

Counseling 448:
Intervention and Advocacy for Children
Psychoeducational Life Skill Session Plan
Assignment Details
Due March 19, 2004
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Pages 1 & 2: First, identify your population. Identify a target population that you want to work with from your textbook *Nurturing an Endangered Generation: Empowering Youth with Critical Social, Emotional and Cognitive Skills*. If you have a special population (e.g., gay and lesbian youth that is not listed in the book or any other population that is acceptable also). Once you identified the population, gather some statistics from research. You can also use the internet to gather your data. There are a lot of government sites that have current data on today's youth and families. Cite your resources in APA format at the end of the paper.

Also, identify some kinds of interventions this population needs to become more self-sufficient and competent in their everyday lives.

Page 3 & 4: Identify specific skills. From your textbook *Helping Youth Think Better, Feel Better, Relate Better* Identify five social, emotional or cognitive skills that you think would be useful for the population that you have identified and give your own rationale for why you think that skill would be important to increase their resilience and self-sufficiency. You might even have skills that you find on your own research that may be new that you may want to include (*Note: Your professor would really like anything new you may find!*)

Pages 5 & 6: Pick one skill that you will target for your simulated group. Simulate a discussion with your group. Make a skill card so they can understand the skill you want them to use. Discuss things that would increase the success for implementing this new behavior and also things that would get in the way.

Step 1: Provide an overview of the skill. Outline the steps.

Step 2: Ask the youth where they would use this skill.

Page 7: Simulate a role-play between group members. Make up a role play between two member using the one skill you have identified out of the five you have selected. This is merely a simulation. Take two youth and make up a dialogue one having difficulty with the skill and the other providing suggestions from the teachings that you did when you provided an overview of the skill.

Page 8 & 9: Simulate feedback among group members. Define for group what "**feedback means**" (Check out your Skillbook for this information). Simulate

again a dialogue about how the two role player did with the skill. After everyone has given their positive comments, then ask the role player who was trying to practice the skill to score him/herself on a scale from 1-to-10 (1=lowest; 10= highest).

Page 10: Assign "Ownwork". Assign the youth who practice the skill something to do outside the group to practice what he or she has learned. There are a number of examples in your book, your syllabus and you may have one of your own.

Also, note please have a title page, with your site and a reference page using APA style.

Now, you only have your final exam to go! Good work and good luck!

Dr. Thompson