Counseling Children

Course Packet

MHS 6421 Counseling Children Course

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Question: What types of empirical evidence exist that supports the idea that participation in a school counseling program results in higher academic, personal/social, and career success?

Three of the most important categories of research that address the empirical basis for school counseling are:

a. Large reviews of research on various school counseling interventions and their impact on students.
b. Large studies that look at the effect on students of comprehensive school counseling programs.
c. Randomized comparison group validation studies that focus on school counselor led intervention and look at the impact on student performance.

- Large reviews are important because they synthesis many studies over a period of time. Three of the most extensive and respected reviews were Borders & Drury (1992), Whiston & Sexton (1998), and Hughes & Karp (2004).

Borders & Drury (1992) published a landmark review of 30 years of research pertaining to school counseling. After examining the results of hundreds of studies they concluded that individual and small group counseling as well as classroom guidance and consultation contributed directly to students' academic success, improved behavior and attitudes toward school.

Whiston & Sexton (1998) found tentative empirical support for career planning, group counseling related to a variety of issues, social skills training and peer counseling. Consultation was also found to be effective.

Hughes & Carp (2004) reviewed 50 studies that focused upon the impact of career guidance programs on academic and vocational achievement. Several of the studies reviewed included other large reviews of research. Three of their findings were: a) guidance activities related to junior high students had the largest effects, b) students benefit both vocationally and academically form participating in career courses, c) academic counseling or advising had positive results.

- Large studies that look at the effect of comprehensive school counseling programs is another important category to consider when examining the empirical evidence related to the impact of school counseling.

Lapan, Gysbers, and Sun (1997) examined the impact of comprehensive school counseling programs. They investigated 236 Missouri high schools (22,964 students) and found that students in schools with more fully-implemented guidance programs reported:

a) higher grades
b) being better-prepared for their futures
c) having more college and career information, and
d) believing their school has a more positive climate.

A follow-up study conducted by Lapan, Gysbers, and Petroski (2001) looked at seventh-graders and teachers in 184 Missouri middle schools. Students in schools with more fully-implemented guidance programs reported:

a) feeling safer in school;
b) having better relationships with their teachers;
c) believing their education was more relevant;
d) being more satisfied with the quality of their education;
e) having fewer problems related to their school environment; and
f) earning higher grades.

Nelson, Gardner, & Fox (1998) examined school counseling programs in 14 Utah high schools. Students in schools with more fully implemented guidance programs:

a) Rated their school counseling services more highly than students in less fully implemented programs
b) Took more advanced math and science courses
c) Had higher ACT scores in all areas
d) Rated their overall educational preparation more highly than students in less fully implemented programs

Sink & Stroh (2003) examined 150 elementary schools (20,131 students) from Washington State. One important difference in this review of research is that student performance in reading and math on standardized achievement tests were used to compare students in schools with comprehensive school counseling programs versus non-comprehensive programs. The conclusion was that elementary students enrolled for several years in schools with comprehensive programs scored significantly better than students in schools with non-comprehensive programs.

- The third important category of research that addresses the empirical basis for school counseling involves randomized comparison group studies.

  One of the key questions frequently asked by various educational decision makers is "how can you tell that it was the school counselor intervention or program that made the difference?" In order to answer this question special care to research design must be taken. Recently the US Department of Education's National Center for Education Evaluation published the following criteria to establishing what is considered "strong evidence of programs that work": Randomized, comparison group designs with multiple sites.

  In response to the need for this type of research Brigman & Campbell (2003), Campbell & Brigman (2004), Webb, Brigman& Campbell (2004) and Brigman, Webb, and Campbell (2004) conducted four studies involving a total of 50 school counselors and over 800 students in grades 5,6,8,9 in 36 schools located in two counties. This series of randomized comparison group studies looked at the impact of school counselor led small group and classroom guidance interventions on student performance in math and reading on standardized tests. The interventions focused on

helping students develop key cognitive, social and self-management skills associated with school success.

The researchers found students receiving the school counselor led interventions scored significant higher in math scores in all four studies and in reading scores in two of the four studies in related to comparison students. On average 86% of the treatment students improved in math by an average of 30 scale score points. In reading, 75% of students improved an average of 25 scale score points.

This category of research is in short supply currently and more such research is needed according to Whisten & Sexton (1998) and Sink (2003).

- In conclusion, school counselors have a solid empirical base that supports the idea that school counseling programs have a positive impact on student academic personal/social and career success.

This has been a brief review of some key research findings addressing this important question. For a more comprehensive listing of research studies go to ASCA's website (www.schoolcounselor.org) and click on "Careers and Options" then click on "School Counselor Effectiveness".

References

Brigman, G. & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. Professional School Counseling, 7 (2), 91-98.

Lapan, R.T., Gysbers, N.C., & Petroski, G.F. (2001). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Journal of Counseling & Development, 79* (3): 320-330.

Nelson, D. Gardner, J. & Fox, M. (1998). An evaluation of the comprehensive program in Utah public schools. Salt Lake City, UT: Utah State Office of Education.

Sink, C. & Stroh, H. (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. Professional School Counseling, 6, 352-364.

Whiston, S.C., & Sexton, T.L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling and Development, 76* (4): 412-426.

Six Common Features of the Strategies used by Effective Counselors (Frank & Frank, 1991)

1. Maintaining a relationship that can moderate feelings of alienation after clients have expressed strongly destabilizing and demoralizing feelings
2. Support clients to believe that will be helped by instilling a sense of hopefulness that their situation can get better
3. Assist clients to have new learning experiences
4. Help clients to express emotions through the practices of the counseling process
5. Help clients to experience a greater sense of personal self-efficacy that they can make things better in their lives
6. Help clients to have opportunities to rehearse and practice those strategies that will enable them to change things for the better

70% of the benefits that come from counseling are related to these Common Factors

About 5% of these benefits are due to the working alliance established in the counselor/client relationship

Factors Common to all Effective Counseling and Psychotherapy Interventions (Wampold, 2001)

- Establish a working alliance that allows clients to confide in the counselor and express strong emotions
- Maintain a healing context, where the client can come to believe that the counselor can help them and be trusted to work in a committed manner on their behalf
- Provide clients a believable explanation for their problems (e.g., a conceptual framework, a myth, a rationale)
- Effective treatments provide the means, strategies, procedures, and rituals that actively engage both client and counselor in a process that is based on the believable rationale for their meetings (Frank & Frank, 1991)

Research Supporting Group Counseling

Author(s) & Year	Article Title	Journal Title & Number	Page Numbers	Research Findings
Prout & Prout (1998)	A Meta-Analysis of School-Based Studies of Counseling and Psychotherapy: An Update	Journal of School Psychology, Vol. 36(2)	121 - 136	17 well controlled studies review found that students receiving group counseling in schools performed significantly better on a number of measures than 97% of comparison students (.97 effect size)
Weisz, Weiss, Granger, & Morton (1995)	Effects of Psychotherapy with Children and Adolescents Revisited: A Meta-Analysis of Treatment Outcome Studies	Psychological Bulletin, Vol. 177	450-468	150 outcome studies of psychotherapeutic interventions with children and adolescents found those who received counseling were better off than 71% of comparison group. Group counseling was found to be equally effective as individual counseling. (.71 effect size)
Hoag & Burlingame (1997)	Evaluating the Effectiveness of Child and Adolescent Group Treatment: A Meta-Analytic Review	Journal of Clinical Child Psychology, Vol. 26(3)	234-246	56 study review found that children and adolescents receiving group treatment were better off than 73% of comparison group. (.73 effect size)
Prout & DeMartino (1986)	A Meta-Analysis of School-Based Studies of Psychotherapy	Journal of School Psychology, Vol. 24	285 – 292	Based on a 33-study analysis, found that students receiving group counseling were better off than 65% of comparison students and that group was more effective than individual counseling. (.65 effect size)
Borders & Drury (1992)	Comprehensive school counseling programs: A review for policymakers and practitioners.	Journal of Counseling & Development, Vol.70(4)	487 – 498	30-year review of literature found group treatment to be effective in benefiting student achievement, behavior, and attitude.

Group Resources

Title	Author	Publisher	Cost	Notes
Group Counseling for School Counselors: A Practical Guide	Brigman & Early (2001)	Weston Walch Pub. www.walch.com 1-800-341-6094	$34.95	Comprehensive group plans for High, Middle, and Elementary Schools. Topics most critical to school success and topics reflecting most common group referral areas are included for all three levels including structured plans for the following groups: Academic and social support (student success skills), social problem solving skills, refusal skills, anger management, handling conflicts, stress management, divorce, loss, and transition. Includes how to get started and build success into groups.
Support Groups for Children	O'Rourke & Worzbyt (1996)	Accelerated Development Ph #: (215) 269 - 0400	$44.95	Provides background information, suggestions for facilitating, detailed session guidelines & activities, homework, and resources for support groups in the following areas: children of alcoholics, children of divorce, stepfamilies, latchkey children, anger management, conflict management, coping with death/grief/loss, self-esteem, social skills training, stress management, and diversity groups.
Skills for Living: Group Counseling Activities for Young Adolescents	Smead (2000)	Research Press www.researchpress.com	$27.95	In a counseling group format, it assists students in developing self-esteem, prosocial skills, and coping strategies. Contains 64 agendas including role playing, social skills training, self-improvement exercises, relaxation training, and stress management.
Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children Grades 1 – 6 Grades 7 – 12	Vernon (1989)	Research Press www.researchpress.com	$27.95	Comprehensive curriculum based on the principles of Rational Emotive Therapy to help students overcome irrational beliefs, negative feelings & attitudes, and the negative consequences that may result. Activities include simulation games, stories, role plays, written activities, brainstorming, and art activities.
The PASSPORT Program: A Journey Through Emotional, Social, Cognitive, and Self-Development Elementary (Gr. 1 – 5) Middle School (6 – 8) High School (9 – 12)	Vernon	Research Press www.researchpress.com	$35.95	Learning activities covering key areas – emotional, social, cognitive, and self developments. Activities are designed to be used in classroom or small group setting (can be adapted to individual counseling). Curriculum includes games, stories, role plays, reading & writing activities, and discussion questions.

Resources for Interventions for Typical Presenting Problem

1. Thompson and Rudoph Counseling Children (2 chapters on interventions for various problems)

2. Several books from FAU CE resource room on Treatments for Depression and anxiety in children and adolescents (see Dr. Brigman)

3. Group manuals –(Brigman & Goodman, Smead, O'Rourke) under specific groups, i.e. Divorce, Loss, Academic support, Social Problem Solving, Conflict Management, Anger Management.

4. Collaborative consultation in the schools Kampwirth (see Dr. Brigman)

5. Cormier & Cormier (handout—list treatments corresponding to problems)

6. O'Rourke, K. & Worzbyt, J. (1996). Support groups for children. Philadelphia, PA: Accelerated Development.

Specific interventions for various presenting problems:

Academic/learning problems:

Goal setting (7 keys and grades: weekly and grade period goals)
Progress monitoring (7 keys and grades)
Memory skills (outlining/concept mapping, note cards, review six + times, associations, acronyms)
Positive self-talk
Stress inoculation for test anxiety (breath, picture, focus)

Divorce and Loss and behavior -

Support groups for children
Group counseling for School Counselors
Skills for living

Behavior—see anger management conflict management and social skills in;

Support groups for children
Group counseling for School Counselors
Skills for living

Book- A - Holics Anonymous:
Using Children's Literature in Classroom Guidance and Curriculum

by Nancy Pittard Jones, Ed.S., LPC, NCC, NCSC, RPT
Nesbit Elementary, Gwinnett County Schools
President, Kid Choice, LLC ©

Please grant me the Serenity to buy all of the books I can afford to buy;
The wisdom to remember the titles of the books I would like to buy;
And the courage to show the receipts to my spouse.

TITLE	LESSON	AUTHOR	PUBLISHER/©	ISBN #
DIVERSITY/CULTURAL ISSUES				
Couldn't We Make a Difference?	diversity, race relations	Michele Pace Hofbauer	Greene Bark Press c. 2000	1-88085-162-8
We're Different, We're the Same	diversity; ways we are alike and different	Bobbi Jane Kates	Random House c. 1992	0-679-83227-0
It's OK to Be Different	diversity; being who you are	Todd Parr	Little Brown and Co. c. 2001	0-316-66603-3
To Be a Kid	diversity; comparing kids and families from all over the world	Maya Ajmera and John D. Ivanko	Charlesbridge Publishing c. 1999	0-88106-842-X
The Other Side	racial issues	Jacqueline Woodson	GP Putnam's Sons c. 2001	0-399-23116-1
Different, Just Like Me	diversity	Lori Mitchell	Talewinds Books, © 1999	0-88106-975-2
The Color of Us	diversity	Karen Katz	Henry Holt and Company, © 1999	0-8050-5864-8
If Only ...	self-acceptance	Lori Rigberg	Mar*co, © 1995	1-884063-45-4
I Like Being Me	appreciating others, getting along	Judy Lalli	Free Spirit, © 1997	1-57542-025-2
Spike	being yourself	Paulette Bogan	GP Putnam's Sons, © 1998	0-399-23163-3

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TITLE	LESSON	AUTHOR	PUBLISHER/©	ISBN #
TELLING THE TRUTH				
A Fishy Story	telling the truth, exaggerating	Gail Donovan	Night Sky Books c.2001	1-59014-001-X
The Berenstain Bears and the Excuse Note	Stretching the truth, taking advantage	Stan & Jan Berenstain	Random House c. 2001	0-375-81125-7
SELF-CONFIDENCE				
Santa's New Suit	Being who and what you are; seeking change	Laura Rader	Scholastic c. 2000	0-439-27620-9
Marsupial Sue	Being who and what you are; seeking change	John Lithgow	Simon & Schuster c. 2001	0-689-84394-1
Regina's Big Mistake	dealing with feelings of failure, uniqueness	Marissa Moss	Houghton Mifflin, c. 1990	0-395-70093-0
Stand T ll, Molly Lou Mellon	self confidence, being who you are	Patty Lovell	GP Putnam's Sons, c. 2001	0-399-23416-0
MOTIV ATION/ACHEIVING DREAMS/ATTITUDE				
Giraffes Can't Dance	achieving dreams/goals; doing what others say you can't	Giles Andreae	Orchard Books/Purple Enterprises c. 2001	0-439-28719-7
The Littledobiddles and the Doobetterdees	motivation, attitude, giving it your best	Michael Daniel "Uncle Mike"	The Doobetter Co. c. 2001	0-9701103-0-8
Oliver Button is a Sissy	Doing what you like/want to do; not letting others tease you away from what you like	Tomie dePaola	Voyager Books c. 1979	0-15-668140-4
Dumpy La Rue	motivation is contagious, follow your dreams	Elizabeth Winthrop	Henry Holt & Co. c. 2001	0-8050-6385-4
Buzzy The Bumblebee	motivation, believing in yourself	Denise Brennan-Nelson	Sleeping Bear Press c. 1999	1-886947-82-1
Dancing In the Wings	following your dreams, not giving up	Debbie Allen	Scholastic, c. 2000	0-439-32942-6
GRATITUDE				
Feeling Thankful	grateful/appreciative	Shelley Rotner and Sheila Kelly	Scholastic c. 2000	0-439-32167-0

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TITLE	LESSON	AUTHOR	PUBLISHER/©	ISBN #
WORRIES/FEARS				
What If It Never Stops Raining?	worries	Nancy Carlson	Penguin Books c. 1992	0-670-81775-9 0-14-050774-4
Newton	fear of noises in the night	Rory Tyger	Barron's c. 2001	0-7641-5390-0
Sheila Rae, The Brave	facing fears, defining courage	Kevin Henkes	Harper Children's Books c. 1987	0-688-14738-0
Wemberly Worried	fears, first day of school, negative effect of worrying	Kevin Henkes	Greenwillow Books, © 2000	0-688-17027-7
I Don't Know Why... I Guess I'm Shy	shyness, fear, courage	Barbara Cain	Magination Press, © 2000	1-55798-596-0
One Dark and Scary Night	fears, fear of the dark	Bill Cosby	Scholastic, © 1999	0-590-51476-8
FIGHTING/BULLIES/ CONFLICT/CHALLENGES				
I'm Always in Trouble	fighting - what to do instead	Carol Cummings	Teaching, Inc. c. 1991	0-9614574-5-7
We Can Work It Out	conflict resolution	Barbara K. Polland, PhD	Tricycle Press c. 2000	1-58246-031-0 1-58246-029-9 pb
Crickwing	bullies, friendship skills	Janell Cannon	Harcourt, c. 2000	0-15-201790-9
The Copycat Fish	friends who "copy" you	Gail Donovan	Night Sky Books c.2001	1-59014-000-1
I Am So Angry, I Could Scream	anger control	Laura Fox	Small Horizons, © 2000	0-88282-185-7
The Hate List	anger control	Arden Matenz	Mar*Co, © 1995	1-884063-47-0
The Rat and the Tiger	bullies, friendship	Keiko Kasza	GP Putnam's Sons, © 1993	0-698-11604-6
TEASING				
Simon's Hook	teasing, put downs	Karen Gedig Burnett	GR Publishing c. 2000	0-9668530-1-6
Super Fine Valentine	teasing	Bill Cosby	Scholastic c. 1998	0-590-95622-1

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FRIENDSHIP				
Little Polar Bear Finds a Friend	friendship skills, accepting others, diversity	Hans de Beer	North-South Books, c. 1990	1-55858-607-5
Play With Me	friendship skills	Marie Hall Ets	Puffin Books, c. 1955	0 14 050 178 9
Odd Velvet	friendship, acceptance of others	Mary E. Whitcomb	Chronicle Books, © 1998	0-8118-2004-1
The Selfish Crocodile	friendship, manners, "the little can help the big"	Faustin Charles and Michael Terry	Little Tiger Press, © 1999	1-888444-56-8
What's the Recipe for Friends?	friendship characteristics	Greg Williamson	Peerless, © 1999	0-9666076-0-0
What Are Friends For?	friendship; arguing with friends can be normal; making up with friends	Sally Grindley	Scholastic, © 1998	0-439-21719-9
How to Be A Friend	making and keeping friends	Laurie K and Marc Brown	Little, Brown & Co., © 1998	0-316-10913-4
Olivia Overcomes Friendship Problems	friendship, decision making	Mike Wignall	Mar*Co, © 1998	1-57543-062-2
Facts About Friends	different personality types; would you want this type of person as your friend?	Elaine Travis	Mar*Co, © revised 1994	none
SIBLING RIVALRY AND RELATIONSHIPS				
The Pain and the Great One	sibling rivalry	Judy Blume	Dell Books, c. 1974	0-440-40967-5
Julius, the Baby of the World	sibling rivalry	Kevin Henkes	Greenwillow Books, c. 1990	0-688-08943-7
It Isn't Fair!	sibling rivalry	Barbara Shook Hazen	Golden Books, c. 1986	0-307-12489-4
A Something Special	sibling rivalry, new baby	Jan Fearnley	Hyperion Books, c. 2000	0-7868-0589-7
Views from our Shoes	growing up with a sibling with special needs	edited by Donald Meyer	Woodbine House c. 1997	0-933149-98-0

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TITLE	LESSON	AUTHOR	PUBLISHER/©	ISBN #
FAMILY CHANGES				
Love is A Family	family changes, different kinds of families	Roma Downey	Harper Collins, c. 2001	0-06-039374-2
Don't Fall Apart on Saturday!	divorce	Adolph Moser	Landmark Editions, © 2000	0-933849-77-X
FOLLOWING THE RULES				
Lost at Sea	following rules, getting lost	Gail Donovan	Night Sky Books c.2001	1-59014-002-8
Listen, Buddy	consequences of not listening	Helen Lester	Houghton Mifflin, c. 1995	0-395-85402-4
TRAUMA				
A Terrible Thing Happened	witness/victim of violence/trauma	Margaret M. Holmes	Magination Press c. 2000	1-55798-701-7
SHY CHILD				
Shy Vi	shyness	Wendy Cheyette Lewison	Simon & Schuster, c. 1993	0-671-76968-5
POSITIVE CLIMATE/ "LIFE LESSONS"				
Quotations for Kids	quotes on many subjects for kids	compiled/edited by J. A. Senn	Millbrook Press c. 1999	0-7613-1296-X
Hidden Treasures	what makes something special	Gail Donovan	Night Sky Books c.2001	1-59014-003-6
Reach for the Sky (and Other Little Lessons for a Happier World)	life lessons	Allison Stoutland	Inch by Inch Publications c. 1999	0-9670941-0-0
Life is Fun	"rules for a happy life"	Nancy Carlson	Puffin Books, c. 1993	0-14-054445-3
The Christmas Promise	homelessness, motivation to volunteer	Susan Bartoletti	Blue Sky Press, c. 2001	0-590-98451-9
ILLNESS				
A Trip to the Hospital	life skills/circumstances: doctors/hospitals	Kim Watson	Scholastic c. 2001	0-439-36643-7
Kathy's Hats	dealing with the effects of chemotherapy	Trudy Krisher	Albert Whitman & Co. c. 1992	0-8075-4116-8

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TITLE	LESSON	AUTHOR	PUBLISHER/©	ISBN #
EMOTIONS/PERSPECTIVE				
Rainbow Fish and the Sea Monster's Cave	having courage	Marcus Pfister	North-South Books, c. 2001	0-7358-1536-4
Mean Soup	dealing with emotions	Betsy Everitt	Harcourt Brace, c. 1992	0-440-83182-2
Summer Stinks	alphabet book; back to school, change, perspective	Marty Kelley	Zino Press, c. 2001	1-55933-291=3
Little Feelings	poems on a wide range of feelings	Judy Spain Barton	Prometheus Books, c. 1998	1-57392-183-1
Beware of the Bears!	revenge - traps of; perspective	Alan MacDonald	Little Tiger Press c. 1998	1-58925-359-0
Cinderella's Rat	looking at things from someone else's view	Susan Meddaugh	Houghton Mifflin, © 1997	0-395-86833-5
Ragged Bear	beauty is in the eye of the beholder	Brigitte Weninger & Alan Marks	North-South Books, © 1996	0-590-87172-2
The School Bus Driver From the Black Lagoon (and The Music Teacher...)	misperceptions	Mike Thaler	Scholastic, © 1999	0-439-06750-2
Hey, Little Ant	perspective; decision making	Phillip & Hannah Hoose	Scholastic, © 1999	0-439-08565-9
PARENT/CHILD RELATIONSHIP				
I Love You Because You're You	parent's unconditional love	Liza Baker	Scholastic, c. 2001	0-439-20638-3
Something to Remember Me By	family relations, giving the gift of time	Susan V. Bosak	The Communication Project, c. 1997/2000	1-896232-02-7
Just the Two of Us	father/son relationship	Will Smith	Scholastic c. 2001	0-439-08792-9
Owly	mother/child relationship; answering life's questions	Mike Thaler	Harper & Row, c. 1982	0-8027-7545-4
Growing Up is Hard	growing up	Dr. Laura Schlessinger	Cliff Street Books c. 2001	0-06-029200-8
Pigsty	being responsible for chores; consequences	Mark Teague	Scholastic, c. 1994	0-590-45915-5
Purple Hair? I Don't Care	parent-child relationship; unconditional love	Dianne Young	Kane/Miller Books, © 1995	0-916291-55-3

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TITLE	LESSON	AUTHOR	PUBLISHER/©	ISBN #
PARENT/TEACHER RESOURCES: VARIOUS ISSUES				
201 Questions to Ask Your Kids/Parents	communication within families	Pepper Schwartz	Avon Books, c. 2000	0-380-80525-1
Unplugging Power Struggles: Resolving Emotional Battles With Your Kids	parent/child relationship, power struggles	Janice Faull	Parenting Press c. 2000	1-884734-42-1
Help! The Kids Are At It Again!	parent/child relationship, siblings getting along	Elizabeth Crary	Parenting Press c. 1997	1-884734-08-1
When Bad Things Happen to Good People	dealing with grief, trauma, loss	Harold S. Kushner	Quill Books c. 1981, 1989	0-380-67033-X
Sta ing Small: Teaching Tolerance in Pre chool and the Early Grades	tolerance issues	Teaching Tolerance, part of the Southern Poverty Law Ct	Southern Poverty La v Center, c. 1997	Library Of Congress CCN: 97-60329
Ho v to Bury A Goldfish	creating rituals in families	Virginia E. Lang and Louise B. Nayer	Daybreak Books c. 2000	1-57954-275-1
Tell It Again! (Volumes 1 and 2)	using stories/activities to teach character	Shirley Raines and Rebecca Isbell	Gryphon House c. 1999, 2000	V1: 0-87659-200-0 V2: 0-87659-208-6
101 Surefire Ways to Start the School Year	getting the year started	Joan Novelli and Susan Shafer	Scholastic, c. 1999	0-590-36515-0
Hey! I'm Reading!	help for children, teachers, and parents in learning to read	Betty Miles	Borzoi Books/Alfred A. Knopf c. 1995	0-375-81420-5
Follow Directions and Draw It All By Yourself!	learning to follow directions	Kristin Geller	Scholastic c. 2001	0-439-14007-2
FOR ESOL STUDENTS				
More Parts	English language "figures of speech"(ESOL)	Tedd Arnold	Dial Books c. 2001	0-8037-1417-3
SEXUAL ABUSE				
No More Secrets for Me	sexual abuse stories	Oralee Wachter	Little, Brown and Co., © 1983	0-316-91491-6

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TITLE	LESSON	AUTHOR	PUBLISHER/©	ISBN #
FEELINGS				
The Way I Feel	feelings are normal	Janan Cain	Parenting Press, © 2000	1-884734-71-5
The Feelings Storybook	short stories exploring feelings	Alexandra Delis-Abrams	ABC Feelings Inc., © 1998	1-879889-23-4
A to Z Do You Ever Feel Like Me?	exploring feelings	Bonnie Hausman	Dutton Children's Books; © 1999	0-525-46216-3
DECISION MAKING/CHOICES				
The Brand New Kid	making good choices, doing what's "right," being new	Katie Couric	Doubleday, © 2000	0-385-50030-0
Win or Lose l / How You Choose!	decision making	Juc ;e Judy Sheindlin	Harper Collins Children's Books, © 2000	0-0(-028780-2
CONSEQUEN(ES/CAUSE-EFFECT				
Snail Started It!	consequences of actions, boosting self-esteem	Katja Reider & Angela von Roehl	North-South Books, ©1997	1-55858-706-3
I Like Your Buttons	cause-effect, consequences of positive choices	Sarah Marwil Lamstein	Albert Whitman & Co., © 1999	0-8075-3510-9
The Pillow War	sibling relationships, consequences of actions	Matt Novak	Orchard Books, © 1998	0-531-30048-X
LITERATURE COLLECTIONS				
Peace Scholars: Learning Through Literature	collection of self esteem, feelings, communication, bullies, culture	Diane Carlebach	Grace Contrino Abrams Peace Education Foundation, © 1996	1-878227-44-0
Lively Lessons for Classroom Sessions	positive attitude, self esteem, friendship, feelings, dec. making, careers, drugs, etc.	Rosanne Sheritz Sartori	Mar*Co, © 2000	1-57543-087-8
SAYING NO TO DRUGS				
Too Cool for Drugs	saying no to drugs	Sharon Scott	Human Resource Development Press, © 1993	0-87425-236-9

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TITLE	LESSON	AUTHOR	PUBLISHER/©	ISBN #
OTHER CHILDHOOD ISSUES				
My Big Lie	truth & honesty, lies	Bill Cosby	Scholastic, © 1999	0-590-52161-6
Hooray for the Dandelion Warriors!	gender differences, teamwork, cooperation	Bill Cosby	Scholastic, © 1999	0-590-52194-2
The Awful Aardvarks Go to School	inappropriate school behaviors (humorous)	Reeve Lindbergh	The Penguin Group; © 1997	0-670-85920-6
Penny and Pup	needing a "security blanket;" courage; friendship	Linda Jennings	Little Tiger Press, © 1997	1-888444-18-5
Froggy's First Kiss	dreams, "be careful of what you think you want"	Jonathan London	Scholastic © 1998	0-439-07721-4
We Share Everything	sharing	Robert Munsch	Scholastic © 1999	0-590-89601-6
Hands Are Not for Hittin	appropriate uses for hands, nonviolence	Martine Agass	Free Spirit © 2000	1-57542-077-5
The WorryWarts	worrying	Pamela Edwards	HarperCollins Children's Books, © 1999	0-06-028150-2
GRIEF/LOSS				
A Rainbow of Hope	10 separate story books on grief and loss (moving, adoption, fire, new baby, divorce, foster care, death, etc.	Linda Hagler	Youth Light © 2000	1-889636-31-2

The Beginning and The End of our Workshop...

TITLE	LESSON	AUTHOR	PUBLISHER/©	ISBN #
For Every Child	belonging, diversity, uniqueness	Unicef	Phyllis Fogelman Books of Penguin Putnam,© 2001	0-8037-2650-3
Yay, You!	life changes, new beginnings or endings	Sandra Boynton	Simon & Schuster © 2001	0-689-84283-X

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Organizational Tips for Book-A-Holics

- Have a way to mark your books so that they are easily identified.
- Make Dr. Freud proud - make people sign out your books!
- Categorize your books in some way so that you know what you have.
- Look for props to accent books that you use.
- Use books as a beginning introduction to your lesson, a wrap up, or as the framework for the lesson.
- If you are doing a series of lessons (groups or classroom guidance), look for several books on the same topic and use one in each lesson.
- Offer books for parents on the same topics you are covering with your students.

Nancy Pittard Jones, Ed.S., LPC, NCC, NCSC, RP
President,
Kid Choice, LLC
3124 Wyncroft Place
Norcross, GA 30071
kidchoice@yahoo.com[2]

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A summary of Violet Oaklander's model for working with children and adolescents using art:

1.	Describe the experience	"What was it like to think about and draw your picture?"
2.	Share drawing	"Tell me about your picture"
3.	Elaborate	"Would you tell me about your picture using the work "I" ? I am this tree, I have green leaves and ....."
4.	Identifying with parts of picture	"Describe yourself as different parts of the picture. Be the square and describe yourself"
5.	Asking questions	"What do you do?" "Who uses you?" "Who are you closest to?"
6.	Exaggerating parts Of the picture	"Where is she going?" "What is the circle thinking?" "What is she going to do?" "What will happen to it?"
7.	Dialogue between Parts	"Have a conversation between the car and the road"
8.	Encourage attention to colors	"Think about the colors you are going to use. What do bright colors mean to you? What do dark colors mean to you?"
9.	Watch for non-verbal cues and check out your hunches	" I noticed that your face got sad when you talked about the dog, can you tell me about the dog "
10.	Help child own what has Been said about picture	"Do you ever feel that way?" "Do you ever do that?" "Does that fit with your life in any way?" "Is there anything you said about the rosebush that's like your life?'

KINETIC FAMILY DRAWINGS:

Some suggested questions:

1. Who is this person?

2. How old is he or she?

3. What is this person doing?

4. How does this person feel?

5. How do you feel about this person?

6. What does this person wish for?

7. What do you like about this person?

8. What don't you like about this person?

9. What happened to this person right before the picture?

10. What happened to this person right after the picture?

11. What does this person do well?

12. What is this person afraid of?

13. What does this person get in trouble for?

14. What is the family doing?

15. What will happen to this family right after this picture?

16. What happened to this family right before this picture?

17. What will happen to this family in the future?

18. If you could change anything about this family what would you change?

(Adapted from Kottman, T. (1995). Partners in Play: An Adlerian Approach to Play Therapy. Alexandria, VA: American Counseling Association.

Safe Place

WIIMF "Wouldn't it be great to have a place to go anytime you needed where you felt safe and secure and could recharge your batteries and de-stress yourself.
The good news is anyone can learn to create such a place in your mind and you can go there anytime you choose"

The steps are simple:

First I will show you how to relax, next I will lead you to develop your own special safe place. Last, when we finish I will ask you to share with a partner what it was like"
"Are you ready to start?"

Relaxation:

Sit in a comfortable position, with legs and arms uncrossed. Take a few slow deep breaths. Exhale slowly and gently. Let your body go loose and limp like a rag doll. Put your attention on you forehead and face and tell them to relax and let go. Feel the relaxation spread to your jaw , neck and shoulders. Continue to breath slowly and gently. Now, focus on your back and chest and tell them to relax and let go. Feel your body go loose as your muscles relax. As you continue to breathe slowly and gently, let this relaxation spread to your stomach and hips. Now let the muscles in your legs and feet relax deeply. Breathe slowly and gently and scan your entire body for any tension. If you find a tense area place your attention there and tell that part to relax and let go.

Imagery :

Now that you are relaxed I want you to use your imagination to create a special place. Your Safe Place. A place were you can feel safe and secure, and protected. A place were you feel very empowered, energized and renewed. A place were you are very comfortable, and at ease. This place could be a place you know well, like a room in your home, or a special place you like to go outside, or some place you once visited and loved. Or your safe place could be a combination of these places , or something totally new that you create from scratch in your imagination. The important thing is that when you are there in your imagination that you feel empowered and protected, inspired and energized.

Take a few moments and create your very special Safe Place. In a few moments I will ask you to draw a picture of your safe place and share it with a partner. Right now enjoy your time at your safe place.

Return to present and prepare to share:

In just a moment I will ask you to return to the room from your safe place and draw a picture of what it is like. It does not matter if anyone else can tell what your safe place is like. You will be able to tell a partner whatever you choose about your safe place. The drawing is for you.

Look around your safe place once more so you can remember as many details as possible.

When you are ready open your eyes and look around the room. Raise your right hand over your head to let me know you are back with us in the room.

Draw and share:

Take a few moments and draw something that helps you remember your safe place.

Finish, wherever you happen to be in the next minute. I will ask you to share something about your safe place with a partner.

With a partner, share what your safe place was like and how you felt being there. As your partner is sharing their story, be sure to pay close attention and listen very carefully.

Drawing:
Draw a picture of what life was like before _____
Draw a picture of what life was like after_____

Draw a picture of your day, week, high point of your week, low point of your week.

Draw a picture of: how things will be when you reach your goal.
how things will look if that happens.
How you would like things to be

Draw a picture of everyone in your family (all the people who live with you) doing something.
Draw a picture of you and a couple of friends in you rclassroom and your teacher doing something

Draw a picture of your SAFE PLACE--a place where you feel very safe, and protected, and comfortable, and at ease. It could be a place in your house or a place outside, or some other place you have been.

Draw your ideal SAFE PLACE. Use your imagination to create the ultimate safe place.

Draw a picture of a typical day.

Techniques for teaching healthy ways of dealing with feelings to children
Modified from Dr. Linda Webb

Use Dry erase board to draw a outline of boy or girl

Then use plastic blank overhead to lay over

Nest use red marker to place dots in stomach area—explain we all have feelings of (whatever the current situation calls for, ie. Anger or sadness, ect) and the important thing is what we do with these feelings—

These feelings come out one way or another—sometimes the come out in ways that hurt ourselves or others and sometimes they come out in healthy ways. When you know how to let them out in healthy ways it is much better for you and others.

What are some hurtful ways these feelings sometimes come out of our feet? Draw line from stomach to feet with red marker-- (That right by kicking or tripping someone)

What are some hurtful ways these feelings sometimes come out of our hands? Draw line from stomach to hand with red marker-- (That right by pushing or hitting or making jesters that are not nice)

What are some hurtful ways these feelings sometimes come out of our mouth? Draw line from stomach to mouth with red marker-- (That right by screaming or saying mean or hurtful things to others)

Her is a trick that some children have learned that is very helpful. Switch to green marker and draw line from stomach to brain. When they notice these feelings they go up to there brains and think of some good ways for the feelings to come out.

What are some good ways for our (anger, sadness, ect) to come out of our feet? Draw green line from brain to feet. That's right, we can work off our feelings by running, walking, bicycling or kicking a ball

Hands—write in a feelings journal, help someone do something, play an instrument, throw a ball, draw about your feelings.

Mouth—teach I-messages, positive things to say to self and others

(Given by Joanna Fabian LMHC, ATR-BC)
Art Therapy Class – Spring 2002 FAU

Directives

The Bridge
The Wall
My Best memory
House of Fear
Family portrait
Kinetic Family Drawing
Theme Murals
My favorite place
My safest place
Draw your monster/demon and name it
Animal identity
Life size figure drawing
Self-collage
Draw/depict a person you admire/or are jealous of
God Box
Masks
Island mural
Draw what you cannot change
Map of yourself – Physical/emotional/mental/spiritual
The tree that is me
Inside/outside Box
Free Day
The house that I live in

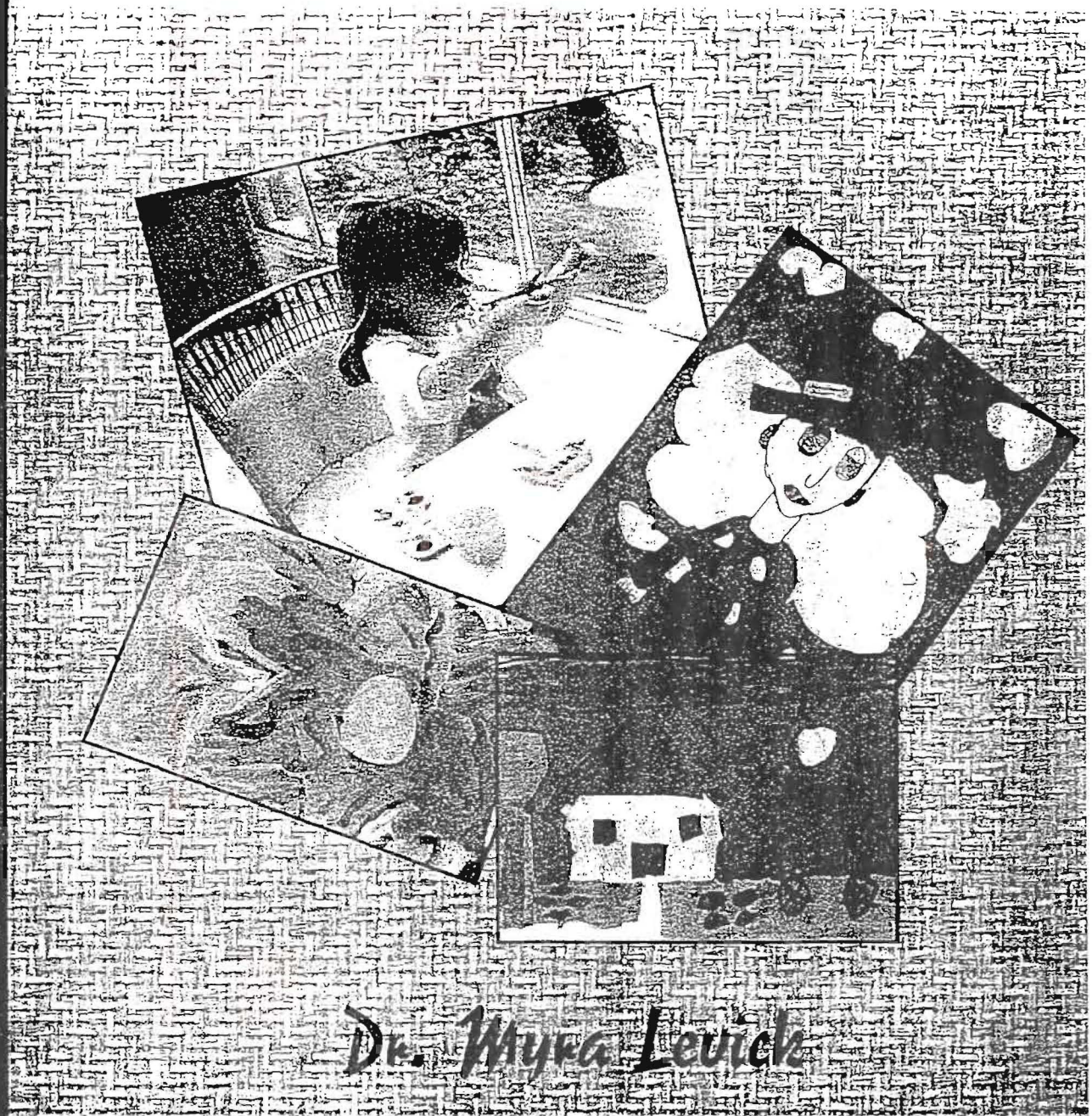
WHAT TO LOOK FOR AND CONSIDER WHEN APPROACHING DRAWINGS OR OTHER ARTWORKS / POSSIBLE RED FLAGS*

1. BIZARRE IMAGERY OR SELF REPRESENTATION
2. DISTORTED IMAGES (EG. SIZE, FEATURES)
3. INORDINANTLY LARGE OR SMALL IN RELATION TO THE PAGE (SELF ESTEEM, GRANDIOSITY)
4. DARK MUDDY COLOR / BLOOD, VIOLENCE
5. HEAVY PRESSURED LINES SURROUNDING THE FORM (NEED FOR CONTROL)
6. ABSENCE OF HANDS / FEET (HELPLESSNESS, IMMOBILITY)
7. SHADING INTRNSITY / ERRATIC QUALITY TO THE LINE (ANXIETY}
8. TEETH EMPHASISED (AGGRESSIVE TENDENCIES)

- REMEMBER NO SINGLE PROJECTIVE DRAWING REGARDLESS OF HOW CAREFULLY IT MAY BE ADMINISTERED OR ANALYZED SHOULD EVER BE VIEWED AS A DEFINITIVE MEASURE OF A STUDENT'S / CLIENT'S EMOTIONAL OR COGNITIVE DEVELOPMENT.

See What I'm Saying

What Children Tell Us Through Their Art



Dr. Myra Levick

"I highly recommend this book to parents, professionals, and interested readers . . . for furthering their learning about the minds of normal and troubled children during the process of growing."

—Hugh Rosen, DSW, Professor and Chair, Department of Mental Health Sciences, Allegheny University

Typical Day

Rationale: "I am usually much better at helping students get what they want if I know a little about what is like to be them. It really would help me if I could ask you about a typical day? You are the expert on how your day usually goes."

Questions: Use the following questions as a tool to help you interact with, build rapport and learn about the student. Use your responding skills to communicate caring and respect.

Let's start by you telling me who lives with you now.
(It is usually helpful to either ask the student to draw stick figures and you label each member with name and age or explain that you want remember and do the labeling yourself.)

Do you have any pets?

Can you tell me how the morning goes:

- Who gets up first
- How do you wake up, what time
- Who picks out your clothes, dresses you
- What do you eat for breakfast, who fixes it
- Do you have any chores before you leave for school
- How do you get to school

So now you are at school;

- Tell me how it feels to walk into your classroom in the morning
- Who do you look forward to seeing, talking to playing with
- How are you treated by the others kids in class
- How does the teacher treat you
- What are your favorite subjects, least favorite
- How happy are you with your grades, what kind of grades do you usually get

Tell me about after school ends:

- Where do you go
- What kinds of things do you do
- What do you do for fun
- Who do you spend time with in the afternoons, do you get to be with any friends
- Tell me about homework
- How does dinner go at your home, who is there, who cooks, who cleans up, favorite foods
- Do you have any chores
- What do you do at night, TV favorite programs, phone, computer
- What time do you go to bed

Connect the typical day to the presenting problem. Summarize some strengths you learned about the student and ask the student if they can think of ways to use some of their strengths to get what they want.

STRENGTHS TO BE LEARNED

Children must learn how to acknowledge, grieve, and resolve loss in their lives. Some losses will be addressed easily, whereas other losses will require time and the application of personal strengths to resolve. The support group sessions that follow will provide children with the information, skills, self-confidence, and opportunity to play an active role in their own self-care.

Information

Accurate and useful information can help children meet their physiological, safety and security, love and belonging, and self-esteem needs that often are assaulted during loss. Children can benefit from information that will help them better understand themselves and their needs (Bertoia & Allan, 1988; Morganett, 1994; Muro & Kottman, 1995; Rando, 1988). More specifically, children have a need to know that

- there are many types of loss;
- when they experience a significant loss, they will grieve;

- grief is a normal process that takes time;
- there is no timetable for resolving a loss;
- there is no one right way to grieve and grieving is personal;
- working through grief can be difficult, but they can do it;
- they can express their grief through pictures, talking to others, writing a poem, being by themselves, taking a walk in the park, and so forth;
- anger, sadness, loneliness, guilt, frustration, and numbness are normal feelings;
- they may experience highs and lows, feeling fine one minute and sadness the next;
- they are not going crazy even though they feel totally disorganized and confused;
- they can and should take breaks from their grieving by spending time with friends, listening to music, and doing healthy things that give them personal pleasure;
- while it may be difficult to eat properly, exercise, and get plenty of rest, this is what they must strive to do; and
- with time and work, things will get better and they will be able to remember the good times and cherish comforting memories that never can be taken away.

aring Feelings

Learning to understand and share feelings with others is a personal strength t children can develop. During the following activities, children will be giv- the opportunity to share their feelings in discussion and in pictures. They l experience the power that comes from sharing. Children will explore a iety of feelings that they have experienced when their loved one died and l learn a variety of ways in which they can manage difficult feelings respon- ly. With practice in understanding, expressing, and managing their feelings, ldren will recognize that they can survive and grow in the face of adversity. ey will be able to ask for the help they need, share their grief, and relieve mselves of some of the stress and tension they have been experiencing. They l learn that painful feelings do not last forever and that there are helpful ngs they can do to benefit themselves in coping with loss.

aring Beliefs

Sharing beliefs about loss and death will help children recognize the power t their thoughts play in affecting their feelings and actions. Many fears about ath that children harbor often occur because developmentally they are unable

to understand or comprehend the differences between myth and reality. As children develop and mature, they can explore religious and cultural beliefs about death and learn to question and challenge some of their own irrational thoughts. For example, children in various developmental stages may believe that people who die today will be seen tomorrow; that because Uncle Joe died in his sleep, they themselves will die in their sleep; and that because they have had ill thoughts about a loved one, they are responsible for that loved one's death.

Teaching children to appreciate differing cultural and religious beliefs about life and death and the various ceremonies and rituals that support both will help children understand that death is very much apart of life. Likewise, children can be taught to examine their own beliefs about life and death and the extent to which reality and myth influence their perceptions. With practice, children can learn to challenge their irrational beliefs and replace them with rational thought and more responsible action.

Taking Action

Action oriented activities can help children respond to loss in their lives. Children can be taught the value of taking action in reducing stress, eliminating fear, and restoring confidence in themselves. Learning to take action can help children make the necessary life adjustments in disconnecting from their loss experiences while setting new goals that will lead to future growth. For example, children may have little choice but to relocate with their family following a parental job promotion; however, they do have choices they can make that will help them adjust to the move. They can remain in contact with their old friends by phone, letter writing, and occasional visits. Likewise they can learn about their new community and what it has to offer by obtaining information from the Chamber of Commerce, visiting the new school, and joining familiar groups at school and in the community.

Similarly, when children lose a friend or relative through death, adults can include them in such activities as cooking a meal, delivering food, planning part of the service, selecting flowers, sending cards, and attending the funeral. Children have a special need to be connected to self and others during times of loss. One way of helping them achieve a sense of closeness is to include them in as many family related activities as is practical. Support group activities emphasize the importance of connecting with the deceased through pictures, mementos, and memories. Even though their loved ones are no longer present in life, their memories and teachings will live on in them and will be passed onto future generations through them.

MESSAGE TO FACILITATORS

Helping children understand and manage death, loss, and grief in their lives is a major challenge. Your primary goal must be one of presenting a positive view of loss. Seibert et al. (1993) have stated that these topics (i.e., death, loss, and grief) must be treated in a factually accurate manner, appropriate to children's levels of understanding, and be presented in ways that will help children view death, loss, and grief as a natural part of life.

As you review the support group activities, you also need to examine your own feelings, attitudes, and beliefs about death, loss, and grief. The groups that you facilitate will be successful to the extent that you can create an open atmosphere where children can feel safe to explore, what for many, are taboo topics. Children are quick to pick up verbal and nonverbal signals noting any discomfort that you may be experiencing as you listen to them share their innermost thoughts and feelings.

Because children's beliefs come from home and are often culturally and religiously based, your role is to teach and accept a variety of beliefs. Children can be encouraged to explore death, loss, and grief with their families and members of their religious communities (see Figure 10.1). These beliefs then can be shared with the support group. As you listen to children share their feelings and beliefs, keep in mind that some children have had negative experiences with loss and death. Such experiences may trigger tears, anger, fear, or cynicism that can become misdirected and have a negative influence on the group. All the more reason for you to explore your own death, loss, and grief experiences before you begin facilitating a support group on these topics.

Selecting Group Members

Because your support group is designed to meet general and specific needs of children who have experienced recent losses, it is helpful to interview perspective group members and their parents. Your goal is to select children that can best benefit from a support group and to identify others who may need more intense therapeutic interventions. These children and their families should be referred to appropriate counseling services.

While we have provided general selection guidelines in Chapter 3, the following specific indicators offered by Morganett (1994) may suggest that a child is a good candidate for a support group intervention on this topic:

- is currently dealing with the loss of a parent, relative, friend, or pet;
- is able to function academically and socially at school without major disturbances—that is, neither severely acting out nor acting extremely withdrawn;
- is having difficulty grieving, as indicated by an inability to stop talking about the death or acting as though the loss never occurred (e.g., by talking about the person as if he or she were still alive or constantly referring to the dead person); and
- is experiencing depression as evidenced by withdrawal, moodiness, irritability, problems sleeping and/or eating or difficulty concentrating or remembering.

Some children may not benefit from a group experience. Morganett (1994) indicated that a child who exhibits any of the following characteristics should be referred for more individualized assistance:

- engages in bizarre behavior such as self-destruction, hurting animals, giving away possessions, playing with knives, and the like;
- has frequent panic attacks or otherwise appears still to be in a state of shock over the loss;
- engages in serious socially inappropriate or delinquent behaviors, such as stealing or vandalism;
- withdraws or refuses to socialize with other children;
- refuses to do school work or go to school; and
- is assessed as being suicidal.

Group Goals

The goals of our support group are designed to help children

- learn about death, loss, and grief as dimensions of life;
- participate in a supportive, open climate where they can explore their thoughts, feelings, and attitudes;
- receive accurate information that will help them challenge unrealistic fears and myths about death, loss, and grief;
- express their grief in responsible ways using coping skills learned in group; and
- talk with their parents and loved ones about their grief.

Guidelines for Discussing Death, Loss, and Grief

Whether responding to children's questions or discussing activities, remember to

- provide specific, clear, and short responses;
- be honest, truthful, and loving;
- take time and listen to the children discuss their concerns;
- describe activities to the children before they participate;
- let them know that there are no wrong answers;
- give them permission to feel a full range of emotions;
- thank children for participating;
- help children understand the value of sharing; and
- review what children have learned from each activity and in group.

Because children experience death, loss, and grief differently, you should monitor their progress both in and out of the group experience. We have found it helpful to meet with children individually each week, even for just a few minutes. These brief contacts will give you an opportunity to answer "private" questions and to identify specific needs that can be addressed individually or in group.

Helping children understand death, loss, and grief and teaching them new ways to self-manage is an important gift that we can pass on to them through a support group experience. Be open and sensitive to their needs and your group will give every bit as much back to you as you give to them. With each new support group experience, your expertise, sensitivity, and facilitative skills will grow. You are now ready to begin what will be a valuable experience for you and all the children whose lives you will touch in positive ways.

Resources

Share with parents and/or guardians Figure 10.1 so that they will have suggestions on how they can help their children at home. In Figure 10.2 are provided lists of resources to be used with and by children in the Death, Grief, and Loss Support Group. The resource materials are grouped according to age of child.

Case Study Format
Counseling Children and Adolescents in the School

Choose one student you will be working with over a period of at least five to six sessions and provide the following information. In addition, you will also be asked to provide individual counseling summary notes for each session (see following page).

I. Background information on student
   a. Referral source
   b. Description of student characteristics (age, sex, grade, cultural background, etc.)
   c. Academic functioning
   d. Social functioning (peers/family)
   e. Description of family
   f. Traumatic events/stressors (academic, personal, social)

II. Description of the problem
   a. Presenting problem
   b. History – frequency, duration, intensity of presenting problem
   c. What has been tried?
   d. Previous experience with counselor

III. Treatment plan
   a. Goal(s)
   b. Action plan
   c. Consultation with parent/teacher
   d. Evaluation of effectiveness

Building on Strengths

- Identify a past success
- Look for strengths that lead to success
- Project strengths onto current goal

Positive story starters

- A time I made a new friend
- A time I helped someone with school work or with a problem
- A time I learned to do something I thought was too hard or scary
- A time I invited someone I did not know well to play or asked to join someone in play

Student Storytelling

Tell a story about one of the story starters below. Be sure to include the following four points in your story.

1. Names and descriptions of the people/characters in your story.

2. When and where the story happens

3. What problem or issue was involved and how it was solved or dealt with. If the story did not have a problem or issue, then what made it important to you?

4. How you and the other characters felt at the beginning, middle and end of story.

Story Starters

A time I started a healthy habit

A time I helped someone with schoolwork

A time I made a new friend

A time I helped someone solve a problem

Story Outline

I. Beginning
   a. Who: Name and description of characters

   b. Where and When: Describe setting. Where and when does the story take place?

   c. How: How are the characters feeling? What is the mood?

II. Middle
   a. What: What is the problem that the characters face?

   b. How: How do the characters try to solve this problem?

   c. How: How are the characters feeling?

III. End
   a. How: How do the characters finally solve the problem?

   b. What: What are some of the themes or most important ideas?

   c. How: How are the characters feeling?