

LIFE LIVED BETTER

Teen Lifeline



WELCOME

INTRODUCTIONS

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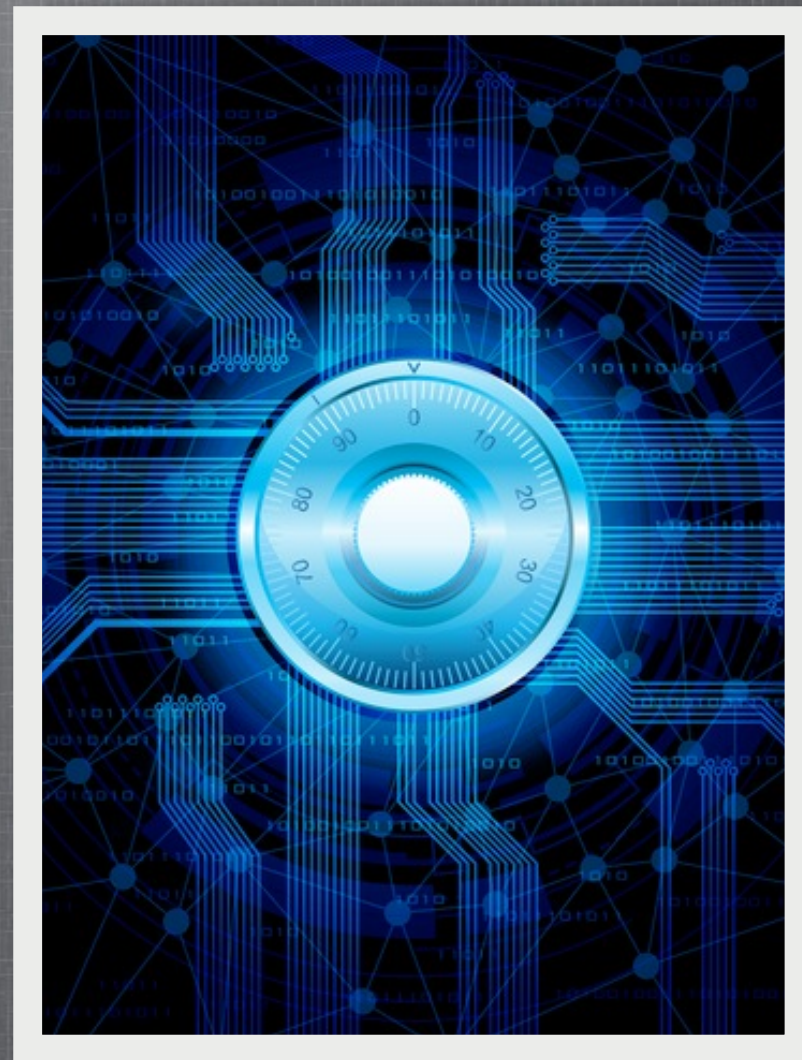
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QUESTIONS

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TEEN LIFELINE GROUPS

GROUP PROCESS BASICS

INTRODUCTION

Goal:

Compose a group in which members will interact.

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 ground rules
- 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

CHALLENGES

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

- Listen, listen, listen to who and what are important.
- Begin statements and questions with, “so,” “how,” and “what.” Avoid “why.”
- Reflect on feelings and actions but focus more on what the person is doing than on the feeling. 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

FOCUS THE GROUP ON THE MEMBERS

- When members speak about their experience, ask them to speak to someone in the group, perhaps the persons with whom they feel most comfortable.
- Listen carefully for commonalities and link these together.
- Use your body language, posture, eyes, etc., to get members to talk to each other
- “Has anyone else had this experience?” “Does anyone else feel this way?”
- Summarize strengths that members have in common.

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

WHAT YOU TALK ABOUT

- Regardless of how bad things are, most everyone has resources yet untapped
 - Search for hidden treasure
- You get what you talk about
 - Problems or solutions
- Help members move from insight to doing
 - Man shall not live by insight alone...

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

GOALING

- Ask what the member would like to be different in the future.
- Ask, “If you were to come back in 5 years and tell me that things were much better now, what would you be doing?”
- “When this problem is no longer a problem, what will you be doing differently?”

GOALING

- If unsure, ask what someone else might say to them if things were better, e.g., “What would Mary see you doing differently?”
- If a member scales how he or she is doing, ask “What would it take to move up to ____?”

BREAK

BASIC LISTENING SKILLS

THE MULTITASKING CHALLENGE

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

*"ALMOST ALL CLIENTS
WILL FIT SOME GROUP."*

IRV YALOM

SELECTION CRITERIA FOR SF GROUPS

- Criteria for Inclusion

- Agreement on goals
- Agreement on method
 - Must be willing to change selves rather than others
 - Must be able to articulate obtainable goals for themselves
- Group cohesion
- High hopes and expectations

*“ALMOST ALL CLIENTS
WILL FIT SOME GROUP.”*

IRV YALOM

GETTING MORE HELP

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

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

ASKING THE SCALING QUESTION

- Be sure to state the lower numbers are negative and the higher numbers are positive.
- Define clearly what each end point is.
- Be careful not to confuse questions, e.g., don't ask motivation questions while asking progress 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.

ADOLESCENT GROUPS

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

ADOLESCENT DEVELOPMENT

- 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

INVOLUNTARY OR RESISTANT MEMBERS

- When working with involuntary or resistant adolescents:
 - Go with resistance rather than fight back
 - Learn to accept subtle behavioral changes
 - Set limits and boundaries
 - Earn trust by being honest and direct
 - Realize that rewards may not be dramatic

INVOLUNTARY OR RESISTANT MEMBERS

- When kids get wordy:
 - “If I allowed you only one sentence to express yourself, what would it be?”
 - Use personal statements — When they start discussing a situation or talking about someone else, bring it back to them by asking, “How are you affected by that?”
 - Keep some sort of structure, but also remain flexible.
 - Use action-oriented techniques and role playing.

INVOLUNTARY OR RESISTANT MEMBERS

- When kids get wordy:
 - “If I allowed you only one sentence to express yourself, what would it be?”
 - Use personal statements
 - Structured & Flexible
 - Action-oriented techniques and role playing

PRACTICE GROUP

DEBRIEF



LUNCH

GROUP STRUCTURE

BREAK



PRACTICE GROUP

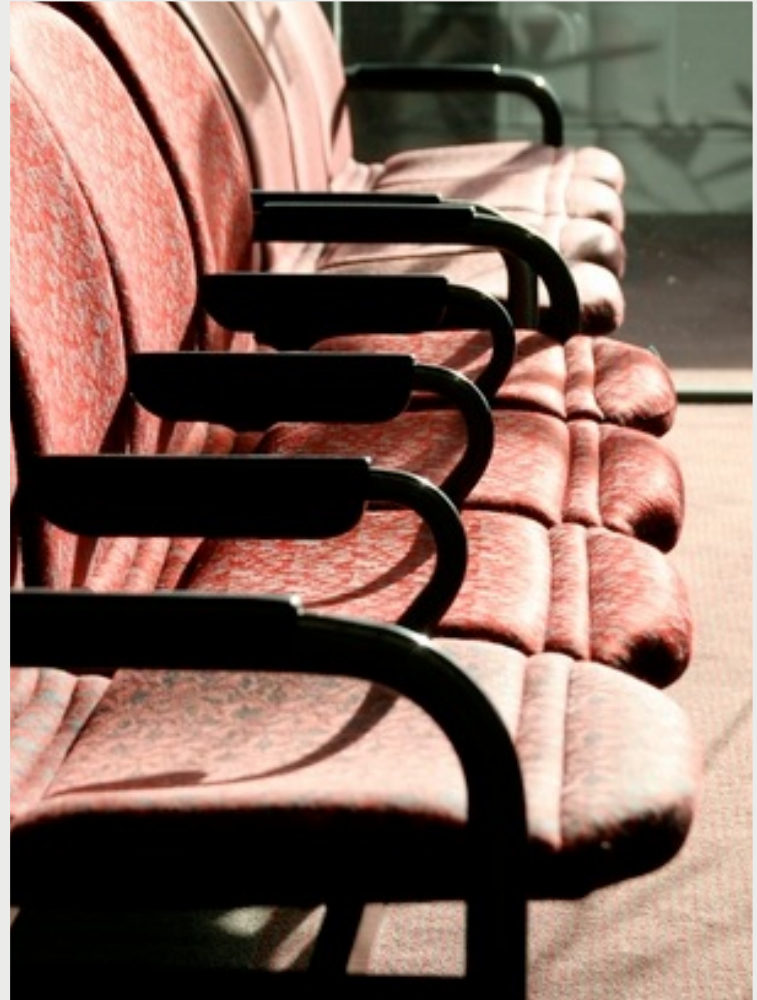
DEBRIEF

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

LIFE LIVED BETTER

Curriculum

CURRICULUM STRUCTURE



Group Check Up



Self Evaluation



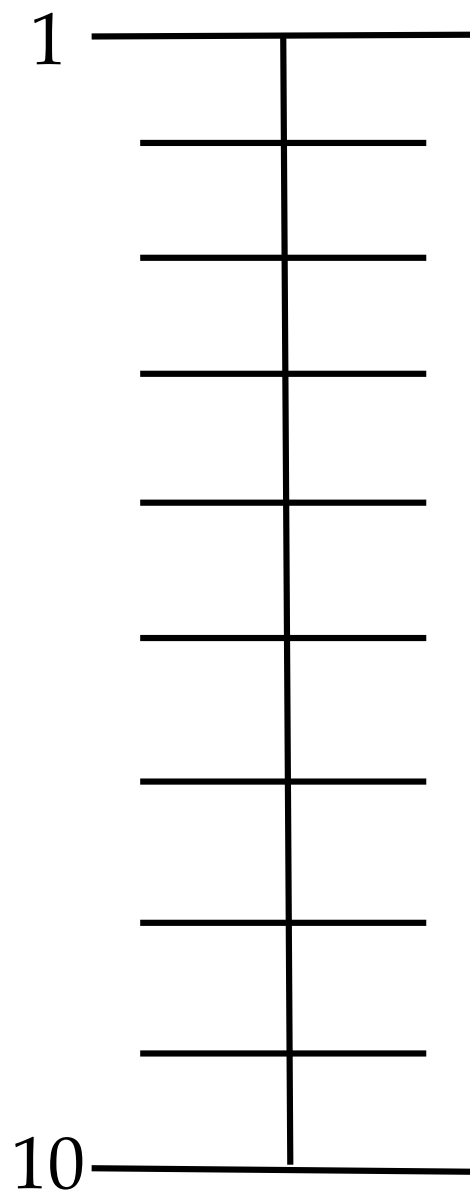
Group Activity



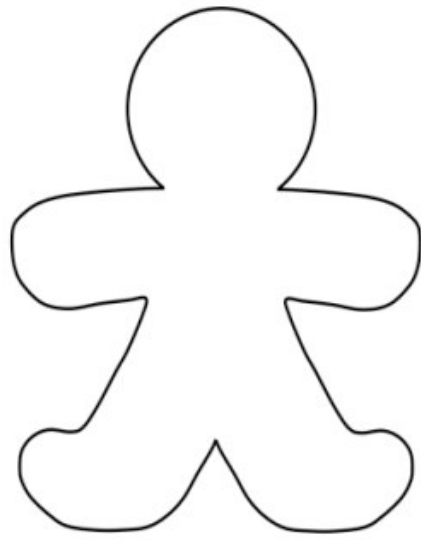
Group Processing



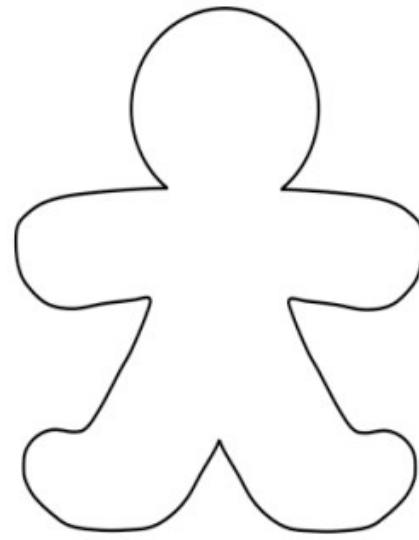
Wrap Up



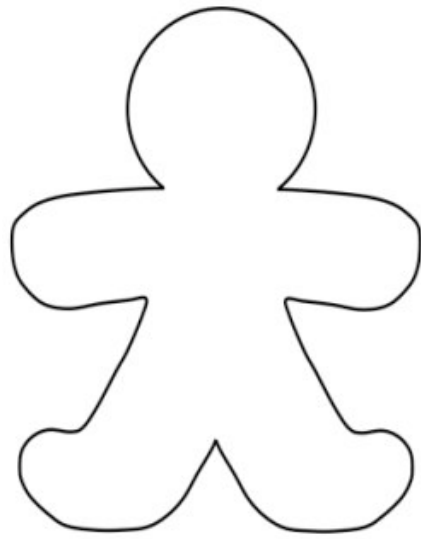




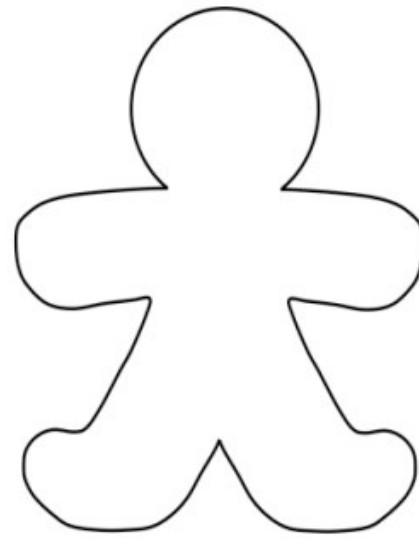
Courage



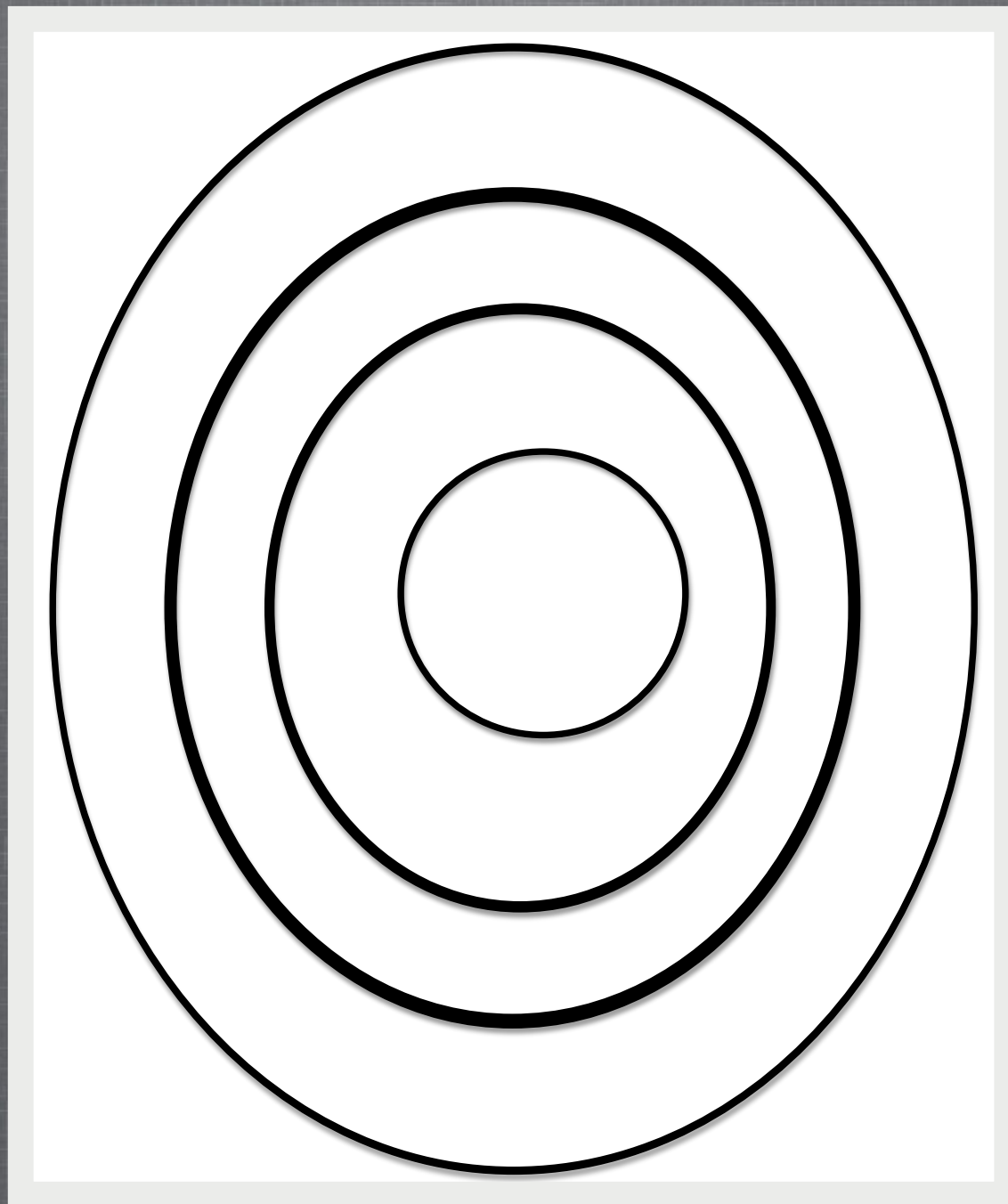
Connect



Capable



Count



Group Facebook

ME

Important
People

A
b
o
u
t
m
e

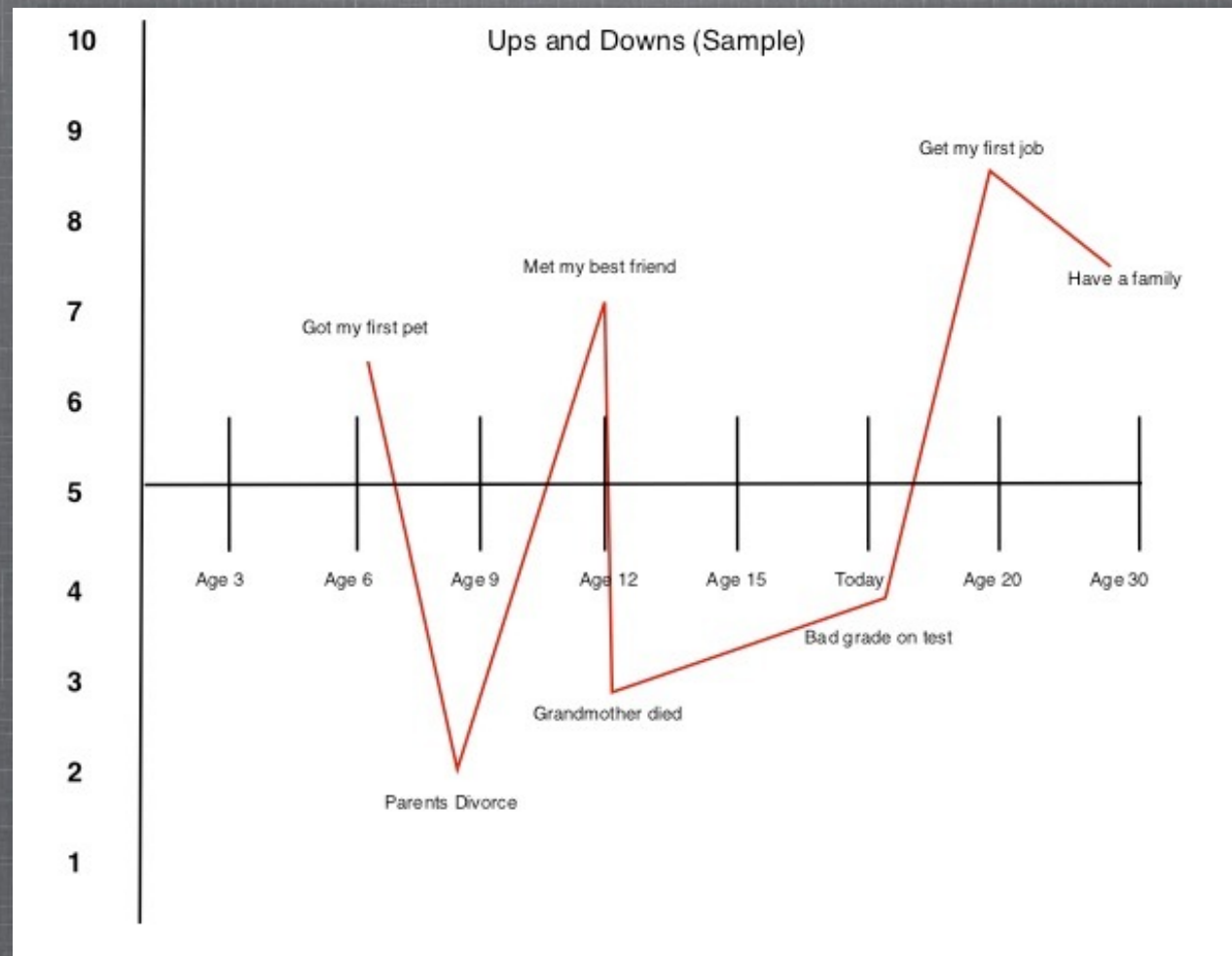
Age: ____

Gender: ____

School ____

Likes:

On my mind





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



SF Genogram Symbols



brave



go to for help



loves me



needs me

talk to



calm



eat dinner with



works hard

A+

smart



keep a secret



spend the day with



close to



strong



safe with



Plays with me



funny



good hugs



Help with homework



LIFE LIVED BETTER

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

CONTACT

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RESOURCES

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