

TEEN LIFELINE
LIFE LIVED BETTER

WELCOME

INTRODUCTIONS

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TEEN LIFELINE GROUPS

GROUP PROCESS BASICS

OPEN VS. CLOSED

♦ Open

- ♦ Replaces members
- ♦ Meets indefinitely

♦ Closed

- ♦ No new members
- ♦ Meets for predetermined number of times
- ♦ Practical in a long-term setting

INAPPROPRIATE HOMOGENEOUS GROUPS

- Eating Disorders
- Severe Depression
- Cutting or Other Self-Injurious Behaviors
- Perpetrators and/or Bullies
- Bullies with Victims (verbal and physical)

FORMING

GOALS

- Setting warm, welcoming tone
- Addressing specifics of group
- Encouraging connections between members

FORMING

CHALLENGES

- Addressing apprehension
- Addressing limited self-disclosure
- Addressing uncertainty about group experience

FORMING

STRATEGIES

- Building relationships
- Connecting student's experiences and ideas
- Providing a welcoming atmosphere

NORMING

GOALS

- Setting group expectations
- Discussing goals
- Determining group norms

NORMING

CHALLENGES

- Providing meaningful discussion in a safe setting
- Setting appropriate behavior norms

NORMING

STRATEGIES

- Modeling norm expectations
- Listening carefully to learn
- Encouraging and modeling disclosure

STORMING

GOALS

- Encouraging divergent thinking
- Acknowledging and accepting disagreements and conflict
- Maintaining agreed upon boundaries and group norms

STORMING

CHALLENGES

- Monitoring conflict
- Maintaining respect
- Preventing isolation

STORMING

STRATEGIES

- Utilizing conflict positively
- Modeling acceptance of diversity
- Re-stating group norms and expectations

PERFORMING GOALS

- Achieving goals and open/honest atmosphere
- Sharing ownership in group
- Addressing in-depth topics

PERFORMING CHALLENGES

- Staying focused
- Fostering shared decision and strategy making
- Keeping everyone involved

PERFORMING

STRATEGIES

- Maintaining momentum
- Being prepared for group
- Facilitating shared ownership

ADJOURNING

GOALS

- Realizing and celebrating accomplishment
- Providing positive ending
- Evaluating experience

ADJOURNING

CHALLENGES

- Approaching end of group
- Dealing with unmet needs
- Students acting out

ADJOURNING

STRATEGIES

- Providing closure
- Sharing resources
- Providing evaluation tools
- Strategizing staying connected post-group

A SUCCESSFUL GROUP

Goal:

Compose a group in which members will interact.

GROUP FACILITATING SKILLS

BASIC HELPING SKILLS

- Listen, listen, listen to who and what are important.
- Begin statements and questions with, “so,” “how,” and “what.” Avoid “why.”
- If we change doing, we change feelings.
- Paraphrase and summarize.

BASIC HELPING SKILLS

- Avoid being a teacher or a parent!
- Search for hidden treasure and compliment as appropriate.
 - Compliments can be direct or indirect.

FOCUS THE GROUP ON THE MEMBERS

- Direct members to speak to the group
- Link commonalities together
- Use your body language to encourage members to talk to each other.

WHAT YOU TALK ABOUT

- Regardless of how bad things are, most everyone has resources yet untapped.
- You get what you talk about.
- Help members move from insight to doing.

GOALING

- Ask what the member would like to be different in the future.
- If unsure, ask what someone else might say
- Have members scale how they are doing

BREAK

BASIC LISTENING SKILLS

THE MULTITASKING CHALLENGE

COMMON DISTRACTIONS

- You already think you know the solution to the problem.
- You are already composing your reply.
- You have a conflict from earlier you can't get out of your head.
- You would rather be doing something else.
- “Not this again!”
- Something they said set your imagination off.

THE WAY OF DISTRACTION

1. Something piques our curiosity.
2. We identify the problem.
3. We come up with a solution.
4. We come up with a strategy to get group members to see our solution.

THE WAY OF DISTRACTION

1. Something piques our curiosity.

IT STARTS WITH CURIOSITY.

“Follow your curiosity, not your diagnosis.”

- Tony Stoltzfus, *Leadership Coaching*

ELIMINATING DISTRACTIONS

Group Discussion

Split up in groups of 2-3 and share ways you have eliminated distractions in your meeting space.

USING INTUITION

Intuition:

The ability to understand something immediately, without the need for conscious reasoning.

INTUITION INDICATORS

- Discernment of a situation
- Turning points in the story
- Strong Emotions
- Red Flags
- Patterns

*Remember, these indicators don't necessarily tell you there **IS** a problem. They tell you **WHERE** to ask.*

SOLUTION FOCUSED GROUPS

SELECTION CRITERIA FOR SF GROUPS

- Select those whose goals/needs are compatible with group.
- Select those who will not impede group progress.
- Select those whose well-being will not be jeopardized by the group.
- First, do no harm...

SELECTION CRITERIA FOR SF GROUPS

Criteria for Inclusion:

- Agreement on goals
- Agreement on method
- Group cohesion
- High hopes and expectations

ASKING THE SCALING QUESTION

- Designate numbers clearly.
- Be careful not to confuse questions.
- Speak slowly, so that the student can comprehend exactly what you are asking.
- It's o.k. to ask more than one scaling question.

GETTING MORE HELP

- When to refer
- Recognizing bigger issues
- How to report

BREAK

PRACTICE GROUP

DEBRIEF



LUNCH

GROUP STRUCTURE

ADOLESCENT DEVELOPMENT

- Keep in mind the tasks of adolescents:
 - Searching for identity
 - Developing a sense of values
 - Needing to develop a sense of self-confidence and respect
 - Accepting wide range of feelings
 - Learning to communicate with others

DEVELOPMENTAL ISSUES OF ADOLESCENTS

- Concerns often center around issues of:
 - Need for approval
 - Sexual behaviors and conflicts
 - Freedom
 - Moodiness
 - Peer group pressures

ADOLESCENT GROUP

- Group counseling offers adolescents a place to:
 - Discover that they are not alone/unique
 - Learn to communicate with peers and adults
 - Learn from modeling provided by the leader
 - Learn to accept others and also to give of themselves

GROUP ATMOSPHERE

- Acquire a co-facilitator
- Be flexible
- Encourage participation
- Approve the location
- Be shock proof!

BREAK

PRACTICE GROUP

DEBRIEF

BREAK

IDEAL VS. REAL

IDEAL GROUP

- 6-8 students
- Mixed gender
- Common connector
- Healthy peers included



REAL GROUP

- 3-15 students
- Mixed or same gender
- Multiple issues



CURRICULUM
LIFE LIVED BETTER

CURRICULUM STRUCTURE



Group Check Up



Self Evaluation



Group Activity



Group Processing



Wrap Up

LESSON 1: INTRODUCTION TO GROUP

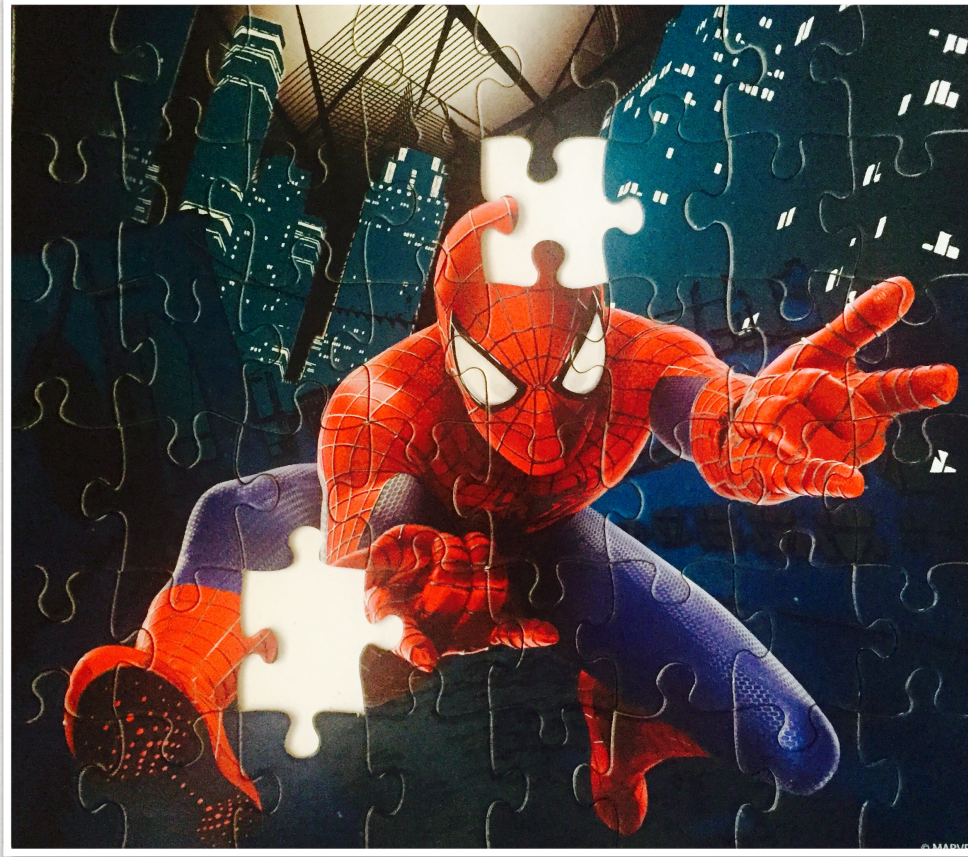
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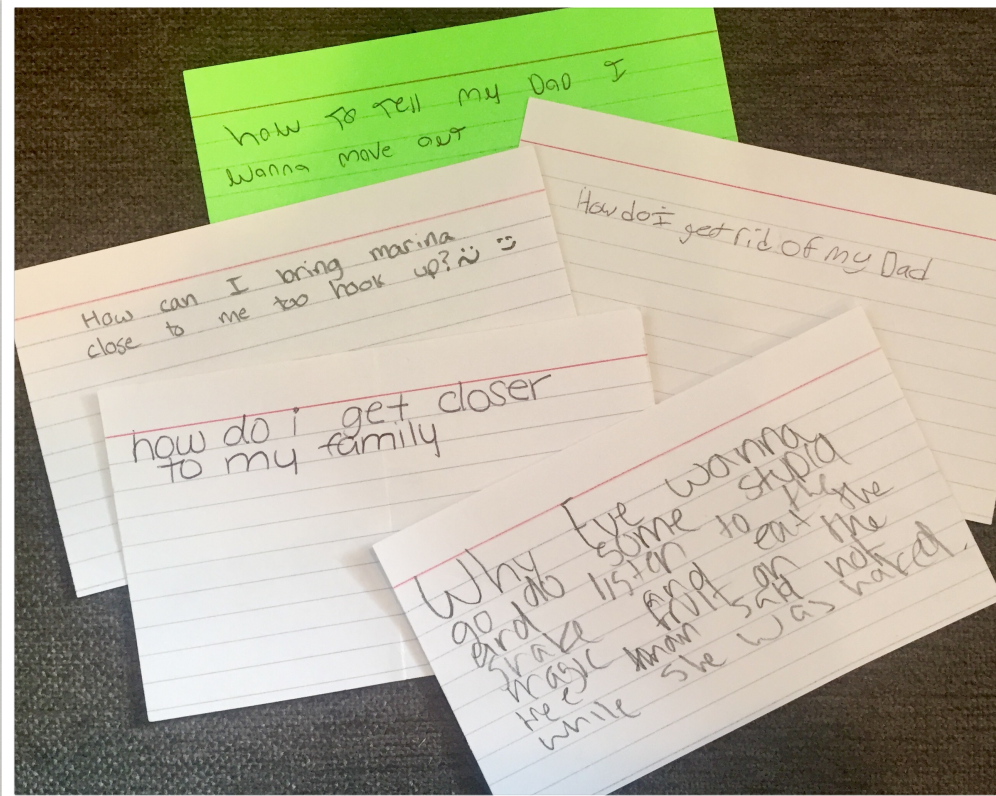
LESSON 2: CHALLENGES, CHALLENGES



LESSON 3: PERSONAL RESOURCES



LESSON 4: THE WHOLE PERSON

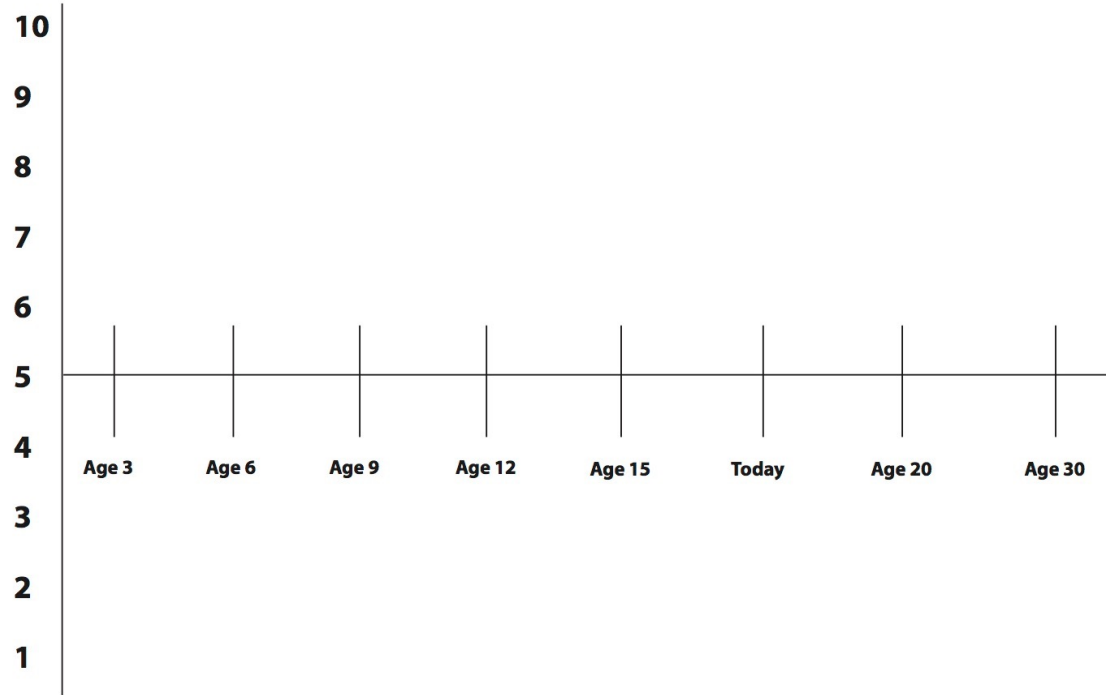


LESSON 5: LIFE AT SCHOOL

		What's on my wall?			
<div>ME</div>	Important People				
		→			
<div>A b o u t m e</div>	Age: ____	<u>On my mind</u>			
	Gender: ____				
	School ____				
	Likes:				

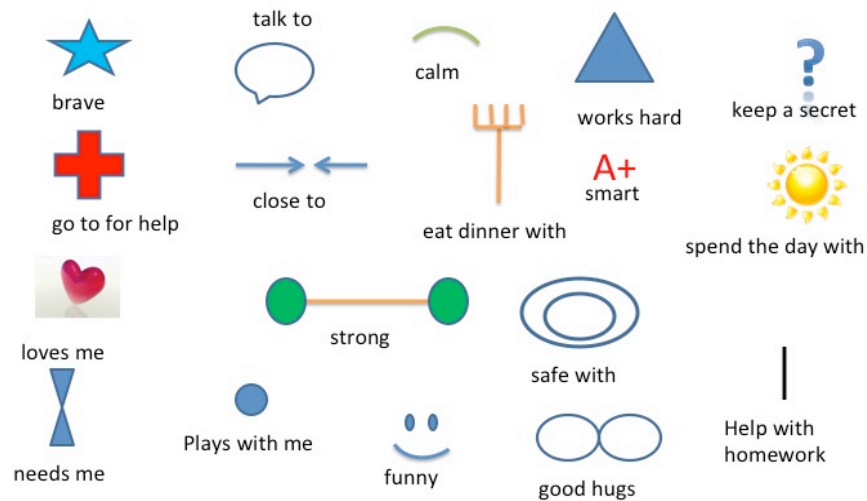


LESSON 6: UPS AND DOWNS OF LIFE



LESSON 7: THE WIZARD

SF Genogram Symbols



LESSON 7: THE WIZARD



Wizard-of-Oz-Caps-the-wizard-of-
oz-2028537-720-536.jpg



LESSON 8: THE BUS RIDE



FORMING GROUPS

LET'S GET STARTED

- E-book
- Job Description Agreement
- Determine a Location
- Pre/Post
- Record Keeping
- Follow-up Meetings

FIRST GROUP KIT



Q & A

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RESOURCES

- *Group Parent Education, Campbell & Palm (2004) pg 32*