	✓	✓	✓		
Keeping Things in Perspective				✓	✓			
Support from Others				✓				
Curiosity				✓				
Absorbing Interests				✓				
Insight								✓
Creativity								✓
Morality								✓
Finding Meaning				✓				

Skills of Resiliency

- **Health**

(Siebert, 2005)

- **Goal Setting**

(APA; Benard, 1991; Krovetz, 2008; Neenan, 2009; Siebert, 2005; Unger, 2006)

- **Problem Solving**

(APA; Benard, 1991; Krovetz, 2008; Neenan, 2009; Siebert, 2005; Unger, 2006)

- **Emotional Knowledge**

(APA; Neenan, 2009)

- **Stress Management**

(Goldstein & Brooks, 2002; Neenan, 2009)

- **Self-Efficacy**

(APA; Bernard, 1991; Goldstein & Brooks, 2002; Krovetz, 2008; Neenan, 2009; Siebert, 2005; Wolin & Wolin, 1993)

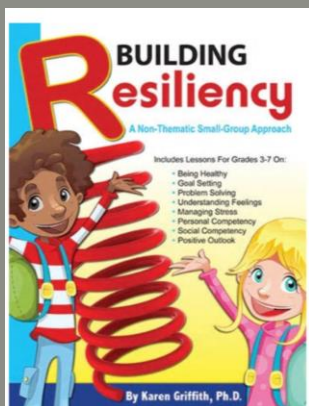
- **Social Competence**

(Benard, 1991; Krovetz, 2008; Unger, 2006; Wolin & Wolin, 1993)

- **Positive Sense of Future**

(Bernard, 1991; Krovetz, 2008; Siebert, 2005; Unger, 2006)

Building Resiliency



Topics Addressed:

- Being Healthy
- Goal Setting
- Problem Solving
- Understanding Feelings
- Stress Management
- Social Skills
- Self-Efficacy
- Positive View of Future

Topic 1: Health

Benefits:

- Good health enables positive moods, energy for tasks (Siebert, 2005)
- Sleep problems contribute to decreased concentration, lower academic performance, increased behavior problems (Amschler & McKenzie, 2005)
- Students with better diets demonstrate enhanced learning (Florence, Ashbridge, & Veugelers, 2008)
- Students who exercise performed better on reading & math tests (Stevens, To, Stevenson, & Lochbaum, 2008)

Topic 1: Health

Activities:

- Information Sheets
 - *Exercise, Diet, Rest*
- Chart Progress
- Plan a Meal
- Make a Plan & Track It
- Guest Speaker
- Books
- Make a Poster
- Quotes

Health

A man too busy to take care of his health is like a mechanic too busy to take care of his tools.

Spanish proverb



Health

Early to bed and early to rise makes a man healthy, wealthy, wise.

Benjamin Franklin



Franklin

Topic 2: Goal Setting

Benefits:

- Belief that effort produces results yields sense of personal control (Benard, 1991; Krovetz, 2008)
- Focuses efforts toward specific purpose, encourages effort, affects persistence, self-regulatory tool (Mornane, 2009)
- Key principle for promoting students' own beliefs in their abilities (McTigue, Washburn, and Liew, 2009)
- Facilitates progress monitoring (Schunk, 2003)

Topic 2: Goal Setting

Activities:

- The Cheshire Cat
- How to
- Goal Sheets
- Weekly Tracking
- Vision Board
- Books
- Make a Poster
- Quotes

Goal Setting

If you don't
know where you
are going,
any road will get
you there.

Lewis Carroll



Topic 3: Problem Solving

Benefits:

- Most commonly identified trait of resilience (APA; Unger, 2008; Benard, 1991; Siebert, 2005; Neenan, 2009; Krovetz, 2008)
- Includes ability to plan, flexibility, resourcefulness, and critical thinking (Benard, 2009)
- Various models exist:
 - *Active Problem Solving Model* (Kolb & Stuart, 2005)
 - *Turnbull Empowerment Framework* (Turnbull & Turnbull, 2001)
 - *Student Newsletter* (Prupas & Downing, 1994)

Topic 3: Problem Solving

Activities:

- Decision Helper
 - *No, Maybe, Yes*
 - *Ignore it, Go along, Try both*
- Teach a Model
- T Chart
- Practice with Nursery Rhymes
- Books
- Make a Poster
- Quotes

Problem Solving

Every big problem was at one time a wee disturbance.



Topic 4: Emotional Knowledge

Benefits:

- Children who have difficulty controlling their emotions may become more frustrated when faced with new learning tasks (Graziano, et.al., 2007)
- Emotional control strongly linked to indicators of early academic competence (Lerkes, Paradise, O'Brien, Calkins, & Lange, 2008)
- Children who understand emotional cues also sustain focus in the classroom (Trentacost, Izard, Mostow, 2006)

Alexithymia

Topic 4: Emotional Knowledge

Activities:

- Feelings Synonyms
 - *Angry, Happy, Sad, Scared*
- Feelings Spectrum
- Feelings Book & Drawing
- Books
- Make a Poster
- Quotes

Feelings

When I repress
my emotions my
stomach keeps
score.

John E. Powell



Topic 5: Stress Management

Benefits:

- Ability to deal purposefully and effectively with stressors are critical for healthy functioning (Pincus & Friedman, 2004)

Two categories of strategies:

- *Problem-Focused: efforts to modify source of stress*
- *Emotion-Focused: attempts to regulate negative emotions associated with stressor*
- Children as young as third grade can be taught to use strategies for dealing with stress (Pincus & Friedman, 2004)
- Social support and social problem-solving may moderate possible negative effects of stressful events (Dubow & Tisak, 1989)

Topic 5: Stress Management

Activities:

- **Identifying Stressors**
 - *At home*
 - *At school*
 - *With friends*
 - *In neighborhood*
- **Handling Stress**
- **Partner Poster**
- **Personal Plan**
- **Books**
- **Make a Poster**
- **Quotes**

Stressors Identified by Students

- | | |
|----------------------------|--|
| ■ Diving off the high dive | ■ Talking in front of the class |
| ■ Spilling stuff | ■ Reading a book to someone you don't know |
| ■ Swimming | ■ First day of school |
| ■ Getting in trouble | ■ Not knowing how to spell a word |
| ■ Not doing something well | ■ Teacher yelling |
| ■ Police | ■ Forgetting Your Homework |
| ■ Breaking News | |



Ways to Handle Stress Identified by Students

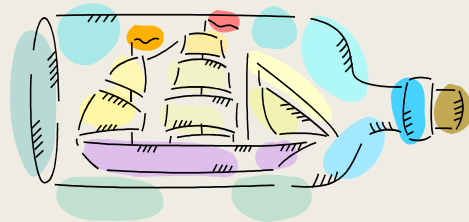
- Take a deep breath
- Talk to a friend
- Practice more
- Study harder
- See yourself doing it well
- Take a walk
- Talk to a parent
- Talk to a teacher
- Pretend you can do it
- Practice with someone you trust



Stress Management

**A smooth sea
never made a
skillful mariner.**

English Proverb



Topic 6: Self-Efficacy

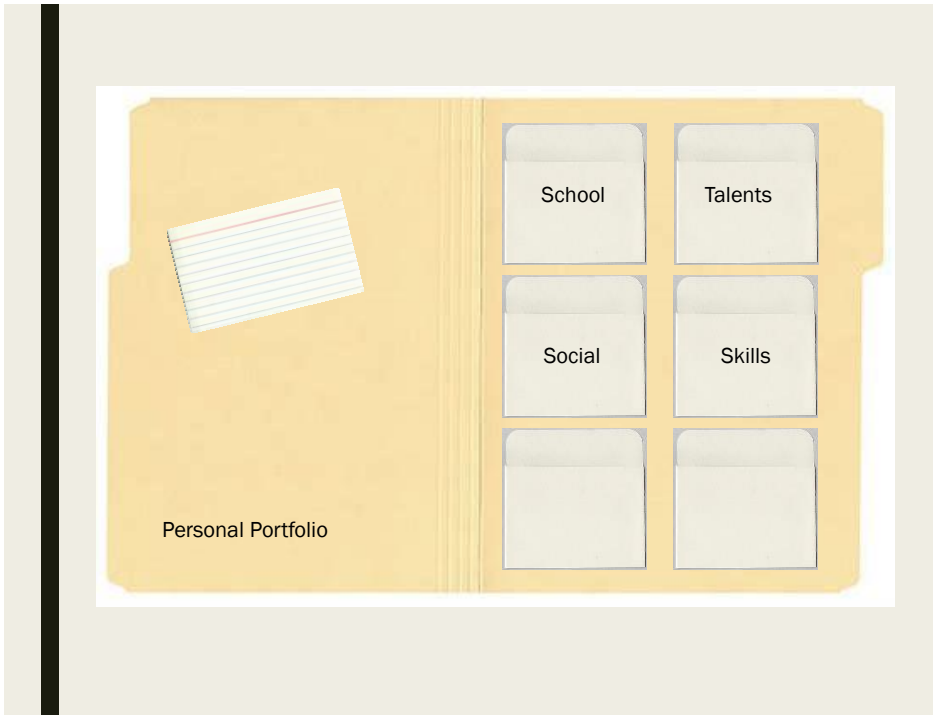
Benefits:

- Perceptions of ability influence behavior choices, effort, persistence, and goal setting (Pajares, 1995; Mornane, 2009)
- Perceived self-efficacy important to motivation and learning (Schunk, 2003)
- “Self-efficacy affects choice of tasks, effort, persistence, and achievement” (p. 159, Schunk, 2003)
- Self-efficacy influences reading achievement (McTigue, et al, 2009)
- Self-efficacy beliefs are linked to writing performance (Pajares & Miller, 1999)

Topic 6: Self-Efficacy

Activities:

- Personal Portfolio
- I Can Can
- Personal Treasure Chest
- Letter to Self
- Skills/Traits ID
- Accordion Book
- Books
- Make a Poster
- Quotes



Self-Efficacy

They are able because they think they are able.

Virgil



Topic 7: Social Competency

Benefits:

- Prosocial behavior significantly related to standardized test scores and grade point averages (Wentzel, 1993)
- Teachers' perceptions of social skills indicate they value cooperation and self-control skills most (Meier, DiPerna, & Oster, 2006)
- Han and Kemple (2006) identified 6 categories of social competence skills:

<i>self-regulation</i>	<i>interpersonal knowledge and skills</i>
<i>positive self-identify</i>	<i>cultural competence</i>
<i>social values</i>	<i>planning and decision-making skills</i>
- McArthur (2002) offer basic strategies for teaching social skills

Topic 7: Social Competency

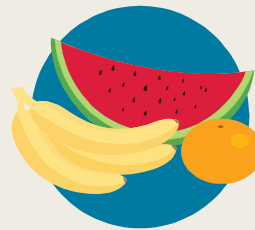
Activities:

- Friendship Wheel
- Friendship Pledge
- Keeping Friends
- Problem Cards
- Books
- Make a Poster
- Quotes

Social Competence

Wishing to be friends is quick work, but friendship is slow-ripening fruit.

Aristotle



Topic 8: Positive Sense of Future

(Positive Outlook)

Benefits:

- **Motivation requires optimism** (Sagor, 2008)
- **Orientation toward the future is critical for motivating action** (Mornane, 2009)
- **Two components of optimism identified** (Sagor, 2008):
 - *Faith in the future*
 - *Personal efficacy*
- **Optimistic perceptions linked to social competence** (Deptla, Cohen, & Phillipsen, 2006)

Topic 8: Positive Sense of Future

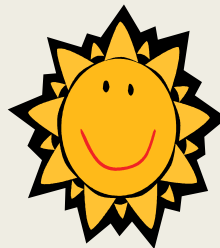
(Positive Outlook)

Activities:

- Interpreting Events
- Stormy vs. Sunny
- Drawings
- Books
- Posters
- Quotes

Positive Outlook

There is a little difference in people, but that difference makes a big difference. The little difference is attitude. The big difference is whether it is positive or negative.



Wrap it Up

- Post-Test – quiz
- Beach Ball/Building Blocks
- Looks Like, Sounds Like, Feels Like Chart
- Celebration of Goals Achieved
- Report of Overall Student Changes

8 Session Plan – Using most important sessions.

1. Introduction and Health: Make Health a Way of Life
2. Goal Setting: Set Goals
3. Problem Solving: Teach Problem Solving
4. Understanding and Communicating Feelings: Identifying Feelings
5. Managing Stress: Things that Stress Us Out!
6. Fostering Personal Competency: Personal Portfolio
7. Fostering Social Competency: Friendship Pledge
8. Positive Outlook: Look on the Bright Side & Post-Test

8 Session Plan - Alternate: Use the quotes only to teach about the various traits and skills of resiliency.

1. Introduction and Health: Make Health a Way of Life
2. Goal Setting: Make Goal Setting a Way of Life
3. Problem Solving: Make Problem Solving a Way of Life
4. Understanding and Communicating Feelings: Make Feelings a Way of Life
5. Managing Stress: Make Stress Management a Way of Life
6. Fostering Personal Competency: Make Competency a Way of Life
7. Fostering Social Competency: Make Friendship a Way of Life
8. Positive Outlook: Make a Positive Outlook a Way of Life & Post-Test

16 Session Plan – I provide one poster quote at the end of each skill/trait area as a reminder. Of course, you can choose any combination that works best for you and your students.

1. Introduction – explanation of resiliency and pre-test
2. Health: I Can Be Healthy
3. Health: Make Health a Way of Life
4. Goal Setting: What is a Goal and Setting Goals
5. Goal Setting: Visualize Goals
6. Problem Solving: Can You Decide and Teach Problem Solving
7. Problem Solving: Practice Problem Solving A or B
8. Understanding and Communicating Feelings: Identifying Feelings in Self and Others
9. Understanding and Communicating Feelings: Building Vocabulary and Continuum
10. Managing Stress: Things that Stress Us Out! And Stress Order
11. Managing Stress: Handling Stress and Identifying Support
12. Fostering Personal Competency: Personal Portfolio
13. Fostering Personal Competency: Write a Letter to Self
14. Fostering Social Competency: Who are My Friends
15. Fostering Social Competency: Friendship Pledge
16. Positive Outlook: Look on the Bright Side & Post Test

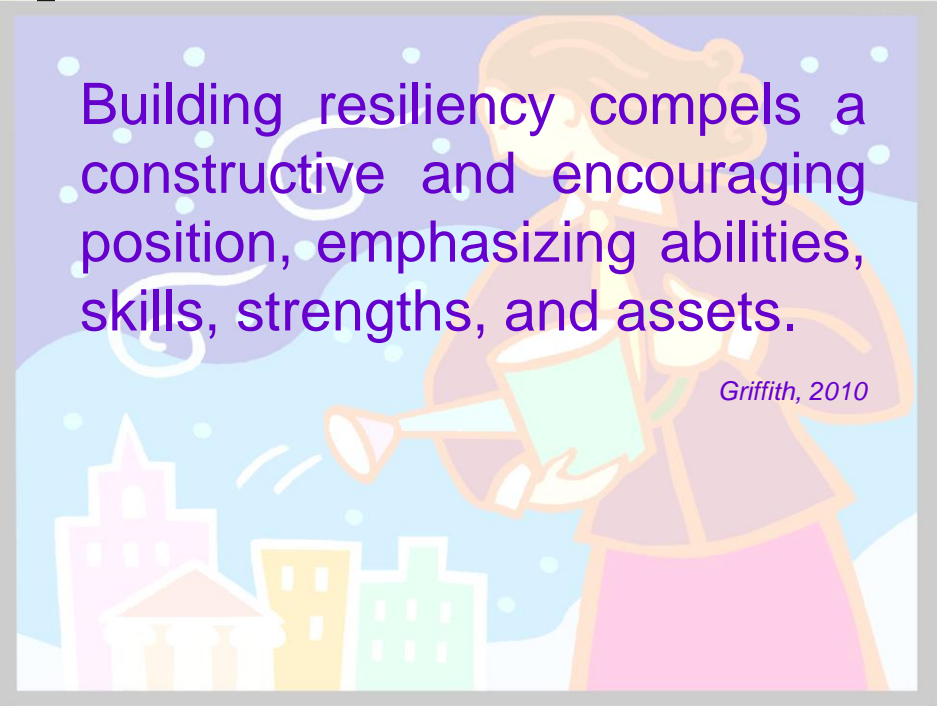
Single Focus Group – It is also possible to teach each of the skill areas as a stand-alone group. For example, one group could choose to focus only on problem solving, spending five or six sessions utilizing all of the activities presented.

Perspective matters!

Stop viewing young people as something to be fixed and controlled.

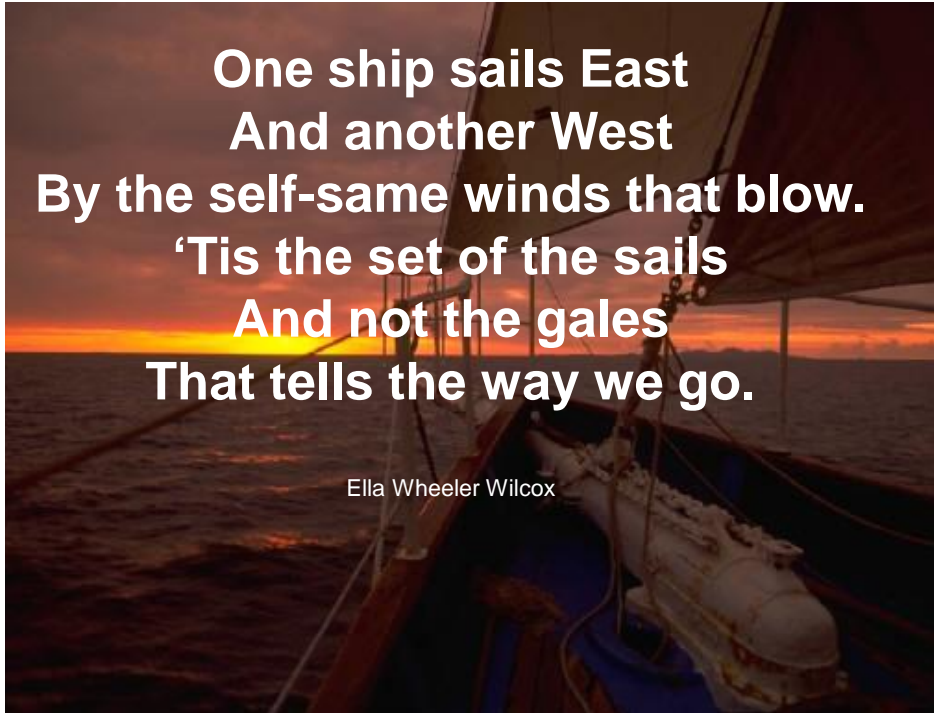
Instead... help enable their development.

Benard, 2004

A colorful illustration of a woman with brown hair, wearing a purple top and a pink skirt, holding a magnifying glass and a green book. She is looking at the book. In the background, there are stylized buildings in pink, yellow, and green against a blue sky with white clouds and small white dots. The text is overlaid on the left side of the illustration.

Building resiliency compels a constructive and encouraging position, emphasizing abilities, skills, strengths, and assets.

Griffith, 2010



**One ship sails East
And another West
By the self-same winds that blow.
'Tis the set of the sails
And not the gales
That tells the way we go.**

Ella Wheeler Wilcox