Application of Group Counseling Skills in Responsive Services

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After reviewing the video of the group counseling session I led, I observed the professional boundaries of using appropriate self-disclosure, confidentiality, and staying objective. With self-disclosure, I used situations that would assist the students in feeling more comfortable sharing with the group and relating to the students.

I used the following techniques during the group counseling session: active listening, asking open-ended questions, summarizing, and asking follow-up questions. These techniques not only allow the students to know that I am listening, but also convey the value I place on their thoughts and feelings. Summarizing what the students are saying allows me to clarify any statements the students make and ensures I understand what the students are expressing in the session.

The age group I work with ranges from 5 to 9. Though some students expressed or exhibited some risk factors and warning signs, I did not observe any warning signs during the small group session I conducted. The students I worked with in the small group were first-graders about to transition to second grade, but the students did not exhibit or express any warning signs.

The purpose of the small group was to discuss the upcoming transition into second grade. We discussed what, if there was any, was making the students nervous about transitioning from first grade to second grade. The students were open to discussing what they were excited about but didn’t express anything, making them anxious. The students expressed appropriate expectations of second grade and knew they would likely have more homework than they currently did. The students had realistic expectations and goals for the upcoming transition.

The small group of students appeared excited about potentially being in the same class for the next year and making new friends. Since the school is one of the largest elementary schools in West Virginia, the students can always make new friends when they transition to the new grades. The small group expressed what goals they had in mind for the new year: to improve in math and gain new friends. It was great that they had realistic and more attainable goals for the upcoming new year.

During the session, the students got to take turns expressing their thoughts and feelings about leaving first grade and moving up a grade. They already expressed which teacher they hoped to have in the new school year. I believe the students are fully ready to move on to the next grade and can handle the next year mentally, emotionally, and socially.  
  
https://my-gcu-edu.zoom.us/rec/share/JrCKk32LK\_jjVvL00GPO4a3UglbLtPsoALVaib3d\_Wn9A6VdN0Jp-j6uvlKMtvlV.LWpFcDWRpIFmHyjq