

GROUP COUNSELING FOR ADOLESCENT BOYS: DEVELOPING SOCIAL SKILLS FOR FRIENDSHIP FORMATION

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ABSTRACT

In early adolescence, supportive peer friendships greatly influence the psychological, social, and academic development of young boys. During this developmental stage, boys who form close bonds with each other are more capable of establishing mutual trust that provides them with the socio-emotional support needed during later adolescence. As a result, those who are able to maintain intimacy through peer friendships experience better mental health, physical well-being, academic progress, and lower levels of socially risky behavior.

In order to promote healthy friendship formation amongst adolescent boys, this research proposes a holistic approach to group counseling that aims to empower them to form stable and emotionally supportive peer friendships. This group counseling model includes three parallel interventions: psychoeducational therapy to examine and reconsider existing male gender roles, play therapy to facilitate intimate conversations that fosters mutual understanding and trust, and social skills interventions to cultivate friendship skills needed to encourage lasting peer friendships. Through the use of a multi-intervention approach to group counseling, this model will create a structured environment that will enable adolescent boys to explore and strengthen their social bonds.

LITERATURE REVIEW

Peer friendship is an important factor that influences the development of an adolescent's psychological, social, and academic well-being (Erdley et al., 2001 as cited in Way, 2013; Graber et al., 2016). In recent decades, greater attention in research has focused on the impact of close same-sex friendship amongst adolescent boys. This growing body of literature shows that friendship amongst adolescent boys results in lower levels of depression (Gupta et al., 2013 as cited in Way et al., 2014; O'Neil, 2008 as cited in O'Neil & Lujan in 2009; Parker-Pope, 2009 as cited in Way, 2013;), higher self-esteem, less cases of physical illness (Parker-Pope, 2009 as cited in Way, 2013; Wilkson & Pickett, 2009 as cited in Way, 2013), and higher quality of friendships (Chu, 2005; Gupta et al., 2013 as cited in Way et al., 2014). On the other hand, adolescent boys without a strong peer support network is at greater risk of suicide (Youth Suicide Fact Sheet, 2006 as cited in Way 2013), depression (Way, 2013), low school engagement, higher drop-out rate, early pregnancy, substance abuse, and gang membership (Erdley et al., 2001 as cited in Way, 2013; Graber et al., 2016). Evidence indicates that male friendships in early and middle adolescence are filled with intimate conversations where boys openly share their thoughts and feelings (Graber et al., 2016; Pollack & Shuster, 2000 as cited in Way et al., 2014; Way, 2013; Way et al., 2014). The desire for mutual trust and support continues into late adolescence, but the fear of social stigma pressures them to abandon these connections (Biddulph, 2008, as cited in Way 2013; Oransky & Marecek, 2009 as cited in Way 2013). Afraid of being branded as immature, feminine, or gay for expressing mutual love and intimate emotions (Chu, 2005; O'Neil & Lujan, 2009; Pascoe, 2005, as cited in Way et al., 2014; Way, 2013), boys in late adolescence distance themselves from the healthy relationships they formed earlier (Way, 2013; Way et al., 2014).

Based on current literature, psychoeducational therapy, social skills intervention, and play therapy have been distinctly used to help boys in early and middle adolescence build and foster friendships. To create a structured and strategic counseling group, psychoeducational therapy is used to teach cognitive and affective processes to help adolescent boys understand the complexity of gender roles. Building from

this foundation, psychoeducational programs deliver a strength-based approach that gives participants agency to explore life skills and positive male gender roles (Laugeson, 2013; O'Neil & Lujan, 2009). In addition, social skills intervention groups use the behavioral model to provide adolescent boys with the forum to learn and practice friendships skills including how to initiate and reciprocate in sharing, play cooperatively, resolve conflicts, and apologize in wrongdoing (Jones, Greenberg & Crowley, 2015 as cited in Tillman & Prazak, 2019). While psychoeducational therapy and social skills intervention groups are more structured, play therapy is a therapeutic technique that provides a safe environment for adolescent children to disclose their emotions (Rahnama et al., 2014). In addition, the flexibility to design play activities enables counselors to meet multicultural competencies that matches the needs to the participants (Malchiodi, 2005, as cited in Shen, 2016).

By combining elements of all three models into one group counseling program, it creates a more holistic approach by helping adolescent boys develop socio-emotional competencies that enables them to form secure peer friendships. Informed by literature, boys in early and middle adolescence need support to initiate and nurture emotionally healthy and secure friendships into late adolescence (Biddulph, 2008, as cited in Way 2013; Oransky & Marecek, 2009 as cited in Way 2013). The focus of this group is threefold: use psychoeducational therapy to examine acculturated gender norms and form new positive images of male gender roles (Laugeson, 2013; O'Neil & Lujan, 2009), use play therapy to initiate personal and open dialogue to encourage intimate conversations between boys in early adolescence (Rahnama et al., 2014; Way, 2013; Way et al., 2014), then use social skills intervention to teach adolescent boys friendship skills to help them maintain the intimacy in their friendships (Jones, Greenberg & Crowley, 2015 as cited in Tillman & Prazak, 2019; Way, 2013; Way et al., 2014). Overall, the goal of the group is to equip adolescent boys with the knowledge and interpersonal skills to form and maintain emotionally healthy and mutually supportive friendships that will last throughout their adolescence.

OBJECTIVES

This social skills intervention group is designed for middle school adolescent boys in the same grade level, ranging from 6th to 8th grade. The overarching objective is to help adolescent boys build lasting same-sex peer friendships by introducing them to new perceptions of male gender roles, social skills to initiate friendships, and relationship skills to strengthen them.

The initial goal is to help members gain awareness of their notions of male gender norms and expectations, and then help them embrace a positive concept of masculinity that reflects their identity. To measure members' understanding of positive masculinity, O'Neil and Lujan's (2009) *The Positive Masculinity Checklist* (PMC; see Appendix A) will be administered at the beginning and end of a series of psychoeducation lessons to identify similarities and differences in individual responses. This checklist includes 60 characteristics of positive masculinity where participants will choose the top 10 most important qualities, then rank them in order with 1 being *most important* and 10 being *least important*. The comparative results will show members' preconceived notions of positive masculinity before and their learning after group counseling.

Another goal is to provide members with the opportunity to learn and practice interpersonal skills to help them start and maintain friendships through social skills strategies and play therapy. To measure the effectiveness of these interventions, members will self-report about the quality of their friendships at the beginning and towards the end of group counseling using Mendelson and Aboud's (1999) *McGill Friendship Questionnaire-Friend Function* (MFQ-FF; see Appendix B). MFQ-FF is a questionnaire with 30 statements about the functions of friendships where respondents complete using a 9-point scale from 0 for *never* to 8 for *always*. The results will identify the impact of group counseling towards the qualities of their friendships.

The goals of this social skills intervention group address four factors in Myers and Sweeney's *Indivisible Self Model of Wellness Paradigm*: social, coping, essential and creative (IS-Wel; Myers & Sweeney, 2008). The main focus of this group is to help adolescent boys develop and sharpen their emotional awareness so they can form lasting and intimate friendships described in *IS-Wel Model's* social and creative factors. Furthermore, friendships between early adolescent boys help to increase their self-worth (Parker-Pope, 2009 as cited in Way, 2013; Wilkson & Pickett, 2009 as cited in Way, 2013), categorized

under *IS-Wel's* coping factor, and also creates opportunities to educate them about their gender identity, which is an essential factor in the *IS-Wel Model*. Since friendships greatly influences an adolescent's psychological, social, and academic well-being (Erdley et al., 2001 as cited in Way, 2013; Graber et al., 2016), this group aims to empower adolescent boys in their interpersonal and individual identity development.

PRACTICAL CONSIDERATIONS

Group Design

To establish this social skills group, the following characteristics were considered in the design and preparation phase including the group structure and the counseling approach.

Group Structure	
Length of sessions	10 weeks, equivalent to a school semester
Size of group	6-9 participants
Member participation	Adolescent boys will be invited to participate on a voluntary basis. Closed group - New participants will not be added for the duration of the group sessions.
Meeting logistics and considerations	Once a week on Tuesdays during the first 38-minute lunch block in a reserved classroom at the same grade level as group participants.
Fees and Funding	No fees needed. All resources and materials will be created and provided by the school's Counseling Department.

Recruitment, screening, and selection. Potential participants will be recruited through several avenues. First, the school counselor will consider teacher or administrative referrals. During team meetings, the counselor will ask teachers to identify adolescent male students who are struggling to connect socially with their peers. Second, the counselor will consider referrals from legal guardians who have communicated concerns about the student's social life. Then, potential participants will meet with the counselor to discuss their candidacy into the group, including expectations like consistent attendance in group meetings barring school absence. In addition, students will also complete Mendelson and Aboud's (1999) *MFQ-FF* to measure the quality of their interpersonal skills with friendship formation. The counselor will consider students who score low on the *MFQ-FF* and those who could benefit from the counseling program. Consideration for selection will depend on a variety of factors including student commitment and readiness, level of need for group counseling services, and availability of space.

Special considerations. Invited students must complete a written consent form in order to formalize their admission. In addition, written consent will also be required from students' legal guardian(s) to complete the admission process for the legal protection of the students as minors.

Accessibility. To meet the accessibility of all students, group sessions will be conducted on the school campus to accommodate physical mobility. Since counseling sessions will be held during lunch time, students and guardian(s) will be notified in advance of existing food allergies. If unforeseen conditions, including physical, cognitive, or learning differences, arise before and during the counseling sessions, accommodations will be added to enable the participation of its members.

Safeguards and Precautions. In order to maintain confidentiality of participants in group counseling, sessions will be held in an empty classroom during lunch time to maintain privacy. To uphold the ethical standards of group counseling, the school counselor will observe the American School Counselor Association's *Code of Ethics* and the school district's school policy.

Pretesting/Assessments. Two types of assessments will be conducted to measure the outcome of group work. As previously stated, Mendelson and Aboud's (1999) *McGill Friendship Questionnaire-Friend Function (MFQ-FF)*, will be used during the screening process. It will also be administered as a post-assessment in the last counseling session. In addition, during the first and last psychoeducation lessons in

the program, participants will also complete O'Neil and Lujan's (2009) *The Positive Masculinity Checklist* (PMC) to measure their growth outcomes from the psychoeducation activities.

Facilitator Qualifications. The group facilitator will be the assigned school counselor for the student cohort. Because school counselors are assigned to a student cohort for the duration of their three years in middle school, this group may be offered during any grade level. The school counselor will be working towards a Master's Degree in Counseling from a program accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and also obtaining a Certificate of Eligibility as a School Counselor. Further details describing the facilitator's qualifications will be outlined in the "Informed Consent Form for Group Counseling" for students and legal guardian(s) (see Appendix C).

LEADERSHIP CONSIDERATIONS

Role as facilitator. As the group facilitator, responsibilities include designing program curriculum by creating and teaching psychoeducation lessons, introducing play therapy activities, leading social skills strategies intervention activities. In addition, the leader facilitates discussions and activities by ensuring everyone is actively participating, abiding by rules outlined by the group, and managing the pacing of the sessions. The facilitator will also monitor and model open and encouraging interpersonal skills such as active listening, acknowledging conflict, taking responsibility, and finding resolution.

Specific skills. In order to effectively facilitate the group, the leader needs to possess fundamental counseling skills including the ability to exhibit compassion and empathy by actively listening to students, accurately paraphrasing and reflecting students' feelings when they disclose personal information, approaching confrontation with care to encourage awareness and group trust, and multicultural competency. More specifically, because this is an all-boys social skills group, the facilitator needs to be mindful of group interactions and responses to the group's gender dynamic by sensitively broaching gender specific topics, creating a trusting and safe environment for members to self-disclose, consider group norms when facilitating play therapy and group discussions. Additional counseling skills may be employed to aid group progress.

Self-disclosure. Since this group focuses on the development of friendship between adolescent boys, self-disclosure from the group leader is based on relevant examples of friendship skills to help the group understand and practice their social skills. Considering that the group leader is of the opposite sex from group participants, discretion is imperative to determine appropriate self-disclosure to help participants in their growth. Due to the sensitivity of the topics discussed in this group, the leader needs to be mindful of imposing her own values and beliefs about male gender roles and behaviors when self-disclosing.

Treatment of confidentiality. Given the nature of group counseling, it is essential to introduce and explain the value and parameters of confidentiality in the initial meeting and review them throughout the sessions to maintain and protect group sharing. To do so, the group facilitator will first define the characteristics of confidentiality and the purpose of its inclusion in counseling. Then, the facilitator will explain the legal implications of confidentiality and the impact on group progress when confidentiality is violated by its members. To help middle school students grasp the importance and boundaries of confidentiality, the facilitator will brainstorm and discuss situations where confidentiality can protect group participants including cyberspace, unstructured school settings like hallways and lunchroom, and being with peers or family.

Theoretical orientation of facilitator. As a social skills intervention group, the facilitator will anchor group counseling in Reality Theory to help participants observe how their behaviors affect interactions with their peers. Reality Theory will increase participant awareness of existing problematic social behaviors and empower them to modify their behaviors in order to form and maintain their friendships.

PROCEDURES

Preparation. In the initial meeting, the group leader will review and collect students' signed Informed Consent Form (see Appendix C). Also, the leader will define and discuss the role and impact of confidentiality in group counseling. Then, members will brainstorm rules and expectations for the group to create a trusting and collaborative group environment addressing topics like the parameters of confidentiality, commitment to attend sessions, and active participation in group. Lastly, the leader will

outline the logistics of group meetings including the structure, length, and topics of meeting sessions and respond to students’ questions.

Structure. Meeting sessions will include a combination of play therapy activities like ice-breakers, psychoeducation lessons to introduce gender roles and concepts for making friendships, and social skills strategies to practice friendship skills. The chart below outlines the progress of this group counseling process.

Initial Stage	<ul style="list-style-type: none"> • Characteristics of stage: Members learn the process of group work and focus on building trust between members. • Possible Problems: Members hesitate to share personal information and group chemistry affected by members’ existing reputation. • Possible Responses: The leader can use ice-breakers to break down social barriers and teach psychoeducation lessons on positive masculinity to create a shared language.
Transition stage	<ul style="list-style-type: none"> • Characteristics of stage: Members show some signs of trust by taking risks when they socialize in group. • Possible Problems: Some members start to use the social skills strategies they learned in the psychoeducation lessons. However, other members may respond to progress with negative comments, leading to group conflict that separate members who are growing from others who remain closed off. • Possible Responses: The leader can use caring confrontation to increase awareness of members’ behaviors and process how to overcome their emotional or cognitive barriers.
Working stage	<ul style="list-style-type: none"> • Characteristics of stage: Members use the social skills techniques taught in group and actively acknowledge and resolve social conflicts with each other. • Possible Problems: Some members spend time together outside of group, which may fracture group dynamic. In addition, some members progress further in their development than others. • Possible Responses: The leader can review group rules and assign student grouping in play therapy that allows everyone to get to know each other in more intimate ways.
Final stage	<ul style="list-style-type: none"> • Characteristics of stage: Members report their progress outside of group counseling. Also, the leader prepares members for the termination process. • Possible Problems: Some members respond in denial or start to disconnect emotionally and withdraw from participation. • Possible Responses: The leader can broach termination and discuss the experience of group ending. The leader can draw parallels between the end of group to the experience of friendships ending.

Topics. This group will introduce general topics related to friendship formation like listening and asking, complimenting, inviting, sharing, apologizing, and addressing conflict. Some more specific social strategies to help adolescent boys form intimate friendships will include emotion regulation, assertiveness skills, confronting teasing, and building courage and resilience.

Techniques. In order to help students acquire and employ friendships skills, the group will start with psychoeducation lessons and practice social skills using role-play scenarios and play therapy. As group members start to take more risks with each other, the leader will facilitate discussions to build intimacy and encourage members to assign and complete homework to build their competency in real life situations.

Session Plans. See Appendix D for a sample session plan.

Cultural diversity. To respect the group's cultural diversity, the leader will consider the following factors: ethnic and racial beliefs about individual and group relationships, conflict management styles, communication styles, and beliefs about social-emotional health. In addition, the leader will also account for differences in family dynamics, especially sibling relationships and gender identities. Since the framework of the group is learning how to form friendships, the cultural diversity of group members is an asset for discussing different approaches to social interactions to help members understand that there are different ways to make friends instead of one "right" way.

Potential problems and responsive strategies. As a social skills intervention group, potential problems may arise that interfere with the development of their relationships. For instance, members may avoid participation, skip meetings, or disrupt group progress with hurtful comments or humor. To protect the integrity of the group process, the leader will employ various counseling techniques to invite and encourage participation, bring awareness to members' verbal and nonverbal behaviors, and model collaborative behavior and boundary setting. As the group progresses, new problems may arise and the leader can use careful confrontation to address them.

EVALUATION

To meet group objectives, members will complete two self-assessments administered at different times during group counseling: *The Positive Masculinity Checklist* (PMC) and *McGill Friendship Questionnaire-Friend Function* (MFQ-FF). To facilitate discussion about positive masculinity, the leader will give students the opportunity to share how their *PMC* results changed from their screening compared to their post-assessment results. The leader will qualitatively track and record student feedback about how the psychoeducation lessons expanded their understanding of masculinity and discuss its impact on their individual and social identities.

To highlight student progress with friendship skills, the leader will share the group's *MFQ-FF* results anonymously and lead group discussion examining their progress. Between meetings, the leader will monitor student growth by creating opportunities for them to design homework assignments based on their questionnaire results then self-report their progress at the following meeting. In addition, the leader will use the quantitative data from the pre-and post-questionnaire results to assess student growth in their friendship formation.

To track student progress after the termination of group counseling, the leader will set up individual counseling sessions and plan a group booster session to give members an opportunity to report post-group progress.

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A. WEN: GROUP COUNSELING FOR ADOLESCENT BOYS

Appendix A
The Positive Masculinity Checklist

Below are many qualities of positive masculinity. Read through them and add additional qualities that you think represent positive masculinity. Read through them again and select 10 of the qualities that are most important to you in any definition of positive masculinity. Circle those qualities that would be on your "top 10 list." After you have chosen the qualities, in the space below at the bottom, rank order your positive qualities of masculinity, with 1 being the most important quality and 10 being the least important.

Noncompetitive	Optimistic
Empowering	Nonviolent
Honest	Ambitious
Confident	Open minded
Respectful	Free spirited
Passionate	Asks for help
Nurturing	Supportive
Loving	Goal oriented
Says what he thinks	Kind
Believes in equality	Gentle
Positive model for children	Affectionate
Accepts others	Partners
Intuitive	Not afraid of the unknown
Willing to lose	Tells the truth
Loyal	Responsible
Motivated	Funny sense of humor
Competitive	Self-controlled
Assertive	Able to give up control
Respecting women's power	Takes care of self
Vulnerability	Calm
Doesn't sweat the small stuff	Monogamous
Protectors of society	Peacemakers
Good listeners	Achievers
Creators	Hopeful
Activists	Generous
Protectors	Providers
Gracious	Fights injustices
Good fathers	Moral
Intimate	Has and shares wisdom
Courageous	Compassionate
Add any additional qualities	Add any additional qualities

Rank ordering with (1) being the most important and (10) being the least important.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Appendix B

McGill Friendship Questionnaire-FF

The items on this form concern the kind of friend your friend is to you. Imagine that the blank space in each item contains your friend's name. With him or her in mind, decide how often the item applies. On the scale directly to the right of each item circle the number that indicates how often your friend is or does what the item says. There are no right or wrong answers because adult friendships are very different from one another. Just describe your friend as he or she really is to you.

	Never	Rarely		Once in a While		Fairly Often	Always		
	0	1	2	3	4	5	6	7	8
1. ___ helps me when I need it.	0	1	2	3	4	5	6	7	8
2. ___ would make me feel comfortable in a new situation.	0	1	2	3	4	5	6	7	8
3. ___ is someone I can tell private things to.	0	1	2	3	4	5	6	7	8
4. ___ has good ideas about entertaining things to do.	0	1	2	3	4	5	6	7	8
5. ___ would want to stay my friend if we didn't see each other for a few months.	0	1	2	3	4	5	6	7	8
6. ___ makes me feel smart.	0	1	2	3	4	5	6	7	8
7. ___ makes me laugh.	0	1	2	3	4	5	6	7	8
8. ___ knows when I'm upset.	0	1	2	3	4	5	6	7	8
9. ___ helps me do things.	0	1	2	3	4	5	6	7	8
10. ___ points out things that I am good at.	0	1	2	3	4	5	6	7	8
11. ___ would be good to have around if I were frightened.	0	1	2	3	4	5	6	7	8
12. ___ would still want to be my friend even if we had a fight.	0	1	2	3	4	5	6	7	8
13. ___ lends me things that I need.	0	1	2	3	4	5	6	7	8
14. ___ would make me feel better if I were worried.	0	1	2	3	4	5	6	7	8
15. ___ is someone I can tell secrets to.	0	1	2	3	4	5	6	7	8
16. ___ would stay my friend even if other people criticized me.	0	1	2	3	4	5	6	7	8
17. ___ compliments me when I do something well.	0	1	2	3	4	5	6	7	8
18. ___ is exciting to talk to.	0	1	2	3	4	5	6	7	8
19. ___ makes me feel special.	0	1	2	3	4	5	6	7	8
20. ___ would stay my friend even if other people did not like me.	0	1	2	3	4	5	6	7	8
21. ___ knows when something bothers me.	0	1	2	3	4	5	6	7	8

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- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 22. ___ is exciting to be with. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 23. ___ would make me feel calmer if I were nervous. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 24. ___ helps me when I'm trying hard to finish something. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 25. ___ makes me feel that I can do things well. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 26. ___ would still want to stay my friend even if we argued. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 27. ___ shows me how to do things better. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 28. ___ is fun to sit and talk with. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 29. ___ is easy to talk to about private things. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 30. ___ makes me feel better when I'm upset. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

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Appendix C

Student and Parent(s)/Guardian(s) Informed Consent Form for Group Counseling

Introduction to Exploration

Middle school is an opportunity to explore who we are and who we want on our journey. In order to explore these topics, the counseling department is inviting you to participate in a 10-week program called Exploration with like-minded peers to discuss and learn how to make and keep these friendships. Our meetings will include brain teasers, role-playing, conversations, and much more. Come and join Exploration to help you make middle school your time to thrive! To participate, read the following information and return this signed form to your school counselor.

Exploration will meet once a week on Tuesdays during Lunch A (11:15-11:53 AM) in Room 225. Please bring your lunch and come directly to the classroom.

Counselor Info

Exploration will be led by your school counselor. She is in the final stages of obtaining a Master of Arts in Counseling with a specialization in School Counseling. She has taught at Cooperative Middle School for 13 years. She designed the curriculum for this group counseling program which includes mini-lessons about forming friendships in middle school, group activities using play therapy to practice social skills, discussions to talk about your experiences, and evaluations to see how you are doing in your friendships. To help you better understand the ways you make friends and form quality friendships, group counseling will use Reality/Choice Therapy to help guide you in your exploration of how your behaviors and choices can empower you to form strong bonds with friends in middle school.

Confidentiality

When you participate in group counseling, we may share personal and sensitive information with each other. In order to establish a trusting relationship in the group, the school counselor will keep information confidential with some possible exceptions. I understand that the school counselor may share information with my parent(s)/guardian(s), school teachers, and/or administrators on a need to know basis to best support me. I understand that the school counselor is required by law to share information about the group with others when there is:

- Presenting information about hurting myself or another person
- Evidence or discussion about abuse or neglect
- Threats to school security
- If counseling records are court ordered in a legal case

The topic of confidentiality will be explained further in the first group meeting.

Contact

If you have further questions about the information on this consent form, including the process of group counseling or confidentiality before signing it, please contact the school counselor at schoolcounselor@email.edu to set up a time to discuss them.

CMS School Counselor Intern

Signed Consent Form

Please return this signed form to your school counselor.

A. WEN: GROUP COUNSELING FOR ADOLESCENT BOYS

Student Name (Print Name)

Date

Student Name (Signature)

Parent/Guardian (Print Name)

Date

Parent/Guardian (Signature)

Appendix D:

Sample Session Plan – 3rd or 4th Meeting

Activity	Goal	Tasks	Time Estimate
Ice-breaker	To help participants learn more about each other and build trust in sharing	Role Model Group Share: 1. Facilitator will ask everyone to share their response to the following question: <ul style="list-style-type: none"> • When you think of a male role model, what characteristics do you admire about him? 2. The facilitator will write these characteristics on the whiteboard for participants to see.	8 minutes
Psychoeducation lesson	To help participants identify positive male characteristics that they would like in their friends	Identifying Characteristics of a Friend: 1. Facilitator will ask everyone to review the characteristics from the Ice-breaker. 2. Then, the facilitator will ask participants the following question: <ul style="list-style-type: none"> • Which of the following characteristics would you like to see in a friend? 3. The facilitator will circle the characteristics on the whiteboard that participants choose. 4. Then, the facilitator will ask participants the following question: <ul style="list-style-type: none"> • What is one characteristic you would like to have in a friend that is not listed on the whiteboard? 5. The facilitator will add the new characteristics in a different marker color on the whiteboard next to the Ice-breaker list. 6. Then, the facilitator will ask participants the following question: <ul style="list-style-type: none"> • When you are having a difficult time, how can having a friend with that characteristic help you? 	20 minutes
Closing Activity/Homework	To give participants the opportunity to self-reflect and identify a friend characteristic they would like to develop in themselves	Developing Friendship Skills in Ourselves: 1. The facilitator will ask participants to choose a characteristic from the white board that they would like to see in a friend. 2. Then the facilitator will ask participants to identify a task they can complete 2-3 times in the following week to develop that friendship skill in themselves.	10 minutes

Appendix E:

School Flyer for Group Counseling

Join us on our Exploration!



Middle school is an opportunity to explore who we are and who we want on our journey. The counseling department is inviting you to participate in an all-boys group to explore how we can make and keep our friends. Our meetings will include brain teasers, role-playing, games, discussions, and much more. Come and join our exploration to help you make middle school your time to thrive!

We will have 10 weekly meetings every Tuesday starting October 4th. We will meet as a lunch bunch during Lunch A (11:15-11:53).

If you are curious or interested, please contact the school counselor in the Counseling Department at schoolcounselor@email.edu more information.



Please make sure you can commit to all the weekly meetings before you inquire about the group.

