

2019 Evaluation: Final Report

Seasons for Growth



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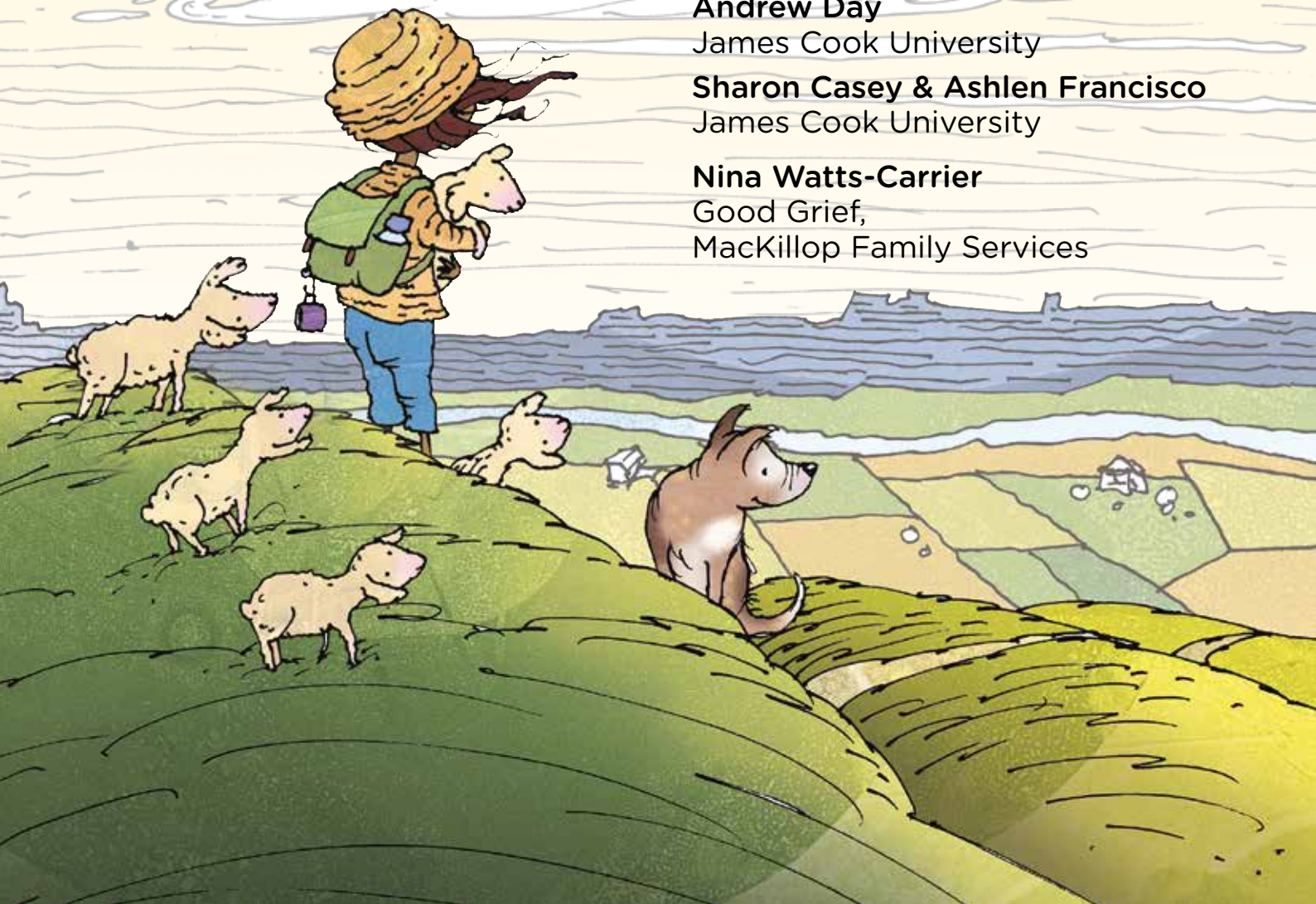


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Executive Summary

What is Seasons for Growth?

Seasons for Growth (SfG) is a program for children and young people (aged 6 to 18 years) who have experienced significant change in their lives. It is a peer-based program that aims to provide them with the tools they need to adapt to change and make positive choices in ways that improve their quality of life. The program activities pair the tasks of grief with a seasons metaphor that encourages participants to understand the cyclical, rather than linear, process of working through loss and grief.

What do we know about the program from previous work?

Evaluation has been a key aspect of the program's development, with the last evaluation completed in 2011. This concluded that the program does assist children and young people in their efforts to accept their situation, to deal with change and cope with their grief. It also identified that the SfG program supports participants to build their understanding and skills, enhance their wellbeing, express their views, thoughts and feelings and to strengthen their social and support networks. Further, the evaluation identified a number of areas for program development, with revisions made to the program in 2015.

What did we find?

In this evaluation, participants were asked to provide their reasons for attending Seasons for Growth and to record what they were hoping to achieve from the program. Their responses clearly showed that most are able to identify significant change in their lives as the reason for participation, and that children and young people understand the purpose of the group and feel positive about attending. The parents and carers also identified a range of loss and/or separation life events that led their child to join a Seasons for Growth group, with the Companions also noting the significant change events that had occurred in the lives of program participants. In this evaluation, children and young people were asked to rate their quality of life at both the start and end of the program and at 3-month follow up, with their parents and carers invited to provide similar ratings. Following up participants after program completion provides new information about the extent to which changes are maintained over time.

The Seasons for Growth program was viewed very positively by all of those who participated in the evaluation. In relation to program design, Companions identified the importance of learning about Worden's 'tasks' and the importance of the 'seasons' metaphor (that life changes) in facilitating learning, also reporting that they felt confident in their ability to deliver the program to a high standard. A majority of children and young people who completed the surveys at the end of the program reported that it had helped them 'a lot' (the most positive rating possible), and that they had enjoyed attending. Many of the parents and carers expressed their gratitude to Companions for providing the opportunity for their child to attend. The warmth with which the Seasons for Growth program was received is reflected in the most common criticism - that the program could not continue for longer.





What do children and young people say?

Responses to questions about the ability to accept the reality of loss, make the connection between past and future events, process negative emotion, and make positive choices all reflected improvement from the beginning of the Seasons for Growth program to the end, with changes sustained at the time of follow up. These changes are encouraging as these areas correspond to the key objectives of the SfG program. Children and young person ratings of their quality of life also improved over time, with these changes generally maintained over time. There was evidence that Seasons for Growth is particularly helpful for those children and young people who identify divorce or parental separation as the reason for their attendance.

What do parent and carers say?

A significantly higher number of parents and carers participated in this study than in previous evaluations. Their ratings also revealed that the program was highly valued, and from their perspective, their child completed the program with a greater ability to appreciate that life changes, with more knowledge about emotions and family relationships and how to make good decisions. They expressed greater confidence that their child would be able to adapt to change in the future and reported that, in their view, their child's wellbeing had improved since completing the Seasons for Growth program, with these changes maintained three-months after the program had ended.

What do the Companions say?

The Companions reported a consistently high level of confidence in the program and the theory and logic underpinning program activities. Many regarded Seasons for Growth as a program that has profoundly beneficial effects on children and young people and their families.

Overall the results support the suggestion that program attendance is likely to be associated with an improvement in the quality of life of children and young people and that this is maintained after the program has finished. This is a very positive finding; particularly given that many of the children and young people had experienced more than one significant loss or change events. The qualitative feedback provided by young people and parents also clearly showed just how valued the work of the Companions is.

Any limitations?

A simple uncontrolled evaluation design cannot establish that changes are directly caused by participation in a program. Comparing changes over time with a similar group who did not receive the program (or received an alternative) would be desirable. Although some form of randomised controlled trial is unlikely to be feasible, there may be options to develop a quasi-experimental or waiting list control design in future evaluation efforts.

Going forward?

The conclusion of this evaluation is that the Seasons for Growth program is a valuable program which children and young people find helps them to adapt to change in their lives. Feedback shows that it is viewed as a well-designed and professionally presented program which is delivered to a high standard. Parents and carers expressed high levels of satisfaction with their child's participation in the program and reported positive change in their quality of life following the experience of loss or change.

About Seasons for Growth

MacDonald and Shildrick (2013) have noted that there is limited research literature on the impact of change and loss on children and young people. The Seasons for Growth (SfG) program, written by Anne Graham in 1996 and developed in conjunction with the Sisters of St Joseph, aims to address the lack of support resources that are available for children who are adjusting to death, separation and divorce in their families (Graham, 1996a, b). In one review, Ribbens-McCarthy and Jessop (2005) summarised existing knowledge about youth and bereavement, citing statistics from a study by Harrison and Harrington (2001) which reported that, by the age of 16, five per cent of all secondary school pupils will have suffered the bereavement of a parent or close friend, with these figures rising significantly when the loss of a grandparent is considered. Over half of the participants in a qualitative study by Webster et al. (2004) also reported the death of a parent, sibling, partner, child, or friend (loss of grandparents was not included), with many describing multiple bereavements in the extended family.

Largely in response to concerns about the impact of a burgeoning divorce rate on children in Australia (Hewitt 2008, for example, suggests that the most wide-ranging and far-reaching consequences for family life result from an increase in the rate of divorce, with one in three Australian marriages expected to end in divorce), the program was subsequently revised to have a broader focus that included children and young people (aged 6 to 18 years) who have experienced significant change in their lives (Graham, 2002a,b; Graham, 2004).

The third edition of the program was released in 2015 to reflect developments in research evidence and practice wisdom, with the revisions including: strengthening the program links with Worden's grief theory and the interdisciplinary field of Childhood Studies; placing additional emphasis on

children and young people's learning and the educative intent of the program; and updating the program with contemporary activities, technologies and online resources.

As a peer-based program, SfG aims to provide a resource for young people to attend to their grief and develop emotional resilience by providing them with the tools to be adaptive and make positive choices in the lives. Newell and Moss (2011) have argued that the core intentions of SfG are the development of resilience and emotional literacy in order to promote social and emotional wellbeing, with the overarching aim to improve the quality of life of children and young people.

The program consists of an eight-week group program with a ninth week dedicated to a 'celebration' and two subsequent 're-connector' sessions. Sessions range from 40 to 50 minutes, depending on participant ages. The first two editions of SfG offered five different programs 'levels': three for primary school-aged children (6-8 years, 9-10 years and 11-12 years) and two for secondary school-aged young people (13-15 years and 16-18 years). The latest (third) edition refined 'level 4' of the program to cater for the needs and interests of young people aged 13 to 18 years and ceased 'level 5' which formerly catered for the 16 to 18 years age group. Each level incorporates a wide range of age-appropriate creative learning activities including art, mime, role-play, stories, discussion, playdough, music, and journaling. The content is highly visual and makes extensive use of illustrations that have been adapted to be age appropriate. This way of expressing program content is considered particularly effective in engaging younger participants.

The program itself involves small group, 'like-to-like' peer learning processes that are intended to create a space for children and young people to 'have a say'. The



emphasis is on understanding the effects of change, loss and grief, whilst developing skills in communication, decision making and problem solving. The learning process is underpinned throughout by an emphasis on the development of identity ('I am'), voice ('I have') and competence ('I can'), which is intended to support children in reconstructing their experiences in ways that enhance agency (the sense of being enabled and acting on what they can influence) rather than dependency (being constrained by acting upon decisions, processes, or family dynamics they cannot or do not wish to influence) (Smith, 2002).

Program activities invite children and young people to learn and practice new ways of thinking and responding to change in their families, with an emphasis on understanding the effects of change, loss, and grief whilst developing skills in communication, decision-making, and problem-solving. Each activity pairs J. William Worden's (1991) four 'Tasks of Grief' with a 'seasons' metaphor. Worden's 'Task' model is used to help participants to make sense of their emotional turmoil and normalise their experience as they move through the experience of grief, whilst the

metaphor encourages young people to comprehend the cyclical, rather than linear, process of working through loss and grief. Worden's tasks, the SfG tasks and their relationship to the seasons are described in Table 1.

"Seasons for Growth is based on the belief that change and loss are a part of life, and grief is the normal response to these losses. Children, young people and adults benefit from the opportunity to learn about how death, separation, divorce and other significant loss events may impact on their lives. Seasons for Growth programs provide an opportunity for participants to learn the knowledge, skills and attitudes required to understand and respond well to such experiences"
Program manual, (Detail page 8)



¹ **Note:** the 2015 edition of the program enlisted the services of two unique illustrators to cater for the different needs of the age groups.

Seasons for Growth caters for ages 6-18 years.

The program consists of four levels:

- **Level 1** (ages 6-8 years) (40 minute sessions)
- **Level 2** (ages 9-10 years) (40 minute sessions)
- **Level 3** (ages 11-12 years) (45 minute sessions)
- **Level 4** (ages 13-18 years) (50 minute sessions)

The nominated ages are indicative only so as to provide flexibility for allocation of children into the program level most suited to their needs.

Each level of **Seasons for Growth** comprises:

- 8 formal sessions
- 1 Celebration Session
- 2 Reconnector Sessions (optional).





Table 1: Worden’s Tasks and SfG Content

Worden’s Tasks	Seasons for Growth Tasks		Session Content
To accept the reality of the loss	Learn that change and loss are part of life	AUTUMN	Session 1: Life is like the seasons Session 2: Change is part of life
To process the pain of grief	Learn about different ways people experience change and loss	WINTER	Session 3: Valuing my story Session 4: Naming my feelings
To adjust to a changed world after the loss	Learn skills to assist with adapting to change and loss	SPRING	Session 5: Caring for my feelings Session 6: Remembering the good times
To find an enduring connection with what has been lost while embarking on a new life	Learn about ways that help in moving forward with life	SUMMER	Session 7: Making good choices Session 8: Moving forward

The SfG program is designed to be delivered to small groups of 4 to 7 young people by a group leader named a ‘Companion’. Companions are supported with a comprehensive set of materials including manuals and participant journals and access to an online portal which offers a wide range of additional resources. Companions are trained program facilitators, often from professional backgrounds such as teaching, social work/counselling, nursing and mental health, youth work, pastoral care or chaplaincy backgrounds (Newell & Moss, 2011). The program is typically delivered in school settings in Australia, New Zealand, Scotland, England and Wales, with participating students often withdrawn from other lessons. It is, however, also increasingly offered in a variety of welfare and other community settings.

An estimated 300,000 children and young people have completed Seasons for Growth since its inception, with the 2019 Excellence in Research Assessment in Australia, rating the research supporting the program development as in the ‘high impact’ category.

Previous Evaluations

There have now been five different evaluations of SfG (conducted in 1999, 2004, 2005, 2010, and 2011), the most recent of which concluded that the most notable impact of the program was that it helped children realise that they were 'not alone in their loss' and that it was 'ok to feel sad sometimes' (Newell & Moss, 2011; p.4). At the time of the 2011 evaluation, the authors estimated that over 150,000 children and young people had completed SfG, with a total of 57 groups (334 program participants aged 6 to 16 years, and 44 companions) across six regions (Australia, New Zealand, and Scotland) participating in their evaluation. This was described as the first large-scale Australian-based evaluation of any loss and grief program for children and young people.

The Newell and Moss (2011) evaluation employed a collaborative, participatory methodology reflecting the 'evaluative learning' approach ('Empowerment Evaluation'). This methodology is based on a fundamental belief in people's desire and capacity to understand their own situation and create appropriate solutions, and to ensure that the evaluation methods do not invade on the program experience². For the evaluation children and young people were asked to complete a survey at two points in time - before they started SfG and immediately following completion. Corresponding surveys were developed for completion by the parents/carers who reported that the program had helped their child's understanding of grief and improved their skills to cope. They identified a significant improvement in their child's ability to 'recognise that they are not the only one' and to 'understand that families change'. The Companions reported that they observed similar improvement in participants ability to recognise that they were 'not the only one', as well as to accept that change is normal and make good choices.

The overall feedback was consistently positive. For example, one in three young people described ways that the program had helped their emotional wellbeing (feeling happier in general, feeling stronger/more self-belief, being more hopeful/trusting, letting go of bad feelings, knowing that they will be 'ok', hearing good things about themselves). Nearly one in four identified ways in which SfG had helped them to express themselves and their feelings, and 3 percent indicated that they program was of 'limited help'.

The conclusion of the Newell and Moss (2011) evaluation was that completing a SfG group did help children and young people to build understanding and skills, improve their emotional wellbeing and strengthen their social and support networks. It was recommended that the SfG program be implemented more widely, across a broad range of participant groups and contexts. The evaluation nonetheless also identified a number of areas for further consideration, such as differential impacts for different age groups (e.g., the data suggested that that it was younger children who responded better to program content and were more accepting of the seasons metaphor, although only a relatively small number of older children participated in the evaluation)³. It was also noted that "the relatively small sample sizes available for some subgroups and/or pre-post comparisons sometimes limited the power of this evaluation to detect what may have been 'real' changes or differences" (Newell & Moss, 2011, p.18). Less than 10 percent of participant families also completed the parent survey and a lack of any follow up data collection prohibited any firm conclusions to be made about the longer-term impact of the program. Feedback on other aspects of the program also identified the scope for content changes (e.g., the inclusion of a 'parent' component) which has informed further revisions to the programs.

Note: ² Just under half (44%) of Companions felt that doing a pre-survey had a positive impact on participant experiences because it helped to prepare, motivate and create a 'positive initial experience' and provided an 'early opportunity for discussion'. ³ "Anecdotal Companion and Project Advisory Committee feedback suggests that the SfG program can deliver substantial benefits for older participants but additional evaluative data is required to confirm this" (p.58).



The Current Evaluation

This evaluation was conducted seven years after the last one was published. Over this time a move towards 'evidence-based practice' (and the expectation that only cost-effective, proven programs and practices should be delivered) have seen the need to establish that programs do have their intended impact increase. An important aim of the current evaluation then is to build upon the work of Newell and Moss (2011) to establish that SfG is helping those children and young people who take part. Although a similar design was selected, the current evaluation includes new items based on a review of the current program content (and recent revisions) that articulate a clearer logic describing the process by which change is intended to occur.

The articulation of the underlying program logic allows program providers to achieve clarity regarding their theoretical underpinnings, key assumptions and pathways towards desired long-term outcomes. This relatively rare in this area of practice. And yet, it is regarded as a pre-requisite for the selection of valid evaluation measures. At the centre of a program logic are, from left to right, sets of process markers (short-term), program

impacts (medium-term) and outcomes (long-term). Program logic statements – across process, impact, and outcome – can be made at the program level (reflecting core program activities with children and young people) and systems level (objectives relating to the contribution of the program to enhance integrated systemic responses of which it is a part). Key assumptions underpin the ways in which the process markers are meant to result in program impacts, and a second set of assumptions underlay how program impacts contribute to long-term outcomes. A review of the SfG program Companion manuals led to the following depiction of the SfG program logic model (Figure 1), which clearly shows the areas in which change is expected.



Seasons for Growth Program Logic

Issues

Seasons for Growth is a small group loss and grief education program developed to support children and young people to adapt to change and loss in their families resulting from death, separation, divorce.

This program is based on a belief that change, loss and grief are part of life.

The program explores a range of issues associated with change and loss – what we may experience and ways we can respond and adapt.

All of the Seasons for Growth programs are based on the work of J William Worden. Worden is an internationally renowned psychologist, researcher, and author. He believes that by being able to take an active role in their grief experience, people are empowered and given a sense of hope.

Assumptions

Children and families will be motivated and supported to take part in the program

Trained facilitators are available

Agencies and schools are aware and supportive of meeting the needs of children coping with loss and change through peer support education programs

Participants

Children and young people aged 6-18 years who have experienced loss (through death, separation, divorce or other significant loss events) who would benefit from help in learning new ways of thinking and responding to change and loss

Inputs

Funding

Facilities/Infrastructure necessary to host program

Community, school, and agency support and collaboration

Trained Seasons for Growth facilitators ('Companions')

Seasons for Growth program

Good Grief website (supporting materials)

Information sessions for staff and parents/carers

Activities

Deliver age-appropriate Seasons for Growth program comprising 8 x formal sessions, 1 x Celebration session and 2 x (optional) Reconnector session with: Facilitator presentations and group work (e.g., role-play, discussions, storytelling, music, games)

Individual tasks (e.g., art/craft, journal writing, guided meditation)

Participants acquire knowledge, skills and attitudes that can help them to better understand their experiences, attend to their feelings, distinguish between what they can and can't influence, set goals, make good choices, build their support networks.

This takes place in an atmosphere of like-to-like peer support, facilitated by a caring, trained adult called a 'Companion'

The delivery of sessions is based on the following:

Task I: To accept the reality of loss

Task II: To process the pain of grief

Task III: To adjust to a changed world after the loss

Task IV: To find an enduring connection with what has been lost while embarking on a new life

Figure 1: The SfG Program Logic Model.



Outcomes - Impact

Short

Medium

Long

Increased understanding of individual and shared experiences in relation to grief and loss

Increased capacity to distinguish between positive and negative change

Increased knowledge of change and loss as part of life

Hope

Positive adaptation to experience of loss
(Accept the reality of the loss)

Increased capacity to identify and understand feelings, physical reactions and behaviours associated with change and loss

Decreased fear of feelings around grief and loss

Identify methods to deal with difficult feelings

Increased knowledge about changes in emotional responses

Increased knowledge about strategies to deal with emotional responses

Safe and Well

Regaining emotional stability
(Process the pain of grief and loss)

Increased understanding of continuing relationships with people, places and things that remain important

Increased knowledge of how relationships can be maintained

Connected

Establish positive connections between previous and current life
(Find enduring connection with what has been lost while embarking on a new life)

Increased understanding of the links between choices and consequences

Development of goal setting skills

Increased knowledge of good and bad choices and how to use these to set positive and achievable goals

Achieve and Develop

Show positive choices and decision making

(Adjust to a change world after loss)

Adjustment to experiences of loss and grief

External Factors

Funding environment

Emergence of other high priority issues

Organisational culture and views on children's peer support education programs

Individual beliefs around impacts of loss and change on children and families

Other factors influencing outcomes for children/families coping with loss and change

Measures

The measures used in this evaluation sought to build on the structure and content of the Newell and Moss (2011) evaluation using some of the same questions that children/young people, parents/carers, and companions could all complete:

- A new question was added to better understand the nature of the issues that led to the invitation to attend and, if possible, to consider differential outcomes between referral type (e.g., bereavement, separation, or divorce) and/or when a change or loss occurred;
- The set of questions asked directly about the four hypothesised long-term outcomes documented in the logic model (Figure 1) that reflect Worden's stages of grief (To accept the reality of the loss - autumn; seasons/change; To process the pain of grief - winter; my story/reactions; To adjust to a changed world after the loss - spring; feelings/memory and forgiveness; and To find an enduring connection with what has been lost while embarking on a new life - summer; choices/moving forward);
- After the prompt: "For many children and young people in Seasons for Growth, their families have been through some changes. Can you tell us how much you agree with these ideas", there are two questions that relate to accepting the reality of the loss, two that ask about processing negative emotion, two that ask about the connection between the past and the future, and two that ask about positive choices and decision making. Scores on the two items for each outcome can then be summed to obtain an overall score for each of the expected program outcomes;
- A new scale was then introduced that provided a standardised measure of quality of life. This allows the wellbeing of participants (described as the overarching goal of the program in the SfG website and previous evaluations) to be directly compared with that of other populations. The Kidsafe⁴ generic health related quality of life measure for children and adolescents was selected for this purpose. This is used as a generic instrument to assess quality of life in children and adolescents in terms of their subjective health;
- Finally, questions from the 2011 evaluation were retained that were relevant to overall satisfaction (How much did you like the following?...) and knowledge about change for participants who had completed the SfG program. Participants were also given the opportunity to make open-ended comments about the program. A comparable set of questions was developed for completion by the parents and carers to allow for comparison with the child/young person responses, as well as a feedback form for Companions to complete after the program had been delivered. These questions were also included in a 3-month follow survey which children and young people and parents and carers were invited to complete.

⁴ The Kidsafe measure was developed within the European project "Screening and Promotion for Health-related Quality of Life in Children and Adolescents - A European Public Health Perspective" funded by the European Commission. The project took place over 3 years (2001-2004) and participants of the project are Austria, Czech Republic, France, Germany, Greece, Hungary, Ireland, Poland, Spain, Sweden, Switzerland, The Netherlands, and the United Kingdom (Acknowledgement: The project was financed by the European Commission grant number QLG-CT-2000- 00751 within the EC 5th Framework-Programme "Quality of Life and Management of Living Resources"). The generation of the questionnaires was based on literature reviews, expert consultation, and children's focus groups in all participating countries to identify dimensions and items of HRQoL which were relevant to respondents in all countries. The final instruments were used in representative mail surveys of HRQoL in 1,800 children and their parents per country (total n > 20,000).



The draft evaluation tools were provided to a project reference group for initial feedback and revisions made before piloting began. They provided detailed feedback about the structure and content of the tools and advice about further development. These included comments about the need for younger children to receive verbal guidance, checking item wording and comprehension, including new art work and emoticons on the rating scales, and adding advice that siblings should not attend the same group. Following further discussion about the use of self-report measures with young children, an initial version of the survey was trialled with two primary school children (aged 7 and 8 years) who had limited literacy skills, significant child protection involvement, and were withdrawn from the classroom at the time. The feedback was that they engaged well with the survey, were enthusiastic and interested in the questions, and did not experience comprehension difficulties (Appendix 2). A decision was made to proceed to the pilot stage to establish whether the survey items were appropriate for use in the full evaluation. This involved obtaining feedback from volunteer children and young people, parents and/or carers, and Companions about the types of questions being asked as well as the length of the survey tool, and any suggestions for improvement. The feedback on the survey tools was generally positive. The children and young people provided responses that appeared meaningful, and the mix of open-ended and closed questions provided data that allowed comparison with other populations and over time, as well as capturing their experiences of SfG. The parent/carer responses to questions about the survey were very positive, and it was apparent that many appreciated being asked for their opinion. The Companions, however, identified some comprehension difficulties - particularly in young participants - although it appeared that if they were able to allocate additional time to support children and young people in their efforts to complete the survey that many of these problems could be overcome. Generally, the length, wording and formatting of the survey appeared acceptable and the new questions about the reasons for attending and reflections on personal learning appeared to have the capacity to provide useful insights that could strengthen previous evaluation data. It was recommended to proceed to the full evaluation using these measures, with additional instruction provided for Companions to ensure that extra time was provided to support younger children (especially in Level 1 for ages 6 to 8 years) to complete the surveys. As the survey items did not change substantively, pilot data were retained for use in the full analysis.

Procedure



Every Companion who was registered to run a SfG group was invited to participate in the evaluation, although participation was entirely voluntary. Each Companion was provided with the survey material and instructions regarding when and how they were to be administered. All parents/carers provided written consent for their child to take part and the project received approval from a university ethics committee (Appendix 1). Completed surveys were typically placed in a sealed envelope and returned to the evaluators for entry into a statistical package (SPSS), with some participants having the opportunity to complete the survey online. The surveys were not personally identifiable, with each participant assigned a unique number so that pre- and post-program surveys could be linked.

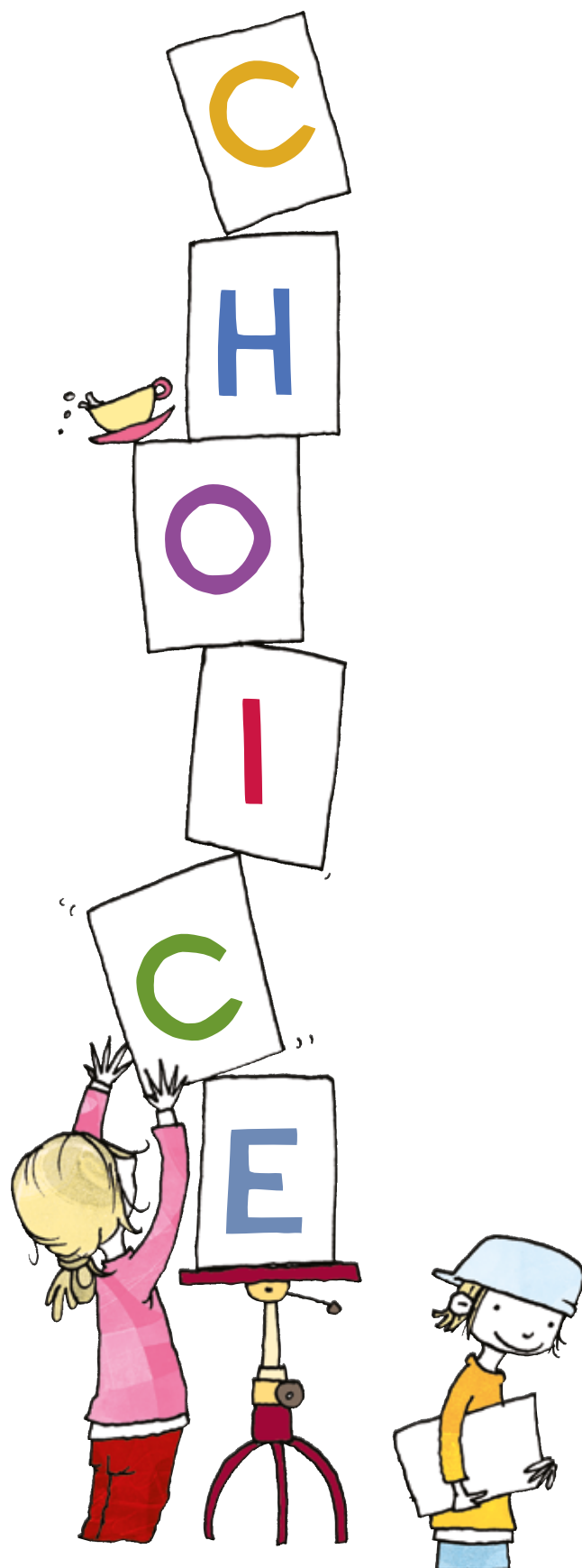
Descriptive Statistics

This section reports the characteristics of participants in the evaluation along with some of their comments about reasons for attending the program.

Children/Young People

The surveys were completed by a total of 1368 young people between May 2017 and February 2019. They were, in equal numbers, both female and male, aged between 5 and 17 years, with the majority aged between 7 and 12 years (7 years, 8%; 8 years, 12%; 9 years, 17%; 10 years, 13%; 11 years, 14%; 12 years, 7%). Four percent of respondents were aged 5 or 6 years, and five percent aged between 13 and 17 years. Of these 291 (20%) were attending the Level 1 program, 426 the Level 2 program (29%), 369 the Level 3 program (25%), and 72 the Level 4 program (5%) (missing n=301; 21%). The majority were from Australia, with the minority of participants from New Zealand and Scotland. Of the total surveys completed there were 963 completed at pre-program, 1084 at post-program⁵, and 131 at the 3-month follow up. A total of 854 young people provided both pre- and post-surveys.

The first question asked participants 'What made you decide to come to the group?'. This question was introduced for the first time in this evaluation and the most common responses either identified a triggering event (loss or separation) or something that the young person wished to achieve from SfG. A number of young people simply stated that it was another person's idea for them to attend (see Text Boxes for examples). Appendix 3 lists the full responses to all of the open-ended questions that children and young people responded to.



⁵ Note: Some groups only completed the post-program survey (pages 17-19).



Specific Event

“I came here because my mum and dad divorced & my great uncle passed away”

“I cam to seasons because my sister pastaway on the 5th”

“since the fact i have had many people passed in my family”



Specific Goal

“There are things in my life I feel I can't share with others. I would like to understand how

“because I wanted to talk about changes in my family”

“Because I knew about it and I want to share my feelings with other people”

Others Suggested That I Came

“Mr X invited me to this group”

I Thought It Would be Fun

“It's going to be fun”

“because my mum put me in”

“I didn't decide”

“Because it's sounds quite fun and enjoyable, and something to relax”

Based on responses to the question about the reason for attending SfG, a total of 84 children and young people disclosed that parental divorce or separation was the primary trigger for their participation. The actual number is, however, likely to be much higher, as many simply responded with general answers such as ‘because my mum and dad wanted me to’ or ‘change in my family’. This prohibits any attempt to report the reasons for attendance beyond identifying the group who (unprompted) specifically mentioned divorce or parental separation.

Descriptive Statistics

Next, young people were asked 'Why do you think it's a good idea for you to come to a Seasons for Growth group?'. Most respondents gave a specific reason why they wanted to join SfG (see Text Boxes).

Reason for Attending

"bcos I wont to get beth of Emoshions"

"helpnig me to calm down and understand things better"

"because there will be someone to help me"

"I need to work on talking about my mum"

"I am not always very good at sharing my feelings - I think I might be able to explain them more at the end"

"Because it is a good place for me to discuss my feelings. Also their are other kids that can help me and I can help them"





A third question asked 'How are you feeling about coming along? With the Text Boxes below illustrating how participants experience a range of feelings prior to commencing the group.

How are you feeling about coming

"I feel good and amazing to come along"

"very happy because I can feel better about what happend in my family. I than can finnaly solve my problem"

"Excited and happy"

"About coming along I feel weird, I've never really expressed my feelings with anyone else"

"nervous. happy. scared"

"Abit nervous because how will other people react

"doesent bother me different feelings I did the group before and I wanted to come along"

"i don't know fine i don't really care"

These responses show that many children and young people came to the program following a specific change or loss in their life, with the intention of working on this during the SfG group. Generally, they understood the purpose of the program and felt positive about attending, although for many there was some apprehension. A small number of children and young people felt that their attendance was at the request of other people, rather than initiated by them.



Descriptive Statistics

Parents/Carers

A total of 652 parent/carer surveys were completed between May 2017 and February 2019, mostly by parents (573 parents, 28 carers⁶). There were 601 pre-program surveys completed⁷, 442 post-program surveys and 24 three-month follow up surveys.

The first question asked: 'What was the event or reason that led to your child attending Seasons for Growth?'. The responses were loosely grouped across three main themes, family separation/change; health of a family member; school (e.g., the teacher suggested I came); and other (see Appendix 4). The most common responses, as expected, related to family separation, although many parents/carers provided multiple reasons for attendance (see Text Boxes). These events were reported to have occurred between 2004 and 2017.

Health

not settling well at school. Lonely. upset his brother moved out (uni)

X grandmother was diagnosed with dementia over school holidays and went downhill very quickly

As she is in foster care, X has had to move and attend different schools so a lot of big changes within two years

Family Separation/Change

"difficulty coping with change, recent death of great grandparent, father diagnosed with degenerative disease, witnessing a friend experience the consequence of domestic violence"

"help support my son through the difficulties of living in two separate homes"

"family moving interstate, dad working away"

Other Reasons

because my son was interested in doing this

I thought it was a great opportunity and she wanted to

emotional child. hoping to obtain strategies to deal with emotions. From another point of view



⁶Note: Figures do not add up to 100% as a result of missing or incomplete responses.

⁷Note: Some only completed the post survey.



Next, parents and carers were asked ‘What made you decide to talk to your child about coming to the group?’. These responses were loosely grouped across the following categories: behavioural issues; general wellbeing; teacher/other recommendations; and to learn new things in a neutral situation. Of these the responses to the last category are of most interest as they highlight how parents and carers saw the program as helping their child (see Text Boxes).

<p>Reasons for Coming</p>	<p>because I know she has a lot of questions relating to her loss</p>	<p>As we are not surrounded by people and I didn't know what to say to either of my children, I thought he would benefit from this group</p>	
<p>An opportunity to learn strategies to cope in tricky situations in class and in the playground in a small group</p>	<p>opportunity to help learn resilience skills and naming feelings and ways to manage</p>	<p>I think it will benefit X by talking to other people about it besides Mum and Dad</p>	<p>being in a group and seeing what other students are going through might show her how to deal with it</p>

A third question asked, ‘How are you feeling about your child attending?’. The parent/carer responses were loosely grouped in two categories - optimistic (representing the overwhelming majority of responses) and those that were cautious (see below).

<p>Feelings About Attendance</p>	<p>I think it is a great opportunity</p>	<p>nervous as I don't know what questions may arise from it back at home</p>	
<p>I'm grateful that X was selected to attend the program and excited to see if there are any changes in X emotion's towards the situation after.</p>		<p>A little anxious about what other children might share, but trusting that this is a positive program which will benefit my child</p>	
<p>“I think it is a wonderful experience</p>		<p>“I think it is a wonderful program</p>	

These responses clearly showed that, for the vast majority of children and young people, the referral to the SfG program was appropriate and in line with the program goals and logic. Most parents and carers felt very positive about having the opportunity for their child to attend and were optimistic that the program could help their child.

Descriptive Statistics

Companions

Companions who had recently delivered a SfG program were invited to provide comments about the program. Surveys were received from Companions who had mostly run programs in Australia (n=209; 3 in New Zealand; 6 in Scotland). Of the Australian programs, the majority were in NSW (n=93) or Victoria (n=44), but with all areas of the country participating. Most of the groups were either Level 2 (n=76) or Level 3 (n=72), with Level 1 (n=38) and Level 4 (n=22)⁸ programs less common. The vast majority of programs were run in schools, with eleven offered in another agency and five in other locations.

The respondents were experienced Companions, with forty-one people reporting that they had previously delivered over 10 groups, thirty-four between 6 and 10 groups, and eighty between 2 and 5 groups. A total of sixty-three Companions reported that they had run only one SfG group. Nearly all the Companions were females. Just over half of the respondents were in the 41 to 50 years age bracket. The most common response when asked to describe their cultural background was Australian or Anglo-Saxon. Many of the Companions described their professional backgrounds as teachers (n=98) or chaplain/pastoral care workers (n=18), although multiple professions were recorded. A majority held a bachelor's degree or higher qualification.

Each Companion was asked why the young people attended SfG. Their responses are illustrated in the Text Boxes (page 23) (see Appendix 5 for full responses). These comments suggest that, in general, SfG participants were described as attending the program as a result of their experiences of family change or loss.

The next questions asked Companions to record their views on a series of statements about the challenges facing children and young people when they experience change in their families, with responses invited on a five-point Likert-type scale. These questions were replicated from the 2011 evaluation survey allowing comparisons between the two data sets. The percentage responding for each possible response⁹ are reported in (Table 2), with each item rated, on average, above the midpoint of the scale. This Table shows that levels of agreement for this survey were generally lower than in the 2011 survey. The lower ratings may be attributable to the much larger and more diverse sample. The responses nonetheless indicate that each area of challenge is viewed by the Companions as relevant to the needs of their group.

Reasons for Attending

“The students had all experienced a major change in their life”

“death of loved ones parent separation and ongoing associated issues between parents-children”

“Their parents wanted their children to have extra support at school. I don't think that they all knew exactly what the program was about”

⁸Note: Some program levels were not recorded.

⁹Note: percentages do not always add up to 100 given the small amount of missing data.



Table 2: Challenges for Children and Young People Following Change (% responses)

Item	Not at all	A little bit	To some extent	Quite a bit	A great deal	2019 Survey mean rating	2011 Survey mean rating
Understanding and managing their feelings	1	7	17	44	30	3.97	4.30
Knowing there are things they can do (or choices they can make) that will help them feel better when life gets difficult	1	8	18	46	26	3.87	n/a
Understanding how emotions change over time	1	13	23	42	20	3.70	n/a
Knowing that there is someone they can talk to	2	11	26	38	22	3.67	4.14
Recognising they can't change what's happened	2	12	25	45	16	3.61	4.07
Recognising that sometimes change can be a good thing	1	14	31	34	18	3.55	3.86
Understanding they are not to blame	3	14	30	32	18	3.50	4.00
Understanding that not everything changes following change	4	13	29	39	13	3.45	n/a



Change Over Time

Change Over Time

The key question for this evaluation is the extent to which participation in the SfG program results in change over time. As this is an uncontrolled study it is, of course, entirely possible that children and young people change as a result of time or maturation but nonetheless the program logic (see Figure 1) suggests that participation should lead them to acquire relevant knowledge about change and loss over the course of the program that will result in higher levels of wellbeing at the SfG program completion. Accordingly, the questions about change were asked at the commencement and completion of the program, and once again at follow-up, to see if changes in the expected direction could be observed.

Children/Young People

The first questions asked the children and young people to rate how they respond to change in their lives on a series of questions rated on a five-point Likert-type scale, with responses ranging from 'strongly disagree' (1) to 'strongly agree'. These are reported as average (mean) scores for all respondents with a score of 3 reflecting the mid-point of the scale. Thus, for example, any mean score over 3 suggests that, as a group, respondents endorsed that particular item. Standard deviations (SD) are reported to provide some indication of the spread of scores across the scale. See Table 3.





Table 3: Beliefs about Change (item level).

Item	Pre-Program			Post-Program			Follow up		
	n	Mean	SD	N	Mean	SD	n	Mean	SD
I am ok talking about change	855	3.42	1.08	1084	3.91	1.08	131	4.02	.94
I know that lots of change will happen throughout my life	966	4.11	.98	1084	4.23	.96	131	4.46	.84
My family is still special even though it has changed	963	4.38	.93	1081	4.55	.79	131	4.10	.99
I will be OK when things in my life change in the future	959	3.75	1.09	1072	4.11	.99	131	3.83	.99
Sometimes I find it hard to say how I feel	949	3.74	1.19	1074	3.88	1.12	130	3.88	1.03
It's OK to feel angry	958	3.84	1.17	1069	4.14	1.05	131	3.92	1.07
I can choose how I want to act when I feel upset	953	3.68	1.18	1075	4.09	1.06	131	3.90	1.16
I know who I can talk to when I feel upset	952	4.04	1.20	1076	4.25	1.02	130	4.17	.94



Change Over Time

These scores are depicted in Figure 2, which shows that scores on each item were higher in the post-program survey (orange line) than they were in the pre-program survey (blue line), with the improvements generally maintained at the time of the follow-up survey (grey line). In other words, children and young people who took part in SfG, on average, reported that they more strongly endorsed most of the beliefs listed in Table 4 after completing the program, with these changes sustained over time. Generally, this suggests that children and young people who have completed the SfG program are more likely to endorse beliefs reflected in the program logic of a successful and healthy adjustment to change and loss.

Seasons for Growth
Changes in Logic Model Outcome
Items (child/young person)

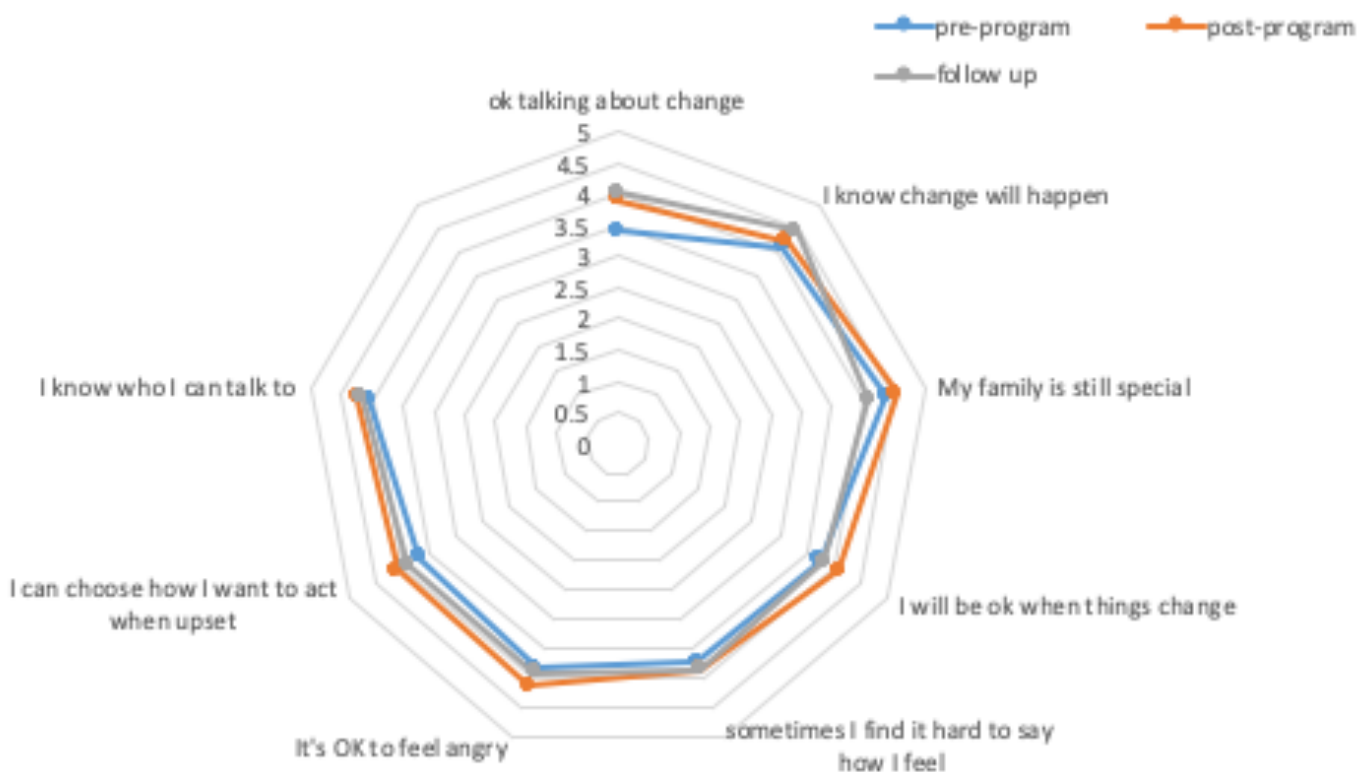


Figure 2: Change Scores for Outcome Items.

Of the 8 questions relating to beliefs about change listed in Table 3, two related to each of the intended short-term outcomes as identified in the program logic model. The scores on these two items were averaged to provide a measure of each of the four short-term outcomes (Table 4). Total scores on each of the four areas did increase from pre-program to post-program, then dropped back slightly at the time of follow up.



Table 4: Short Term Outcomes.

Item	Pre-Program			Post-Program			Follow up		
	n	Mean	SD	N	Mean	SD	n	Mean	SD
Accepting the reality of the loss	855	3.42	1.08	1084	3.91	1.08	131	4.24	.71
Making the connection between past and future	953	4.07	.78	1067	4.33	.71	131	3.97	.72
Processing negative emotion	942	3.80	.90	1057	4.01	.82	130	3.89	.79
Making positive choices	943	3.87	.90	1068	4.17	.82	130	4.03	.85

Note: Higher means post-program are in the expected direction.

The scores in Table 4 above, are depicted in Figure 3 below, which shows that scores on each item were higher at the end of the program (orange line) than they were before the program (blue line), with the scores at the time of the follow-up survey higher for the item measuring ‘accepting the reality of the loss’, with scores still above those from the pre-program surveys (grey line) for each area other than ‘connection between past and future’.

Seasons for Growth
Changes in Logic Model Outcome Items (child/young person)

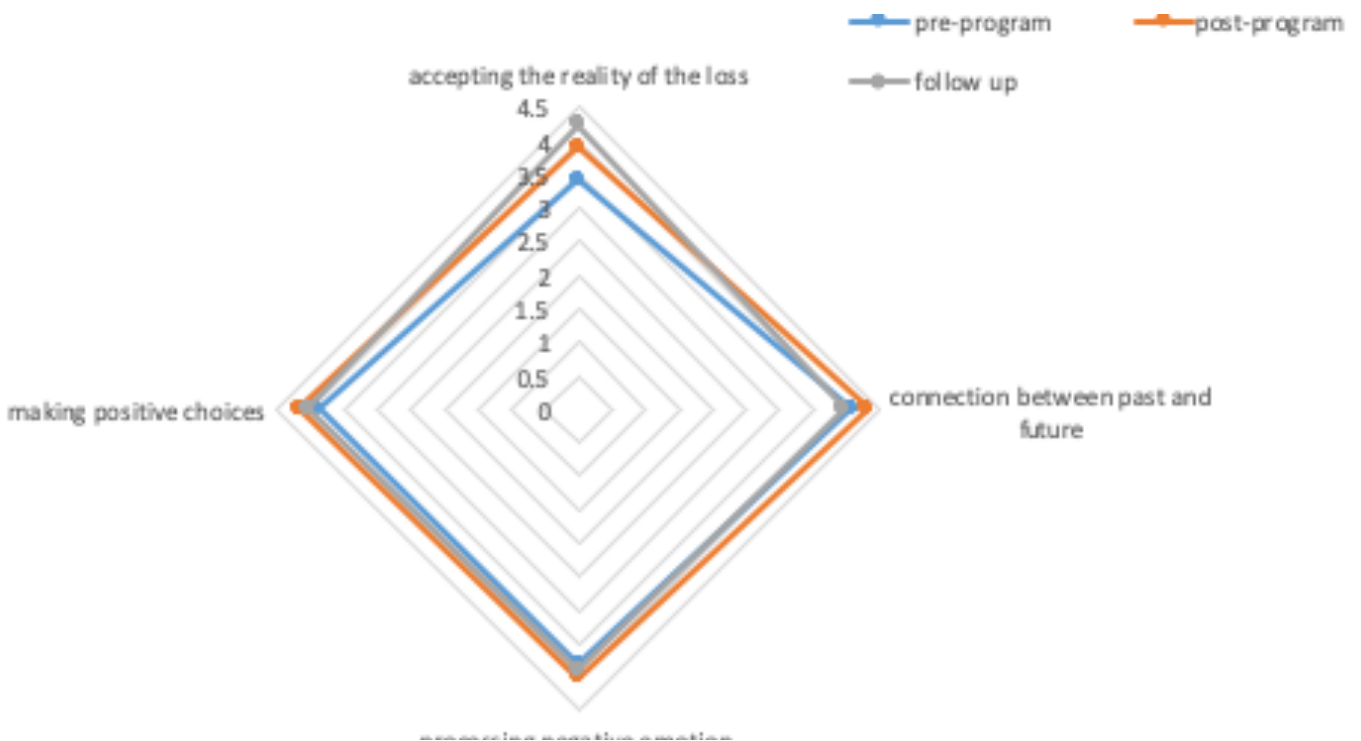


Figure 3: Change in Logic Model Domains

Change Over Time

The next questions were from a psychometrically validated scale, the Kidsafe scale, which reliably assesses quality of life in children and young people. Responses are also rated on a five-point scale, ranging from 'not at all' (1) to 'extremely' (5). These questions asked specifically about how the young person has felt over the last week and all item scores are summed to provide a total wellbeing score. Finally, a single item asked, 'In general, how good would you say your health is?'. This was rated from 'poor' (1) to 'excellent' (5). See Figure 4, Table 5.

Table 5: Individual Quality of Life Items.

Item (k-10)	Pre-Program			Post-Program			Follow up		
	n	Mean	SD	N	Mean	SD	n	Mean	SD
Have you felt fit and well	855	3.82	1.09	1093	4.28	1.80	130	4.17	.94
Have you felt full of energy	965	3.87	1.18	1078	4.10	1.09	130	3.98	.89
Have you felt sad	960	3.28	1.52	1072	3.25	1.49	130	3.94	.91
Have you felt lonely	959	3.60	1.49	1062	3.64	1.49	127	4.13	.89
Have you had enough time for yourself	959	3.26	1.38	1072	3.36	1.42	129	4.07	1.06
Have you been able to do the things that you want to do in your free time	956	3.39	1.38	1068	3.63	1.31	128	4.14	.91
Have your parent(s) or carer(s) treated you fairly	945	4.00	1.20	1077	4.08	1.18	130	4.24	.91
Have you had fun with your friends	947	4.23	1.12	1070	4.36	.96	131	4.12	.98
Have you got on well at school	952	3.87	1.18	1069	4.17	1.05	131	3.91	.99
Have you been able to pay attention	948	3.66	1.19	1069	3.96	1.11	130	3.58	1.17

Note: Items 3 and 4 reverse coded.





Seasons for Growth
Changes in Quality of Life
(cK-10 scores)

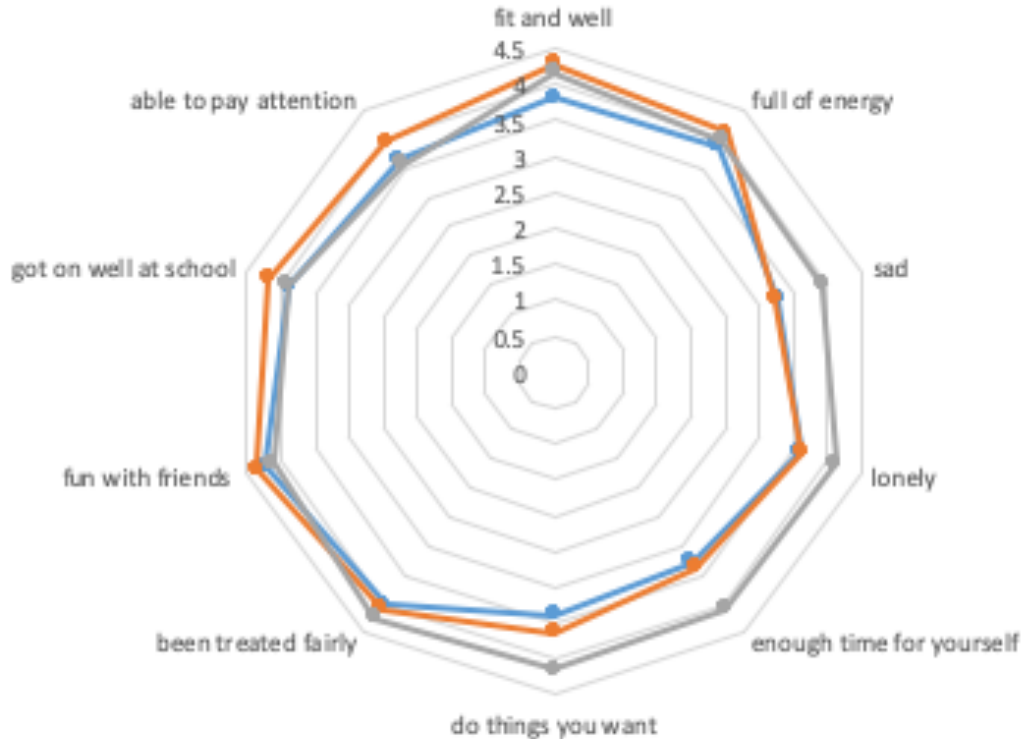


Figure 4: Changes in Wellbeing and Quality of Life.

These scores reflect improvement across each item from pre-program to post-program, with changes increasing for some items at time of follow-up. It was then possible to compare scores on the Kidsafe) scale using the total score for the scale (sum of all 10 items) and a final single item rating which asks respondents to provide a global rating of their health over the previous week (Table 6).

Table 6: Changes in Scores of Quality of Life over Time.

Scale	Pre-Program			Post-Program			Follow up		
	n	Mean	SD	N	Mean	SD	n	Mean	SD
Total K-10 score	795	3.72	.67	1012	3.89	.62	124	4.00	.64
Single item global health	833	3.93	1.05	1056	4.04	1.03	131	4.13	1.04

This table shows that the total scores on the quality of life scale did increase from pre-program to post-program, with increases in scores at the time of follow up. The changes on these total scores were statistically significant from both pre-program to post-program ($t=-2.75, p<.00$) and from pre-program to follow up ($t=-3.11, p<.00$).

Change Over Time

Children who have Experienced Divorce or Separation

Based on responses to the question about the reason for attending SfG, a total of 84 children and young people disclosed that parental divorce or separation was the trigger for their participation. The actual number is likely to be much higher, as many simply responded with general answers such as ‘because my mum wanted me to’ or ‘change in my family’. Nonetheless, it was possible to look at the changes experienced by this cohort over the course of attending the SfG program for those who completed relevant parts of the survey.

Table 7 shows how mean scores on items which measure the key learning objectives of the SfG program also increased from pre-program assessment to the end of the program.

Table 7: Short Term Outcomes (Divorce/Separation).

Scale	Pre-Program			Post-Program		
	n	Mean	SD	N	Mean	SD
Accepting the reality of the loss	64	3.41	1.11	46	3.71	.89
Making the connection between past and future	70	4.07	.75	43	4.42	.54
Processing negative emotions	70	4.08	.69	42	4.15	.73
Making positive choices	68	4.03	.85	45	4.21	.64

Note: Higher means post-program are in the expected direction.

Table 8 (below) shows improvement on both the quality of life total scale score and the single item rating from pre-program to post-program as self-reported by children and young people. There were insufficient data to report follow up scores for this cohort.

Table 8: Changes in Scores of Quality of Life over Time (Divorce/Separation).

Scale	Pre-Program			Post-Program		
	n	Mean	SD	N	Mean	SD
Total K-10 score/10	59	3.82	.56	40	3.98	.51
Single item global health	62	4.06	.91	43	4.14	.80

Note: Higher means post-program are in the expected direction.





Finally, when asked ‘was the group helpful’ at the end of the program, the average rating for this group was 4.66 on a 5-point scale, suggesting very positive responses to this question. These ratings suggest that the SfG program is particularly helpful for those children and young people who identify divorce or parental separation as the reason for their attendance.

Parents/Carers

The first set of questions asked parents and carers to rate how much they agreed with a series of statements about change on a 5-point Likert-type scale, with responses ranging from ‘strongly disagree’ (1) to ‘strongly agree’ (5). See Table 9. This shows that parents and carers rated their child more positively on all items at the end of the program than they did at the beginning, with all changes statistically significant ($p \leq .05$). There was one exception to this (“My child finds it hard to say how he or she feels”), where average scores decreased over time. This pattern of scores is consistent with those reported by children and young people who were asked the same questions (Table 3).

Table 9 : Beliefs about Change.

Item	Pre-Program			Post-Program			Follow up		
	n	Mean	SD	N	Mean	SD	n	Mean	SD
My child is ok talking about change	601	3.51	.92	422	3.70	.85	24	3.96	.81
I am confident that my child is able to adapt to change in the future	602	3.45	.84	421	3.79	.79	24	3.83	1.05
My child understands that our family is still special even though it's changed	588	3.96	.85	420	4.13	.78	24	4.21	.88
My child can see a positive future for him or herself	599	3.74	.91	422	4.05	.77	24	4.09	.95
My child finds it hard to say how he or she feels	604	3.62	1.01	424	3.46	.95	24	3.54	1.06
My child knows that it's OK to feel angry	600	3.59	.80	420	3.90	.70	24	4.04	.62
My child can choose how s/he wants to act when s/he feels upset	597	3.12	.94	422	3.58	1.62	2	3.83	1.01
My child knows who s/he can talk to when s/he feels upset	602	3.80	.92	423	4.17	.75	42	4.13	.90

The scores from Table 9 above are depicted in Figure 5, which shows that scores on seven of the eight items were higher at the end of the program (orange line) than they were at the beginning (blue line). Furthermore, scores at three-month follow up (grey line) suggest that these changes were sustained over time.

Change Over Time

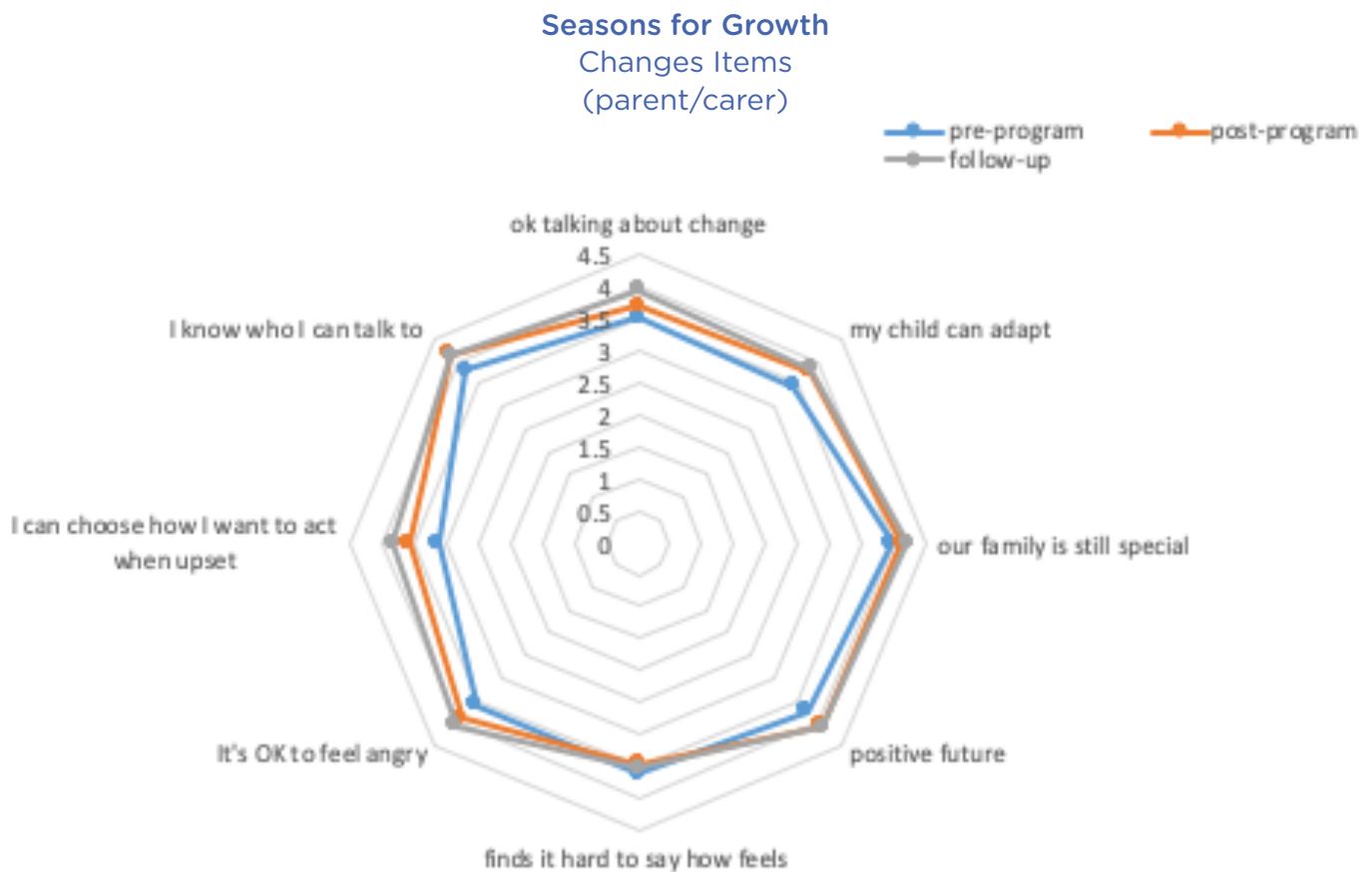


Figure 5: Changes in Logic Model Domains.

The next questions, the quality of life (Kidsafe) items were also rated on a five-point scale, ranging from 'not at all' (1) to 'extremely' (5). These questions asked specifically about the parent or carer perceptions of how the child or young person had felt over the last week. See Table 10.



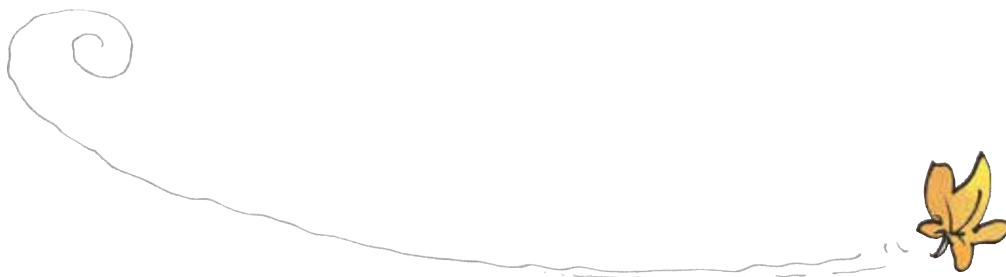


Table 10: Quality of Life Individual Items.

Item	Pre-Program			Post-Program			Follow up		
	n	Mean	SD	N	Mean	SD	n	Mean	SD
Has your child felt fit and well	602	3.83	.85	428	4.03	.85	24	4.21	.83
Has your child felt full of energy	598	3.69	.92	428	3.96	.88	24	4.17	1.13
Has your child felt sad	593	2.37	.99	427	2.64	.99	23	2.85	1.53
Has your child felt lonely	588	2.84	1.13	426	3.02	1.13	24	2.87	1.54
Has your child had enough time for him/ herself	600	3.61	.82	427	3.69	.89	24	3.90	.81
Has you your child been able to do the things that s/ he wants to do in their free time	601	3.79	.85	428	3.94	.84	24	3.79	1.06
Has your child felt that you have treated him/ her fairly	592	3.63	.91	426	3.82	1.18	24	3.83	1.20
Has your child had fun with his/her friends	598	3.88	.91	428	4.07	.85	24	4.04	1.20
Has your child got on well at school	597	3.77	.88	424	3.98	.82	24	4.04	1.08
Has your child been able to pay attention	596	3.56	.89	427	3.84	.82	24	4.35	.78

Note: items 3 and 4 are reverse coded.

This shows that the average ratings for Quality of Life increased over time for all items from the start of the program to when children and young people completed, with most improvements maintained at time of follow up. These scores are depicted in Figure 6. Once again the pattern of responses from parents and carers paralleled those of children and young people who answered the same questions (see Table 5).



Change Over Time

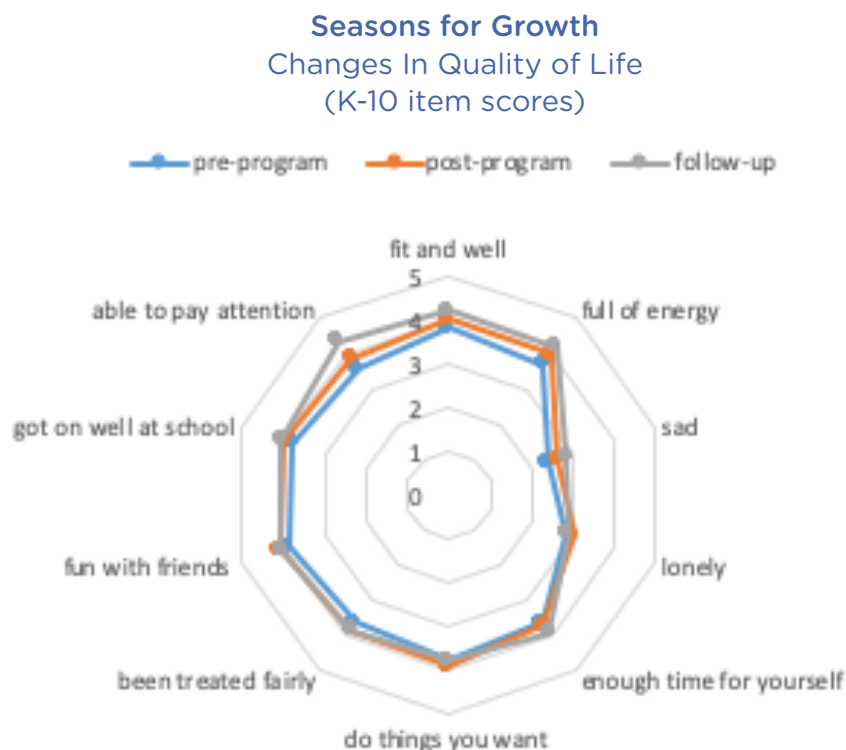


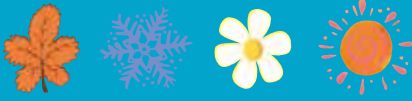
Figure 6: Changes in Quality of Life Ratings.

As with the child/young person ratings, it was then possible to compare scores on the quality of life scale using the total score for the scale (sum of all 10 items) and the final single item score which asked parents or carers ‘In general, how good would you say your child’s health is?’, rating from ‘poor’ (1) to ‘excellent’ (5) to provide a global rating of their child’s health over the previous week (Table 11).

Table 11: Changes in Scores of Quality of Life over Time.

Scale	Pre-Program			Post-Program			Follow up		
	n	Mean	SD	N	Mean	SD	n	Mean	SD
Total K-10 score (/10)	560	3.70	.54	414	3.90	.52	22	3.75	.69
Single item global health	607	4.04	.87	412	4.21	.81	23	4.35	.89

This shows that, for parents and carers, the total ratings of their child’s quality of life improved from pre-program to post-program, and that these changes were statistically significant ($t=-2.22$, $p<.05$ for the single item global rating and for the total K10 score; $t=-3.87$, $p<.001$).



Comparing Child and Parent Ratings

In the final Tables (12, 13 below), the change ratings of children and young people are presented next to those of the parents and carers to highlight areas of agreement and difference. These show a consistent pattern where both children and parent and carers ratings of change and wellbeing increase over the course of SfG program participation.

Table 12: Ratings of Beliefs about Change.

Item	Pre-Program			Post-Program			Follow up		
	n	Mean	SD	N	Mean	SD	n	Mean	SD
Children and Young People's Ratings									
Accepting the reality of the loss	855	3.42	1.08	1084	3.91	1.08	131	4.24	.71
Making the connection between past and future	953	4.07	.78	1067	4.33	.71	131	3.97	.72
Processing negative emotion	942	3.80	.90	1057	4.01	.82	130	3.89	.79
Making positive choices	943	3.87	.90	1068	4.17	.82	130	4.03	.85
Parent and Carer Ratings									
Accepting the reality of the loss	598	3.49	.72	420	3.75	.71	24	3.90	.87
Making the connection between past and future	584	3.85	.77	418	4.10	.70	23	4.15	.80
Processing negative emotion	599	3.60	.63	420	3.68	.56	24	3.79	.64
Making positive choices	596	3.46	.78	421	3.87	.97	24	3.97	.83

Note: Higher means post-program are in the expected direction.



Change Over Time

Table 13: Changes in Quality of Life Ratings over Time.

Item	Pre-Program			Post-Program			Follow up		
	n	Mean	SD	N	Mean	SD	n	Mean	SD
Children and Young People's Ratings									
Total K-10 score	795	3.72	.67	1012	3.89	.62	124	4.00	.64
Single item global health	833	3.93	1.05	1056	4.04	1.03	131	4.13	1.04
Parent and Carer Ratings									
Total K-10 score	560	3.70	.54	414	3.90	.52	22	3.75	.69
Single item global health	607	4.04	.87	412	4.21	.81	23	4.35	.89

Companions

Companions were asked a series of questions that are relevant to understanding the mechanism by which change occurs over the course of the program. These include ratings of what they consider to be the most important aspects of the program. Once again, responses were provided on a series of 5-point Likert-type scales (e.g., from 1 'not at all' to 5 'a great deal') and are reported in rank order. As shown in Table 14, Companions felt the SfG program was very successful at supporting children. The average ratings show that Companions viewed the need to 'understand that life changes' as the most important aspect of the program, although the ability to express views and identify support networks were also scored highly.

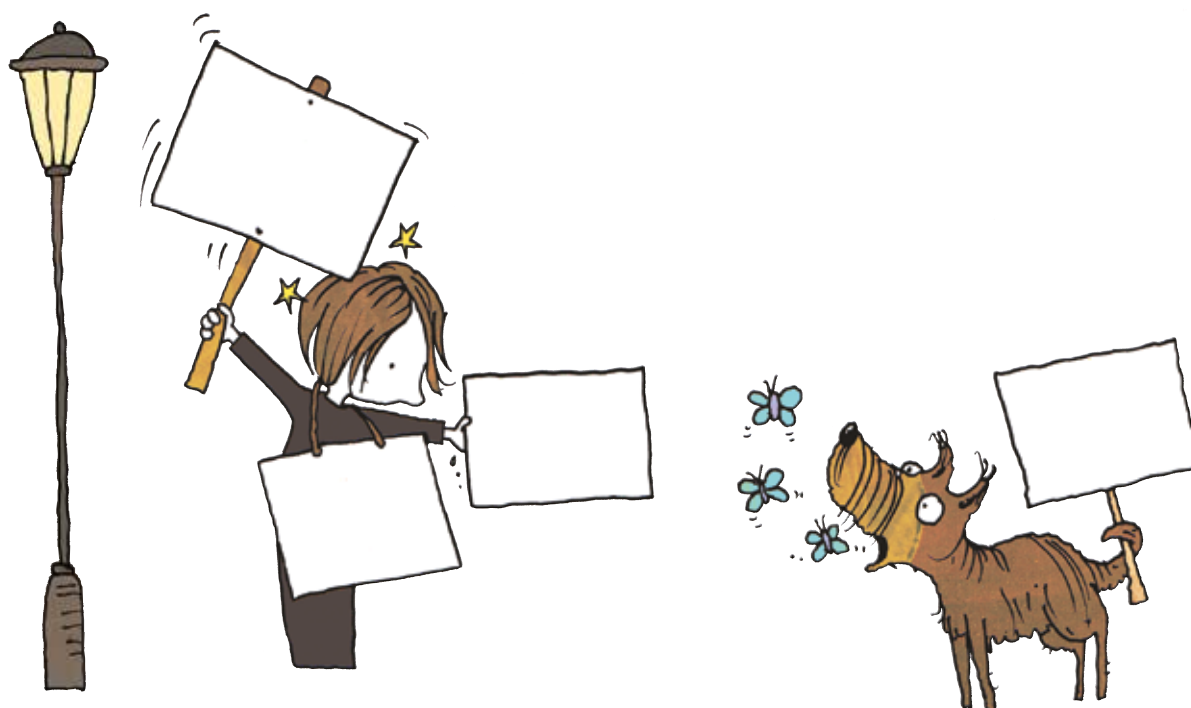




Table 14: Important Aspects of the Seasons for Growth for Participant Wellbeing.

Item	Not at all	A little bit	To some extent	Quite well	A great deal	Mean rating	2011
Understanding that life changes	0	0	4	50	46	4.42	4.66
Express their views	0	1	12	40	46	4.34	4.59
Identify their support networks	0	2	5	51	42	4.33	4.41
Recognise that they are “not the only one”	0	0	2	21	77	4.25	4.80
Build their self-confidence and self-esteem	0	1	17	53	29	4.11	4.30
Become more resilient	0	1	19	57	23	4.02	4.25
Make good choices	0	2	23	50	25	3.99	4.23
Understanding their feelings	0	1	10	54	35	3.90	4.50
Manage their feelings	1	1	24	56	18	3.90	4.20

Next, the Companions were invited to comment on what they saw as the most significant learning that occurred in their group. Their responses are illustrated in the Text Boxes (below).

Significant Learnings

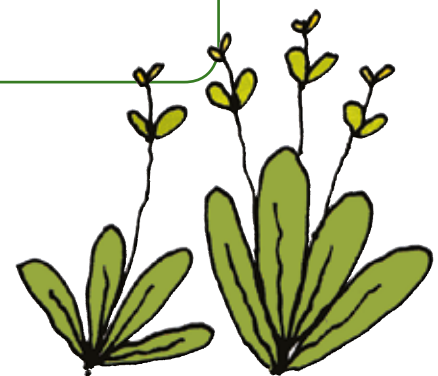
“life is like the seasons - good times like summer will come again”

“understanding other peers and also adults have experienced loss and change in their families and they/we all cope in different ways”

“They are the boss of their feelings. They can choose how to act. That they are not alone”

“learning strategies to deal with difficult situations. They are not the only ones who experience the changes”

“to share and identify feelings”

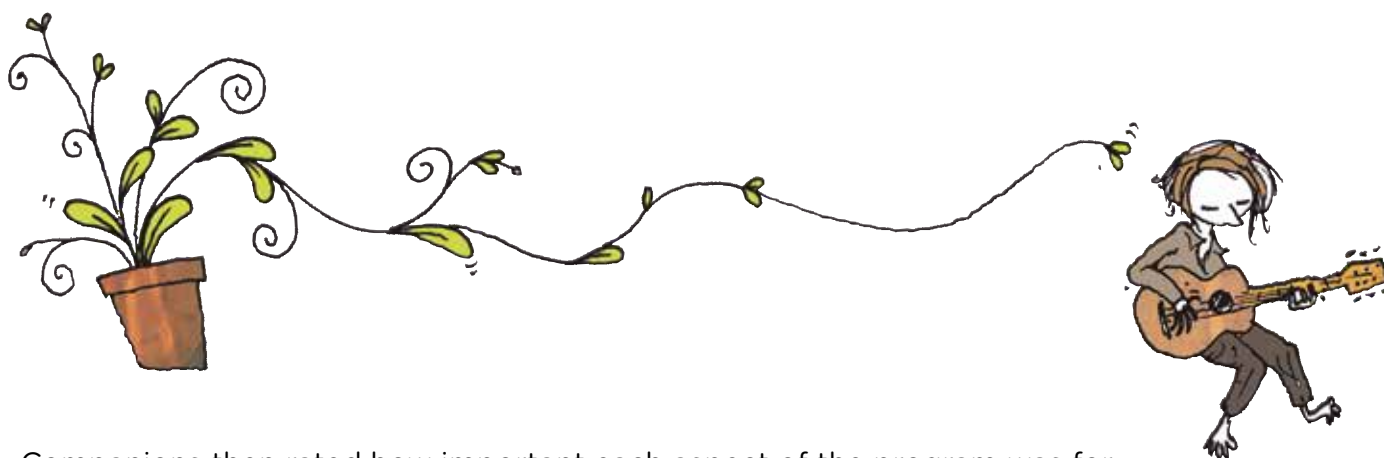


Change Over Time

Companions were then asked how well the program helps to facilitate change in a number of key areas (Table 15). Responses were recorded on a five-point Likert-type scale (from 1 'Not at all' to 5 'A lot'). Once again, Companions rated the 'seasons' metaphor as important in facilitating participant's learning with all of the average ratings at the higher end of the scale, suggesting that the Companions had confidence that each of the identified areas promoted participant wellbeing. As with responses to the 2011 survey, it was normalising change 'Understanding that change and loss are part of life' and providing a language to talk about change that were rated as most important to learning.

Table 15: How the 'Seasons' Metaphor Facilitates Learning.

Item	Not at all	A little bit	To some extent	Quite a lot	A lot	2019 Survey mean rating	2011 Survey mean rating
Understanding that change and loss are part of life	0	1	7	29	62	4.54	4.45
Providing a shared language about difficult issues	1	1	7	35	55	4.44	4.18
Normalising their feelings and other reactions	0	2	10	35	53	4.40	4.09
Making sense of the ups and downs of their experience	0	1	16	35	48	4.31	4.25
Understanding family relationships	3	3	20	39	35	4.01	n/a



Companions then rated how important each aspect of the program was for promoting participant wellbeing. Once again responses were provided on a five-point Likert-type scale (from 1 'not at all' to 5 'a great deal') and reported in rank order (Table 16). As shown, Companions rated all aspects of the SfG program as playing very important roles in promoting participants' wellbeing with mean ratings in excess of 4.50 points from a possible five, on seven of the nine program components. The most highly rated aspects were 'The opportunity for each child to be heard and acknowledged' and 'The relationship between the Companion and participants', followed closely by 'The opportunity for each child to express their view'.



Table 16: Importance to Quality of Life.

Item	Not at all	A little bit	Somewhat	Quite	Very	2019 Survey mean rating	2011
The opportunity for each child to be heard and acknowledged	0	0	0	12	88	4.88	4.89
The relationship between the Companion and participants	0	0	1	12	86	4.86	4.89
The opportunity for each child to express their view	0	0	1	12	86	4.86	4.84
The small group 'like to like' peer support process	0	0	1	20	78	4.78	4.75
The emphasis on what they CAN change or influence	0	0	2	27	70	4.68	4.59
The particular role of the Companion	0	1	3	28	67	4.64	4.73
The metaphor of the seasons	1	1	8	33	58	4.48	4.52
The participant's journal	0	1	12	41	45	4.33	4.25
The use of other resources and activities	0	1	15	43	40	4.24	4.20

Companions were then asked specifically about the importance of learning about Worden's 'tasks', also reported in order of perceived importance (Table 17). The data shows that Companions acknowledged that learning about Worden's grief tasks (a core element of the SfG program) had contributed to their understandings, particularly in relation to 'The importance of action in working through loss and grief' and 'The experiences of children and young people'.

Table 17: How Worden's 'Tasks' Have Helped Companions Understanding.

Item	Not at all	A little bit	To some extent	Quite a lot	A lot	Mean rating	2011
The importance of action in working through loss and grief	1	1	13	34	50	4.32	4.25
The experiences of children and young people	1	1	14	38	45	4.26	4.18
The nature of loss and grief	1	2	14	39	43	4.24	4.11
Your own loss experiences	1	4	15	35	44	4.18	4.11

These responses suggest that Companions have a high level of confidence in the program logic underpinning the SfG program, with ratings consistently indicating agreement with statements designed to reflect the mechanisms through which program activities translate into meaningful improvements for children and young people.

Change Over Time

Program Satisfaction and Feedback

Children/Young People

After completing the SfG program, children and young people were asked four questions about how much they liked different aspects of the program. Their average scores (again on a five-point scale from 'not at all' [0] to 'a lot' [5]) are listed in Table 18.

Table 18: Things Liked About SfG (% responses, n=979).

Item	Not at all	Not really	It was OK	It was good	It was great	2019 survey Mean rating	2011 survey Mean rating
Belonging to a Seasons for Growth group	7	12	16	20	46	3.87	4.61
Having a Companion to guide your learning	1	2	10	23	63	4.46	4.58
Being listened to	1	4	13	26	56	4.32	4.49
Being able to talk with other kids/young people	1	3	18	31	46	4.19	4.38
Your Seasons for Growth journal	0	2	16	34	48	4.28	4.30

They were also asked to rate how helpful they found the SfG group (from 'No' [1] to 'Yes, a lot' [5]). Most respondents responded by saying that SfG had helped them 'a lot' (n=682; 46%), or 'a little' (n=251, 17%) or 'maybe' (n=97, 7%). Relatively few, rated this question as, 'not really' (n=30, 2%) or 'no' (n=9, <1%). These ratings are overwhelmingly positive, with children and young people typically rating satisfaction at least four, on a five-point scale.

When asked about why they had rated the program this way, the value of the program as perceived by participants is illustrated by the quotes in the Text Boxes below.

What was Helpful

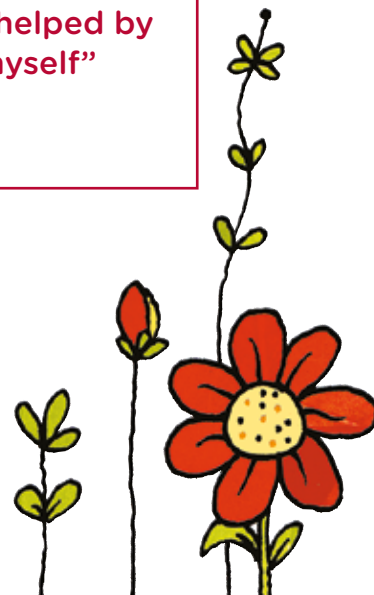
“because i have many more better ways to think of my change

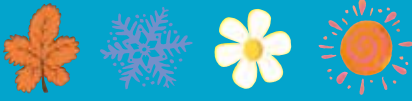
“becuse I have been throw a lot and this group helped by leting me expres myself”

“because I could talk to people about my feelings and not be judged”

“They are the boss of their feelings. They can choose how to act. That they

“because i had someone to talk to”





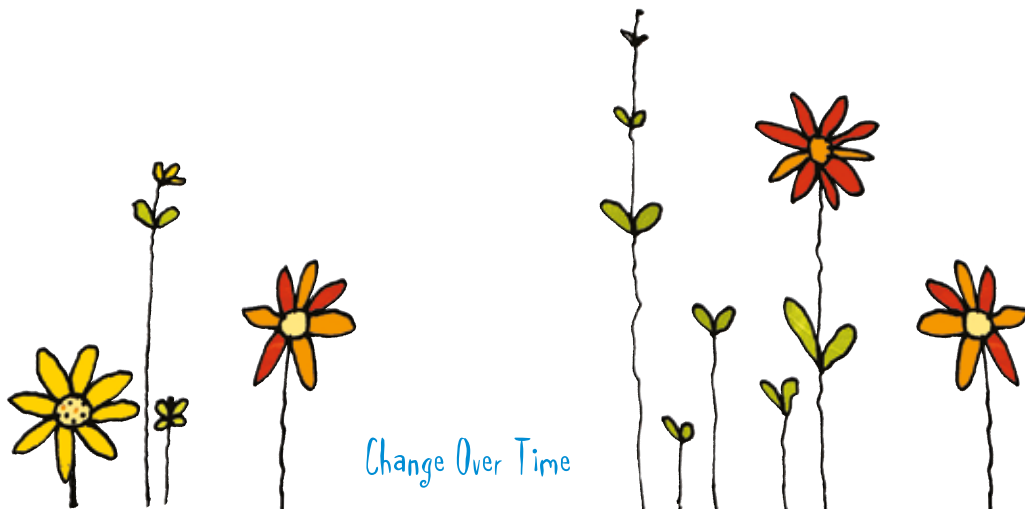
Parents/Carers

Parents and carers were asked to rate how well the program supported their child to do a number of things associated with managing change (with responses ranging from ‘not at all’ [1] to ‘A great deal’ [5]). See Table 19. This shows that parents and carers rated their child more positively on all items over time. These are presented in rank order, with higher ratings showing those areas that parents felt that the program offered more support. All parent and carer ratings were improved when compared to the responses from the 2011 evaluation.

Table 19: Support to Change (percentage responses).

Item	Not at all	A little bit	To some extent	Quite a bit	A great deal	2019 survey Mean rating (n=420-423)	2011 survey Mean rating
Recognise they are not the only one	2	7	20	21	49	4.24	3.60
Understand that life changes (family)	0	2	14	52	32	4.13	3.31
Build support networks (identify)	1	4	15	49	31	4.07	3.35
Understand feelings	0	3	16	54	28	4.05	3.2
Express their views	0	4	17	52	28	4.03	3.2
Build self-confidence and self-esteem	0	4	19	54	21	3.93	3.0
Make good choices	0	4	22	52	22	3.91	3.33
Become more resilient	1	4	23	50	22	3.88	3.04
Manage feelings	1	5	28	46	19	3.77	3.0

Note: the words in brackets reflect the language used in the 2011 survey.



Change Over Time

Finally, they were asked to rate the important features of the program (Table 20). The results in the Table show that Companions rated all aspects of the SfG program as playing very important roles in promoting group participants' wellbeing with mean ratings in excess of 4.50 from a possible 5.0 on seven of the nine program components. Similar to the Newell and Moss evaluation from 2011, two of the most highly rated aspects were 'The opportunity for each child to be heard and acknowledged' and 'Opportunity to express their view'.

Table 20: Important Features of the Program (percentage responses).

Item	Not at all	A little bit	To some extent	Quite a bit	A great deal	2019 survey Mean rating	2011 survey Mean rating
Being heard and acknowledged	0	0	2	27	70	4.67	4.89
Opportunity to express their view	0	1	3	32	65	4.61	4.84
The emphasis on what they can change	0	0	5	31	64	4.59	4.59
Relationship with the Companion	0	1	6	33	60	4.53	4.89
Peer support	1	1	7	39	53	4.43	4.75
The role of the Companion	0	1	11	39	49	4.36	4.73
The metaphor of the Seasons	0	3	9	38	49	4.34	4.52
The journal	0	2	15	40	43	4.24	4.25
Use of resources and activities	0	2	15	45	39	4.20	4.20





Companions

Companions were asked to provide feedback on various aspects of program content and delivery. The following responses were recorded for two questions which asked about which aspects of SfG participants enjoyed the most and the least (Text Boxes).

Enjoyed Most?	“being able to discuss and explore feelings in a safe”	Enjoyed Least?	“being able to talk to each other in a private and confidential setting”
“being able to share their feelings in a safe environment and feeling heard”	“missed coming out of some classes to do the program”	“This group didn’t enjoy listening to the songs”	“When the 8 sessions finished. They wanted it to continue”

Finally, Companions were asked if there were aspects of SfG that they would change (Text Boxes).

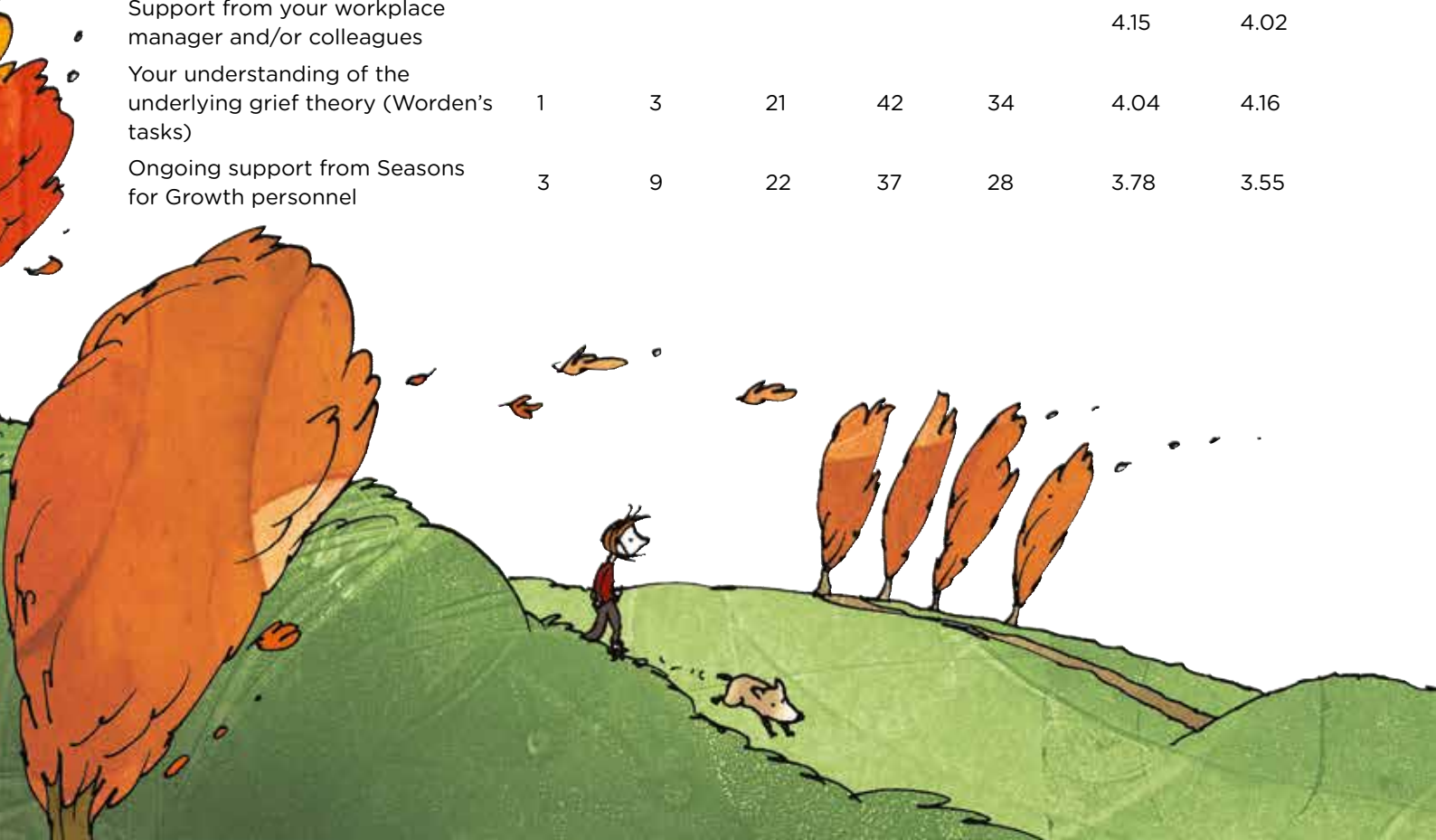
Things to Change in SfG?	“some weeks there was too much to get done in the session, for example week 2 of summer and with the surveys added in”
“sometimes struggle to contain it within 8 weeks”	“the length of the sessions - I would make it a double period however, realise that they’re are competing classes”

Change Over Time

Companions were also asked about their capacity and confidence to effectively deliver the program, as well as the impact SfG facilitation had on them personally. In terms of confidence, most Companions rated themselves as 'very confident', with a similar same number rating themselves as 'confident' and only a few as 'ok' (average rating of 4.45 on a 5-point scale). They were invited to rate a list of factors thought to influence their confidence to effectively companion the group. Their average ratings are recorded in Table 21 and reported in rank order of importance. This shows that the most important factor for Companion confidence was their ability to engage children and young people, followed by their personal motivation and experience. The responses are comparable in terms of rankings to those reported in the 2011 evaluation.

Table 21: Factors that Influence Companion Confidence.

Item	Not at all	A little bit	To some extent	Quite well	A lot	2019 survey Mean rating	2011 survey Mean rating
Your ability to engage with children and young people	0	0	2	29	69	4.67	4.73
Your personal motivation and experience	0	0	2	29	68	4.66	4.64
Your ability to be flexible and adapt to different children within the group	0	0	6	38	66	4.60	4.64
The initial training you received	0	0	11	36	53	4.43	4.30
Support from your workplace manager and/or colleagues						4.15	4.02
Your understanding of the underlying grief theory (Worden's tasks)	1	3	21	42	34	4.04	4.16
Ongoing support from Seasons for Growth personnel	3	9	22	37	28	3.78	3.55





Finally, when asked if SfG had changed them in any way, most Companions responded that the program had changed them 'a great deal' (n=83) or 'a lot' (n=85), with only a few responding 'maybe' (n=13) or 'not really' (n=17) and four people saying 'not at all'. When asked how it had changed them, the following responses were provided (Text Boxes).



How Being a Companion has Changed You?

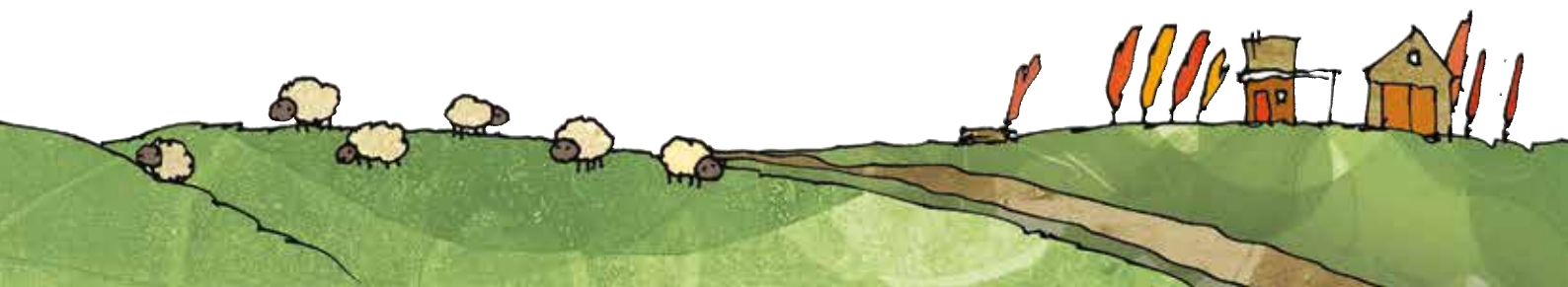
"it has helped me personally reflect on the change in my life"

"I feel much more connected with children"

"I feel much more connected with children"

"I feel I have a bit more insight on how separation effects children in different ways"

Feedback from the Companions also highlighted several issues related to participating in an evaluation. These included: Companions not allowing adequate preparation time prior to the group or not following the instructions for administration, additional support required by some children and young people to complete (particularly the young ages), the time involved in completing all of the questions, and challenges in retrieving parent/carer surveys. This suggests that there may be a need to consider more qualitative methods of data collection for groups involving the youngest participants.



Discussion

This study was completed seven years after the publication of the last evaluation and, in many ways, builds on the findings of this work. Whilst the evaluation adopted a similar pre- and post- program self-report design involving children and young people and their parents and carers (with contributions from Companions), the surveys used in this study included new items based on the articulation of a program logic that describes the process by which change is intended to occur. In addition, a new scale was introduced that provided a standardised measure of quality of life in terms of their subjective health. A much larger sample was recruited which allowed for the reporting of descriptive information about program participants and families, as well as the identification of the subset for which pre- and post-program data were available to allow comparisons over time. Nonetheless, the findings are consistent with those of Newell and Moss (2011) in so far as there is very strong positive evidence of change in those children and young people who complete the program according to both self-report and the ratings of their parents and carers.

The key findings are:

- Children/young people and parent/carer ratings of change show improvement after completing the program
- Response to a psychometrically validated measure of children's wellbeing showed average ratings children/young people's wellbeing increased over time
- Positive changes were sustained three months after finishing the program
- Feedback about the program from children/young people, parents/carers and Companions was overwhelmingly positive
- The evaluation confirms the findings of the 2011 Newell and Moss evaluation.





Is SfG Reaching the Right People?

SfG is designed to assist children and young people (aged 6 to 18 years) who have experienced significant change in their lives, often related to family separation or divorce but also to other life events (e.g., bereavement or family illness). The descriptive data shows that, of the four levels of the program, the majority of young people attending were between 7 and 12 years of age, with relatively few aged over 12 years.

When children and young people were asked ‘What made you decide to come to the group?’ the most common responses either identified a triggering event (loss or separation) or something that the young person wished to achieve from SfG. The list of events reported clearly show that, based on life events, the invitations for children and young people to attend are appropriate and typically follow significant change or family separation.

Generally, children and young people understood the purpose of the program and felt positive about attending, although for many there was also an understandable apprehensiveness. A small did, however, report that it was others who recommended that they attend, with some comments perhaps implying they would have liked greater choice about whether (or not) to participate.

The parent and carer responses to the same question also suggested that, from their perspective, it was typically family separation that led to the program referral, although some also commented on a range of issues at school. All Companions commented on the significant changes that had occurred in the lives of the children and young people that they were working with. There was evidence that many of the participants had experienced challenges in life that are appropriate to the content of SfG. Rated on a five-point scale, Companions average scores on all items in this category were over the mid-point, suggesting that children have needs in each relevant program area. The most commonly rated challenge was ‘Understanding and managing feelings’, followed by knowledge that they ‘Can make choices that will help them feel better’, ‘Understanding how emotions change over time’ and ‘Knowing that there is someone to talk to’ are particularly important. The responses from the Companions provide further support for the notion that the children and young people attending the program have indeed experienced change and/or loss.

In summary, these comments suggest that SfG participants are suitable for the program in terms of both their experiences of familial change and the needs that the program aims to meet.

Is SfG Regarded as a Good Program?

From the perspective of program design, Companions consistently identified the importance of learning about Worden's 'tasks' and the importance of the 'seasons' metaphor in facilitating learning. They reported a high level of confidence in their ability to deliver the program and identified their ability to engage participants, their personal motivation and experience, and ability to be flexible as particularly important, and often more relevant than initial training or support provided by SfG staff. It was the small group format that was identified as most enjoyable for participants and few comments were made about aspects of the program that children and young people did not enjoy.

All four of Worden's tasks were regarded as important to the way in which the program sought to bring about change and this was reflected in the Companions' comments about the most significant learning that the children and young people experienced. There were some suggestions for strengthening program content (e.g., the music), but generally the only concern related to the ability to cover all the program content in the time available. Finally, it was apparent that most Companions really enjoyed delivering the SfG program, both in terms of the benefits they observed for their participants and, for many, the benefits for themselves.

Of particular note, is the way in which children and young people who had completed the program rated their experience. The majority reported that the program had helped them 'a lot' (the most positive rating available), particularly enjoying being part of a SfG group, having a Companion to support the group and feeling they had been listened to and heard.

What About Change?

A key aspect of this evaluation was the collection of data that allowed for comparisons between participant responses from the beginning to the end of the program. For the children and young people, there was evidence of improvement on all the items that were designed to measure the four outcomes of the program ('accepting the reality of the loss', 'making the connection between past and future', 'processing negative emotion', and 'making positive choices'). There was also an improvement in self-reported quality of life as measured by a standardized scale which assesses wellbeing over the previous week.

This pattern of results was also reflected in the parent and carer ratings of their child/young person, reporting that their child was, on average, better at 'talking about change', 'had more confidence', 'could adapt to change in the future', 'understand that they their family is still special', and know 'who s/he can talk to when upset'.

Overall, these results can be interpreted as evidence that participation in a SfG group is associated with positive change in those areas that are targeted throughout the program. However, the pre- and post-design means that it is not possible to conclude that change was directly caused by program attendance, as it is possible that children and young people may improve over time in the absence of any intervention.



Going Forward?

There are a number of possibilities for ongoing efforts to establish the effectiveness of the SfG program. The first of these would be to consider the feasibility of a controlled trial of program outcomes to establish that participation does actually cause change rather than simply maturation or other changes that occur naturally over time. In addition, given that the overwhelming majority of the data were collected in Australia, it would be useful to collect data from other countries where SfG is offered. Further work could explore the routine administration of evaluation materials using an online methodology, although this may require the length of the surveys (and the associated administrative demands on Companions) to be reduced.

In terms of the design of the evaluation, there is evidence that participants all understood the logic underpinning program activities and delivery and endorse the model of change that is implicit in the program design. Future evaluation efforts might then focus only on the measurement of program outcomes and quality of life which would substantially reduce the length of the survey and associated demands on participants.

Conclusion

This evaluation provides evidence to suggest that SfG is a well-designed and well-delivered program that attracts high levels of stakeholder satisfaction and is typically associated with positive change in children and young people who have experienced loss and change in their lives.

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Appendix 1: Ethical Approval




Townsville Qld. 4811 Australia

Dr Anne Swinbourne, Chair, Human Research Ethics Committee

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email: ethics@jcu.edu.au

Human Research Ethics Committee		Application ID
APPROVAL FOR RESEARCH OR TEACHING INVOLVING HUMAN SUBJECTS		H6806
PRINCIPAL INVESTIGATOR	Andrew Day	
COLLEGE	Aust Aboriginal & Torres Strait Islander Centre	
CO-INVESTIGATOR(S)		
SUPERVISOR(S)		
PROJECT TITLE	Evaluation of the Seasons for Growth program	
APPROVAL DATE:	4/01/2017	EXPIRY DATE: 28/02/2019
		CATEGORY: 3
<p>This project has been allocated Ethics Approval Number H6806, with the following conditions:</p> <ol style="list-style-type: none"> All subsequent records and correspondence relating to this project must refer to this number. That there is NO departure from the approved protocols unless prior approval has been sought from the Human Research Ethics Committee. The Principal Investigator must advise the responsible Human Ethics Advisor: <ul style="list-style-type: none"> periodically of the progress of the project, when the project is completed, suspended or prematurely terminated for any reason, within 48 hours of any adverse effects on participants, of any unforeseen events that might affect continued ethical acceptability of the project. In compliance with the National Health and Medical Research Council (NHMRC) "National Statement on Ethical Conduct in Human Research" (2007), it is MANDATORY that you provide an annual report on the progress and conduct of your project. This report must detail compliance with approvals granted and any unexpected events or serious adverse effects that may have occurred during the study. 		
Human Ethics Advisor :	Nickson, Amanda	
Email :	amanda.nickson@jcu.edu.au	
This project was Approved by Meeting on 30 Nov 2016		
Dr Anne Swinbourne Chair, Human Research Ethics Committee		



Appendix 2: Pilot

Children and Young People

A total of 39 children and young people from 9 different SfG groups participated in the pilot process. Their ages ranged from 6 years to 12 years of age, with the majority (n=18) aged either 10 or 11. There were 10 in the Level 1 program, 10 in the Level 2 program and 16 in the Level 3 program.

Their responses suggested that they were able to understand the questions, with many providing full answers to the open-ended questions about what they were attending, their expectations, and what they had learned. There was limited missing data to the survey items and responses were spread across the scales, suggesting that they would be sensitive to change over time.

Parents/Carers

A total of 27 parents (all but one who answered described themselves as a parent) from 7 different SfG groups participated in the pilot process. When asked about their overall impressions of the survey, 15 provided a specific response. These are listed below:

- 8/10
- easy to answer
- fair
- fine
- good
- good - clear questions, relevant
- good and easy to answer
- good easy to fill in
- quick and easy! visually good!
- very good

When asked about the length of the survey, the following responses were provided:

- fine (2 responses)
- good (3 responses)
- good - could have been longer if required - the short questions easy to complete
- good -not too long
- not too long and not too short!
- Ok (3 responses)
- perfect -not too long
- the length was ok

Appendices

When asked if they would recommend and changes to the survey, 10 of the 13 respondents responded no, with the others making the following comments:

- complete online
- majority of questions were on separation/divorce. More general questions that could be related to any topic.
- more question in relation to my child's emotions

When asked to provide suggested questions that could be included, most respondents did not make suggestions. However, two people suggested that more information was collected about family structure (“if a single parent live with other family members including grandparent; specific questions about family structure e.g., three brothers live with mum”).

Companions

Four companions completed the survey. When asked for a global rating of the survey, two respondents rated it 4 out of 5, one as a 2 and one as a 1. When asked whether most children found the survey easy to complete, two rated the survey in the midpoint of the scale, with one either side. One commented that a group of 11/12 year olds needed some interpretation/comprehension of some of the questions, another that the questions were too hard for Year 1 and 2 age groups. Their comments were that it is “okay for older children, probably difficult for younger children without lots of help. Time is a major factor”, and “too long, challenging for younger ones to understand and complete, too many answer options”. No additional questions were suggested

The parent/carer survey was described as ‘good’ or ‘quite good’, but it was noted that it was “quite hard to get them back from split families”. The Companions survey was described as “comprehensive”, “thought provoking”, “easy to complete”, and “okay”.





Feedback Provided to Companions



Seasons for Growth



2017/REPORT ON 2018/PILOT WORK

Thank you very much for participating in the pilot process for the forthcoming evaluation of Seasons for Growth. The purpose of the pilot was to establish whether the proposed survey items are appropriate for use, and feedback from children and young people, parents and/or carers, and companions was sought about the types of questions being asked as well as the length of the survey tool.

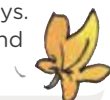
The questions build on the structure and content of the previous 2011 evaluation to allow comparisons with the previous data set. However, a new question was added in an attempt to better understand the nature of the issues that led to attendance at Seasons for Growth and other questions were developed that ask directly about the hypothesised long-term outcomes documented in the logic model. In addition, a standardised measure of quality of life was included, with comparable questions for parents and carers also developed.

- **A total of 39 children and young people from 9 different Seasons for Growth groups** participated in the pilot process. Their ages ranged from 6 years to 12 years of age, with the majority (n=18) aged either 10 or 11. The responses suggested that young people were generally able to understand the questions, with many providing full answers to open-ended questions about their expectations and what they had learned. There was limited missing data to the survey items and responses were spread across the scales, suggesting that scores would be sensitive to change over time. A total of 27 parents from 7 different Seasons for Growth groups participated in the pilot process, and their overall satisfaction with the content and length of the survey was high.
- **Four different companions completed the survey.** When asked for a global rating of the survey, two respondents rated it 4 out of 5, one as a 2 and one as a 1. When asked whether most children found the survey easy to complete, two rated the survey in the midpoint of the scale, with one either side. One commented that a group of 11/12 year olds needed some interpretation/comprehension of some of the questions, another that the questions were too hard for Year 1 and 2 age groups. Their comments were that it is “okay for older children, probably difficult for younger children without lots of help. Time is a major factor”, and “too long, challenging for younger ones to understand and complete, too many answer options”. No new or additional questions were suggested. The parent/carer survey was described as ‘good’ or ‘quite good’, but it was noted that it was “quite hard to get them back from split families”. The survey for companions was described as “comprehensive”. “thought provoking”, “easy to complete”, and “okay”.



CONCLUSION

- **Feedback about the survey tools was generally positive.** Companions did, however, identify some comprehension difficulties – particularly in younger participants – although it appears that if additional time is allocated to support children and young people that many of these problems could be overcome. Generally, the length, wording and formatting of the survey appears fine and the new questions about the reasons for attending and reflections on personal learning provide useful insights that can strengthen previous evaluation data.
- **It is recommended that Seasons for Growth proceed to the online evaluation** using these measures, with additional instruction provided for companions to ensure that additional time is provided to support young people, especially in Level 1, to complete the surveys. Nonetheless, the advantages of collecting data that allow comparison across levels and between respondent groups appear to be worth this effort.



Appendix 3: Full Responses of Children and Young People

Reasons for Coming

Specific Triggering Event

2 of my dogs died

because I have trabol at school

because iv been going thru hard times

because mum and dad split up

because my brother passed when i was little and i was upset alot about it but when i came to this school i found this program so i decided to join and i love coming

because my dad had a cousin who was sick and died

because my dad moved away to america

Because my friend told me it was fun and we get free snacks

because my grama is forgetting stuff and we think there is no cure

because my grandpa is really sick and I thought it would make me feel better

because my mum + dad divorced it was a family change.

because my mum and dad bock up

because my mum and dad got diverst

because my mum and dad seprated and when they to'ch chat mum fights with bad

because my Mum and Dat are split up and the people in my class that have done it before said it was fun and helpful

because my nono past away

Because my parents got divorced & I came here to help deal with it

Because my parents split up and I'm having troble dealing with it

Because my perants seprated this I care for my brother

Because Nan dies and I was very very close to her

because of my father

because of my parents

because our family is going through tough times

Because sometimes things at home are hard, and sometimes I find it hard to look after my brother

dad

Dad

Dad and mum split up and my mum is training to go into the airforce so I wont see her for a long time

Dad is away for 2 years

daddy

divorced parents

dogs died

experienced a loss

family

Family my dad Ben.

family plop hop to stove it siter ploppl

family problems. Hard times.

from a lot of problems going on

Had a lot of changes

I am going through my parents seprating

I cam to seasons because my sister pastaway on the 5th

I cam to this group to feel better about my dad being sick and tired

I came because I had a pet die last year and im still sad and have a family member that fights alot and my mums side of the family cant keep incontact

I came because I have hard times in my life with my dad.

I came because my grandparents and one of my uncles died. In the same year my brithers girlfriend broke up with him after 8 years

i came becuse my mum and dad broke up and i only see dad every cople of weeks

I came here because dad and mum split up

I came here because I had some pepd in myfamily that have died

I came here because my dad and mum split up

I came here because my mum and dad divorced & my great uncle passed away.

I came to the group because I was trumatised froma movie

I came to the group because my parents broke up

I deiced to come to the group because I suffer from cystic fibrosis and I have problems about my parents being unfair

I discussed it because my best friend had brain cancer and passed away.

I don't know what I feel when I lost my oma and my pets X and my dear nanna and to manage my feelling

I had a pet die and moving interstate

I have decided to come join Seasons of Growth because I have been struggling with my dads death

I have experienced couple of deaths during ym childhood and it makes me feel better letting my feelings out

I have troubles with my dad (real) dad.

i Have worrie isHouse and My parents Have Been divorst

I joined because of problems at home like my parents fighting swearing screaming etc

I wanted to come to seasons for growth because my aunty's boyfriends Mum has recently died and it has been very emotional

I wanted to come to the group to feel better after we had to give my dog and my mum and dad got



divorsted

I was sad because I lost my mum
wen I was 0

Immigrating to Australia is
sometimes very hard - I miss people
in England alot.

Issues I'm having with Jack when he
resides with me (mum) acting out
and th crying

mum and dad are not together

mum and dad don't live together
any more

my anty died in 2016 and I have
been crying

my cat died

my dad and life

My dad has been moving to lots of
different countries.

My dad is in defence and he

My Dad is in Germany and I feel bad
about it.

My dad left me and I'm really sad

My dad said to come to the grupo

My dad side I should go

my dads passing

my family broke up and it was had
for me

My family new a month before
granddad went and my mum
advised to join Seasons to help with
the grief.

My grandma is sick and Mum
thought this might help

My Grandma passed away and I
really love her

My Grandmar is sick

My grandmother past away not that
long ago and we moved out to my
grandparents farm to help them

My grandpa has lung cancer

My little baby died so my mum told
me about this group

My mum and Dad are separated and
seasons helps me.

My mum and dad brock up

my mum and dad broke up

my mum and dad broke up and my
mum made me come

My mum and Dad broke up because

of a massive fight in 2013 or 2014.
They have bean apart for 4 and a
half years

my mum and dad have separated

my mum and dad signed it without
me knowing

My mum and dad splitting up

My parents are going through a
divorce

My parents dont talk at all, Ive also
had anxiety all my life and right
now Im getting horrible migrains
because of stress

My Parents got divorced and I
decided to come here.

my sister passed away

nEW BABY

New brother and parent's splot.

Not having my father.

pet died

Pop terminally ill

Sad about losing my dog X

school difficulties and family
problems

season for growth because my
great pop die.

Seperation from my siblings

since the fact i have had many
people passed in my family

some thing that made me sad

something happened

SOMETHING HAPPIND

The reason I came to the group was
was because my Grandfather used
to have nothing wrong with him
know he dimentia and it made a big
change in my life

Three people that were really close
to me passed. Parents seperated.
Being Bullied

through school

To try and help me overcome what
has happened

when I was 3 my uncle died

Wanted to Come/ Have Fun

be fun

beasue it will help me

because a friend came

Because I have so much fun hear in
the group

because I liked it last time and my
dad is going away for a long time

because I love doing this every year

because I thought many people will
come and it feel fun and cool

Because I wanted to do dance and
I wanted to be in Miss X's class
because Y told me that it's fun in
her class

Because I wanted to do Seasons for
Growth

because it is nice to come to this
group

Because it's fun and we learn about
our feelings.

Because it 's sounds quite fun and
enjoyable, and something to relax

Brother has done the group and I
fell it may help

Cause of last year I liked seasons
for groth last year. I had fun so that
what made me come

Due to my current situation the
scjhool rang my mother saying they
were going to offer this program to
me and when I got home we talked
about it and came to the conclusion
it might be good for me

found it helpful last year so i came
again

I all was want to do it

I came because it's something new

I came to get free food and class
time off

I came to this group so I can learn
the seasons

I chose to come.

I decided to come because I really
wanted to

I decided to come here to help me
with life and to achieve betterq

I decided to come to the group
because I have been facing many
challenges in my life and wanted to
know how to cope

I decided to come to this group
because I thought it will help me
alot and it does

I decided to do this because I liked

Appendices

the first time

I decided to go to the group

I decided to join seasons of growth as I was going through a rough time

I joined this club because I will only help it it can't get worse

I know thta Mrs X is nice and that the people in the group would most likely be nice

I like it

I like to be with Miss X my me and Miss X,

I like to meet new people

I love it, so far

I though it would be a positive and helpful experince as I have never done this program before

I thought coming to this group would help me on my bad days and to help me grow as a person

I thought it would be fun

I thought it would be nice to find out things about other people in my year, and I thought it would be fun

I want to go

I wanted to come

I wanted to come.

I wanted to do it

I wanted to do this group because my mum told me that there was a group and if I would like to? I said yes.

I wanted to see what its about

I wanted to see what was involved in the program
Seasons of growth

I was made

I was offered

I went there to see what they do

I will be good to ?

I would like to be because I like to be in groups.

It sounds fun

it sounded like a good I dear and I will have fun. Also I once lost someone.

It's going to be fun

its lots of fun

ive done it before and it really helped and i know the people in my group.

Like the sound of it. Sounded friendly and nice. X enjoyed it.

nouw I will have fun

to hallp me get thro school and I thot it wod be fun

to have fun

to have Fun

To have fun and to learn about all the seasons

to have fun here

To Achieve a Specific Goal

A little bit of guidance

at dad's I dont feel at home

at home I feel sad lots

because I am sad because my mum and dad devoriesd.

because I am sad some times

Because I can express my feelings! I've done it before and I love it

because I can learn

because I feel angry all the time

because i felt like it could help me cope with my emotional numbness

because I have been getting bullied

because I have been said and upset about my family

Because I have been through a lot of change in my life but also my mum thinks this programme will help me through everything that is happening and has happened.

because I have gorn through lot's of changes throu my family.

because I have had a lot of trouble this year with my family and school.

Because I have lots of trouble

because I have problems at home and i get angry lots

Because I knew about it and I want to share my feelings with other people.

because I need help because it is hard without a family member

Because I need someone to talk to

because I need somewhere to express my feelings and when I saw seasons for growth I thought I could express my feelings.

Because I need to talk more about what has happenend with all my friends and sister

Because I needed someone to talk to about what was going on in my life and the issues that were going on in my life

because I want to shoy my filings

Because I wanted to have better mental health

because I wanted to know how to treat people and deal with problems

because I wanted to talk about changes in my family

because I was in an overall horrible mood

Because I'm very very sad! Mum suggested it

because i'v had some hard times in my life

Because we get to share our feelings

because when ever we talk about family it makes me cry

because when we are worried

because ym :-(but :-) a bit

becuase I think it will give me a change to Talk about my Dad.

bucuse i wanted to tach adowt my sister

cause I don't like change cause there is usually harder routines

cause its good to share what you have gone through with others that know how it feels

Coping with stress because I can't sleep at night

have a grope to Talk To.

helps me deal with my problems and free hot chocolate

I am angry all the time

I am choosing to come here because I would like to learn about different kind of stuff and help other people

I am struggling with my confidence

I came to the group because I



wanted to see what its like and talk about my feelings

I came to this group because I wanted to see my favirt season

I choose to come here because I want to talk about my grandpa

I chose this because when I lose things I do not handle it well sometimes.

I decide to come because I sad because of all the fitting and dad is getting marde

I decide to come into this group because I wanted to see other people go thruw changes and because I have goe thruw changes to.

I decide to come to seasons for growth because it helped me get through school easier & I've got Blaster-Sisters & I done this last year

I decided I wanted to come because sometimes it's hard for me and my anxiety takes over and I want to learn to control that

I feel sad most of the time

I feel sad sume time

I felt a bit exited and a little worried

I felt I needed to start addressing past issues and I was not dealing very well with self-confidence, I was going down a dark tunnel.

I find it hard to talk to people

I get nervous at home or in class for no reason

I get worried about my family and I like Mrs X

I have a lot of struggles at school and at home latly

I have a lot of times when I'm lost and don't know what to do. And I'm not always as confident as I want to be.

I have been having a tough time at school and been worrying alot

I have been through many hard time's lately.

I have been worrying a lot lately?

I have do it before and I find it helps to talk with people that are in similar situation.

I have social issues and I have low-selfesten

I have some problems in my family and I though that talking about it would help me

I have sometimes been aging or upset for no reason. That has been making issues for me.

I haven't been to school much and thought this would be something to bring me back into it as well as helping my current mental health and to help me learn more about brief and loss

I need help finding new friends

I new I had sumthing to talk about

I think it is going to be a way to help me go through the prosses of losing my dad

I think it would be a good chance to meet new people

I think that Seasons fior Growth will help me overcome difficult things in the futre

I thort it will help me with my life

I thought I would come so I can be stronger

I thought it could help me deal with a death

I thought it might hellp with lots of different changes in my life

I thought it whould make me feel better when I don't feel happy

I wanted to be able to talk about my feelings and what has happened so then likeminded people can relate and not feel alone as well as find new ways to cope with these feelings & issues

I wanted to come to help with my feelings

I wanted to connect with other people that have the same problem as me

I wanted to do seasons because I've had a lot of hard times in my life

I wanted to get to know my friends a little bit more than what I do right now so we are better friends

I wanted to learn about/see what we are doing in this program and see if it helps with anything in my

life

I wanted to make friends and have a place where I can talk without being judged

I wanted to see what it is like (is it about your growth and mindset?)

I went because it would be good for my life

I would like to come to seasons because I need to express my felling a bit more

I've allways done this.

being always upset (written in adult handwriting)

It get angriey

it helps me to learn how to solve problems

it helps you learn about your feelings

it insider me and i am new to it i like to do new things

It is a place to open up about my feelings

It's sometimes calming and we talk alot and we listen to music

just everything that has gone on in my.. and it made me want to get help

Just have some thinking time

Keen to have place to trust people when I tell them my story

last year I came and learnt lots of stragise on how to deal with my parents fighting so I did it again

maybe because how the body changes and the seasons

need help math probems

not to worrie so much

seasons for growth has helped me for years when there is a problem or something happens.

So i can work on my stress level from the incident

so I could know that there are other people that know what I'm going through

So I could make new friends and have fun

So I could make new friends and to have fun

Appendices

so I could talk to people about my feelings

Someone told me to and learnt to see what it is

Sometimes I don't know who to go to to when something is tough in my life and this group helps me and I know I can trust them

talk about feeling

talking to mummy

that i wanted to talk to people if i needed help and know that I wasn't alone

the how my dad make if exsiting/ make new friends

The reason I decided to join / come to the group is that I strongly believe that I am going through difficult changes and that I usually don't feel comfortable / welcome to talk about my feelings

there are some problems in my family and my mum said i would be good for me

There are things in my life I feel I can't share with others. I would like to understand how to handle loss.

Thought I should see what it's like and try a new experience

To be healthy. To gain my confidence

to be smart

to control my emotions

to deal with death and things changing around you

to find out about seasons

To help cope with family issues and separation

to help learn about my feelings

To help me thrw my prodlenwsi

To help me when I have hard times with my mum and dad

to help me with things

to help other to feel better

To help overcome loses of family

To learn

To learn new stratagies

to lern

To lon abot the Seasons group

to make frens

to meet other kids

to share whats happened in our lives

to speak about you problems and they help you with them

to talk

To talk about my feelings and my feelings about my dad

to talk about my feelings because my parents split up!

to talk about our feelings and seasons

To talk about thing

to tell people about my storey

to tell people my story

upset about mum and dad

upset about my grandad

Wanted to find out what the group was like.

Others Suggested It

because miss X said to try it

because Mr X bave me an invitation

Because Mum said so

because mum siad it was a good idea

because mum sined me up without knowing because I hadn't decided to come or not yet

Because mum told me too

because my mum put me in

Because my mum thought it would help me

Because my mum thout it would help me

Because you gave me an invite

Dad brout me here

Due to my current situation the scjchool rang my mother saying they were going to offer this program to me and when I got home we talked about it and came to the conclusion it might be good for me

had no choss

I cam because my mum told me and I like it and I did it agen and my old cat molly died

I came because my year coordinator suggested that I should go to seasons for growth.

I decided to come because my mum told me that it helps with people dieing

I dednt desid

I did not dsid my mum did

I didn't

I didn't decide

I didnt

I didnt my Dad signed me

I don't actually have a choice

I got a note

I got in the group because chaplain

I got told I was in the group, but I was okay with it.

i got told to

I never thought of seasons for growth my mum made the decision

I was recommended by Mr X to work with this group.

I was told I was coming.

i was told to

invited

It got recomened and I was keen

it was X who decided.

me mum signed me in

miss X invited me

Mom and dad pick it for me

mr X

Mr X in fitme

Mr X gave invied us

Mr X gave me a invitashon

Mr X gave me a ivnitation

Mr X invited me to this group

Mr X invited us

Mrs X invited me to the group

Mrs X told me to do the seasons

Mrs X and Mrs Y recommended it

Mrs X thought it would be good for me

mrs X cam and talked to me if i wa ntrd to com and i sead yes

mrs X sed I cod

Mrs X mabe me kum



Mrs X suggested for me to come
Mum
mum an dad wanted me to do it
mum and dads' choice
mum and my social worker
mum believes it will be good for
me ans I think it will be a good
experience
mum dad
mum dad ?
mum did
Mum made me
MUM MADE ME BUT NOW I LIKE
COMMING HERE
mum made me come
Mum organised it with out us
knowing
mum said
Mum said
mum said I had to
Mum said it was a good idea
Mum said it would be good to go
Mum said that it would be sort of
good to do it so I can, I don't know
she just said to do it. Also I just
wanted to get out of class
mum sed I shold do the grop.
mum signed me in
Mum signed me in
Mum signed me up
mum singed me in
mum sugested
Mum thort it was a good idea to
come to sesons because
mum told me
Mum told me about it and it
sounded like a it might be good
(adult handwriting?)
mum told me to
mum wanted me to
Mum wanted me to come
mum wanted me to cume
Mum wanted me to, because my
siblings did it.
mummy and me
mummy made me come

mummy said
my caregiver and social worker
made me
My dad forced me to.
my mam asks me if i do want to go
My mother decide to make me in
the group
my mother decided for me to go
My mother decided to bring me to
this group becuse she wanted to
make a good person
My mother said I need ed to do it
my mum
My Mum
My mum and my dad just told me
and my sister because We didn't
have much learning.
my mum & dad encouraged me to
come
my mum and dad thought it was a
good idea.
My Mum and dad thought it would
be good for me
my mum and food
my mum brang me in
My Mum decided it for me. She said
it will help me with stress because
usually I get a little stressed
My mum did it i didn't know about
this
My mum did it without asking
my mum did sad I shood cum hire
and I can be mor smrt
my mum dsiaed for me to do it.
My Mum hands in notes without
permission
my mum has to go to rehab and i
have to live with my aunty and it
really hard on me so i thought this
wold help
my mum made me
My mum made me
My mum made me.
my mum put me in
My mum put me in
my mum said I should do it because
it will make me not have trouble
going to sleep

my mum said i should go
My mum said it helps if you get
bullied and I said I would go
my mum sinds
my mum step dad and social worker
my mum thet that it wood be go for
me
my mum thite it was good for me
My mum thought I should join the
group
my mum thought it would be good
for me
My mum told me about Seasons so
I joined
My mum told me to
my mum told me to come
my mum told me to come and I said
yes
My mum wanted me to
my mum wanted me to come
My Mum wanted to go
My mum wants me to leanr about
seasons
My mum wants me to learn about
seasons
My mummy said "do you want to do
the seanos of growth
my parents
My parents decided
my parents made me come here
My parents told me to join
My parents wanted me to come
my social woker
my social worker
my social worker thought it would
be a good idea
My step children
My X suggested it
my teacher
my teacher chose me
my teacher chose me to go and two
afrer people
my teacher invited me
My teacher sent me a note and my
mum let me come to the gruop.
My teacher suggested that I attend
the group

Appendices

My teacher teacher
My teacher told me
My year coordinator told my
parents, who told me, and thought
it would be a good idea to go.
Nan
Nan and I Thought it would be good
Originally I wasn't open to coming
at first but my friend encouraged
me
parent
parent's idea
parents signed me
parents sined me
perents singed me
prants signed me in
The court suges
The mother apparently thought this
is a good idea
Well my mum said it would be good
for stress and drama at school /
home. So I was pretty much forced
Well my Mum told me to
when mum said if I would like to
come over and I said yes
When the school suggested the
program my mum encouraged me
to take part as it could be beneficial
and I was quite ineterested.

Other

Animals.
Because I want to miss out of
learning, changers
because we had to get a note about
it
Cos I started
Didnt know
don't know
don't know
dont know
i did not kown
I dod no
I don't know
I don't know
i don't know
I don't know
I dont know, so the companions can
help me with changing in my life.
I DONT NO
I friend told me I will get free hot
chocolate and time off lessons
i get a note to come here so i came
I get happe a lot not fite
I just came here
I should try to have a go
I want to seasons of growth
because I came from a diffrent

country and it makes me learn more
words
I wanted a place where I can be
myself as I have epilepsy, dystonia
and I'm blind in my right eye
It is somthenk to dooe
I've done it before
IDK
Just guide OF a Few things
learn
learn something
might help me
me
me and my frends belong
my self
myself
No
nobody talked to me about it
Not sure
not sure why. Mum is in the Navy
and we facetime
People are nice espesaly X
skipped
So I dont have to do any work for
40 minutes in class
will I first started that it could help
me
when I came here I didn't know
what it was about





Why Attending SfG is a Good Idea?

Learn Something

bcos I wont to get beth of Emotions

because I tort it wod be good and it feels like it help me

Because I wont to learn how to deal with situations.

because by joining I can meet new people and get advice as well as meeting people I can relate to

because everybody is so nice and everyone listens to what you say.

because I can be happy there

because I can bring my (toy) puppy

because I can learn some new ideas.

Because I can't deal with my emotions and I like to share my emotions

Because I feel I need to understand loss and to overcome it.

Because I get annoyed easily

Because I get to listen to others struggles and everyone can contribute and help each other through the hardships they are dealing with.

because I get to tell my story about what happen to me and because its fun

Because I like meeting new people and I like the sound of it

because I need to deal with it

because I think it is very good

because I think it will be good for me.

because i think they can help me

because i though it is a good optutty

because I want to do it

Because I want to get all the happy and sad feelings out of my head

because I want to learn about the seasons and get to know mor about the seasons

Because I wanted to do Seasons for growth so I thought It was interesting

Because I was feeling really sad and

I was very delacate

Because I will able to have someone to talk to and somewhere to be happy

Because I'm really struggling to focus and I don't know how to cope with the pain

Because I've had a tuff year so yeh because in would learn about the seasons

because it as helped improv my learning ability

because it has bing good for me

Because it help us deal with cange

because it helps me

Because it helps me

Because it helps me calm down if i'm upset

because it helps me understand ting in life

Because it helps me with me with my feelings!

because it helps you with your felings

Because it is a good place for me to discuss my feelings. Also their are other kids that can help me and I can help them

because it makes me feel beter

Because it makes me feel beter and miss handwriting

because it might help me

Because it might help you get over what ever your going through

Because it might make me feeli better about Gmar

because it releves me

because it will get me to think harder

because it will help me

Because it will help me get through whats going on

because it will help with my anxiety

because it will help you get better

Because it will learn for me to stay confident and to control my feelings

because it will make me not stress

of whats going on

because it would halp me at school

because it would help me learn different stradegies and to handle different situasions

because it's good to lern season

Because It's kind of a counselling but nobody knows about my life.

because mum says it will help me deel with it

Because no one knows exsept the people in the group

because sometimes its good to tell people how your feeling

Because there are nice, kind people.

because there will be someone to help me

Because there would be people like me there

because they can help me

Because they can help me

because this can help me get through it.

because to learn new things

because to talk about my feelings

Because ut benefits my emotions verbally to others

because ut helps me allot

because we can be safe

because we have fun together

Because we share our feelings

because you can make new friends and you can experience other peoples life

because you cant just have the same life. Its going to change

because you know everyone and you can tell anything you want

Because you learn new things

becos it will mack me fell happy

becos we be safe

becuase I can make new friends

Becuase I can open up & tell pepiole stuff that I have not told many people

because I will stop thinking negative

Appendices

because it helps me

Because I have a lot of trouble dealing with change and separation and I hope this will help

Because I like meeting people and I like it because we get to make new friends too.

because it will help me

Because it's fun

cause it helps me (and) cool down

cause you get to learn stuff

change your whole career

changes

because it teaches you to help with your emotions

because I wanted to learn

feeling's good to talk about worry's

for a time out

for support and to get through problems

found it helpful last year so I came again

he is special to me and I want to not worry as much because I used to have anxiety

Help X understand that sometimes when adults are no longer happy that life changes for all of us. In our particular situation having someone else to talk to about the separation and all the new changes (adult handwriting)

help me learn to do the right thing

Help me overcome change

help us to learn

Help with changes

helping me to calm down and understand things better

helps me to express on how I feel

helps me with my problems

how we move on from the past

i am growing older

I am not always very good at sharing my feelings - I think I might be able to explain them more at the end

I believe it will help me find ways to stop worrying

I can be a bit dramatic sometimes

when someone dies

I can be better at stuff

I can express my feelings and see my friend

I can go with my friends

I can learn how to control my emotions

I can learn to be more confident

I can relax

I can tell my feelings

I could learn things about seasons and other cool interesting things like that

I feel I need to get my feelings out there with the people I can trust

I feel like it could help me make friends and deepen the bonds I already have

I feel like it's a good idea for myself to come to a Seasons of Growth group because I can kind of express myself.

I hope that it will help me cope when my Grandmother dies

I know I can trust people and hopefully they can trust me, and that helps me

I know that it is completely confidential and I can express my feelings knowing no one is judging

I like talking about it and it makes me feel better

I need to work on talking about my mum

I think because I can make better achievements in life and to make

I think because I can speak my feelings

I think could help me to get through my parents separating

I think I came here to help with my worries about my dad and fights and drama and have to go to my dad's

I think I have a tiny bit of anger that I can manage

I think it is a good idea because it helps develop confidence and suggests ways to solve problems in a more easier way

I think it is a good idea because

I have stuff I need to get off my chest and learn about other people's things

I think it is a good idea for me to come as it gives me a chance to deal with the grieving process which will be beneficial later on.

I think it is a good idea for me to come to seasons for growth because I like to talk about things.

I think it is a good idea so I can get over the emotion and be confident

I think it is a good idea to join the seasons group would be for me to relieve my stress and let my anger go.

I think it was good to know people can relate to how I feel at the moment

I think it will help me understand more and make me feel better about my self

I think it will help me understand what's going on in life

I think it's a good idea because I have troubles with my dad

I think it's a good idea because, this will help us in our lives.

I think it's a good idea for me to come to Seasons because it helped me through school

I think it's a good idea to join because my family has had problems

I think it's a good idea because you get to tell stuff that is happening in my life

I think it's a good idea for me to come to seasons for growth so I won't feel left out and also to help in my life

I think it's a good idea so I can get over the change in my life

I think it's good to be able to talk to the group and help each other

I think that it is a good idea because so I know that it is ok and that other people are going through this

I think that it is a good idea for me to come to seasons for growth because it will help me with getting over problems.

I think that it's a good idea because



I am moving schools and I think it would be good

I think that its a good idea to come to Seas for Growth because I learn about my feeling

I thought it would be a good idea to find out new things about other students

I thought it'd be beneficial for me as I can talk about my feelings and find ways to cope with issues and feelings - both past and present

I want to know how to fixed my own problems

I want to learn how to deal with my emotions and be better

I will meet some new friends and be able to help people as well as learning more about change, growth and loss. It will also help me with my current mental health

I will understand that I am not alone and there are others who are struggling

I wod like some compney

I'm always naughty

I'm not sure it could help me understand different perspectives about hard situations and

if is good for calming down

If you are going through a tough time in your life or just need someone to talk to.

if you need help

it can help me no feel sad

It can help me understand that others are feeling how I am and can help me move on

It could help me if I have problems

It hellps you manage your problems

It help me to understand about my problem.

it help you with struggles

it helped me to learn to deal with my emotions

it helps me

It helps me

it helps me calm down

it helps me feel better

it helps me to stop crying like I yous

to

it helps me with som of my problems

It helps me with the grief after I lost my grandfather to cancer

it helps me with the tuff things in my life that are hard to handle

It helps you

it helps you cope with stuff

it helps you have tools up your sleve for tough times

it helps you with promble

It is a good idea becaue I can tell everyone how I feel and they wont tell anyone and it will make me feel better

It is a good idea for me to come to seasons for growth because I need help to understand

it is fun becous you git a tim mam

It is helpful, surportive program na dit will be nice to come back and go deeper.

it is the fun day and I luv it

It makes me feel better

it might help me

It might help me be better

It might help me tcalm down. not really sure

it mit mack you fe yoe betur

It releaves my stress

it take about feel hawt thin law I Dont how get off shold

it to be in a grop of friends

It will help my strights rive up

it will help

It will help be a lot a might make me feel not so bad about it.

it will help me

It will help me to have some time away from my brother, and I will be able to talk about how I feel

it will help me to learn about changers,

It will help me with stress

It will make me cope better to calm down when I feel sad

It will make me feel better

it would be fun and meet other people

It would be helpful and fun

it would make me clam and forget about my mum and dad devorsed

It's a good idea for me to come because there has been a few changes in my life

it's a good idea to share how things cahnge

It's fun,

it's a good idea to share how you feel

it's a good idea to sher our fleeing its fun

its good and makeing friends

itsnot

leaning new things

leanr about the Seasons. Help other peoplke do Seasons. My feelings learn

learn about feelings and how to control them

LEARN ABOUT LIFE!!!!!!!!!!!!

Learn how to be a proper person

learn more about seasons for growth

Learn, have fun

learning

learning about my feelings

life's hard without a family member listing

mace new friends

make friends

make me feel better

Make more freins.

make you fell happier

Maybe because it's a good thing

maybe to practice my seasons

meeting others like me

my cat was very special because I used to talk to her when I was upset

my life is changeing, I need help to clear my head.

Not getting as worried about my family

Appendices

seasons group helps me because lots of other kids have similar stories like mine and it makes me feel better

Seasons helps me what to do when I'm not feeling right.

she thinks it will help me in life

so everyone shares our feelings that if we were sad, angry and emotional

So I can communicate to others differently.

So I can control my anxiety better and understand others are going through the same thing

So I can deal with Dad

So I can feel better

so I can feel more comfortable

So I can get all my emotions out.

So I can get out of working at school

so I can get some help with concentrating at school life and not home life.

So I can have better feelings in my life

so I can have more fun and I will feel more happy

So I can have more good things in my life

So I can hear what other things I can do

So I can learn more things

So I can learn about it

So I can learn more things

so I can learn new things

So I can learn to be happy when things are sad

so I can learn to do good stuff that I don't know

so I can let my emotions out so I don't take them out on my friends

so I can listen

So I can relax and not think about things that make me worried

so I can solve different problems and to be relaxed

So I can talk about my dad.

so I can talk about my feelings

So I can talk about stuff.

So I can talk better to people

So I can talk to others

So I can talk to people about what I'm feeling

So I can talk to people privately

So I can talk to you about my problems.

so I don't get mad

so I get to understand other people's feelings and differences

So I know the seasons

So it can help with my changes

so it helps me to get through them fitting

so it helps me understand what to do

So maybe X can help me get through it.

So people can express their feelings with other people and solve their problems

So that I can see that I'm not the only one struggling

so that I have people that I know can let me express my feelings to when I am feeling sad

So that we meet other kids who have similar lives.

So then I don't hurt people's feelings.

so we understand more about change in life

so you can get better at stuff

so you can learn how to stay calm and talk to people you don't often talk to

sum more support from in this and love I am not sure that my mum doesn't give me lots and of love

take about things

talk

talking to people to feel better

The art, food and fun

the seasons group helps me to meet people

There mother hasn't been in there lives for 15 months all for her own

There will be challenging things

Thinking time

to be able to talk about your feelings

to be better with problems

To be in a support group

to become clever with your actions

to come to express

to control your feelings

To cope with my dad's death

to do some activities

to express my feelings

to express myself

To get answers for some unanswered questions

to get help

to get help and to see and help others

to get more confident

to get more friends

To get over my parent

to get rid of bad memories

to get some answers

to get some help

to get to know more about others

to handle a situation

to have a chat

To hear about others' experiences and to do it in a group of people the same as me

to help myself and my friend

To help cope with it and learn ways to get through with it

to help deal with hard times.

to help how I feel

to help kids in need

to help make new friends

to help me

to help me at home when I get home

To help me control my feelings when I don't like something that's happening with my mum and dad

to help me cope

to help me deal with my feelings

to help me get through it

to Help Me Get through this situation

To help me learn how to deal with



certain things in life
 to help me learn
 to help me relax a bit
 To help me to deal with my anger and with feeling upset
 To help me to forget about the past
 To help me understand and deal with my feelings more
 To help me with coping about how DAD treats me
 to help me with feeling
 to help me with talking
 to help my emotions
 to help other in similarish ways
 to help to learn how to be happy about change
 to help understand
 to help us feel better about the changes in our life and to share our feelings
 to help with changes in our life
 To help with changes with my life
 to help with my feelings
 to help with our feelings
 To help you go through what you're going through
 to help me through my tough days
 to learn new things
 to learn
 to learn about feelings
 To learn about seasons through the year
 To learn about the Seasons
 to learn about things
 To learn about things, like seasons, summer, winter + spring + autumn
 to learn and help us feel better for ? changes in our lives
 to learn how to get changes
 to learn more
 to learn more about seasons
 to learn more things and get smarter
 to learn new skills to cope with feelings
 To learn new things

TO LEARN SILENCE
 To learn strategies!
 to learn that my mum and dad split up
 To Learn.
 to learn about
 to let out my feelings and to get away from my class
 To let out your problems
 to learn about the seasons.
 to make a good change in your life
 To make good decisions
 to make me feel better about the sad things in my life
 to make more friends and to understand that bad things happen to everyone
 to make more friends.
 to manage my feelings and control my anger and to feel more confident dealing with my feelings
 to see change
 To share about you and hear about other people and your feelings it's fun and I like it
 To share about yourself
 to share how your feelings
 To share our feelings and make new friends
 to share your emotions with other people not just your family
 to share your feelings; to come to make us feel happy
 to share my feelings
 to share what has happened in my life
 to show that I'm mature to move on and make my own decisions as a man.
 To speak out my problems
 to speak with people
 to stop getting angry at home
 To talk about ? are ? now (indecipherable)
 to talk
 to talk about it
 To talk about my feelings and to have some fun!
 to talk about my feelings

To talk about my feelings
 to talk about my feelings
 to talk about my problems
 to talk about your emotions and feelings
 to talk about
 to talk about my feelings
 to talk and feel and work on my wellbeing
 to talk to a teacher about how I feel
 To talk to kids that are going through the same things
 to talk to others
 To talk to people about what's happened
 To tell how I've changed
 To tell people what's going on and to get to know the people in your group
 To tell about my feelings
 to think about changes
 TO TALK ABOUT STUFF
 to work through my difficulty with losing my dad
 To learn about change
 to learn new things
 understanding Change
 because I love doing this
 very helpful, and teaches how but fun at the same time.
 we get to have fun
 we share our feelings and talk as a group
 yes as it would have ways to help with grieving
 Yes, we talk about our feelings
 Yes, I want to learn about the Seasons.
 you help with my mental health
 you can meet new people
 you can share your feelings with other people that happen to them as well
 You can talk about anything. You don't have to worry about it (other people telling etc)

Appendices

Life Events

because my mum and dad devorst.
Because of stuff at home
because allot of bad things that happened
because hard things have happenend in my life
Because I am moveing to the country
because I had changes in my life
because I have a difint lefe
Because I miss my great pop and I learn new things.
because I need to get over my true sadest of my dogs dying
Because I'm going to change schools.
because my family is going through seperation
because my friend passed away with brain cancer
Because my mum and dad separated.
Because my parents are separated
Because so it helps with the grief over granddad
becos mum and dad seperated
becuse someone very close died
cause it can help me with my problems at home and make me better
Hard changes.
I have changed schools
I have had some bad things happen in my family and there are some things I only want to share it with kids
I think that it is a good idea for me to come to a Seasons for Growth group because my family has been going through many changes throughout the past few years. These include divorce, separation my Pop's about to die

Other

a bit of fresh air
all of my freinds are here
Because I got picked
because I like Seasons for Growth
dad did it
Don't have an idea
don't know
Don't know
don't know
don't know
dont know
excited
Cheer me up
comes and mack me cume
Cos it's fun
fun
Fun ?
good and excited
i do not kown
I dod no
I don't know
I don't know but it sounded a good idea.
I don't know
I don't now
i don't know
I don't know
I don't really know
i dont know
I dont know
I dont no
I feel excited to come to the group to help me
I got made to

I got make to come here
i got told by many people
I have no idea
I have no ideas
I like Seasons
I no that Ms X or eny oun will tell idk
X did it
Mum made me
My mum but in it
My Mum said
My social worker thought it would be good for me to do
Not really sure. I don't know. I think it could be great.
not sure
Not sure





How are you Feeling about Coming?

Negative Feelings

a bit nervise
a bit nervous
A bit nervous
A bit nervous.
a little bit nervous
A little bit nervous but mostly excited
A little bit shy
A little scared excited
Abit nervous because how will other people react to what's going on in my life
About coming along I feel weird, I've never really expressed my feelings with anyone else.
anxious
Anxious but hopeful
anxious, nervous, ok wierd, happy
Bad
Bored
Butterflies in my tummy. a little bit nervous
Calm & have czc (?) feel a bit nervous but most ok
Comfused
fine/nervous
I am a little scared because I don't want people to know but I am okay
I bit nerves to come along
I feel a bit anxious as everyone else is friends with one another but otherwise I feel good
I was nerves, I was happy to see my old friend X
I'm feel a little confused
I feel nervous but I am ready to accept and face the challenges I am facing.
I'm feeling kind of scared considering I won't know these people yet I'm sharing my background with them
I feel okay, I am just worried if others will judge me.
I'm feeling worried
still a little bit sad and angrey
Nerfis
nerves
nerves and joyful
nervis
Nervours

nervous
Nervous
nervous and happy
Nervous because of the strangers
Nervous but happy
Nervous cause im at a new school
nervous. happy. scared.
nervus and exited
neves
nevous
Nevous becuse I don't realy want to share every thing
not very positive
not happy
Not happy because I don't want to.
ok
OK
ok a litte nervos
ok and certain that it will help me
OK but very nearvos
ok i'm not imbares to come over
Ok. I think it will be fun
okay
Okay, and a little bit nervous
sad
sad(little interest)
scared
scared and sad
Scared because I am shy
scared because I don't know those people good, they are just new
scared of talking in front of others don't like reading out or speaking out
scead
shiy
shy
shy and nervous
Shy.
very nervouse for some reason. I have we have fun

Appendices

Neutral Feelings

don't know

Dont know

doesent bother me

different feelings

I did the group before and I wanted to come along

I don't feel anything about this group

I don't know good I guess

i don't know fine i don't really care

I dont know

I dont know yet

IDK

idk, my feelings are complicated

I'm feeling neutral about coming

I'm feeling normal

I feel neutral

I feel ok

I was feeling nervest, happy

Intruigded to see what they do

it is ok

To be honest, I don't really know.

unsure

not shour?

not sure

Not sure what its about

Not sure yet

Not sure.

normal

normal - for me

not bad u

not bothered

noves

nves

so - far o normal





Positive Feelings

a little happy
 alright
 amazing
 AMAZING
 As soon as my Mum said I was going to go I didn't want to but now I do want to go
 asome
 awesome
 Awesome
 awesome and happ and exited
 better
 cod not what for othue to start
 comfortable because i am not nerous at all
 confident
 confident! happy!
 delited
 Enjoying so far
 excited
 Excited
 Excited - make new friends
 Excited and happy
 Excited because I can't wait to talk about weather and plants
 Excited because I don't know what it will be like
 Excited cause one of my friends are going it
 Excited. a little bit nervous (adult handwriting?)
 exited
 Exited
 Exited and happy
 Exited, nerves, unsure.
 EXITED!!! because X is here as well
 exitedm 10% shy, happy, 50% sad because about my dad.
 exitid
 exlent!
 fantastic
 ff
 fine
 Fine
 fun and I love it and I love you

Glad
 Glad as it is highly succesful for me.
 good
 Good
 GOOD
 good -meet new people
 good and bad
 Good and excited
 good and fine
 good and happy
 good and nervous
 good because I can share what happend this week
 good because i have done seasons before
 good because I like it here and it helps
 good because its cool
 good because people can know a little more about me
 Good because then I don't need to do boring work
 good excited amazing
 Good Good Good Good Good Good
 Good Good Good Good
 good Happy
 Good Happy
 good i am hoping it is going to help me
 Good I feel part of it now & I can learn
 good I guss
 good I'm not that shor
 Good with what experience
 good, because I can relate to other people problems.
 Good, because it's really helping me control my emotions
 good, excited
 good, excited, nervous, happy!
 good, exciting and ready to have fun
 good, happy, joy
 good, nervous
 Good!
 good. i think it will be nice to learn about others and there position
 good/excited

good/happy
 gooooooood
 grate
 grate!!!
 great
 Great
 Great!
 great. really motivated
 hape
 Happey
 happie
 happy
 Happy
 HAPPY
 Happy - exited
 happy - love it
 Happy a bit nervouse but Im okay
 Happy and excited
 Happy and Shiy
 Happy and to meet knew people taht are like me.
 happy because I can now talk about my feelings
 happy because i cane have help me. fis the hole in my
 happy because it is fun
 Happy because then I can tell Mrs X how I fell
 Happy becuase we had popcorn (adult handwriting?)
 happy but nervous
 Happy Can't wait for the party
 Happy I guess but I'm not sure.
 happy nerves
 happy ok
 happy so now I have someone to talk to about this
 Happy that I can people who understands me
 Happy, cool, brave, kind.
 happy, excited
 happy, exited, determined
 happy, funni and nerves
 Happy, Nervous and relieved
 happy, nervous, calm
 Happy, sad but overall mixed emotions

Appendices

happy, safe
happy,exited and Joyful.
Happy!
Happy.
happy/good
hapy!
Hopeful
I (two words indecipherable) having people I can confide in
I always look forward to seasons each week
I am excited - I feel good
I am excited, I love groups and learning more about emotions and the way I feel. I also have my best friend in the group to so I am excited about learning more about her
I am feeling a bit unsure about joining
I am feeling better about coming and confident
I am feeling exited about coming and can't wait
I am feeling extremely excited
I am feeling good about my feeling and happy and proud
i am feeling great
I am feeling happy
I am feeling happy AKA exited
I am feeling happy to come.
I am feeling interested in way you can deal with things.
I am feeling like I am doing well in seasons for growth
I am feeling nervous about coming along, but I am also positive that joining and being involved in this group will benefit my life whilst going through some difficult changes
i am feeling ok about it
I am feeling really good about coming, I enjoy the other girls company and I can already tell that this programme is helping deal with everything that's happening in my life.
I am feeling really good about it.
I am feeling really good about it
I am feelng really good
I am felling comphadent
I am glad
I am Happy
I am happy to come because I know I will get somethign out of it
I am quite excited to see how the program will work and what activities we will get to do
I dot fil sad enemor
I feel I am coming along perfectley
I feel a bit exited
I feel acally happy to be here and a little bite sad when I share my special stuff
I feel alsome doing this
I feel appericiated
I Feel Brave
I feel comfortable with it.
I feel confident and like this program might just help me become happier
I feel excited and happy
I feel excited and nervous at the same time
I feel exited to know that chnge isn't that bad
I feel exited, happy and good
I feel fine coming alone
I feel fine coming to Season of Growth
I feel fine coming to seasons for growth.
I feel good
I FEEL GOOD
I feel good about coming along
I feel good about coming along because I can try to concentrat on more thing
I feel good about coming along because if I talk about things I feel better
I feel good about coming to the group
I feel good and amazing to come along
I feel good because I know what they are going through
I feel good that I can get better
I feel good that Im here
I feel good to talk to people I trust
I feel good.
I feel great
I feel great - it's a really welcoming environment and everyone is always super lovely and understanding
I feel great about it because I think it will help me alot with everything
I feel great and supported and hopeful
I feel great because I am happy
I feel great coming along because I know it will be fun
I feel great coming along for the next 8 weeks
I feel happy
I feel happy and excited
I feel happy and exsided. because I did season for groth last year and it was fun
I feel happy and very exited about joining this group
I feel happy because I can learn to deal with bullying
I feel happy because I get to see some of my friends
I feel happy because other people in the group know my feelings and they can help me
I feel happy I feel excited
I feel happy when I go to school
I feel happy, nice, joyfull and peaceful
I feel like I have got a bit more open about talking about how I fill
I feel like I have more people to talk to about it
I feel like it's a good thing that I'm "coming along"
I feel like this has really helped me to get through all of the issues at home
I feel nerves but I'm exsited at the same time!
I feel Nervous and happy
I feel proud of myself because I know I can trust all this people with me
I feel quite nervous but I think I'll warm up to the people in my group and trust them not to tell anyone
I feel really excited and happy to be



a part of it!

I feel really good because it will help me get through school more easier

I feel safe and protected

I feel safe and comfortable sharing my thoughts to the people that keeps my secrets

I feel safe and I can talk about myself

I feel safe knowing each person is there supporting me

I feel that I am making myself stronger.

I feel that this group is just a way of thinking and silence but we do team building

I feel very excited to be in this group

I feel weird and happy

I feel safe and happy

I felt happy; anxious; nervous

I feel happy because it can help me a lot

I felt happy and excited

I felt excited but I was like what

I get happy

I like it - it's fun

I like it because

I like seasons for growth

I look forward to it

I love attendance and I am always looking forward to every lesson.

I love it

I love it

I love it and I am so excited.

I really like going it helps me clear my head

I think it will help me

I think it will be fun

I think it's fun and I think it would help me with granddad not being here

I think it's good

I wanted to come because good place to share our feelings

I wanted to come because it is great to share our happiness

I was excited

I was feeling brave

I was feeling happy, nervous, brave and anxious

I was feeling happy; I was feeling calm; I was feeling brave

I would prefer a group

I would love to come along because it is amazing

I'm a little nervous but excited to do it.

I'm always happy to come to the group with Ms. X

I'm excited

I'm excited, but also a little nervous

I'm feeling a little nervous and happy

I'm feeling excited to come along

I'm feeling excited

I'm feeling good about coming to Season for growth. I really am looking forward to it.

I'm feeling happy

I'm feeling happy to come here so I can become a Better me

I'm feeling positive that I can learn to be more confident over the 8 weeks

I'm feeling very happy

I'm feeling excited to come along

I'm feeling really happy that I joined seasons for growth

I'm happy and glad I have lots of people to talk to

I'm happy to come any time

I'm sure X is looking forward to talking with Y (adult handwriting)

I've felt nervous if I was the only person

I'm happy to come

it is really good

it will help me feel it is ok

It's different than class

It's nice coming along with all the support. Seasons helps that to feel appreciated

It's really exciting to be part of a group!

keen

Kids seem

Little excited because it will help

me learn different things

love it

oh because it'll help me improve my troubles hopefully

okay... good

pleased

pretty good

Pretty good because I got to talk around some people I know

pretty good it is fun

proud

quiet shy with maybe a bit of confidence

Quite good

Quite happy about coming but I was a little unsure at first

really excited and happy and special

Really Good

Really happy and feel welcomed

Safe. I know that people won't judge me on my feelings and won't go and talk about it to others.

SO excited!!

so happy

Socking

sometime sad

Sometimes nervous and happy

surprised and happy

Very excited

very excited to make new friends

Very excited about coming along

very good

very happy

Very happy

very happy because I can feel better about what happened in my family. I than can finally solve my problem.

Very happy to come every week

Very happy.

very very excited and ready to start seasons

very very very happy

welcome

whenever I come to seasons for growth I feel happy and excited because I love completing pages.

Anything Else?

asdad

be nice and polite

Do we have to express our feelings?
or will we have to say what has
happen in our previous life?

droing about thing we are sad
about

food

Hello

hope to have fun

I am a bit sad and happy about the
wedding

I am excited to start seasons with
my teacher for wellbeing

I am X. I eat cake. I like money. Cats
are horrible. I love tortesis. Eliminate
NAPLAN PLEASE!

I am really excited to do this!

I am really happy to be in Seasons
for growth!

i am waiting to have a good time at
camp and make a lot of friends and
meet all of the new staff om excited
to go on the van outing and ready
to have fun ...

I been good

I dont like having time by myself!!

I dont think there is anything else I
want to say

I enjoy every moment of seasons!

I feel good

I feel good Hi!

I feel sad and angry all the time

I feel sad, worried, nervous all ways
about the next day :-)

I have lots of problems and need
Seasons to help me

I hope after I have done this group
I will feel much better and have
practiced sharing my feelings

i like being here!

I like coming and it helps me at
home

I like Fridays. I am happy that I have
started Seasons on a Friday

I like X The group has a cool name

I like ponnys :)

I like seasons for growth because
it is good I hope we always do it it
helps me be happy and consatrat
on thinacen I love it it is fun

I like talking when I am upset

i like the group

I love Fridays because Fridays I get
to go to Seasons and talk about
how I feel

I love how I can share my feelings
and I love all the people in my group

I love my grandpa

I love my seasons teacher

I love my uncle X and my grandma a
lot and miss them

I love seasons

I love seasons and I have bin doing
it for four years thank you

I love sister X

I love the group

I love the person that teaches me

I love this groop

I loved my uncle and now he is
dead. I need to talk to my new
friends in seasons about it

i might cry

I miss my dad so much

I need help with my anger

I really like coming to seasons and I
find it helpful.

I sometimes feel sad

I thank-you for making this group.
Thanks! :-)

I think seasons for growth will be
fun

I want to thank seasons of groth for
supporting me and others

I'm back because it helped me last
time

I'm happy thank you

I've found it hard to say how I feel
that's partly why I joined seasons



im enjoy it but im shy
it was ment for me :-)
Looking forward to come every
week
meby
Mental
My friends aren't being fair or very
friendly.
My mum says I´m very good at
socializing and making friends
no
No
NO
no not really
No not really
No not that much
No response
no thank you
No thank you X!
no thank you I love seasons!!
No thank you!
no thank you.
no thanks
no unless i got told to
no!
No!
NO!

No!!
nope
NOPE there nothing i want to say
bye!
Nope!
Not really
Note: same number as below but
no post-test data and gives reasons
for attendance which is not on post-
test forms?
season for growth is the best thing
to help with me
seasons for growth has had a big
change in my life
seasons for growth is the best
thing to help you with changes,
problems or anything that
happens.
seasons in a verey good groupe
skipped
some one has died
someone to talk too
sometimes everybody hates me
and sometimes I want to kill myself
(action taken to ensure safety)
Thank you for taking care of my
emotions
thank you for your time!
thank you Mrs X, but I just wouldn't
really like to talk about huses and

mums and dads
thank you stant
thanks for creating this program
Thanks Mrs X for helping me
through is time
that i fell sad because my sister lives
with me but she allway egnoring me
and playing with my cosions and
she never has time for me
that i´m thankful for Being invited
to make my life and my school year
bery Happy
That this program is very helpful
this was fun
thux you
very smart
will I have a good time
Withdrew himself from the group -
there will be no post-group survey.
Participant has autism; parents
support decision to withdraw
yes there is. that my dad wont be
able to see me for a long time
yes who reads these booklets and
why do they read our personal
life and do they tell anyone this
information
Yes.
your program is exellent keep on
going thank you



Why SfG is Helpful?

Why Did you Rate SfG as Helpful?

1. because I've had you and family and friends to help. 2. it was help full because I was having a hard time with friends.

a brack from school work

A group of telling how I feel isn't really an ideal thing for me although it did help me.

because I still feel emotionil sometimes

becase it helps me with my life and issues

Beacue the Group was listening to me

Beacues I was able to express my feelings and tell everyone how I was feeling (as told to MBP! 30/8/18)

because

Because ...

because ... they help me

because I had lot's of things in my mind and I could share it

Because at first I had no friends! Then X helped me! :)

Because could share my expirience

because everyone is open

because I can control my feelings

Because I can let all my feallings out, insted of ceaping them all inside

because I can let more peope know more about m

because I can share my story with them

because I can share stuff with people

because I can share to everyone in the grop

Because I can tell my story And Now I can tell someone

Because I can toell to bebon

because I could feel that I wasn't the only one who has a big change in my life

because I could talk to people

about my feelings and not be judged

because I dint come to a lot and i didnt really wanted to talk but it has helped me a bit

because I don't get to really see my dad.

Because I dont feel as sad

Because I experensed alot

because I feel pumped in the evening and I haven't gotten sick in a long time

because I feel safe

because I get over staff fast now

because i get peace

because I get to know other people

Because I get to nowe more and get to do fun stuff with my friends it was so fun

because i had someone to talk to

because I have frinds to holp me

because I have gotten on with my life

because i have many more better ways to think of my change in my family

because I have never ecsperenced this feeling before and I hope I get to do this again

because I have trouble sharing and my self confidence is low. My family is going through a lot of change.

because I know how to tell other people how I feel now

because I know I can trust every one

Because I know that others feel the same way as I did

because I know what to do when I get angry

because I know where to go

because I learnt new stuff

because I leant alot

Because I learn how to react to things

because I learnt I can talk to people about your problems

Because I understand

Because I was able to say things in a safe environment and be able to do fun activities throughout it

because I was ablt to talk to people with similar problems

Because I was with my friends and I am not lonely any more

because I'm aloud to shear my secrets and feel good about it

because if I full I can be strong

because it good to have a break and talking to other kids

Because it has aloud me to open up a bit & tell about my life

because it help (?) open my true feeling and make me say "Hey I feel Great"

Because it helpd me understand that I'm not as hard done by as I thought.

because it helped me make decesions

Because it helped me manage my feeling and gelp me feel better.

because it helped me understand changes

Because it helped me write and listen and pay attention

Because It helps me with the sad things going on with gma

because it is chancis ever day the sesins do as wall

because it is fun

because it is very helpful

because it sho u ame how to behave

because it teachers you how to comunicate when a chaing happens

because it was awesome and fun

because it was fun

because it was fun and help full

because it was good



because it was really fun and helpful
because its told me to not worry
Because Joe is going and he gets me in trouble
Because my dad always checks on me so I don't learn much
Because my friends make me happy and better when I'm feeling sad and down
because my health good, and it was helpful
Because nothing bad has happened in seasons of growth
Because now my mum is always there
because of my friends and miss ross
because people actually listened to me and they were not busy like my mum and dad.
because season 4 Growth has to understand that change will get easier
because some of the time I felt like they would not get how I feel.
Because some people have been silly (adult handwriting?)
Because they helped and made me confident talking to them
because they have been the best teacher and friends in the country of Australia. Thank you for being the best people.
because they help me
because they help me through a lot of tough times and don't find it boring when listening to my problems
Because they help me up.
Because they helped me!
because they support you when you talk about things. They also want to listen to what we have to say
because they supported through tough and wonderful times
Because it didn't really do anything, the only thing it helped me with was resting
because it was really fun and I was able to share my feelings
because we had a celebration party
because we have fun
because we learnt a lot of things
Because we should be helpful always
Because we talk about what we all will do every season and I get to know my friends better.
because when I wasn't in this group I felt sad because when I joined everyone has a change but something comes depending on the season
because you can get sad memories off your chest but it's not spreading around
because you can talk to people in the school and you know you can talk to your friends
Because X and Mrs X have helped me through a tough stage in my life
Because I? it out and
because I don't feel quiet
because I have been through a lot and this group helped by letting me express myself
because of everything and I loved it.
Being part of a group (adult handwriting?)
can't
because it is a group where I can go to and talk about life and feelings.
Cause they were nice to me
cos I was learning
did bla bla bla bla bla bla bla
doing the booklet
Don't want to talk about
don't know, just felt it helped
everyone is really nice
getting all the stuff off my shoulders
Getting to speak with others. Taking my mind off some of the bad things that had happened (adult handwriting?)
Getting to talk to other people who have been through the same things.
Got to know other people in the group
Hanging out with my friends. What is not helpful is being left behind (different handwriting to second comment?)
having people to talk to
helpful to talk about things that upset me.
helped me to be comfortable sharing with other people how I feel and that it's ok to feel how I feel
Helps me control my reactions
Hen thing thing grow
I am very healthy because I do soccer 3 times a week and this was helpful because now I feel more confident speaking
I answered these questions in many positive answers because I have been healthy and I feel more energetic. And I feel more confident
I because my mummy treated me well. 2. because my dad left the group has been very helpful
I can control some of my feelings
I can get help from my group
I can see my friends
I can share feelings
I do not know but I love it.
I don't feel pressured to say what people want to hear. I can say what I want to say I feel
I don't know
I don't like to talk about changes and my life with kids? ? that I feel confident with
I don't want to
I don't know
I don't know it's hard to explain

Appendices

I enjoyed the group because I could talk to other people without those people talking to their friends about it

I feel a little more freedom with my feelings & choices & stress

I feel sad & that nobody loves me

I felt comfortable about the things that made me happy and the things that made me sad

I felt really good in seasons, and the other people of the group have been treating me well.

I felt very safe

I find it a lot helpful because I understand more

I find it hard to tell anyone my story :((never done) PS never will (sorry)

I fit in and I have a ? next to me at all times

I gave it that score because I know that my health is very good and it was helpful. And it is true

I got to meet a new person and it was fun

I got to share what's going on in my life without being forced

I had a very good group, they were sympathetic, kind and great listeners. It felt like a community and I am really going to miss the group.

I had fun. I felt I knew it already (!) (adult handwriting)

I have been able to put myself first before anyone else

I have lots of friends that listen to me when I tell them what I want to say

I have nothing else to say

I just liked listening to other people. Just so I know I'm not the only one. Mrs X really helped me learn all the things to know about change.

I know that I am not feeling the best right now but now I have strategies that can help me and people I can rely on. It has taught me to be open and let others help me.

I learnt about how to control my feelings

I learnt about loads of important stuff that helped me in my life

I learnt how to react to change and how to overcome it

I learnt how to react to my emotions

I learnt that you should get over feelings over lots of time!

I like having people to talk to Talk about my feelings.

I like listening to people's changes

I like Miss X

I like potato aka great

I like the teacher!!!!

I liked being able to talk to other friends about my feelings

I liked doing the book because it was telling me lots of information

I liked how I could express my feelings in my journal.

I liked my companion

I liked seasons because I can express my feelings in a healthy environment and Mrs Reynolds has helped me soooooo much during hard times

I liked seeing different people (adult handwriting?)

I liked the books

I look forward to seasons because I get to express myself with my friends in a fun, emotional way.

It made me understand that change is normal

I put those down because it is true what they say

I really loved everything

I say yes to the 2nd question because it has helped me and my health I am not looking after myself

I think I just need more time to myself because I like to be alone

I think it's helpful because it helps me understand everyone goes through changes

I think the group was very helpful because they help and shared lots of ideas with me and I think that they are all great friends to me I also strongly want to thank Tony and Jodi for doing seasons for growth and they have helped me

with all I've been through and the change

I want to learn more about how I can fix it

I WAS ABLE TO TALK ABOUT MY FEELINGS A BIT BETTER

I was kinda half in the middle of little on a lot but more to a lot

I would like more questions

It

it could help me through life

it does not help as much but it did kind of

it explains how changes are okay and many more

It gave me a chance to be myself and it is the only thing I look forward to at school

it got me through friendship

It got my confidence (confidence) up and me a lot more. Happy

It has helped me calm down. It has helped me get along with my teachers. (adult handwriting).

it has helped me do a lot and has helped me open up and have good friends it has helped me deal with things

it has helped me overcome the many challenges I have faced

it helped me with my life and stuff capeash

It helped me a lot

It helped me cooperate with people and it is helpful because it helps me know that I'm not the only one with a change

it helped me cope with things that I have anxieties.

It helped me deal with feelings and it was lots of fun

it helped me learn others can help me

it helped me learn about seasons

it helped me learn more

It helped me to realize that life changes and we can't stop it, but what we can do is live through the changes

it helped me understand change



It helped me understand feelings more and that everyone has had a change in there life

it helped me understand how feelings work and to talk to people when i need help and to use my wits

it helped me understand its ok to have chnages

it helped me understand that everything happens for a reason

it helped me understand that I am not the only one with change

it helped me with my fellings and emotions

It helped my understand that I am not alone and that everyone goes through change at some point in there life.

it helped to shear how we all fell about our changes in our family

it helped with change

It helped with my problems and got good advice

It helps me get over things in my life and removes the sadness from me

It helps me in life

it helps me with my amotions

it heped me with controlling my angers.

it is file becaus w tle eite wow we felle

It just helped. It was a fantastic experience.

it made me feel a little happy

it made me feel happy and I made more friends

It made me get over my fears and teach me "How to make good choices".

It shows me ways on how to approach things differently in different times.

It taught how to cope better with change

It taught me strategies to deal with stuff

it teaches me how feelings are good for me

It tort me seasons

It tought me how to act when I feeling change and what I can do when I feel sad or lonely.

it was a little hepful because it helped with my troubles and nowing that I am not the only one

It was cool and the people in it were so supportive

It was extremely helpful as I have been much happier

it was fun

it was fun and everyone was kind

It was fun and I could speak to other people

it was fun helpful nice. I feel great in Seasons. I like how I can express Myself

it was fun to be here

it was fun to talk and listen to others

It was good for me because I got to learn new stuff/what happened in other peoples life

it was good to talk to people

It was helpful as I had a group where I could be more open and have people to talk to and would listen

It was helpful because I finnally knew that I was not the only kid without a dad

It was helpful because I got to know people in a different way

it was helpful because in the changes

It was helpful because you guide as to how we can under stand

It was helpful becuase I got to talk about my feelings and what has happened

It was helpful geting the staf off my shoulders

It was helpful in my positivie

it was helpful knowing I could talk to someone

It was helpful sharing experiences and learning from each other.

It was helpful so I dont have to keen all of my amothens out and share it to all of the grops

It was helpful to be ablt to talk

to people who could relate/ understand

it was helpful to learn that sometimes in life you have to move on from

it was hpuf decause i lont things when I fill dred-ful

It was just a really feel-good group of people and the atmosphere was always so welcoming and safe. I had the opportunity to grow in my listening and sharing

It was maybe because I don't know if it was helpful

It was nice to talk to someone who won't judge me.

It was really helpful because I learnt about me and other people

it was very helpful because I was able to share with other people. I learnt that I am not the only person and I also learnt strategies to deal

it was very helpful for me

It was very helpful to me because it helped my understadn certain things that I didn't before. Season is and was a bright part in my life.

it's given me helpful ways to clam down

It's good having someone to talk to a someone who will listen. That's what my companion gave me.

it's good to tell people

It's helpful because our companion helped me come through my anxiety

its helpful because it teaches me how to deal with change.

its made me feel happier about what I've been going through at home.

Just I create things and that why learn things. made a friend, had fun makes me talk about Dad

Making new friends and getting to talk about my feelings (adult handwriting?)

maybe because I meet new friends mmm

more friends, learning and fun

my grandfather has thoat cancer! :-)

Appendices

:(:-(

My mum just be fighting with me and I haven't be happy much

no

No

no more noise while doing sfg

No sorry :(

no thank you. Ariose amigos!

No, I can't think of anything at the time, sorry.

No, sorry

no!!!

NO!!!!

no...

NOOOOOOOO!

nope

not really

only a little because the kids in my class make fun of me coming

People listened most of the time when I wanted to share something

Seasons for growth helped me due to the fact I could share my thoughts and feelings and understand the I'm not alone.

Seasons for Growth was extremely helpful for me because I was listened to, I was able to open up and express my feelings without judgement or interruption. It was very nice to support me and listen.

Seasons more growth helped me because I love planting plants and the book told me important

Seasons of Growth was helpful because there wsa alot of my chest and to talk to X and the 6 kids in the room was helpful

seasons really helped me think about my feelings

seasons was helping me do some stuff and my life has been esyer since I have been here

sesens were you were a little baby you started to grow like plants and X was veyre fun

skipped

so I can loean and copy

So I can talk about my emotions.

So I could speak to people about

my life

Some other people have worse problems

talk about filling's :)

talking to someone is great

Taught me that it's ok to ask for help

Tetting to talk to people that have the same thing wrong. It means to me that I'm not the only person that has it.

Thank you Kaye

Thanks a lot Mrs X!!

that evrey body was nice

that we can learn about seasons and that I like the teacher Mrs X

that we could talk about what was happening in our lives each week (adult handwriting?)

thay look at me when I talk :)

The book mad me listen

the edfise

the grop was helpful because first I had no friends then monice helped me

the group help because I can be open and say my feeling

the group helped me understand on how to control my feelings.

The group provided me with a platform to talk about issues in my life I feel I have to keep a secret. The people in this group make me feel so comfortable and safe.

The group was helpful because I got to talk to other children

The group was helpful because I had people to talk to when I needed to.

The group was helpful because I now have people I trust and talk to

The group was helpful because I was aloud to talk about change

the group was helpful for me because I built up more strength in my body and I felt like everyone was like me.

The group was helpful for me because it gave me a lot of skills for in future when I need them.

The group was helpful to me

because it helped me to express my feelings

The group was not helpful it is only writing my feelings and talking about the ice cream truck

The group was not really helpful becuse I had been advised about most of the tipes you gave us. Also I still feel the same way as I did when I began the group. Than you ever so much for letting me do the course. It is nice to know that I am not the only one.

the group was perfect!

The seasons was awesome i Love the Freind ships we have made. :)

They didn't make fun of others

they get me my book they help me. they be nice to me.

they were helping me with change and the stuff that i like.

They were kind and helpful

Thiar helpde me undarstand that am not the only one hav hast lost pepole

Things have been hard but I will be ok and I can talk to my family

think its helpful because we talked about feeling

this help me a lote

This is an awesome club

to know other way to get pass it

we have done activities to help and knowing that other kids go threw stuff to

we have got time to spend time with our friends and with whaea dion and whaea gabby and learning about changes in our life

well because with somethings I didn't feel comfortable saying some things

Well i loved season for growth it was a gr4eat program. It helped me understand life more and I'm going to miss going to it

well seasons have taught me that change happens and we have no control over it

Well we now don't talk about it at home because I geet really sad

Why is the group helpful because



Appendix 4: Full Responses of Parents/ Carers

Reasons for Attending

Family Separation/ Change

1 leaving New Zealand (where she was born) following a split from paternal father. 2. loss of grandma (2 years ago)

a change in family member- her brother now staying with her dad about his dad has little contact and very emotional

because mum pass away

break down of family member
death of a family member moving house

breakdown in co-parenting between separated parents

change in family loss of pets

change in family situation that X has dealt with for her whole life

changes living geographically and schools have been stressful.
family changes grandma dementia - nursing home, deaths of 2 grandmas

death in the family

death of a family friend

death of both maternal grandparents close together. bio mother moving to Canberra

death of dog, sister leaving home

death of grandma, change of family situation with stepfather and step siblings

death of grandparent

death of grandparent/great grandparent. friendship issues.
family dynamic issues

death of grandparents

death of great grandfather and step grandfather

death of her friend

death of his father

death of pop in January this year
death of their father

death pet. moving interstate.
mothers chronic illness

deceased mother. Removed from father (mental health issues)

difficulty coping with change, recent death of great grandparent, father diagnosed with degenerative disease, witnessing a friend experience the consequence of domestic violence

divorce

divorce and recent changes to parenting schedule and ability to effectively co-parent

divorce and unable to attend church

divorce haven't seen father now for over 2 years not in country - seems to be getting a little worse

divorce of parents

divorce of parents. Re-partnered father. mother joining the RAAF

divorce, moving, niece in a lot of trouble

divorce. mum had ruptured aneurism change in schools

divorces

family break up. husband and eldest child fight

family breakdown/divorce. Bullying at school. change in behaviour

family death

family disharmony

family moving interstate, dad working away

Father (who had resided with us) was found out as a pedophile and committed suicide rather than facing

any consequences

Father dying. Lost house. Forced to move twice in short time.

Father has been absent from home for last 2 years with work

father passed away and teacher wanted her to go to it

Father passed away when child was 10 weeks old

father was removed from the family because of domestic violence

grandfather passing away and child been exposed to DV and father leaving

grandfathers death in Dec 2016.
Great grandmothers death in June 2017. anxiety and emotional

grandmother's death in June 2015, death of family pet in April 2018, father lost job in April 2015, financial stress etc

has experienced loss both through family members and parental separation

Four years ago we lost X's younger sister to SIDS sudden infant death

fractured family relationships - loss of contact with half siblings. Beginning to struggle with anxiety

general low level anxiety

he is currently living away from his mother and sister and has shown previous examples of struggling to cope with displaying emotions

he lost his nan last year

help support my son through the difficulties of living in two separate homes

Her dad and I are divorcing

her grandfather passed away in UK 2 years ago she was very close X did not get to say goodbye
Migrated from South Africa January 2018

her grandmother suffering dementia and entering a nursing home

Appendices

- her parents separating but still living under same roof, problems with friends
- his dad leaving - parents separating
- his father died 2 years ago and it wasn't expected i.e. not ill
- his father just pass away (5 months now) and growing as a teenager without a male figure in the house or home
- his grandfather passed away after battling cancer
- husband and I separated
- husband will be working away for the next 2 years MWDU
- I have been divorced for over 3 years. For me just wanted to know if it is effecting X in any way.
- in 2016 X's Dad moved out (we divorced) 2017 was a lot for X to process this change. Unfortunately X does not receive contact with her dad on a regular basis and its confusing to her
- learning and X lives in my custody (paternal grandmother) since 2013 and sometimes struggles with the fact that she doesn't see her mother and resents her father
- learning how to express her feelings regarding living between two homes and support knowing she's not the only one in her situation
- loss of family pet, moving house and lightning strike to house
- loss of father
- loss of her father
- loss of maternal grandmother, 5 months later loss of paternal grandmother, death of pets, Aunty diagnosed with breast cancer. Paternal grandfather ill and hospitalised most of 2017. Maternal grandfather very absent since loss of maternal grandmother. Cattiness of girls at school
- loss of sibling due to illness
- loss of uncle and grandmother
- marriage break down and separation
- marriage breakdown
- marriage breakdown and loss of
- siblings
- marriage separation
- marriage separation 2015. cat dying in 2018
- marriage separation dues to domestic violence
- me and the boys father split up and he moved away and I wanted to make sure the boys were coping
- Miss X invited Y to join
- more general, with parents leaving for periods of time and coming back
- mother and father separation long time ago but still father big problem and the child needs help
- mother being away for long periods of time
- mother left family suddenly
- move to Aust from UK 4 yrs ago.
- move to southside from northside jan 18, separation from father still in UK
- moved from South Africa to Australia in 2014. Moved to Perth in 2016
- moving house
- moving state, then moving suburbs again 18 months later. Godfather passing away from terminal illness, two great grandmothers passing away
- My 2nd oldest son committed suicide
- multiple in 3 yrs - grandmother dies. moved house/school and marriage breakdown recently
- mum died
- my child attended because her dad pasted away
- my child attended because her dad pasted away
- my Dad and children's poppy passed away with 3 months diagnosis from cancer
- My ex-husband and I have been divorced for 5 years. He now has a new partner with 3 children. X is struggling with that adjustment.
- My ex-husband and my separation and divorce (and associated conflict)
- my husband died very suddenly last year
- my mother in law battled breast cancer and passed away last year in July
- my own father, who is an important figure in X's life, has been recently diagnosed with advanced cancer.
- my partner committed suicide in Oct 17 and X dad moved away in Nov 17. X has only seen him once since then
- over the past 8 months we had 3 close family members pass away 2 suddenly. 1 cancer.
- parent divorce
- parent separation
- parent separation. father currently going through cancer treatment
- parental separation
- parental separation causing high anxiety
- parental separation
- parents being unsettled in their relationship and realised it was affecting X
- parents break up/split. Fight with father and older sibling
- parents separation
- parents have separated
- parents separated
- parents separated and XX having a hard time adjusting
- parents separated in September last year
- parents separating
- parents separating and divorce. Court. Police attending father's residence when XX has been there
- Parents separating and getting divorced
- parents separation. family pet dog passed away
- parents separation
- parents splitting up - moving from interstate A child diagnosed with autism. Family issues
- passing away of a close friend
- past grief/loss



permanently separated from her mother and father

recent separation

relationship break up of parents years ago. Father lives away plus recently separated from new partner of 3 yrs

school, support

separation of parents two years ago and loss of grandfather at same time

separation

Separation from father

separation from mother's care and maternal grandparents cousins - extended family

separation from one parent to another. teachers recommendation

separation from their dad 3 years ago and a recent break up from my partner of two years

separation of her parents

separation of his parents

separation of parents

separation of parents - opportunity came up so thought it could only benefit her

separation of parents and new baby in the family

separation of parents, because of long history of DV

separation of X parents at age 11/5

separation with mother and father

separation, death change in family move of house

separation/divorce

separation/emotional regulation

several mostly around parental relationship break down

stillbirth of a sibling

The break up of my relationship with her father and the fall out that happened while we were together

the death of our baby during pregnancy

the death of Oma, and the loss of three pregnancies in our home due to chromosomal problems

the death of our baby during pregnancy

The father walked out on the family and joined another family, which he has had previous to leaving

the note that came home talked and self-respect or resilience and X has had a tough 12 months with her girlfriends at school, they can be so bitchy. We have also experienced the death of Grandma and Poppy over the last 6 years which was significant.

the opportunity was presented my child lost family members recently and also experiences change so thought this would be a good course

The death of her cat as well as a family break up between parents and grandparents

there was a few reasons. 1. parents separated 2. we moved state. 3. Grandma (great) died. My husband and I relationship was volatile to the kids.

to help her manage and cope with the changes within the separation of parents

to help him dealing with his parents separation and living in blended families

to help my son deal with his father moving out and getting a new girlfriend

X came to live with us in April 2017 leaving an abusive environment, childhood trauma, new little sisters, new routines/boundaries

X encouraged this for me due to the loss of my mother. X father and stepmother recently (4 months) had a baby boy. I have started a new relationships. I have had emotional, financial and grief difficulties over the last 5 years

X has a parent who lives separated, he lived and Brazil and come to Australia suddenly, has a difficult to solve problems

X has always had trouble with transition or change. At age 6 her Dad was diagnosed with cancer and is now in remission. Because we are a big family there are lots of dynamics, changes happening all the time

X has seen her parents divorce and now her father and step-mother divorce/separate. Her step-mother and brother and sister have relocated to Canberra. X now lives with me full time

X lost her pa in May 2017 and she was also expecting a sister who passed away approx.. 17 weeks in utero. Hoping this might help her grieving process

X lost his great grandmother in January

X's dad passed away in December last year

X's father and I are divorced and our relationship post divorce is not amicable. XX is acutely aware of the tension between her father and I

X's father and I separated 4.5 years ago. Recently new partner commenced living with us

X's grandmother passed away 12/16

X's mother passed away when he was 4 1/2

X's twin brother dying at 2 days old. his uncle Y dying earlier this year and his great grandmother dying June this year

X has had a traumatic and sometime abusive relationship with his father. I left his father 6 years ago

X requested attending because she found it valuable last year (when she was transitioning from overseas)

X's dad passed away in December last year



Health

1. illness June 2017. hospital. 10 days. seizure in ICU for 2 days - out of the blue while asleep. 2. parents separated in Dec 2017

An ASD diagnosis, and for my child to learn more about others, feelings, emotions, live events/changes etc

anxiety issues, worry and overthinking problems iwth friendship groups

diagnosed with chrones disease. grandfather passed grandfather is terminal with cancer (current). divorced parents (past trauma but can be tricky at times)

my child's brother was born with a genetic disease (that was not inherited) that causes epilepsy, developmental delays temperature control issues and other problems. His epilepsy is well controlled but he has had 2 big seizures requiring intubation with ventilation support in last 6 months

paternal grandfather was placed in aged care home after being diagnosed with early onset dementia

pending interstate move to WA as part of defence posting

there were struggles in term 2. X had some medical issues with the use of his legs. There was also a death of his (nono) grandpa in may 2017

X grandmother was diagnosed with dementia over school holidays and went downhill very quickly

X has experienced serious illness (eye cancer) early in life. Her eldest brother has a disability after serious illness at age 19 (lost part of his leg)

X had anxiety in 2016, which was heavily influenced by her grandfather having cancer. He died in January 17

School

About education and understanding

As she is in foster care, X has had to move and attend different schools so a lot of big changes within two years

behavioural issues in school. not adapting to change well. difficulty in expressing oneself

bullied by another student

changes of school, bereavements

changing school from X and moving house from X

good friends moved on to another school this year who were good friends from last year. Dad moving away. change in confidence at school

it was offered by the school plus there mother left the state due to mental illness

invited by school

new school and father issues

new school and lots of changes in her life (new home, school, friends)

not settling well at school. Lonely. upset his brother moved out (uni)

recommendation through school/teacher

recommended by school. parental separation and father diagnosed with bi-polar

suggested by school. X has been suffering anxiety. Parents divorced 2013. Father in a gay relation ship

talk of wanting to die; avoiding school; high anxiety about school; separation anxiety

teacher invitation. Anger at father who does not live with family. Divorced due to domestic violence

teacher suggested it. also, separation of my husband and I

teachers recommendation, experiencing a very unwell father



Other

aspiration of self-empowerment to cope with grief/loss when it comes

because my son likes it

because my son was interested in doing this

being a defence family we have moved often, which brings on many emotions for X, we hope this program will offer him some extra coping strategies and allow



him to understand his emotions
benefit to siblings - parent separation
brother attended this year
changes through separation have brought other concerns with bullying from ex-partner's girlfriends
daughter whom is present during my child's visits to his father.
dealing with emotions and fears of bad things happening
defence family - many changes
domestic violence - caused by ex-partner. new stepmother not welcoming into her life
domestic violence including severe drug use by father.
loss of relationship with father
emigrating from the UK 18 months ago and her feeling as though she had lost her friends and family
emotional child. hoping to obtain strategies to deal with emotions. From another point of view
emotional since parents separated
feeling unsure how to deal with her emotions, feeling lonely
for the loss of her friend in prep a few years ago and some recent family members lost in august
he has a lot of interest in it
he loves it and maybe needs someone to talk to other than parent
help learn resilience skills background of learning difference
help to talk
hope it will help X
I feel it will be a great learning tool for her.
I thought it was a great opportunity and she wanted to
I'm a single parent
life skills. Improve child's communication around emotions
lifestyle changes
my daughter needing help to express and control emotions. and the loss of her grandpa
My son has had some problems in his dad's drinking and being in a domestic violence relationship
n/a
no event, reason - it would be good for children to be able to have ways of coping to change, loss and grief
no specific event, I just think it's a good idea However my mother died 4 years ago
our life is always unpredictable and Dad is away for work most of the time
our son has lived overseas for half his life and we want to make sure he is supported in his transition back to Australia

out of interest
over the course of his life we have had to move many times due to unsafe environments. I think he has some unresolved emotions that are hindering him from moving forward in a more positive way, Big move 4 yrs ago
previous sessions with companion at school.
Relationship breakdown between Mum and Dad (X)
problems with their father - he just came out of gaol and is a scary character and very controlling. my father also just passed.
she believes she has a problem with controlling her emotions, moving states/schools has added to this
she enjoyed the program last year and asked to participate again
social skills family situation
suffers from lack of confidence and anxiety
talk and deal about feelings: negative thoughts
nightmares
To build his confidence, understanding life has changed since his father passed last year.
to help build confidence, resilience and reduce anxiety following recent concerns of depression/ anxiety and thoughts of self-harm
unfavourable behaviour from father
unfavourable behaviour from father
unstable at the maternal home, and some significant loss
unsure- I think her biological father being uninvolved
we lived in the pacific for three years and we all miss the lifestyle and friends
witnessing domestic violence (assault) and change in living arrangements as a result
X gets upset she does not have a father
X is a ward of the state and has a background of trauma
X is high functioning Aspergers and OCD. He has trouble controlling his emotions and can be nasty and hurt family members at times. He struggles with change in routine. lost grandfather
X is very sensitive and I wanted him to have someone he could speak to
X previously attended most of a Seasons for Growth program and felt it was very useful for her, so wanted to attend again
X's challenging behaviours and learning disability Dad is in the navy, posted to Sydney
X's father ignored and rejected him, when X tried to meet him for the 1st time a few weeks ago.

Reasons for Coming

Teachers/Others Recommendation

advice from teachers

asked by Companion at school

came through school, but have been debating for therapist

contacted by school pastoral team

Encouraged by support person

encouraged by Mr X

follow on sessions with a psychologist

her teacher

Her teacher recommended it and I thought it would help her

his teacher mentioned the program to me after behaviour changes in my son when he comes home from a weekend at his dads

his teacher suggested SfG might be appropriate given the amount of loos he has faced

I sought the help of a social worker from X who suggested I look at the program

I sought the help of a social worker from X who suggested I look at the program

I was asked by the school and I didn't see the harm in it as it couldn't hurt her but may help and I understand the importance of maintaining your mental health

I was sent an information letter home through the school

information was provided to my daughter through school. The program seemed terrific and she was very keen to participate

invited by school staff

invited to attend

it was suggested by teacher but her brother benefit from it

it was suggested by family doctor

It was suggested by the Pastoral care person at the school that my son attend the program and my daughter expressed interest

it was suggested by the school counsellor that it may be a program that he'll benefit from

it was suggested by X. I was unaware of the group prior to this.

X team referred us to the program for him

Mrs X (teacher)

offered by the teacher and also to give him options how to deal with grief

Principal told me about the group

X was encouraged by teacher and supported by parents

school counsellor suggested it

school suggestion - good programme before-historically for other children

suggested by Centrelink

suggested by class teacher and encouraged by psychologist

teacher recommendation. worth a try

The judge suggested the programme and if it helps it'll be worth it

the school approached me in regards to XX attending your program

the school thought it would benefit my child to come. The school explained the benefits of the group and how it could help

they spoke with me about it after it was mentioned to them at school and they both asked to attend

was suggested by her school

was suggested by year coordinator

we spoke with X at the Healthy Digital Diet night and he asked if our son would be interested in participating

X's teacher recommended it to us



Behavioural Issues/Support

acting out at home and school - becoming angry

added support during school hours

(anxiety) manifests with sudden inexplicable outbursts

because she has been feelings angry and confused towards her father and rejected by him. She feels a lot of pain and doesn't know how to deal with it at times

because the more techniques she learns to deal with issues the more beneficial it will be for her

behaviour at home

concerns about emotions, recognising when feelings are resulting in 'negative' behaviour. Increased resilience to cope with change

emotional challenges, child behavioural issues

He reacts inappropriately emotionally at times and we have been working hard to remedy this - we feel this will help

he was struggling to concentrate at school and now behaviour and attitude is complete opposite to before his increasing OCD behaviours

X has displayed a change in behaviour in recent months. He is acting out more and becomes upset more easily and tends to lash out a lot

my child was scared going to school and getting sick

My son has been having increasing issues surrounding school refusal, moving between homes and anxiety. The school are working with me and the psychologist suggested it



Appendices

Learn New Things in Neutral Situation

An opportunity for X to discuss/relate to others about his situation. Outside unbiased perspectives

An opportunity to learn strategies to cope in tricky situations in class and in the playground in a small group. Having support from other students and teachers in Seasons for Growth

Another avenue for dealing with his feelings about the separation

As we are not surrounded by people and I didn't know what to say to either of my children, I thought he would benefit from this group

Asks a lot about her deceased sister but always changes subject when she's done doesn't want to feel (I guess) but curious

because I know she has a lot of questions relating to her loss

being in a group and seeing what other students are going through might show her how to deal with it

encouraging her to talk about how she is feeling and to make sense of her emotions and effects on situations above

gaining further understanding of feeling as, situations and how to deal with them

he gets frustrated and cannot express his feelings with me

He has trouble expressing emotion at times

he tends to clam up and chooses to struggle internally instead of talking about his feelings

help her talk it through

help him to work through his emotions and find ways to help him grieve.

Her grandparents are split and I think may answer some of her questions

I felt that the program sounded excellent and would give X great skills to cope with change in future and the recent changes also as he often doesn't express feelings to me so I was concerned he may be needing extra help

I felt that X would benefit from the Seasons Program as since the separation he has developed anxiety (mild). X is also reluctant to share his feelings and is an introvert.

I knew she was still struggling to understand and deal with her friend's death and she wanted to talk but we were unsure how to help. We also had a few difficult years where we had to move a few times

I know he needed some extra help understanding what was happening in his life

I think it will benefit X by talking to other people about it besides Mum and Dad

I think its beneficial if he can express his emotions and find strategies to deal with them

I think she would benefit from talking and learning how to deal with the losses

I thought it may help him to understand his feeling and how to deal with his fears of bad things happening and not letting it control him and allowing him to then rest better

I thought it would help X accept change. Discuss his feelings instead of bottling them up. His condition with his legs were related to functional neurological disorder caused by emotional stress

I want him to know there are other children going through similar experiences/having they same/similar emotions as he is

I want them to have an outlet to discuss feelings and thoughts, that is not necessarily with us. Just another option.

I wanted her to feel she could open up t someone other than a parent

I wanted to open a 'door' for X to0 be able to express his feelings

I was concerned X wasn't coping with everything well and thought it would benefit him to connect with his peers going through similar experiences

important to understand 'loss' is part of life

It will help him with his emotions and dealing with it learn about emotional resilience share experiences. Feel less lonely. Better handle absences of his dad and his brother being away

maybe someone else to talk to in case

my child is very introvert and she finds hard to talk about feelings, deal and solve them

My child understands that if there is something in his life that is "new" or "different", that there is help he can get from other than his parents. We have sought support for handwriting and sensory issues previously.

offering him a peer based environment to explore his feelings and situation in a separated family

opportunity to help learn resilience skills and naming feelings and ways to manage emotions/emotional intelligence

positive change in her life through better communication about her feelings

She needed someone to talk to that wasn't me and Seasons was suggested

she needs to talk about her feelings

talk to other children who can relate

the need for him to be able to discuss his feelings

This program was offered to my children and I feel that they are not processing what has happened, and the



significant changes that have happened. I believe their recent behaviours are potentially related to the loss of their dad and not talking about it or understanding thought it may help them in coping with what has happened. XX (even before this happened) tends to lash out when angry/upset but this has improved somewhat. He 'reacts'

to allow her to talk about her feelings

to ensure they know they can talk about their feelings

To ensure they know they can talk about their feelings

to gain and to provide support, care and the extra encouragement she needs to grow into a confident young woman

to give him coping strategies

to help deal and listen how other kids deal with the same issues

to help her come up with strategies to deal with the conflict

to help her socially and emotionally

to help her understand that her situation happens to others and she's ok

To help him get a better understanding of how to handle his emotions and realise he's not alone

to help him understand that life changes and sometimes we have to do things we don't choose to and that people passing away is a part of life

to open up to others her age that may have similar situations and knowing that it's okay

To provide her with resources to cope with change

to provide him more skills to cope in the future

to talk about her worries/about the changes

To understand that he is not the only one going through hardship and is not isolated or alone with loss or difference

we are embarking on a journey that will involve slowly letting go of someone dear

we feel that X needs some help to understand his feelings and process his grief

We have been talking all 2017, trying to give strategies to be resilient and self-respecting, to stand up for self.

We realised X needed to talk about his feelings

we talk a bit about the move, but we're all too close to the situation. she has a tendency to bottle her feelings up, so I believe this will give her a supportive space to express herself. The move has gone well in general but she was very close to some family and friends and this has had a significant impact on her world

we want him to feel comfortable to be able to talk about his feelings and that mum and dad aren't the

only ones who can offer support and guidance

we want her to be able to talk about her feelings and to be able to put into words how she's feeling

we've explained daddy will be working away a lot next year and he got pretty clingy

X would benefit from talking to someone impartial re family situation

X hides his emotions

X needs to develop resilience embrace change heal from her childhood abuse/trauma

X is very empathic and a 'feeler'. can be sensitive to feeling 'different' from others/peers

X shows a lack of resilience and is quite fearful. She recognises this and is also keen to build strength

X still has a lot of trouble understanding and dealing with the fact that we are separated and that her Dad is remarried and has another child and I have another partner.





General Wellbeing/Other

As above. Additionally, my child is rather sensitive by nature. Hence thought training of this kind could be beneficial for future/growth

at a previous school we did the rainbow program and X benefitted greatly from that

a good way to help others with different or same problem

Because I felt they needed extra support

because I thought it would be good for her

because I want my son happy

because it helped them last time

because of the family separation

Because she only has been in care since Feb 17 and came to me Sep 17 X has had to move twice and I find she struggles with being away from her mum and all the changes that has come with it.

X gets very upset sometimes when we (myself of my husband) leave to go to work/outing. She didn't do this prior to losing her grandpa

break down of parents relationship

change, loss and death are inevitable. I think if children have an understanding prior to loss then hopefully they will have some strategies to cope when they do

child is unaware

child requested

child was very withdrawn and emotional

deal with changes involved in the separation

dealing with loss

Difficulty coping with the change. As his sister stated "I lost my brother the day you broke up, he never came back"

doesn't not like change, refuses a lot of activities with friends. we feel that W. has not 'dealt with' the past and therefore can't let go and move on

even though he seems to be coping okay, I will give him any support possible

great previous outcomes

has helped my other children before to help her with her mental health issues

he has been to counsellors over the years but hasn't been in quite some time and a lot has changed (his mum has recently had a baby)

He is the one that is interested with the program, he informed and I told him its good for him

He suffers from anxiety and he wants it to stop. so by talking to him about attending the program and how it may help his anxiety

help with grief and loss

help with loss

his stress/anxiety -separation anxiety and he worries if loses sight of us while out etc. Still scare to sleep alone due to seizure To ensure he is coping with separation - stress of upsetting other parent

hope it will help

hoping it will help him understand what has happened and how to cope

I became aware of the program 2 years ago. Recently a place became available and was offered

I can only help my child so much at home. I think this program will allow X to express how she is feeling

I cannot remember at the moment

I didn't say anything they just wanted to go

I didn't

I didn't decide they just wanted to go

I feel she has unresolved anger and feelings

I have an open relationship with my daughter and always communicate about life's joys and challenges

I help with his grief, he is a bit of a closed book

I just wanted to make sure X was coping okay with the loss of her dad. I think she has been doing well, but any support is good for her

I think children understanding their emotions/feelings better allows them to grow and be more resilience

I think he will benefit

I think this group will be beneficial for children

I thought it was a good idea

impending move interstate. The constant dealing with her mum's type 1 diabetes and the complications of this.

It was her choice

it was his idea

It was the right time in life they needed to know things

It was the right time in life they needed to know things

it was X idea

It's a wonderful service at the school

just to know how he is doing with everything

my child asked to join the group



my child can't always do everything she wants/we use to do eg camping, going out on hot days, if we go to a park can't stay long or risk overheating. she never complains but I have noticed that her anxiety has increased and that she overthinks situations; possibly because we have to think about lots of variables in decisions for her brother

my child initiated the discussion when the flyer was sent home. I have had previous conversations with the facilitator regarding the programs ability to help my children create strategies to cope

my eldest son benefitted from the program when his great grandfather passed away

my son has had many changes in his life including 2 divorces moving interstate and back, changes of schedules and life routines

My son is struggling with his feelings around his father not spending time with him and around bringing a new partner to the visits when he does spend time with him.

my son wanted to do the seasons growth

my son X attended last year and got a lot out of it so I thought it would be good for my daughter too

Need to get any help for my son to help him work things out

our child came to use and told us that there was a program available

Our concerns are escalating and he is becoming more withdrawn

parent separation - ongoing court and problems

participating was my child's decision

previous experience has helped in the past

seems frustrated at home with no connection to father. Appears to have accept death with no questions

she brought the information from school I supported it since she is interested in attending

She found it more upsetting than my other children and she is afraid of death

she has attended seasons for growth before in primary school and found it very helpful

she is a very sensitive child and these things affect her greatly

she is worried sometimes of expressing her feelings of loss as she thinks it will upset her parents. She struggled last term 2017 with friends and feelings can't deal with girls being mean

she spoke to me about crying in class during a discussion about people in nursing homes

she struggles with managing changes to the family and life

she thought it would be helpful

she wanted to attend

she was excited about it as we had discussed finding coping mechanisms for anger

so they can deal with the situation better

the anger getting worse

The group was discussed with me and I thought it would show X that she wasn't the only child going through a difficult situation

the program was offered and I thought it would be beneficial

The situation became more permanent and wanted children to have the ability to speak about their feelings

This is the first time my child has lost someone close to them. thought it would help with grieving process

To assist him in dealing with situation currently to help them

to help with his emotions

to learn strategies to cope with the change, as he is struggling to understand

to make sure he is dealing ok with significant changes in his life

to see if he enjoys it

We didn't discuss about attending the group

we had heard of it through our church community. When we changed to this school (for other reasons) we were then able to access this program

we strongly believe in talking about everything

when I visited the school I was very impressed with the program. After X presented in assembly X asked to participate

X approached us asking to attend

X bought the forms to me, program looks great

X brought home the note saying he would like to participate

X decided she would like the added support that seasons for change can offer

X feels bad coming to us about her feelings as she knows we struggle with it also. I want her to know her feelings are important and that its ok to talk

X had had a lot of changes in his life from moving schools homes, friends, family, loss of pet dog

X has a brother going to the program

X has attended the rainbow program previously and she benefitted from it

X has been finding it difficult at times to cope with different rules and parenting is very different with both parents

X has not adjusted to moving, resulting in anxiety and OCD tendencies not previously present

X has seen his brother attend Seasons for Growth and

Appendices

had discussions also others

X is a beautiful kid! Being the youngest of 7 children, she has been difficult to explain things to. She either won't accept what's happening/changing and will put energy into fighting against it. She understands this about herself. I feel a little worried about high school.

X is confused, since the last court case she is being brainwashed

X is sad a lot, struggles to deal with her emotions can get angry quite easily. Suffers from anxiety socially

X knew about your group and voluntarily wanted to go

X made the connection with me that it would be helpful for the girls to attend these sessions. fantastic

X requested attendance as opposed to us suggesting it

X seemed to be struggling socially at school and was becoming quite reserved.

X spoke to me

X was asked and we thought it could benefit X also to talk about her feelings and how to deal with her emotions

X was withdrawing from school and friends she also had difficulty sleeping and was sad for most of the time

X still struggles sometimes with the loss of his brother they were very close

X was really struggling with the loss of his stepfather and completely shut down, not showing any emotions for months



Illustration: Jacob Logos



Feelings about Child Attending

Positive

100% happy

all good

at ease that if she has anything suppressed it made be assessed and dealt with

Awesome! All children should be given this opportunity. We teach so many irrelevant subjects to children.

beneficial

comfortable. Hopeful that he will benefit from participation

confident

confident she is in good hands. I would not have sent her if I did not have complete trust in teacher

confident she will have some support

confident, hopeful

excellent

Excellent, very happy

excited for X to have additional nous that I may not be providing. Very happy/confident she has a supportive teacher @ school (forever grateful thanks)

excited! hopeful

fantastic opportunity. I am trained in SfG myself and it is an excellent program

fantastic, would like both children to attend as previously were included

fine

fine and happy

fine, it will be completed at school and I have trust in the school/teachers/program to be of benefit

Fine!

Glad

glad to get the extra support for him

good

good - hopeful

good - I hope it is a positive experience. Helps expresses my child's feelings

Good as she wants to attend

good she will be in a small group which is perfect for her as she can be shy at times

Good that he can get support to learn new emotional skills and get an avenue to share experiences

good, although not sure it is necessary

good, always good to be able to address her feelings in a supportive environment. Great she is willing to go.

Good, I hope it benefits her

Good! I truly hope she will open up

good. child appears to enjoy

Good. Confident he and the group will benefit from his participation.

good. positive. can't hurt

good/supportive

grateful that the program exists to help her deal with her concerns in a healthy way

grateful to you for offering the group, admiring of X for going along, hopeful that he will be strengthened by belonging to the group

great

Great experience

Great, if it helps X

happy

Happy

happy - if it allows her to express herself and avoid any potential resentment and upset down the road, it has to be a good idea

happy and optimistic

happy for her to attend

happy for him

happy for them to discuss feelings with children going through similar circumstances

happy she can have this opportunity to express herself

happy that she will be receiving extra support from school

happy that they can explore these emotions in a safe environment

Happy that they have the opportunity to attend

Hope it has a positive outcome. I think it can help her.

hopeful

Hopeful

Hopeful he may come back.

hopeful he participates

hopeful he will talk and share his thoughts

hopeful that X might relay any anxieties she may be feeling

hopeful that child will be active in sessions

hopeful that he feels supported by his school and his peers who are going through a similar life change

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hopeful that he will develop skills that he can use to move forward in future

hopeful that she will gain better understandings of her feelings and ways to proactively deal with them

hopeful X will benefit from attending

hopeful, doing the best I can

Hopeful. Hoping this helps her to understand what has happened.

hopeful this group can help him

Hopefully it might give him some insight and reduce his anxiety

hoping that she will develop more strategies

I am feeling thankful that he has some support from an outside source that will be reassuring for him!

I am feeling very positive

I am happy for her to attend she doesn't like to talk about things in too much depth and was hoping this will help her a little

I am hoping that she will get all the help and confidence she needs

I am pleased he wanted to go and he enjoyed this first session.

I am positive and feel that they will get a lot out of the program. I want them to be comfortable expressing their emotions

I am positive that it will be of benefit

I am very glad that this was offered - the timing is just right.

I am very hopeful that this helps her deal with her feelings as much as possible.

I am very positive about this program

I completely support her decision to attend

I feel excited and nervous about my child attending. I know it will be very beneficial for her but I worry she will not open herself up fully to the process

I feel fine and happy with my child attending Seasons for Growth groups

I feel fine with it as I think physically and emotionally it will help CC to deal with things

I feel good about it

I feel good about the idea of him having extra support around him

I feel happy as I know this will help my daughter

I feel happy she is getting support not just from her family network but for her to also know that she has got support

I feel he is happy with the decision to move from 1-2-1 to group session, therefore I am happy

I feel hopeful that it will help my child

I feel it is benefitting her

I feel like this would be good for X to learn how to express herself better therefore I am happy for her to attend

I feel positive about it

I feel that it gives me comfort that someone else can give X guidance

I feel that this is an excellent program. It's nice to have the support and understanding of others to help talk about the things that are important and less talked about

I feel very grateful that she has this opportunity to be able to participate

I have a good feeling about her attending

I have a positive feelings as it is a very successful programme. My 2 daughters did last year and it has been very beneficial to them

I hope he walks away finding it easier to open up about his feelings

I love it as X really loves going

I think it is a good idea and hopefully will help him with his feelings.

I think it is a great opportunity

I think it is a wonderful experience

I think it is a wonderful program

I think it is good for her stress levels

I think it will be a good way to communicate their feelings to people outside of the family

I think it will be very beneficial

I think it will be very valuable to him however also but apprehensive as very private person and don't particularly want everyone knowing our business. Overall I think it should be very beneficial

I think it's a great idea even if it doesn't relate to her situation it will help her deal with change possibly and see others are going through family

I think it's a great idea to help children know that there is other people as well as to talk about feelings

I think it's amazing very helpful and helps my children

I think it's wonderful

I think my son will gain a lot of knowledge from the experience

I think this is a great opportunity for X to think about and talk about her feelings about the changes to our family.

I think X will benefit from talking to others, other than myself

I'm always positive to anything that may assist my



children to cope better
I'm delighted
I'm good with the programme. If it helps that's great
I'm grateful that X was selected to attend the program and excited to see if there are any changes in X emotion's towards the situation after.
I'm happy for her to attend
I'm happy for him to attend this positive program if it will help him with his anxiety and depressive feelings.
I'm hopeful, I have gone to counselling recently to help me and it has
I'm hoping it will be a nurturing and supportive experience. always good to share how we are feeling.
I'm hoping she gets more out of it than previous experience. pleased she agreed to attend
I'm impressed she is a lot clearer on her feelings and can describe how she feels clearly
I'm okay with it
I'm pleased that he was keen to attend and that this program has been offered.
I'm so glad for her to be able to receive help at school
I'm excited that he is attending this program. It sounds wonderful for his emotional intelligence
I'm feeling happy!
I'm feeling happy.
I'm happy he wants to do this
I'm really happy for him to attend
I'm really happy that he is attending the group. It should help him to cope with his father's death.
I'ma happy for X to attend as we and he will try anything for a positive outcome
in some ways I feel that I have failed my son, but I know that I am doing everything I can for him
interested to see what he learns from it
It definitely helps to assist X in understanding the life experiences changes and emotions that have occurred
looking forward to seeing growth in X in a positive way
optimistic!!
optimistic/supportive
optimistic and supportive
optimistic
Optimistic that this will help my child.
Optimistic. I would like to know what strategies the kids are using in order to reinforce for my son at home and in life more broadly.
Pleased and excited in the hope for positive outcomes.

pleased that this program is being offered
positive
Positive
positive - he's enjoyed the first session and seems to have gotten a lot out of it.
positive and hoping it is beneficial for him
positive and optimistic. I think/hope she can learn about self-help and awareness
positive good for them to have someone to talk to and understand change happens to many people in lots of different ways
positive that he will respond well to the program
Positive that it may help her understand what's going on
positive thoughts. X will be able to cope with these things in life better
Positive- hoping for improvements. Uncertain about how comfortable he will feel in group
positive, hopeful
positive, slightly anxious and hopeful
positive; good for his development.
positive. Anything that helps our kids accept and process feelings around life events is a positive thing.
positive. appreciative that the group will confidentially allow XX to discuss her feelings and emotions
positive. appreciative that the group will confidentially allow XX to discuss her feelings and emotions without judgement.
positive. I feel that this will benefit him
positive. X is keen to be involved
positive/hopeful that it will be a good experience for my child
positive and hopeful it will assist
positive hopeful thankful
positive hopeful thankful
pretty good as I'm certain this will help her come to terms with the loss of losing close relatives and friends in the near future
really good, I'm hoping he can learn something new not only about himself but others around him
really grateful that it exists
really happy for X to be attending SOC
Really positive - will be great for her to see that others are in the same boat and have an objective, caring adult to talk to.
Really positive about her engaging with this group
relieved and thankful :-)



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Should X not be getting the support or opportunity to speak about her issues at either home, a safe place for her is important for emotional/mental wellness

so far so good. Lachlan seems to enjoy it and is happy to talk through things he has spoken about at the sessions

super

things seem to be going well so far

this program will enable X to understand his feelings/emotions to a better extent. I'm feeling positive for this to happen and my son start to grow

very comfortable happy that he has an environment he's comfortable in

very glad - I think it's a supportive program that helps children to learn more about themselves.

very happy

very happy he has others to talk with

very happy with program

very happy, she enjoys it and has helped her overcome her anxiety

Very hopeful.

very please, I hope X finds it useful.

very positive

very positive and excited that she is able to have this experience and opportunity

very positive indeed

very positive!

very positive. we like our children to feel they have a network of support not silos

very positive and optimistic that it will be good for him

very supportive and hopeful it will help him

We are happy and feel that anything that helps her to cope is a good thing

We are happy for him to attend

we are happy she can learn and share with others and realise these things happen in life. Don't let it stop you from moving forward.

We are positive for him to participate and share his feelings

we as grandparents are both confident X will benefit from the group discussions

we feel this is good and thankful that she has someone else to talk to if she feels she can't talk to us

We think it would help X grow and develop his communications skills

wonderful fully support this and other group sessions that help kids identify who they are

wonderful opportunity

Negative or Neutral/Other

A little anxious about what other children might share, but trusting that this is a positive program which will benefit my child

Anxious and hopeful she will make some growth, as I am at a loss as to how I help her

apprehensive, excited, worried, nervous, hopeful.

concerns about bringing up events that cause him pain but I know managing emotions is important

doesn't bother me if she attends

Gain experience

I hope this process will survive the least damage

I trust the teacher

I was unsure at first until I was given more information in regards to what is done during the group working together

I wasn't aware that the program was for children who have experienced change and loss in their life. I am therefore nervous that it may not be appropriate for him.

I would like to know what's going on in there or get some feedback about how he is going but I think he needs something so I'm quite positive about it

nervous as I don't know what questions may arise from it back at home

no issue

not really sure how it will work out

ok

ok but I'm not sure if the program will offer enough specific support

ok. I feel she deals with her situation well but I think it's good she talk about feelings with other people

Ok. Worried that it might stir up feelings for him but we know it will be for the better.

see how it goes

unsure and uncertain. not sure what to expect

unsure at this point

unsure if they will understand and why they are attending. Positive session to teach and learn life skills

We fail to teach them how to have secure relationships with people and also how to function healthy as individuals

X doesn't talk much about her feelings





Anything Else Regarding SfG Contact

before his sister moved out of home she would spend hours a day with him. Now when she comes for a visit she isn't as attentive to him, which I think he struggles with and makes him sad

during the course of the program - if there is any feedback with his level of insight and acceptance hoping for the best and that X enjoys it

how long it runs for and what feedback does the pa

I also have my younger daughter enrolled in the program and have had positive feedback from both of them. The program has helped both of them move on.

I would just like to say thank you for running this

I would like to know the progression of the program

I would love to become accredited as a companion. I would love to help run future programs in my children's school or in others in my local area.

I'm just happy these guys have the opportunity

it is a great program and a great opportunity for

just a big thank you for allowing children to see there not alone and to be able to communicate

just that whilst at school X appears ok

mainly how to deal and understand life changes

my child has high functioning autism and is quite active so can have issues focusing and expressing feelings when upset

my son is going through a bit of anxiety

n/a

no

No

no all very explained by staff my daughter

no and thank you

no contact with father. There is an AVO in place.

no thank you

No, but thank you for making it accessible. Oh Yes

nothing else other than thank you for allowing him

part of this was discussed with the child some of

please note that my son was diagnosed with ASD level 1 so emotional and social development needs targeted intervention. He has a psychologist to help too. Thank you very much for this wonderful program.

Positive as so far.

provide tools to address and manage changes and un

Seasons for Growth has helped both my children understand

she lost her great uncle up in Townsville that she grew very close too over time in August last year and in that time has found it some difficulty to deal with his loss from time to time as also could not go to his funeral last year either at the time

thank you for it!

thank you for offering this program at X

the program has helped X significantly, I hope it will continue on to support children that need this

the programme so far has been positive.

The session on 'remembering the good times' may not this program has helped both my children grow and learn

updates would be of interest

very pleased with school and coordinator - open co

We feel privileged to be a part of the program an

we give our child opportunities to express herself

We would like to be kept up to date with his program

we would love to see some feedback regarding X

were a defence family. He's had 3 schools in 3 year

when X is with his Dad their relationship is based a lot about money and if schoolwork/homework is 100% X receives \$100 or (travel to America promise). It's this that makes it hard to teach X as I do, always just do your best. Lots of confusion

X is seeing a child psychologist out of school

X constantly lies at home.

X has had a myriad of well-meaning people

X has had many changes in the last 5 years.

X has had no contact with her mother at all.

X has just spent 2 weeks with his dad and stepmother. This is always a challenge for X. He feels he doesn't get personal time or have his own space. X finds it difficult to fully express how he feels in this house.

X has nightmares and is unable to recall what has happened

X is a little angry that I informed X about our situation

X is having issues with her circle of friends at school

X is introverted with her emotions. She keeps all things to herself. We always encourage her to express how she is feeling and why. I would like X to develop more confidence in expressing and communicating her feeling (emotion) in words.

X is very sensitive to friends comments and expectations

X often gets upset at bedtime

Yes I think this program is great

Appendix 5: Full Responses of Companions

Main Reason Attended

- 1. family break up 2. recent loss
- 3 people was divorce 2 death 1 both
- A history of trauma anxiety depression and issues making and maintaining friendships
- a large variety - family illness, death of loved family member, separation, divorce
- all had experienced change of country through migration/refugee experience
- bereavement
- big changes within the family- separation
- breakdown of marriages/relationships/ Dearth of parent/grandparent
- change and loss in their life (sep. of Mum/Dad). Moving schools
- changes through separation in the immediate family
- changes in family structure due to divorce or death
- death and divorce
- death of loved ones parent separation and ongoing associated issues between parents-children
- death of parent change of environment (moving interstate) separation
- death of someone close, broken family relationships come a very close second however
- divorce
- divorce and separation
- divorce, change of school/location (high percentage of Defence Families), parental absence
- divorce, sep incarcerations
- divorce, separation and death
- divorce. Death of family members
- divorce/separation
- Due to the nature of clients who are accessing family mediation service, participants have experienced change and loss as a result of parent separation
- family break downs, death of grandparents, inability to cope with friendship struggles
- family break up
- family breakdown and mental illness within those families
- Family changes and separation from parents
- family changes divorce/death/loss
- family changes eg divorce, death of a sibling, foster parent issues, grandparent death, family upheaval
- family separation
- family separation - not coping
- family separation, death, sibling chronic illness, absent parent, parent disability (recent)
- Family trauma. Heading into Year 7
- Had been working with a child whose father had passed away
- I work in the school as a counsellor. There are a number of students that are experiencing grief and loss, so this program was very helpful
- in this group it was separation of parents and loss of extended family members
- incited by the schools because children's attendance was waning or they were being aggressive, due to the losses children had experienced
- loss through death
- loss in family and divorce
- loss of extended family member and parents separating
- marriage break ups violence
- parent divorce and family death (grief and loss)
- parent divorce/ separation and death of mother/sibling
- parent divorce/separation, family member death
- parent separation, transition to a different country, loss of pets, grandparents
- parent separation/divorce; family illness' death of a close person and transitioning into a new school
- parental separation
- parental separation. Placed in foster care. Parental death, maternal mental illness
- parental breakups
- parents asked about them to be involved. 1 student had experienced another significant loss and this was the 2nd time to do Seasons. I could see him d
- parents divorced or deceased. To have strategies to cope with change
- Parents nominated their child
- parents separated
- parents separating / divorcing. Death of family or pets
- parents separation
- parents separation changing schools heading into sec school
- parents separated/divorced and some with new partners



What Aspects Did They Most Enjoy?

parents that have separated and family members dying
separated family's/suicide grief of parents
separated parents, death of parent to suicide
separation
separation and divorce
separation divorce and death of loved ones
separation divorce domestic violence death of a close relative
separation in family, sickness in family
separation of parents
separation of parents and death of parent
separation, death of a family member
separation, divorce, death - parents felt they children needed help to process grief
The children had experienced loss in some aspect of their lives
the main reason participants attended was parent separation, due to the nature of services offered at Centrecare
The main reason students attended the Seasons for Growth program was because of parental death and significant change in their lives
the participants appeared to be looking for ways to find tools to learn how to manage their lives. They appeared to enjoy the chance to share
The students had all experienced a major change in their life
Their parents wanted their children to have extra support at school. I don't think that they all knew exactly what the program was about
their parents wanted then to do the program and to receive support at school
They were invited to join because of part grief and loss experiences in their lives
to gain support for their children going through change
to manage emotions/feelings. to seek some comfort/ understanding of their change
to support the participants in their time of personal grief, to adjust to the change in their lives
Varied- parents splitting up/heading to high school/b/c siblings did it/grief over grandparents dying
varies

1. they liked the activities eg mobile/bunting, happy family memory. 2. They liked sharing their stories
3. They enjoyed hanging out with students who experience the same things they went through
active sessions- ability to talk openly with friends - or people who have experienced similar changes
activities
activities (hands on), chatting and being with the other members of the group
activities and talk time
activities they could get up and move around
Activities, journalling, music, initial conversation at the start of each session.
being able to be with others to know they are not alone going through the change. Using the imagery to help with feeling
being able to come together each week and learn about themselves and their grief and loss
being able to discuss and explore feelings in a safe environment and being given skills to help them work through their loss(es)
being able to share their feelings in a safe environment and feeling heard
being able to talk to each other in a private and confidential setting
being in a group. Sharing experiences
being in a safe understanding group where they were free to express themselves. They participated wholeheartedly in the role plays
being in a small group environment with a trusted adult and knowing that the group was not quite like a classroom environment
being part of a small group who have experienced some events in life that are similar to them
Being together to talk and journal. Celebration!
being with others who have also gone through grief/ loss/change and having a space to share
building relationships with new peers with the understanding that they have all experienced change and knowing they're not alone
charades house drawing writing different feeling for jar
coming together each week and having a space to share and have fun
conversation with peers
discussions as we worked through the seasons. times to

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share ideas/thoughts. Music - loved the songs (esp Yr 3 students)

everything, especially planting their flowers and showing them how they grow and change

fellowship and support

finding connection with others through discussion

food being in a group with children who have similar feelings and situations

for the boys it was doing a variety of activities and being able to talk about what happened to their families in a safe space. For the girls I think that realizing that they weren't alone in going thru upheaval and that they weren't going to be judge

forming a group, getting to know others and recognising that they were not alone, others are on their own growth/learning journey

games and activities

getting to know the other girls

getting together each week with a group of children and sharing their situation and enjoying the friendship and activities

Group participation

group sharing. Activities

Group wk. special room/campfire/strength cards

having a small group in a special seasons room art music popcorn plants. All hands on activities

having time to talk and listen to others stories

I think the children enjoyed the opportunity to share their story in a safe environment

I think they enjoyed being in a small supportive group where they could share their story and learn strategies to help themselves feel better and move forward.

I think they enjoyed being with other students who have gone through big changes in their lifes. I think they liked knowing they were not the only ones to experience change

I think they enjoyed drawing exercises and sharing their stories

I think they mainly enjoyed

interaction with their peers who are experiencing similar changes. a chance to talk about it with people who are completely uninvolved ie not Mum, Dad or grandparents

Knowing that others also have experienced change and that we can support one another

Knowing that there were other children "in the same boat" as them. It seemed quite a surprise to some.

knowing the group was exclusive to them

knowing they are not alone in their circumstance and making new friends

listening to others stories and realising they are not alone

loved the books

making connections

meeting and sharing stories with people they could trust

meeting other children going through the same experiences as them

meeting peers whose families have also gone through changes

memory activities

peer connection; a safe space to share how they are feeling; the journals; the activities particularly hands on

picture of self - growing personal change. activities - sharing

role playing, songs

sharing experiences and learning strategies

sharing of their story. Coming to the realisation that someone else has been through changes like them too

sharing their experiences with others (peers and adults). Activities

Sharing with eachother

songs book/journal activities talking

students enjoyed having small group time and time to talk. They enjoyed completing the student book.

talking about their feelings and sharing their 'secrets'

talking to eachother. Campfire celebration

that is was a small group program and that they did not have to participate in an activity if they didn't want to after a whole day at school

the activities and hands on style of the program, not just completing questions and answers was definitely beneficial. I believe that at times they struggled to understand the comparisons of seasons which at times was also challenging as a companion.

the Celebration! also, the activities, the symbols (such as lighting a candle for each participant at the commencement of each session as they reflected on the group rules) and the new (hopefully lifelong) friendships that were built

the children love sharing their own stories and after listening to others, they realise they are not the one ones experiencing change.

the craft bits, sharing information

the journal opportunity to talk in a safe environment

the journals, being able to write and draw in these and share with the group

the knowledge they are not alone in their experience

The opportunity to come together as a group and work through their journals. The celebration!



The opportunity to participate in a group that was special for them ie sense of belonging

the participants enjoyed having time to share with others their thoughts and feelings. Also knowing it is a safe place to share

The participants in this group enjoyed craft, games, music and drawing in their journals - also the celebration!

the relationships with the other participants and the sacred space that we facilitate (safe)

the sharing stories with others. The music and games. Journaling in their books. They LOVED the end of session party.

the sharing.

the small group setting Being able to express themselves without judgement and to be heard

the students enjoyed the friendships and support they developed with each other

the children in the group enjoyed the activities and games

they enjoy being in a small supportive group

They enjoyed the activities and the aesthetics of the journals. They also looked forward to lighting and blowing out the candles at the beginning and end of sessions - And the lollies!

This particular group loved the music and making new friends

varies



What Did They Least Enjoy?

1 participants expressed that they did not enjoy the SFG songs

Allocated session times were shortened as the attention span of this age group meant a 'short, direct' lesson worked best

at the beginning opening up to members in the group

At times some found it difficult speaking about their changes in front of other students, specifically those who's culture varied. Influenced by what they discussed.

being challenged to share (feeling a little pressured to share because others had)

coming up with things to write down in their journals eg feeling they had to write something that was 'correct', even though this was explained as not the case.

discussing winter and comforting feelings

discussing winter, identifying feelings for junior levels could be challenging

doing feedback forms

Don't think any

feedback from the group has been very positive - sometimes fitting everything into our time together proved a challenge - we did make each session 50 minutes and modified where necessary

Filling in evaluations

filling in survey at end of program

filling in the journal - low literacy levels for 2 participants. Talking was better for them than doing finishing

group were very responsive to every session

I am not a trained teacher and so at times behaviour management was a challenge. This meant the group was sometimes off-topic which I think was the least enjoyed part for participants.

I honestly couldn't say. They were always eager to attend the sessions.

I think only initially being able to speak in front of the group. XX took a little time to become confident with self-expression

I think the boys group struggled the most with grasping the concept of the group from week to week. They didn't make the link as easily from what we learned last week to what was happening this week

I think they enjoyed most of the program

I'm not too sure, generally they were happy to contribute and cooperative joining discussion and activities

journal pages

leaving class

missed coming out of some classes to do the program

missing out on class activities, the fishy music (the school had played fishy music a lot at assemblies)

missing out on fun things in class eg computers, art

Missing out on something that was happening while at SfG ie art of sport

missing out on what was going on in their class at the same time they were in the group

Most of the kids enjoyed everything! But a couple did not like the bookwork

Most of them loved it all except one student did not like the writing in their journal

most students find it difficult to tell their story even though they choose to do this

music

n/a

none

None particularly - not over fussed on journal

Not really sure, maybe writing for too long.
not sure
nothing really!
One boy didn't like the book work
One of my boys was very reluctant to share - new to the school
participating
recording some things in the journal
seat still, they didn't like to concentrate
sharing feelings was challenging to begin with
Some didn't like role playing/acting. Others loved it!
some exercise that involved writing or patience - particular children had ADHD making it difficult
Some participants struggled with time management in terms of finishing the activities in their journal
sometimes bringing up feelings they've suppressed
sometimes the children were not interested in completing the journal activities as it was like schoolwork however they tended to follow the group after a while or I would start off with the activity in the following session. Songs on the CD
strong feelings to begin with
That it finished. Not having enough time to be fully heard
the children loved everything about seasons
the emotions it raised
the music - our 9-10 year olds were a bit too old for it
the music CD our children were a bit old for it and didn't want the songs
The serious stuff - at Stage One Level, the ability to recognise feelings
The time constraints - it was hard to get through the activities in the time allocated
the writing in the journals. I think because they are younger they would prefer to just do activities and draw
They didn't like doing the survey
they didn't respond very positively towards the music
they found the whole program engaging
They seemed to enjoy it all, but sometimes they were sad talking about some events
they thought the time was too short and wanted to keep going!
they were at times a little resistant to role play tasks
This group didn't enjoy listening to the songs
This group was mostly active and didn't enjoy sitting and listening for a long period of time - keeping active was more beneficial

timeline, claim, maybe the end of the seasons sessions
Timing of group session, sometimes find it difficult to leave classroom
unknown, maybe the end of the seasons sessions
varies
When the 8 sessions finished. They wanted it to continue

Most Significant Learning



1. change is normal and everyone goes through the same change in different ways 2. They have learnt skills to help them go through change and difficult times: support/network, enjoyable activities, happy memories!!

A child realised he could be upset and did feel sad that his Dad had passed away

a) change has happened however there can be positive aspects b) learning strategies to help deal with situations

About how important their memories are and making decisions

being able to talk and share experiences and feelings

Being together, listening to each other's stories

change and loss are part of life but we can do things to support when these losses happen

change and loss is part of life

change can be good/bad how to recognise feelings.

Use strategies to cope

definitely exploring and normalising changes with themselves and their families

Everyone goes through change. Emotions are not good or bad, it's what you do with them that is important.

express feelings feel normal

finding connection and realising they are not alone in their experiences

helping to manage their emotions when going through difficult times

how to manage their emotions and understand they aren't alone

I think by just being together and having adults listening acknowledging and validating what they have experience helped them to accept change and also that others go through change also.

I think the most significant learning for the children in the group was knowing that they are not alone and not the only ones experiencing grief/change/loss

I think the students developed a bank of coping strategies for when times are tough. I also think they learnt that change is a part of life

I think their resilience had improved because of the



encouragement they received from their peers

I'm not the only one

Its ok to be angry and how to manage their feelings

Knowing the another children have gone through similar experience. Learning new ways of coping and/or expressing themselves

Knowing there are things they can control

knowing they are not alone, connecting with other children

knowing they aren't alone

learning strategies to deal with difficult situations. They are not the only ones who experience the changes

learning that other children their own age experience similar grief and that it is ok to talk about it

learning to adapt to their own changes and acknowledge their own feelings

learning to make good choices that will benefit them. The need to consider what consequences follow a particular choice. This learning showed their communication and decision making skills. They were really engaged

life is like the seasons - good times like summer will come again

mainly that other children are experiencing change as well as them - they are not alone

Most significantly I think that understanding that not all changes are associated with negative circumstances

normalising change

not alone

not alone. Have someone to talk to

Peer support, network building and awareness

realised other students are going through similar changes!

realising other children are going through the same changes as they are. That they are 'boss of their feelings'

Recognising that they are not alone and that it is ok to have a range of feelings

strategies to use when they are feeling sad.

Highlighting support people around them

Students felt they were cared for and allowed to share thoughts and feelings in a safe space. They could rely on each other for a friends if they were lonely on the playground

that change happens and it is part of life. There are strategies which help us cope.

that change happens to everyone. change can be good. feelings don't last forever - feelings change quickly - you have the power!

that change is a constant and doesn't have to be a bad

thing

That change is a normal part of life, and the feelings associated with change will not last forever.

That change is normal. It is okay to feel sad, angry, afraid etc but there are useful way to help us with these feelings.

That change is part of life - things never stay the same that changes are normal and there are strategies that they can choose to strengthen and develop resilience.

that lots of families go thru significant change and they aren't alone in this

that the children had a safe place to talk about their experiences and that they had in common that they families composition had changed resulting in a change in relationships schools residence other parent having to look for work amongst other things

that the range of emotions they feel is okay and that they are in charge of how they respond to these feelings

that there are other children who have gone through similar changes in their family but these children are just like other children. That they can process the changes in a safe and supportive environment, changes in their immediate family

that they are not alone, that life is full of change

That they are not alone; they have friends; how to deal with emotions

That they are not alone. There is normally in their stories

That they can control their feelings and make positive choices when they are feeling negative

That they have a choice in how to respond and they were not alone/unique as we all are impacted by change

That they realise that they are not alone in experiencing change and that they know that they have strategies that can help them to feel better and move forward

That they're not the only ones and they can do things to help themselves feel better

they are not the only ones. coping strategies. support networks

the ability to recognise that they can talk to people they trust when they need to

the benefits of inter-dependence - making and building connections with others. How to deal with tricky emotions

the children recognised that there were other children whose parents had separated and they experienced similar issues. They all could give different choices they could make when they were feeling angry, sad etc The loved the motto 'I'm the boss'

The ease at which they were willing to share as the

Appendices

program progressed

the knowledge that other people share similar stories of change

The knowledge that they are not the only ones experiencing change. Sharing ideas on how to manage feelings

they realise they are not alone, that it is not their fault that parents separated They feel safe and listened to.

Their acceptance that change is part of life

there are others who have experienced similar change

There are strategies to help them to learn. + cope with feelings

They are not alone

They are not alone in their experiences. Someone is interested in them and their experiences

they are not alone, change is natural

they are not alone. there are people worse off than themselves.

they are not to blame for change, change is part of life

They are the boss of their feelings. They can choose how to act. That they are not alone.

They can now name their feelings, use their body signals eg sweaty palms positively to help them activate their ways of coping Eg going for a walk, calling a friend. also, they know that it's okay to talk about how they're feeling and they have identity

they can share very personal information and not be judged. They have some control over their feelings

They don't feel alone. They realise feelings can change and how to recognise and deal with change

To learn they are not alone. To feel supported

to share and identify feelings

understanding the significance of change

understanding other peers and also adults have experienced loss and change in their families and they/ we all cope in different ways

understanding they have a choice to make a decision when faced with emotions

varies

ways of coping with change when it occurs, how others have shared experience and how it may effect the body and feelings - Relationship between all

How Has it Changed You?

a better understanding of the effects of family separation /bereavement on kids and how to help

A much greater understanding of the effect change and loss has on young people and how they can help themselves

being a good listener

being aware of how children can bring positivity even through trauma and difficult change

being more aware of children's reactions and response to their change

confidence to run group programs

confidence to run group work

confidence to run small group programs

dealing with kids in a better way and be a support all the time

Each group I run I am influenced by their honesty and respect for each other

each time I share my story there is more healing

empathy towards others

enhanced my learning of children, grief and resilience

experiencing change through the eyes, mind and heart of students

further developed a kid friendly understanding

Given me greater hope that children can be assisted through tricky times

great appreciation of what some students are going through

greater awareness of the need to create opportunities for students to understand and manage change

greater understanding

Has extended my knowledge and understanding of how to move forward through grief

have a better connection with the children I work with

Having recently experienced a loss, it was healing

Helped me see that kids are resilient. The groups are enjoyable and more so with confidence

how much separation affects children

I am more aware of the needs of children going through separation/death issues and I feel I have some tools to





help them

I can use what I have learnt in other aspects of my life

I feel I have a bit more insight on how separation effects children in different ways

I feel much more connected with children

I have an overwhelming sense of duty to educate others about grief loss and change

I have become a better listener. Improving all the time at running program

I have more empathy and patience

I have run the program for about 10 years and I have completed the training twice and I totally believe in the benefits of the program

I have transitioned from Autumn to summer and understand grief will always be there but it changes and life is full of change

I love the Biblical foundations - this helps me to renew my mind, and practise as a Chaplain

I never fail to be surprised at the changes in some children

I realise how children offer and need support

I understand my own grief better and also have learnt that students have their own agency

I've been able to apply some of the lessons in my own life

Insight into children's experiences, more experience working in a group program

insight into complex lives some children live and the deep things they think and feel

It has assisted my own understanding of grief and loss and allows me to nurture others

It has changed the way that I look at the grief I have experienced in my life

it has given me greater resources to use in my role as a counsellor

it has helped me in my regular work on how to explain change to children.

it has helped me personally reflect on the change in my life

it has helped me see that children carry many worries so helped me be a better listener

it has helped me to be that bit more resilient

it has helped me to go into a little more detail on this subject and relate it in a different way

it has made me more reflective. Every time I run a program I plan for the age group and wellbeing of each participant

It's helped me to understand about grief and loss and the significance of teaching children the skills to cope with change and loss

more aware of children's situations and feelings

more awareness of students thoughts into grief

more experience in working directly with children, gain more insight in their experiences and coping skills and how children in the group connect

more mindful that some families are doing it tough

more understanding from child's perspective

more understanding of grief experiences and reactions

My career and study choice became clearer, and my passion for grief and loss was reawakened and confirmed

My father passed away a few days after doing companion training. Good to know that it was winter but spring is coming soon

not being afraid to talk about loss and bereavement with children

personally have more confidence that sharing your feelings helps you deal with them

reminded me of my own losses and how much I have learnt to deal with them in a more positive manner

reminds me to cut myself some slack

supports me to understand how children deal with change

to not be attached to an outcome and have faith in the process

to reflect on change in my life and in my students and the benefit of sharing our life journeys to understand we are not alone

understand the impact of change and loss and how to help

working with older children gave me insight into their concerns





Would you Run the Program Again?

A lot of students are dealing with grief
A very worthwhile program which assists children
about to run another session in other school
about to send expression of interest for yr 5/6
absolutely LOVED every minute of it
already looking at 2 additional groups - high need
already planning the group for this term
always a need in a big school
as a school we try to run a group or two every year
Because I loved the program and the very engaging
and well-designed sessions and how much help and
support it is for kids changing their lives
change in jobs but hoping to run program in new role -
just not sure
extremely valuable to the students I work with
fantastic guide program full of resources, strategies and
online supported templates
high need in my school - admin request
I am a greater believer in empowering students and this
program is a helpful tool
I am very passionate about helping children realise their

worth and potential
I believe in the integrity of this program and the
difference it makes to children
I can see the benefit for the children
I enjoy working as part of the seasons team
I felt unsupported with time by the school executive
I have been a companion for many years now and will
always offer to facilitate groups at the school I work at
I have organised to run Level 1 in the fourth term
starting Oct 8
I have support staff around me that are willing to
companion with me or help run the program
I hope to continue at school if need
I know the value of the program for children
I like the program and be in the journey with children
I like the program but I work independently and have to
find suitable venues and groups willing to pay.
I like the program material and am preparing for a level
2 group in term 3 2018
I love seeing the joy in the children's faces and giving
them a safe platform to express themselves
I love the program, it's very beneficial
I regularly run SFG bc it is a great program and helps
develop rel's in schools
I see it as a vital way to help the many students facing
family separation, change of school and death
integral part of our school's wellbeing /chaplain
program - each level run annually as needed
It is part of my position
It is the most important part of my role as chaplain at
my school - it is run every year
it was a great experience and I would run it again
it's a yearly program at our school
it's a beautiful intimate group setting that allows self-
exploration without judgement!
it's embedded in this school culture. Our school is
known for the program
It's part of our school curriculum
loss of support from schools I work in to deliver
loved the experience, loved supporting the children
my principal is very supportive of the program as we
have many students who have experienced grief
My schools want me to run 3 groups every year
part of curriculum
part of my job
part of the curriculum here
planning the next group already!



planning to retire
preparing for level 2 group during term 4 2018
running a level 2 group next
running it as part of our wellbeing in schools program
running my second group now
school want to continue program in 2019
school wanting to continue program in 2019
SfG id provided to students on an annual basis (mostly) and I am one of two facilitators at the school.
SfG is well supported by my school community. It is within the scope of my role as School Chaplain to run the program.
starting another group in a week
The benefits are obvious and many children in the school could still benefit from the program
the program is very successful at my school and I receive a great deal of support from my principal and deputy
There are children in the school who have been through changes and would benefit from SfG
there is a great need for the program, with many parents wanting their children to participate
to support children who are struggling with grief
we are planning the next intake
we offer it every year at our school
We will be starting a new group this term
We will starting a new group this term.

Anything You Would Change?

all participants found the Superhero activity a challenge. the participants challenge me!
At times, it was difficult to fit all of the lesson content into the time frame that we had
do we really need the party? This is private. The trust of the small group had a big impact.
due to time restrictions in the school time table I don't use all the resources and activities I use what suits the group and time we have
each group having time at then end as lots of activities in short space of time
great program!
I add a fun activity at the end of each lesson so that my students walk out the door with a smile. sometimes we don't have enough time to cover everything
I am a male and I found that some of the Year 5 and 6 boys did not respond to some activities very well. For example, singing and craft-based activity

I can't think of anything.
I feel that Seasons for Growth is a valuable program that can help to assist our students dealing with grief, loss and change
I felt that the session that was about choosing different options wasn't understood by the children
I find I have to run with the timing of the group. The music does not quite sit perfectly for this age group
I like the variety and choice of activities. it would be helpful if the journals could be downloaded from the website
I suggest don't ask children to bring baby and present photo. almost half of the children don't get to bring photos and they feel left out.
I think it would be great to have send home documents for parents to see what students did in the group that day
I think that some of the session activities may have been too condensed to fit with the timeframe
I think there should be more PD- workshops I am a member of the Australian centre of grief and bereavement and attend workshops they provide.
I would add a few extra options for different activities
I would like to incorporate more physical activities and creative activities/craft
if the program came with 'packs' ready for companions to run with, that would be helpful. ie music/video links ready to click on for each session?
introduction of some mindfulness exercises to help in stabilising mood and managing stress
love it
love it!
more content on grief itself and what it can look like. As in some people are in deep grief some handle grief very well
more time for planning, admin and debriefing
music for older children
n/a
no
No
NO
No - I really can't think of anything
No, all good and appealing material however it would be helpful if the journals could be downloaded from the website instead of having to order them
No, obviously I will make slight changes, depending on the different group dynamics etc
No, to be honest it is perfect - very adaptable and research evidence-based
No, very enjoyable. I did use Smiling Minds - guided

Appendices



mindfulness at the start of Seasons to get the kids focussed since our sessions are last on Frida

Not at this point

not at this stage. The new edition is excellent

notes to take home for parents to see what was discussed in the session that day.

often there is too much content to get through in a group of 7. So some activities are culled in preference of group discussion

parent and child surveys too lengthy

participants should be chosen properly maybe receiving a proper debriefing on participating session

some concepts are presented too childish for that level

some of the activities in level 3 and for the cohort/ demographic were a bit 'middle class' for the group of boys. Not quite sure how else to express i

Some weeks there was too much to get done in the session, for example week 2 of summer and with the surveys added in

sometimes struggle to contain it within 8 weeks

survey for level 1 students. One page would be sufficient too complicated for some year ones to follow the amount for forms/paperwork required for families/ participants complete isn't conducive for a school environment

The children got confused with the seasons/weather so I focussed on the books and journals more so than the activities

The journals are lovely but maybe a bit too childish for some children and not 'hip' enough? Only noticed that with this group who are very girly,

the length of the sessions - I would make it a double period however, realise that they're are competing classes

The program works well and is flexible enough to make adaptations depending on students' needs.

the strong linkage to school. funding to run program outside of schools would be useful.

the survey too long and complicated

the surveys! a more child friendly easy to understand. Some language and concepts too hard.

Would like to have more local PD - in regional Victoria (Gippsland)

Anything Else?

A lady who was a carer of her grandchildren - valued the program so much that when she died she left a large amount of money (\$3000+_ to pay for journals so children can participate over the next few years

I only work 2 days a week - I always have a waiting list for the program. I only offer it to Grade 3-6 students, b/c of time.

I think it is a great program!

I think it is a wonderful program. The boys enjoyed coming together and supporting each other. Some of the activities (which I adapted) and parts of the journal the boys thought were a bit 'baby-ish'. They have had tough upbringings.

It is a highly valuable resource that needs to always continue and be available for children

It was very worthwhile

thank you for seeking feedback. A very worthwhile program

The program is very beneficial

Wonderful program! People have told me that they chose to send their child to CCC b/c we run the SFG program! Amazing.

Would love to do this - leading groups as a full time job! Love it.

great program!

great program. glad I trained as a companion worthwhile for the students and their parents. thank you.

great programs, thank you

happy to participate this time but this process would be too lengthy / time consuming to do every group. Especially difficult to get parents to complete and return surveys.

having had experience running similar programs to Seasons for Growth, I feel as though this program is highly effective and uses language that the participants can easily understand. It's one of the best programs I have run

how does program go being held continuously in a school? Is it sustainable to keep it going all the time?

I am very passionate about the program and love delivering it every year. I have companioned for 10 years now and run 2-3 groups each time. I find it a privilege - hard work, but a real joy!

I do think the surveys are quite onerous and time consuming; especially for students and parents

I enjoyed running my first group and am feeling more confident as I commence my second group

I feel very privilege to share the journeys of my



students and families. Thank you.

I find it an interesting and encouraging program to be part of. It is fascinating, heartwarming and wrenching to see, hear and take part in these children's stories and what is brought out through Seasons for Growth group.

I find the indirect approach of using the seasons as a symbol is a little bit contrived. I found many children who are distressed by certain matters probably don't want it related to season change however discussion is a great thing for children

I found the level 1 (foundation -year 2) students didn't get as much out of the discussions as level 2

I think the survey is very broad and I would question any results that were an outcome. Each child in each session has differing views, based on their age, experience, environment, emotional development etc

I very much enjoyed facilitating the seasons for growth program and look forward to running it again

I'm finding parents are not engaging until the end of the program regarding surveys and responding to emails and phone calls

it has been beneficial to run all Seasons groups on the same day. you can really focus on the subject and get the room ready.

it is a program I feel very strongly and passionate about. It is non-religious, safe ,supportive, and enabling! I wish every child could participate.

It is very helpful that a companion can refer parents to SFG website for further reading. all material is beautifully presented and activities well thought through. with younger children in mind I had prepared playdough in the four seasonal colours

love the program and value the education and space it offers our students

many of the students experience anger as a grief reaction and I would like to know more about how I can support/teach them to manage this particular feeling

n/a

really felt the seasons metaphor worked so well as did the activities. I feel it would be helpful for communities if this metaphor and its implications could be more universally taught and discussed from nursery to leaving school

reduce the amount of paperwork required by comp[anions to complete and forward back.

Seasons for Growth is a wonderful program. The children did find the survey very long and difficult to understand the questions

seasons is an effect way for participants to deal with grief and loss in their lives

SFG website very helpful, both for companions and for parents to inform themselves. material is beautifully presented and choice of activities is great. Can add own such as playdough, youtube clips, have large teddy bear dressed up in seasonal gear

sometimes the resources we need can be hard to find and expensive. I do with what I have and try to accommodate with similar resources

suggestions regarding new forms: would rather the evaluation forms did not have the option of I don't know or prefer not to answer for gender. some faces do not correspond with the words in the answers which can be confusing for the younger children.

thank you for a wonderful experience

thank you for the opportunity to support young people with this program

thank you for the time and work placed into the program and ongoing support.

thank you.

this program is one of the reasons I feel my role as chaplain is so worthwhile within the school. This turns life around for some very sad, struggling kids. It's a privilege to Companion these groups.

well received program in our school

Why is 'prepare not to answer' an option under gender





Seasons for Growth

2019 Evaluation: Final Report

Andrew Day
James Cook University

Sharon Casey & Ashlen Francisco
James Cook University

Nina Watts-Carrier
Good Grief,
MacKillop Family Services

14th May, 2019

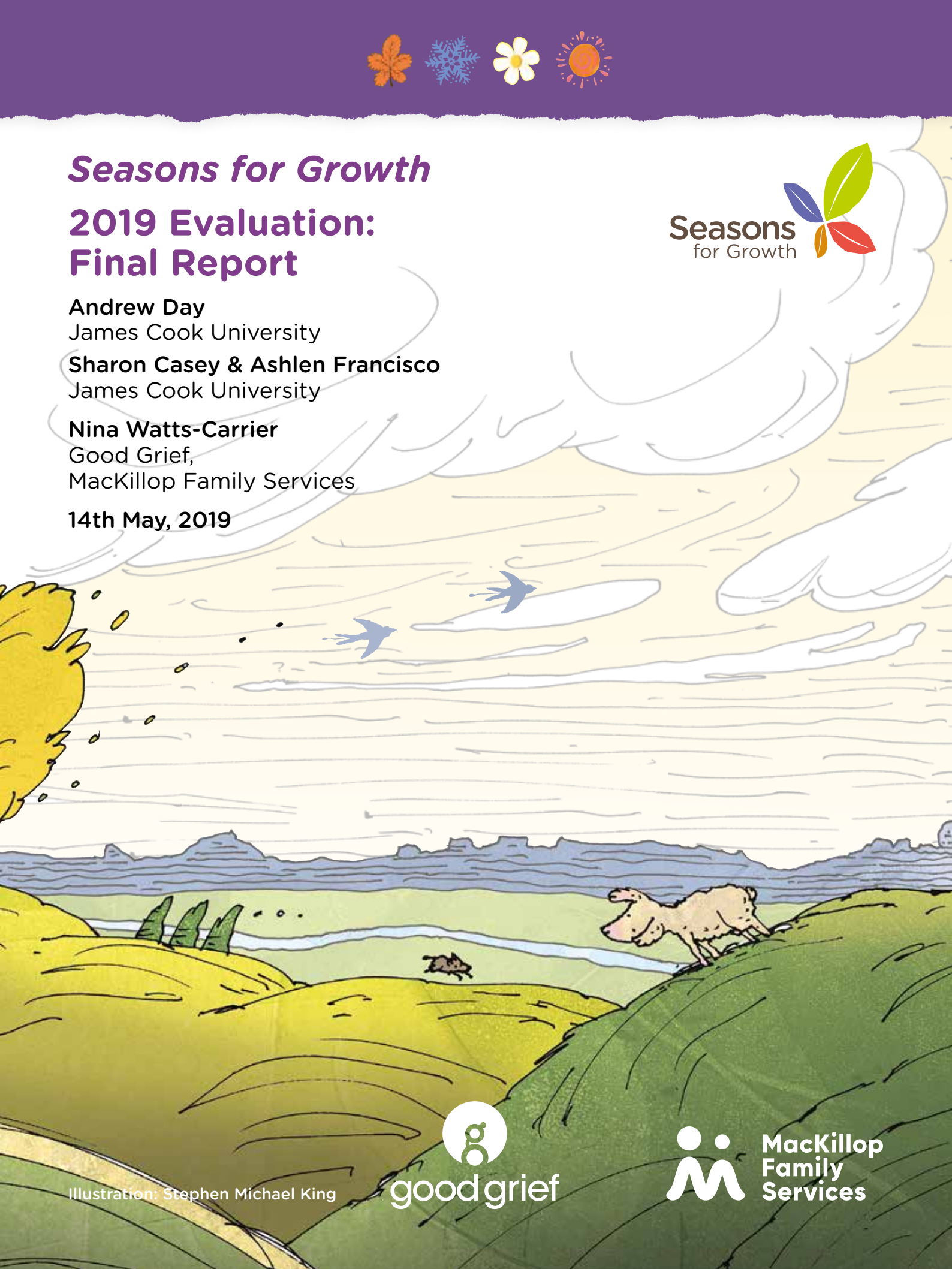


Illustration: Stephen Michael King

