

Psychoeducational Group Worksheet
30-40-Minute Group

Facilitator Name(s)	Adam J. Robinson, Lydia Brooks
Grade Level	
Topic	Grief and Loss Coping Skills
Purpose of this small group	To teach students how to implement appropriate coping skills to effectively deal with grief and loss in a healthy manner.
Resources/Supplies Needed	
ASCA Mindsets & Behaviors https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf - Identify 1 student standard relevant for this targeted student population. - Create 1 learning objective focused on this standard.	- ASCA Mindset and Behavior Goals of B-SMS 7 of effective coping skills. - Overall goal would be to name at least two appropriate coping skills and then report using them in their day-to-day life. - Goal for this particular session is to be able to vocalize what a coping mechanism is, and how coping mechanisms help us deal with grief and loss.
Common Core Academic Standard (Must be an ELA Standard) - Identify 1 academic (ELA) standard relevant for this targeted student population. - Create 1 learning objective focused on this standard.	- Kentucky Common Core ELA standard of RI.6.7 “integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.” - Overall goal is that students will integrate the information provided about coping skills for grief into their understanding of loss and how to deal with that stressor - Goal for this session is that students will be able vocalize a coping skill for grief and loss, and an appropriate situation of emotion with which to use the coping mechanism
Facilitation	Below is your facilitation plan. No power point!
Welcome/Introduce Leaders	***Lydia Starts intro... ### Adam follows
Review Norms/Confidentiality *****Lydia	- Harm to self, harm to others, or experiencing harm - Leaders keep confidential but cannot guarantee confidentiality kept with others. - Possibly create a list of rules? * review a list of 3-5 rules

	1. What is said in the group must remain confidential among group members 2. Use kind and respectful words 3. Wait until group member is finished speaking to take your turn speaking
Purpose #####Adam -What's in it for "me"? Students want to know why they are part of this group/the benefit to them.	- safe place to express grief and loss - gain coping skills - students will learn the stages of grief and value of coping mechanisms and why they're helpful - coping can help grieve in a healthy way - coping mechanisms are ways to help reduce unpleasant emotions
Icebreaker *****Lydia -Relates to the topic -Transition to beginning	- <i>We both want to acknowledge your bravery and courage to attend and share where each of you are personally in your grief process. Added</i> - name of loved one that passed and relation to you and favorite thing to do with them <i>or favorite thing about who they were or what they meant to you personally. Added</i>
Beginning #####Adam -Topic/Attention Getter -Pre/Test (1 question) -Transition to middle	- If you were to pick one word to describe your grief, what would it be? - <i>How long have you been experiencing this Feeling? Added</i> - <i>What is the one question you keep asking yourself that may cause this feeling? Added</i>
Middle *****Lydia* -Education component -Your opportunity to "teach" the topic (How you deliver the content is up to you and what's developmentally appropriate for your selected grade level.) -Transition to activity	- stages of grief - denial, anger, bargaining, depression, acceptance (Kubler-Ross Grief Cycle) - acceptance is where you begin to cope Examples of what each stage might look like Definition of what coping is, and healthy vs unhealthy. How grief stages and coping relate, and what coping (if specific) may be of help to them Coping skills(CBT therapy), Managing stress/breathing meditation techniques, Recognize internal strengths, cognitive reframing; changing automatic thoughts and feelings Why it is important to understand grief stages, and normalization, and acceptance of it
Middle ****Lydia#####Adam -Activity -Discuss & apply what was taught -Goal Setting (K-12 students set 1 SMART goal). -Transition to end	- activity: students will identify what stage of grief they are in - identify their rationale (this may be a good place for linking to normalize stages and thought patterns of grief) <i>What can they Control or not? In regard to their question??How to reframe ? and feeling if needed.. Added</i> - application: how could we help ourselves in the stage of grief that we are in with our knowledge of healthy vs unhealthy coping skills? <i>What would acceptance of our grief look like?</i> - briefly outline what SMART is, explain the importance of it, and demonstrate <i>*** IMPORT Smart????</i>
End *****Lydia***** -Take-Aways -Summarize the session -post/test (1 question)	- check-in with each student - summarize the session - <i>what is one coping skill you can take away from today if any Added</i>

-Transition to closing	
Closing Adam##### -Introduce next week/session -Termination (How many sessions are left.)	- Remember next week we will go over how you practiced your coping skills... <i>Added</i> - this was session one of a six week group <i>Added</i>
Skills to focus on.	505 skills, non-verbal, minimal encouragers, active listening, empathic responding/validating, open ended questions/gentle commands, drawing out, cutting off, blocking, silence, transitions, LINKING/CONNECTING, universalizing (applying to life), modeling, paraphrasing (reflection-content, feeling, meaning), summarizing, goal setting

Identify:

For Scenario 1, the issue is that Jack ignored Carol's complaint that she felt uncomfortable. Jack failed to act and to shield Carol from harm, and also failed to report harassment to the proper authorities and administration.

Summarize:

In summary, ASCA code A.9.e states that if a student discloses that there is some type of actual or perceived harm, whether verbal, physical, sexual, or harassment, the school counselor must report to the proper authorities and school administration, as well as follow all school district policies. ASCA code A.11.d also states that school counselors should report all instances of dating violence, harassment or bullying to administrators, as they may fall under Title IX of the Education Amendments and be illegal. Additionally, ASCA code A.11.g states that school counselors are to support the victims, and encourage healing and future accountability throughout the school, while letting administration deal with discipline and legal issues.

Act:

If I were the school counselor, I would report the incident to school administration. If Carol has already left the group, then I would go check in with her, remind her of the informed consent, then let her know that I will need to report the harassment. I would obtain more details about the incident and see if the occurrences have been continuing even after leaving the group. I would affirm and support her and check in to see how she is doing mentally and emotionally, and I would continue to check in with her. Afterwards, I would document everything I knew and was told. As the administration deals with the report, I would advocate for healing and would need to be intentional in not taking sides or being involved in any disciplinary actions.