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***Practicum Reflective Learning Tool for Groups***

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| 1. **IDENTIFYING DATA**
* Student Name: Jane Trojan
* Group Name: Social Skills Group for Children on the Autism Spectrum
* Date: October 4, 2018
* Time: 3pm-4:30pm
* Place: McKinley Elementary School
* Session Number: 1
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| 1. **GROUP INFORMATION**
* Facilitator/Co-facilitator: Jane Trojan, Joe Bruin
* Members Present (first name only and age): Jazmyn - 9, Maria -9, Mario -8, David- 9, Daniel- 8, Gia- 9, Summer-9, Jordan- 8.
* Members Absent (first name only and age):
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1. Describe **general** **purpose** of group, session **agenda/topic** and any **planned activities**.

To increase social skills including making and keeping friends; first session includes “Getting to Know One Another”, deciding on group name and group rules and norms. Model Me® evidence-based curriculum from Autism Speaks will be utilized.

1. **Group As a Whole:**

How did the group session start? Describe **significant moments**, **key issues**, **emotional shifts** during the session, overall **affect** of the group. How did the group session end?

Participants appeared anxious and quiet at the beginning of the group but by the end they were eager to come to the group again next week. One child (Jordan) had a “melt down” when his seat in the circle was taken by another child (Mario). One of the co-facilitators was able to work with Jordan in another area until he was ready to re-enter the group. The content of this first meeting included making introductions and developing group rules/norms.

**Additional Questions about Group Process:**

**-Did the group share the same affective space (feeling)? Is so, what was it? If not, why?**

**-Did the group have the same focus of awareness (cognitive)? If so, what was it? If not, why?**

**-Did the group share complimentary intentions regarding their activity together (behavioral)? If so, what was it? If not, why?**

I felt like the students were all in a different affective space-in their own worlds. Some were more anxious, some were more eager about the group, or some didn’t understand the reason for the group. I am thinking as the group progresses we may see more sharing of affective space. This also was the same with awareness. We have students from different ages and different levels of functioning. They didn’t share the same intention about their activity together either. We spend a good amount of time helping them to understand the reason for the group. I think we will need to revisit this again or as time progresses they may feel more of a commitment.

1. **Group Themes:**

What were some of the themes of the session, and what kinds of issues or challenges emerged?

The theme of the group was “beginnings”. Some students knew each other from their class, other students were new to one another. We practiced how to say hello using the Model Me® curriculum. Some of the students were able to make contact with others while some had more difficulty with eye-contact and speaking up. We worked with these different dynamics to ensure each child had an opportunity to practice saying hello and connecting.

1. What do you consider the group’s current ***stage of group development*** *and why*?

 Pre-Affiliation Power/Control Intimacy Differentiation Termination

 The group is just beginning and is at Session 1.

1. What **roles** did some members assume in the group? How did it manifest (express) itself?

 Leader Defensive Energizer Withdrawn Monopolizer

 Blocker Information Seeker or Giver Help Seeker Quiet One

 Recognition Seeker Uninvolved

The majority of our children in this group are high-functioning with ASD.

One child assumed the leader role, he was participating frequently and

getting others involved. Another child was asking questions and a number

of times turned to the facilitator to get help (e.g. getting a drink of water or

finding his seat). A couple of students had difficulties with eye contact

and speaking, and were quiet. One child also has selective mutism and uses

a communication board. He presented as uninvolved in the group because

he did not have the board that day.

1. **Interventions of Worker**

Describe two group work interventions you/co-leader made and why?

1. Showing a video using the Model Me® Curriculum on how to say hello. Practicing using the strategies to introduce each other in the group.
2. Separating Jordan who was having a melt-down so he could have some space and working with him (e.g. allowing him to have some quiet time and observe the group) until he was ready to re-enter the group.
3. **Analysis and Assessment**

How would you evaluate the group at this point? What changes have you observed in the group?

The group is in the beginning stages (forming), however I saw some connections in the group already made. For example, the children were able to welcome Jordan back into the group by saying hello.

1. **Clinical Improvement Plan**

What would you **change** in this group session and why? What needs to be considered for the next session?

I would like to discuss in supervision and with my co-facilitator how to handle situations when a child may have a melt-down or other issue that needs to be dealt with individually. How do we bring them back into the group and model to the children this transition?

For next session, we need to revisit the norms/rules and possibly continue with role plays about how to say hello. Maybe do an exercise around interests so children can see how friendships can be developed based on commonalities.

1. **Countertransference**

Identify any countertransference you experienced or could have experienced with this group? How did you or would you handle/negotiate the countertransference if it impacted your ability to be effective in the group?

I started to feel overwhelmed when Jordan was having difficulties in the group. I felt

a little frustrated that I had to leave the group. It made me think back to growing up with my brother who was on the autism spectrum and when I had to take care of him. Because of this, I felt like I missed out on some opportunities with my friends.

I was going to bring this up in supervision and with my co-facilitator.