

ANGER MANAGEMENT SMALL GROUP COUNSELING UNIT: GRADES 3-5**Small Group Counseling Title/Theme:** Anger Management**Grade Level:** 3-5

Small Group Counseling Description: The group will focus on expressing and managing anger in an effective and healthy way. It is an opportunity to recognize physical and emotional responses to anger, explore thoughts/feelings and situations that lead to anger and develop strategies to manage anger in a positive manner.

Number of Group Sessions in Unit: 5 + An Optional Follow Up Session

Sessions & Materials: (Note: *Handouts* and *Student Activity Pages* are included with each session)

Session # 1: How Does it Look and Feel to be Angry?

Materials needed:

Large sheet of butcher paper for each group participant

Markers/crayons

Small Group Counseling Guidelines Poster

Feelings Picture (Angry Person)

Session 1 Classroom Teacher/Parent/Guardian Follow-up Suggestions

Session # 2: 4 Steps to Managing Your Anger

Materials needed:

4 Steps to Managing Your Anger Poster

Safe and Healthy Ways to Manage Anger Poster

Student-made Poster—*My Anger Management Strategies*

Session 2 Classroom Teacher/Parent/Guardian Follow-up Suggestions

Session# 3: Express Your Anger Through I Messages

Materials needed:

I Messages Have Three Parts Student Activity Page

Session 3 Classroom Teacher/Parent/Guardian Follow-up Suggestions

Session # 4: Positive Power Over Anger

Materials needed:

Poster board for each group member

Markers, crayons and pencils

Session 4 Classroom Teacher/Parent/Guardian Follow-up Suggestions

Unit Assessments (attached to the Unit Plan)

Teacher Pre-Post-Group Individual Student Behavior Rating Form

Teacher Feedback Form: Overall Effectiveness of Group

Request for Feedback from Parents/Guardians (Cover Letter)

Parent/Guardian Feedback Form: Overall Effectiveness of Group

Session # 5: Closure: Circle of Friends...Calm, Cool and Collected

Materials needed:

Group Certificate of Completion

How Do You Think...Feeling? (Picture of Happy Children)

Materials and items to celebrate the ending of the group (See Session 4)

Session 5 Classroom Teacher/Parent/Guardian Follow-up Suggestions

Student Feedback Form: Overall Effectiveness of Group

Optional Follow-up Session

Material needed:

8 ½ x 11 piece of paper and markers for each student

Alternative Procedure: Complete the *Follow-Up Feedback Form for Students*.

Missouri Comprehensive Guidance Strand/Big Idea:

Personal and Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance Concept(s):

PS.3.A. Safe and Healthy Choices

PS.3.B. Personal Safety of Self and Others

PS.3.C. Coping Skills

American School Counselor Association National Standard (ASCA):

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Show-Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

Outcome Summative Assessment: acceptable evidence of student achievement

Summative assessment relates to the performance outcome for goals, objectives and (GLE) concepts. Assessment can be survey, student sharing, etc.

Summative Assessment of Student Achievement:

The students will identify via role play how anger affects each of them physically and emotionally. The students will generate group and individual lists of positive anger management strategies and demonstrate the three strategies that work best for them individually.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of session four and five; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the *Teacher Pre-Post-Group Individual Student Behavior Rating Form* for each student before the group starts and after the group ends. Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.
- *Teacher Feedback Form: Overall Effectiveness of Group* (teacher completes at the end of the group unit).

Parent Assessment:

- *Parent/Guardian Feedback Form: Overall Effectiveness of Group* (sent home with students in Session 4; parents complete and return form with students the following week [Session 5])

Student Assessment:

- *Student Feedback Form: Overall Effectiveness of Group* (students complete during Session 5)

Results Based Data Collection:

The counselor will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the P_RoBE Model (Partnerships in Results Based Evaluation). For more information about P_RoBE, contact the Guidance and Placement section at the Missouri Department of Elementary and Secondary Education.

Follow Up Ideas & Activities**Implemented by counselor, administrators, teachers, parents, community partnerships**

After each session, the PSC provides classroom teacher(s) and parents/guardians a written summary of the skills taught during the session. The summary includes suggestions for classroom and/or home reinforcement of the skills.

Note to Professional School Counselor: *The classroom teacher will complete Part 1 of this form before students begin their small group sessions. The teacher will complete Part 2 of this form after the group ends. This process will provide the school counselor with follow up feedback about individual students who participated in the group.*

**SMALL GROUP COUNSELING
TEACHER PRE-POST-GROUP PERCEPTIONS
Individual Student Behavior Rating Form**
(Adapted from Columbia Public Schools' Student Behavior Rating Form)

STUDENT _____ GRADE _____ TEACHER _____

DATE: Pre-Group Assessment _____ Date: Post-Group Assessment _____

Part 1 - Please indicate rating of pre-group areas of concern in the left hand column.

Part 2 - Please indicate rating of post-group areas of concern in the right hand column.

Pre-Group Concerns Rank on a scale of 5→1 (5 = HIGH→1 = LOW)	Student Work Habits/Personal Goals Observed <i>Colleagues, will you please help us evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with ALL students!</i>	Post-Group Concerns Rank on a scale of 5→1 (5 = HIGH→1 = LOW)
	Academic Development	
	Follows directions	
	Listens attentively	
	Stays on task	
	Compliance with teacher requests	
	Follows rules	
	Manages personal & school property (e.g., organized)	
	Works neatly and carefully	
	Participates in discussion and activities	
	Completes and returns homework	
	Personal and Social Development	
	Cooperates with others	
	Shows respect for others	
	Allows others to work undisturbed	
	Accepts responsibility for own mis-behavior (e.g., provoking fights, bullying, fighting, defiant, anger, stealing)	
	Emotional Issues (e.g., perfectionism, anxiety, anger, depression, suicide, aggression, withdrawn, low self-esteem)	
	Career Development	
	Awareness of the World of Work	
	Self-Appraisal	
	Decision Making	
	Goal Setting	
	Add Other Concerns:	

Note to Professional School Counselor: This form measures the teacher's perceptions of the overall effectiveness of the group. Teachers complete after Session 5.

**SMALL GROUP COUNSELING
TEACHER POST-GROUP PERCEPTIONS:**

TEACHER FEEDBACK FORM: OVERALL EFFECTIVENESS OF GROUP

One or more of your students participated in a small counseling group about _____. We are seeking your opinion about the effectiveness of the group e.g., students' relationship with the professional school counselor and other participants in the group and your observations of students' behavioral/skill changes (positive OR negative). We appreciate your willingness to help us meet the needs of ALL students effectively. The survey is anonymous unless you want us to contact you.

Teacher's Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

While students were participating in the group, I noticed these changes in their behavior/attitude

Using a scale of 5 to 1 (5 being the highest and 1 the lowest), please circle your opinion about the following

What do you think?	5=High				1=Low
Overall, I would rate my students' experience in the counseling group as:	5	4	3	2	1
Students enjoyed working with other students in the group.	5	4	3	2	1
Students enjoyed working with the counselor in the group.	5	4	3	2	1
Students learned new skills and are using the skills in school	5	4	3	2	1
I would recommend the group experience for other students.	5	4	3	2	1
Additional Comments for Counselor:					

Note to Professional School Counselor: Send this COVER LETTER and the Parent/Guardian Feedback Form home with students after Session 4.

SCHOOL LETTERHEAD
Comprehensive Guidance Program

Request for Feedback from Parents/Guardians

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear Parent/Guardian,

I have enjoyed getting to know your child in our small group counseling sessions. Next week will be the last session for our group. During the group sessions, we shared information related to a variety of topics. Below is a list of topics discussed during the group sessions.

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Comments about your child's progress:

Attached is a feedback form. I would appreciate input from you about your child's experience in the small group. Please complete the attached **Parent/Guardian Feedback Form** and send the completed form back to school with your child by _____.

Thank you for your support and feedback. Please contact me if you have questions or concerns.

Sincerely,

Professional School Counselor

Note to Professional School Counselor: Send cover letter and this Parent/Guardian Feedback Form home with students after Session 4.

SMALL GROUP COUNSELING PARENT/GUARDIAN POST-GROUP PERCEPTIONS

Parent/Guardian Feedback Form

Your child participated in a small counseling group about _____. Was this group experience helpful for your child? Following is a survey about changes (positive OR negative) your child made at home while participating in the group at school and since the group ended. The survey will help us meet the needs of ALL students more effectively. The survey is anonymous unless you want the school counselor to contact you. We appreciate your willingness to help us

Professional School Counselor: _____

Date: _____

Small Group Title: _____

Before the group started, I hoped my child would learn _____

I've noticed these changes in my child's behavior and/or attitude as a result of participating in the group:

Using a scale of 5 to 1 (5 being the highest and 1 the lowest), please circle your opinion about the following

What do you think?	5=High	4	3	2	1=Low
Overall, I would rate my child's experience in the counseling group as:	5	4	3	2	1
My child enjoyed working with the other students in the group	5	4	3	2	1
My child enjoyed working with the counselor in the group.	5	4	3	2	1
My child learned new skills and is using the skills in and out of school	5	4	3	2	1
I would recommend the group experience to other parents/guardians whose children might benefit from the small group.	5	4	3	2	1

Additional Comments:

Note to Professional School Counselor: *The Student Feedback Form measures the student's perceptions of the overall effectiveness of the group using the same questions as teachers' and parents answer on their feedback forms. Students complete during the last session. This form may be adapted and used at the upper elementary, middle school or high school levels.*

**SMALL GROUP COUNSELING
STUDENT POST-GROUP PERCEPTIONS:**

STUDENT FEEDBACK FORM: OVERALL EFFECTIVENESS OF GROUP

We want your opinion about the effectiveness of your group. We appreciate your willingness to help us make our work helpful to all students. The survey is anonymous unless you want us to contact you.

My Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I wanted to learn _____

Because of the group, I have noticed these changes in my thoughts, feelings, actions:

Using a scale of 5 to 1 (5 being the highest and 1 the lowest), please circle your opinion about the following

What do you think?	5=High				1=Low
Overall, I would rate my experience in the counseling group as:	5	4	3	2	1
I enjoyed working with other students in the group	5	4	3	2	1
I enjoyed working with the counselor in the group.	5	4	3	2	1
I learned new skills and am using the skills in school	5	4	3	2	1
If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"	5	4	3	2	1

Additional Comments for the Counselor:

Note to Professional School Counselor: This form measures the student's perceptions of the overall effectiveness of the group using the same questions as teachers' and parents answer on their feedback forms. Students complete during the last session. This form is most appropriate for use at the K-2 and 3-5 levels.

SMALL GROUP COUNSELING POST-GROUP FOLLOW UP WITH STUDENTS
Level: Elementary
Student Feedback Form

Directions: Please complete the Student Feedback Form after completion of the unit.

Name: _____ (optional) Date: _____

When I started the group, I wanted to learn _____ about
 (the topic of the group).

Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



= I agree



= I'm not sure



= I disagree

1. Overall, I enjoyed working in the group:



= I agree



= I'm not sure



= I disagree

2. I enjoyed working with other students in the group



= I agree



= I'm not sure



= I disagree

3. I enjoyed working with the counselor in the group.



= I agree



= I'm not sure



= I disagree

4. I learned new skills and am using the skills in school.



= I agree



= I'm not sure



= I disagree

5. If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"



= I agree



= I'm not sure



= I disagree

Additional comments you would like to share with the school counselor:

POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

(OPTIONAL SESSION scheduled 4-6 weeks after group ends)

Level: Elementary/Middle School/High School

Note to Professional School Counselor: *The Follow-up Session Feedback Form for Students may be used in several ways, e.g., as an alternative "Procedure" for the post-group follow-up session, as a discussion guide, or (if post-group follow-up session is NOT scheduled) as a guide for interviewing individual students 4-6 weeks after the group ends. Adapt as appropriate for developmental level of students.*

FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name: _____ (optional) Date: _____

Questions:

1. What specific skills are you practicing now that the group is over?
2. What was the most useful thing you learned from the group?
3. What could you use more practice on?
4. How are things different for you now?
5. What Progress have you made toward the goals you set for yourself at the end of our group meetings?
6. How are you keeping yourself accountable?
7. What suggestions do you have for future groups?
8. Circle your overall experience in the group on a scale from 1 → 5 _____

1=Most positive activity in which I have participated for a long time
2=Gave me a lot of direction with my needs
3=I learned a lot about myself and am ready to make definite changes
4=I did not get as much as I had hoped out of the group
5=The group was a waste of my time
9. What specific "things" contributed to the ranking you gave your experience in the group?
10. What would have made it better?

Additional comments you would like to share with the school counselor:

SESSION # 1**Group Title:** Anger Management**Session Title:** How Does it Look and Feel to be Angry?**Session:** 1 of 5**Grade Level:** 3-5**Estimated time:** 30 minutes**Small Group Counseling Session Purpose:** Students in the group will learn how to recognize the warning signs of becoming angry by identifying how their bodies look and feel when they are angry.**Missouri Comprehensive Guidance Strand/Big Idea:**

Personal and Social Development: PS.3. Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance Concept(s):

PS.3.A. Safe and Healthy Choices

PS.3.B. Personal Safety of Self and Others

PS.3.C. Coping Skills

American School Counselor Association National Standard (ASCA):

Personal/Social Development

A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION # 1 Materials (include activity sheets and/ or supporting resources)

Large sheet of butcher paper for each group participant

Markers/crayons

*Small Group Counseling Guidelines**Feelings Picture (Angry Person)**Session 1 Classroom Teacher/Parent/Guardian Follow-up Suggestions***SESSION # 1 Session Assessment**

Students will draw an outline of each other on the butcher paper. Inside their outlines, they will identify how their bodies look and feel when they are angry by illustrating with words and/or pictures how and where they feel their anger.

SESSION # 1 Session Preparation**Essential Questions:** How do people handle angry feelings in safe, healthy ways, without negative consequences?**Engagement (Hook):** Show the students the *Feelings Picture* (attached). Ask students, "How is this person feeling? What do you think made this person feel this way? What are some things that make you act this way?"**SESSION # 1 Procedures****Professional School Counselor Procedures: Session 1**

1. Welcome students to group. Discuss the Small Group Counseling Guidelines with the group. Emphasize confidentiality and when YOU (as the

Student Involvement: Session 1

1. Students review the guidelines by telling what each one looks and sounds like.

Professional School Counselor Procedures: Session 1

counselor) might have to break confidentiality. Add any guidelines the students want to add. See poster example of Small Group Counseling Guideline. Display the Small Group Counseling Guidelines poster to reference during group sessions.

2. Ask: What does MAD mean? What does ANGRY mean? We use both words to describe how we feel and act when something happens that we do not like.

Discussion: Who in this group gets mad or angry sometimes? With your hands show how angry you get (illustrate hands together as just a little angry and hands far apart for a lot of anger). Has your anger caused problems for you before?

Discussion: Being mad and angry is a normal feeling, just like being sad, happy or excited. How we react when we are mad can sometimes cause us problems. When we recognize what our mad looks and feels like before we lose control we can take care of our mad in a safe and healthy way.

We will practice safe and healthy ways to manage our mad in this group.

3. Introduce Icebreaker Activity: Look at the *Feelings Picture* again and complete the following sentence: "When I get mad I _____."

4. Introduce Session Activity: Distribute a large piece of butcher paper to each group participant. Ask students to take turns laying on the paper and drawing around each other's body. Each person has an outline of his or her body on a sheet of paper.

5. Ask students to think about a time they were mad or angry. What did your body look and feel like? (Elicit such feedback as, my face was red, my fists clench, my stomach feels tight, etc.) Explain that this is how we react when we are mad and angry—these are our warning signs that we are getting mad and angry. Now look at the outline of your body. Draw how your body looks when it is mad and angry.

6. Closure/Summary: Give students an opportunity to tell other group members about their pictures, reminding them that this is what their bodies look and

Student Involvement: Session 1

2. Students indicate how mad they get by putting hands close together or far apart.

3. Each student in the group orally completes the sentence: "When I get mad I _____."

4. Working in pairs, one student lies down on the paper and another student draws around his or her body, creating an outline of the body.

5. Students share their emotional and physical responses to anger and draw these on the outlines of their bodies.

6. Closure/Summary: Students explain how their pictures show what their bodies look and feel like when anger "jumps up."

<i>Professional School Counselor Procedures: Session 1</i>	<i>Student Involvement: Session 1</i>
<p>feel like when they are mad and angry.</p> <p>Explain: It is important to learn to recognize the warning signs of when we are getting mad so we can take care of our mad in a safe and healthy way. Next week we will begin learning safe and healthy ways we can manage our anger.</p> <p>7. Group assignment: Tell students to notice and remember body changes when they feel mad; next week students we will talk about what you learned about yourself.</p> <p>8. Distribute & Explain <i>Classroom Teacher/Parent/Guardian Follow-Up Suggestions</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>7. Group assignment: Over the next week, students review their bodies' responses to anger.</p> <p>8. Students commit to giving their parents/guardians the handout.</p>

SESSION # 1 Follow-Up Activities

Suggestions for Classroom Teachers & Parents/Guardians (see attached)

1. Each day, provide reminders to monitor body changes when students feel a MAD coming on.
2. If (when) students respond in unhealthy or unsafe ways to a MAD, help them put words to their feelings and identify ways their bodies changed when they felt the MAD coming on (this may need to wait until they are able to COOL DOWN a bit).
3. Remember that ANGER MANAGEMENT is a learned process ... and learning may take more time for some than others—be patient.
4. Acknowledge the use of safe and healthy ways of responding to anger—help students develop a vocabulary for expressing their anger by describing/naming safe and healthy behaviors.

SESSION # 1 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students' lives better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

ALL SESSIONS: POSTER

Small Group Counseling Guidelines

- 1. All participants observe confidentiality.**
 - a. Counselor**
 - b. Student**
- 2. One person speaks at a time.**
- 3. Everyone has an opportunity to participate and share.**
- 4. No PUT DOWNS are allowed.**
- 5. All participants treat each other with respect.**
- 6. Group members will have the opportunity to develop other guidelines.**

SESSION # 1

FEELINGS PICTURE

How do you think I'm feeling?

What do you think might have made me feel and act this way?



ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION # 1: HOW DOES IT LOOK AND FEEL TO BE ANGRY?

3-5 CLASSROOM TEACHER/PARENT/GUARDIAN FOLLOW-UP SUGGESTIONS

Session Purpose: Students in the group learned how to recognize the warning signs of becoming angry by identifying how their bodies look and feel when they are angry.

Group Activity: Students discussed the words MAD and ANGRY and that we use both words to describe how we feel and act when something happens that we do not like. Students drew an outline of each other on butcher paper; inside the outline, each student drew what his or her anger LOOKS OR FEELS like.

Group Assignment: Throughout the week, students are to notice and remember how their bodies change when they feel mad or angry.

Classroom/Home Follow-up: One of the first steps to managing anger is the recognition of physical changes when anger is triggered. Children who have difficulty expressing their anger in safe and healthy ways often have a limited vocabulary for self-expression. In addition, they usually see a cause and effect relationship between what triggers their anger and their actions: e.g., she took my truck—that made me hit her! You can help them incorporate new learning and behavior into their ANGER MANAGEMENT Skills by:

1. Each day, provide reminders to monitor body changes when students feel a MAD coming on.
2. If (when) they respond in unhealthy or unsafe ways to a MAD, help students put words to their feelings and ways their bodies changed when they felt the MAD coming on (this may need to wait until they are able to COOL DOWN a bit).
3. Remember that ANGER MANAGEMENT is a learned process ... and learning may take more time for some than others—be patient.
4. Acknowledge the use of safe and healthy ways of responding to anger—help students develop a vocabulary for expressing their anger by describing/naming safe and healthy behaviors.

SESSION #2**Group Title:** Anger Management**Session Title:** 4 Steps to Managing Your Anger**Session #** 2 of 5**Grade Level:** 3-5**Estimated time:** 30 minutes

Small Group Counseling Session Purpose: Students in the group will learn four steps to managing their anger and be able to identify specific positive strategies that they can use to express their anger in a safe and healthy manner.

Missouri Comprehensive Guidance Strand/Big Idea

Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association National Standard (ASCA):

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION #2 Materials (include activity sheets and/ or supporting resources)

4 Steps to Managing Your Anger Poster
Safe and Healthy Ways to Manage Anger Poster
 Student-made Poster—*My Anger Management Strategies*
 Session 2 *Classroom Teacher/Parent/Guardian Follow-up Suggestions*

SESSION #2 Session Assessment

Students create an anger management mini-poster illustrating the “4 Steps to Taking Care of Your Anger” with an emphasis on Step 4: doing something positive to gain power over their anger. The *Taking Care of My Mad* student activity page provides the “framework” for the mini-posters they create

SESSION #2 Session Preparation

Essential Questions: How can people manage their anger in a safe and healthy ways?

Engagement (Hook): All together now! SHOW-ME! How does your body react when you begin to feel mad? Use your fingers to SHOW ME. 1 finger is a TINY mad, 10 fingers are a GREAT BIG mad, and if it is a SOMEWHERE IN-BETWEEN mad hold up the number of fingers that show what size it is. For example, yesterday afternoon I dropped a stack of papers—it was a MEDIUM mad for me so I would hold up 5 fingers.

SESSION #2 Procedures**Professional School Counselor Procedures: Session 2**

1. Following the “Hook,” review *Small Group Guidelines* and Group Assignment from Session 1.
2. Discussion: When you are mad, do you ever feel like hitting, kicking or talking back? That’s because anger gives you extra energy. Today we are going to talk about how to turn this energy into positive power to help you take care of your mad in a safe and healthy way.
3. Introduce the *4 Steps to Taking Care of Your Anger* poster and talk through each step. Emphasize the inter-relationship of the four steps and the importance of learning to apply each of the steps as they learn to take care of their anger.
4. Discuss step #4 (Do Something Positive) further with students by reviewing the *Safe and Healthy Ways to Manage Anger* poster. Students may add additional anger strategies to the poster during discussion.
5. Formative Assessment: Review the 4 Steps: STOP, COOL DOWN, THINK, DO SOMETHING POSITIVE. Explain to students that they will each have the opportunity to make an anger management poster for themselves. Distribute blank *My Anger Management Strategies*. Ask students to review the “4 Steps” and the *Safe and Healthy Ways to Manage Anger* Poster and identify the strategies that work best for them. Students use the *My Anger Management Strategies* to create a mini-poster illustrating their application of the “4 Steps” with an emphasis on Step 4: Do Something Positive.

Student Involvement: Session 2

1. Students indicate engagement and listening by asking questions/making comments about the guidelines. Two or three volunteers tell the group about what happened when they began to feel mad.
2. Students listen and discuss answers to questions.
3. Students apply the steps to managing their anger.
4. Each student contributes anger management strategies.
5. Each student creates a poster illustrating in words or pictures application of the “4 Steps” (anger management strategies) that work best for him or her.

<i>Professional School Counselor Procedures: Session 2</i>	<i>Student Involvement: Session 2</i>
<p>6. Closure/Summary: Explain: Feeling angry is okay. Using the <i>4 steps To Managing Your Anger</i> that we discussed today help you have power over your anger and manage it in a safe and healthy way.</p> <p>7. Group assignment: Tell students to post their mini-posters in a place where they can see them daily. Ask students to use the “4 Steps” when they “feel a mad coming on” over the next week. The next session begins with telling each other about the safe and healthy steps they used to gain control of their anger or mad.</p> <p>8. Distribute & Explain <i>Classroom Teacher/Parent/Guardian Follow-Up Suggestions</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>6. Closure/Summary: Students comment and/or ask appropriate questions.</p> <p>7. Group assignment: Students decide where they want to place their mini-posters (on desk, table, etc.) and practice using the “4 Steps to Taking Care of Your Anger” strategies.</p> <p>8. Students commit to giving their parents/guardians the handout.</p>

SESSION #2 Follow-Up Activities

Suggestions for Classroom Teachers & Parents/Guardians (see attached)

Classroom/Home

- Help students apply the STOP-COOL-THINK-DO SOMETHING POSITIVE process when they feel they anger is getting out of control.
- Provide opportunities to tell the rest of the class/family members about their posters;
- Assist them in hanging their posters in a place where they can view them daily.
- Encourage them to refer to the posters throughout the week.

Classroom

- Provide opportunity for ALL students to make *My Anger Management Strategies* poster with the help of the students who are in the Anger Management Group.
- Provide students with an opportunity to make a second poster to take home.

SESSION #2 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students' lives better as a result of this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #2 POSTER

4 STEPS TO MANAGING YOUR ANGER

- 1. STOP! Accept that you are angry.**

- 2. COOL down so that you can CALM down! Breathe deeply, and count to ten.**

- 3. Think about what may happen if you loose control.**

- 4. Do something positive with your anger instead.**
 - Pick a healthy and safe way to manage your anger.**

SESSION # 2 POSTER

SAFE AND HEALTHY WAYS TO MANAGE ANGER

1. STOP AND THINK



2. Take deep breaths.



2. Count to 10 or more. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10...

3. Walk away.



4. Talk to a friend.



5. Talk to an adult.



6. Draw your anger out.



7. Read a book.



8. Exercise the anger out.



9. _____

10. _____

11. _____

12. _____

SESSION 2 STUDENT-MADE POSTER

Name _____ Date _____

MY ANGER MANAGEMENT STRATEGIES
STOP! COOL! THINK! DO SOMETHING POSITIVE!
Applying the 4 Steps

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

ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION # 2: FOUR STEPS TO MANAGING YOUR ANGER

3-5 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

Session Purpose: Students in the group learned four steps to manage their anger and to identify specific positive strategies that they can use to express their anger in a safe and healthy manner.

Group Activity: Students created an anger management poster identifying positive ways to express their anger.

Group Assignment: Students placed their posters where they can see them daily. They committed to use at least one of their anger management strategies when they feel angry or mad throughout the next week. Next week, they will talk with other group members about the safe and healthy ways they used to gain control of their anger or mad.

Classroom/Home Follow-up: Our goal is to help group members understand that they can control their response to anger instead of their anger controlling them! Children benefit by having something concrete to do when they feel their bodies changing when their anger is escalating. The 4 step method—STOP—COOL—THINK—DO SOMETHING POSITIVE—is one way to help them understand that they can choose safe and healthy ways to respond when something triggers their MAD. They slow down and are able to engage their own CONTROLS. The following ideas may be helpful as you help students use their new knowledge and skill about controlling their anger.

Classroom/Home

- Help them apply the STOP—COOL—THINK—DO SOMETHING POSITIVE—process when they begin to feel angry.
- Provide opportunities to tell the rest of the class/family members about their posters.
- Assist them in hanging their posters in a place where they can view them daily.
- Encourage them to refer to the posters throughout the week.

- **Classroom**
- Provide opportunity for ALL students to make *My Anger Management Strategies* posters with the help of the students who are in the Anger Management Group.
- Provide students with an opportunity to make a second poster to take home.

SESSION # 3**Group Title:** Anger Management**Session Title:** Express Your Anger Through *I Messages***Session # 3 of 5****Grade Level:** 3-5**Estimated time:** 30 minutes**Small Group Counseling Session Purpose:** Students in this group will learn to express their angry feelings by using *I Messages*.**Missouri Comprehensive Guidance Strand/Big Idea:**

Personal Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance Concept(s):

PS.3.A. Safe and Healthy Choices

PS.3.B. Personal Safety of Self and Others

PS.3.C. Coping Skills

American School Counselor Association National Standard (ASCA):

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION # 3 Materials (include activity sheets and/ or supporting resources)*I Messages Have Three Parts* Student Activity PageSession 3 *Classroom Teacher/Parent/Guardian Follow-up Suggestions***Note to PSC:** For more information about *I Messages*, see Dr. Thomas Gordon's *Teacher Effectiveness Training* or *Parent Effectiveness Training*; Three Rivers Press New York (a division of Random House).**SESSION # 3 Formative Assessment**The students will demonstrate how to use *I Messages* when interacting with others through role plays and other real life situations.

SESSION # 3 Session Preparation

Essential Questions: How do other people feel when you express your MAD?

Engagement (Hook): Share words and actions that describe how you felt when you were angry this week. **SHOW ME**—words and actions that describe how you felt when you were in control. What is the difference?

SESSION # 3 Procedures*Professional School Counselor Procedures: Session 3*

1. Review *Small Group Guidelines* and Group Assignment from Session 2—successes and challenges of following through with safe and healthy thoughts and behaviors.

2. Discussion: It is important to be able to use your words when you are mad. Think about a time you were mad/angry. All together now—SHOW-ME-- words or actions that tell how you were feeling (elicit responses such as grouchy, cranky, and out of control)?

3. Discussion: Think about a time when you took care of your mad in a healthy and safe way. What words tell how you were feeling (elicit responses such as in control, calm, proud, peaceful, etc.)?

4. Write “I” and “EYE” on the board, then say: Sometimes people send messages with their EYES—for example, if your mom or dad is across the room from you, he or she may send you E-Y-E messages by winking to say “I love you!”

- Who is willing to tell the group other ways people send messages with their EYES?

- Today, we are going to learn about sending *I Messages* with our words.

- You may use *I-Messages* to tell others about what makes you happy OR you may use *I Messages* to let people know you are not happy.

5. Discussion: How can you let people know you are angry by using your words? You can send an *I-Message*. An *I Message* tells how you feel when something happens and what you want from the other person involved.

Write the three parts of an *I Message* on a wipe-off board or display on chart paper. Provide each student with student activity page, *I Messages Have Three*

Student Involvement: Session 3

1. Students remind each other about the meaning of the group guidelines and tell about safe and healthy actions and thoughts they used from their *My Anger Management Strategies Posters*.

2. Students SHOW ME and then take turns sharing words that describe how they felt when they were mad and angry.

3. Students take turns sharing with other members of the group words that describe how they felt when they were in control.

4. Students participate by listening and contributing ideas about EYE messages.

5. Students follow-along as each part of the *I Message* is discussed and demonstrate understanding of components by giving examples of each part as it is introduced

Professional School Counselor Procedures: Session 3

Parts (be sure to help novice readers make connection between written and spoken word). Explain/Practice each part:

“I feel _____ when you _____ and I want you to _____.”

6. Let’s practice what an *I Message* sounds like. Think about a time you were angry; raise your thumb if you would like to share this with the group. Choose a student to describe the situation and then assist him or her in putting the feelings into an *I Message*.

7. Explain: We are going to practice using *I-Messages*. (Distribute a sheet of drawing paper to each student.) Draw a picture of a time you were really angry about something another person did (or didn’t do) on your paper.

8. Closure/Summary/Formative Assessment: Go around the group giving each student the opportunity to practice an *I Message* using the situation he or she drew.

Students act out the situation drawn—one student practices putting his/her feelings about the situation into an *I Message* as another student helps to act out the situation the child drew. Practice *I Messages* as time allows.

Explain: Words are very powerful. Words can help or they can hurt. When you use words in a positive way by using an *I Message* they can help you talk about your mad in a healthy and safe way.

Please tell me one thing you learned today about using *I Messages* to put your MAD into words, “I learned I _____.”

9. Group assignment: Direct students to practice using *I Messages* over the next week

10. Distribute & Explain *Classroom Teacher/Parent/Guardian Follow-Up Suggestions*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.

Student Involvement: Session 3

6. Students share a time they were mad and angry and, with your help, put their feelings into an I-message.

7. Students draw about a time they were angry with someone else

8. Closure/Summary/Formative Assessment: Each student states an *I Message* from the situation he or she drew. Each student tells one thing he or she learned.

9. Group assignment: Students practice using *I Messages*.

10. Students commit to giving their parents/guardians the handout.

SESSION # 3 Follow-Up Activities

Suggestions for Classroom Teachers & Parents/Guardians (see attached)

Help students practice using *I Messages* to communicate their needs to other students without losing their tempers. The three parts of an *I Message* are:

1. “*When you _____.*” (A clear and objective description of the other person’s actions/behavior)
2. “*I feel _____.*” (A statement of how you feel)
3. “*I want you to _____.*” (A clear statement of the behavior/action desired of the other person)

Observe student behavior and reinforce the use of *I Messages*.

SESSION # 3 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students’ lives better as a result of this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION 3 Student Activity Page



I MESSAGES HAVE THREE PARTS

I feel _____

when you _____ and

I want you to _____.



**ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION# 3: USE YOUR WORDS TO EXPRESS YOUR ANGER**

3-5 CLASSROOM TEACHER/PARENT/GUARDIAN FOLLOW-UP SUGGESTIONS

Session Purpose: Students in this group learned to express their angry feelings by using three-part *I Messages*.

Group Activity: Students drew a picture of a time they were angry about what someone else did (or did not do) and described their feelings in that situation. With the help of the school counselor and other group participants, students learned to put their feelings into *I Messages*.

Group Assignment: Students committed to practicing and using *I Messages* over the next week.

Classroom/Home Follow-up: Students are learning to use *I Messages* to communicate their feelings in safe and healthy ways. We stress that *I Messages* may be used to express happiness as well as anger or frustration. Sending an *I Message* is one of the strategies students can use during the 4th step of the *Taking Care of My Anger* process—DO SOMETHING POSITIVE. Individuals need extra help as they learn to express themselves in this new way. Learning to send honest *I Messages* takes practice—to keep *I Messages* from becoming blaming or threatening *You Messages*. Following are examples of two ways of responding to the same situation—first, with a blaming and threatening *You Message* second, with an *I Message*:

Scenario: Phillip and Susan are working on an assignment in the classroom science center. Susan has been using the microscope for more than half the time and Phillip is growing more and more frustrated because he is not able to finish his part of the assignment.

You Message:

Phillip (in a loud voice): I hate you, Susan! You never let anyone else use anything! (louder) No one likes you—you are a stupid idiot and a girl, too! (STOMPS off)

Susan (hatefully): Sticks ‘n’ stones may break my bones—but names will never hurt me, you stupid boy!

I Message:

Phillip: Susan, when you use the microscope for so long, I feel nervous because I am afraid I won’t get my part of the assignment done. Will you finish in two minutes so I can look at my insect?

Susan: I am already finished, Phillip. I didn’t know you were ready to use the microscope. Here!

In the second instance, Phillip communicated his need in a safe and healthy way with an honest *I Message* because he did not threaten or blame Susan; she did not have to defend herself and was able to respond openly to Phillip’s request.

With practice, students become more and more at ease with using *I Messages* to communicate their needs to other students without losing their tempers. The three parts of an *I Message* are:

1. “When you _____.” (A clear and objective description of the other person’s actions/behavior)
2. “I feel _____.” (A statement of how you feel)
3. “I want you to _____.” (A clear statement of the behavior/action desired of the other person)

A caution is in order. Some students may react negatively to *I Message*; this is an indication that more role-play and practice are needed in order to give the person more skill sending the *I Message* or permission and power to turn away and seek other means for “controlling my mad”. In addition, it may be an indication of a deeper conflict. In either case, consult with the school counselor for suggestions to help all students use safe and healthy ways to “control their mad.”

Note to Parents/Classroom Teacher: For more information about *I Messages* see Dr. Thomas Gordon’s *Teacher Effectiveness Training* or *Parent Effectiveness Training*, Three Rivers Press New York (Random House).

SESSION #4**Group Title:** Anger Management**Session Title:** Positive Power Over My Anger**Session #** 4 of 5**Grade Level:** 3-5**Estimated time:** 30 minutes**Small Group Counseling Session Purpose:** Students in this group will be able to state anger management strategies they can apply in order to have personal power over their anger.**Missouri Comprehensive Guidance Strand & Big Idea:**

PS.3. Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance Concept(s):

PS.3.A. Safe and Healthy Choices

PS.3.B. Personal Safety of Self and Others

PS.3.C. Coping Skills

American School Counselor Association National Standard (ASCA):

Personal/Social Development

A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION #4 Materials (include activity sheets and/ or supporting resources)

Materials needed:

Poster board for each group member

Markers, crayons and pencils

Session 4 *Teacher/Parent Follow-up Suggestions*

Unit Assessments (attached to the Unit Plan)

*Teacher Pre-Post-Group Individual Student Behavior Rating Form**Teacher Feedback Form: Overall Effectiveness of Group**Request for Feedback from Parents/Guardians (Cover Letter)**Parent/Guardian Feedback Form: Overall Effectiveness of Group***SESSION #4 Session Assessment**Students will create *I Have Power Over My Anger* posters showing safe and healthy ways to manage anger.**Summative Assessment:****Perceptual Data Collection:**

The following end-of-group perceptual data collection forms will be used as a part of Sessions 4 & 5; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the *Teacher Pre-Post-Group Individual Student Behavior Rating Form* for each student before the group starts and after the group ends. Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.

- *Teacher Feedback Form: Overall Effectiveness of Group* (teacher completes at the end of the group).

Parent/Guardian Assessment:

- *Parent/Guardian Feedback Form: Overall Effectiveness of Group* (sent home with students in Session 4; parents/guardians complete and return form with students the following week.)

Student Assessment:

- *Student Feedback Form: Overall Effectiveness of Group* (students complete during Session 5)

Results Based Data Collection:

The counselor will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Placement section at the Missouri Department of Elementary and Secondary Education.

SESSION #4 Session Preparation

Essential Questions: How can someone keep “the power” over his or her anger?

Engagement (Hook): Think back over the past week and in your mind complete the sentence: “When I got mad I _____.”

SESSION #4 Procedures

Professional School Counselor Procedures: Session 4

1. Review the *Small Group Guidelines*, especially post-group confidentiality. Tell students this is the next to the last regular session.
2. When I asked you to think back over the past week and what you did when you got mad, how many of you used an *I Message*? On a scale of 1 (low)-10 (high) SHOW-ME how you would rate your success. How did others respond when you used an *I Message*?
3. Discussion: During our very first group meeting. I asked you to complete the sentence: “When I get mad I _____.” We have learned a lot since that first meeting. I am going to ask you to complete the same sentence, but this time I want you to complete the sentence using one of the healthy and safe ways you have learned to take care of your MAD. Ask students to complete the sentence: “When I get mad I _____.” Listen for changes in responses since the first session.

Discussion: During our group time, we have talked about many safe and healthy ways to manage our anger. When we manage our MAD in a positive way we have power over our anger. When we get angry and lose control the anger has power over us and causes us problems.

Student Involvement: Session 4

1. Students review with each other the meaning of the small group guidelines with an emphasis on post-group confidentiality.
2. Students report to the rest of group their success in the use of *I Messages* and tell about what other people did when *I Messages* were used.
3. Students complete the following sentence by using one of the safe and healthy ways they have learned to take care of their mad: “When I get mad I _____.”

- | | |
|---|--|
| <p>4. Let's share what we have learned with the rest of the school. Each of you will make a poster showing how you have power over your anger. Think about a time you were angry. Now think about one of the safe and healthy ways you have learned to take care of your mad. On your poster, draw how you use your positive anger management strategy to express your mad in a safe and healthy way. Put a title on your poster such as <i>I Have the Power Over My Anger</i>, to show that you know how to control your anger before it gets out of control. (Distribute poster board and markers to create posters.)</p> <p>5. Formative Assessment: The key to having power over our anger, instead of our anger having power over us, is to use our anger management strategies to express our anger in a safe and healthy way. The posters you just created show that each of you have strategies to take care of your mad in a positive way.</p> <p>6. Display the posters: When this session ends, help students hang their <i>I Have the Power Over My Anger</i> posters in a pre-determined space in the hallway(s) of the school.</p> <p>7. Group Summary/Closure: Explain that the following week is the last regular meeting of the group and that the session will include a celebration of their successes. Ask group members to help you decide how to celebrate the completion of their group.</p> <p>8. If a follow up session is scheduled, tell students that the group meets again in 4-6 weeks to do a check-up and find out how are they are doing on their own— what their successes and challenges have been.</p> <p>9. Group assignment: Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing a cover letter explaining that the group ends after the next session and requesting feedback about the group. (See sample parent/guardian letter and post-group perception form that follow the unit plan [students complete the student post-group perceptions form during the 5th session])</p> <p>10. Distribute & Explain <i>Classroom Teacher/Parent/Guardian Follow-Up Suggestions</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> | <p>4. Each student creates a poster demonstrating a safe and healthy anger management strategy he or she can use to express and/or manage anger.</p> <p>5. Students respond and/or ask appropriate clarifying questions.</p> <p>6. Students help each other hang posters in the pre-determined place.</p> <p>7. Group Summary/Closure: The students decide how to celebrate the completion of their group (e.g. a small celebration, sharing information with their teacher).</p> <p>8. Students write the date of the follow-up session in their assignment books/planners (if a session is scheduled).</p> <p>9. Group assignment: Students commit to giving their parents/guardians the envelope with the feedback forms in it...and agree to bring it with them to next week's group session. They write a reminder to themselves in their assignment books/planners.</p> <p>10. Students commit to giving their parents/guardians the handout along with the envelope with feedback forms enclosed.</p> |
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SESSION #4 Follow-Up Activities

Suggestions for Classroom Teachers & Parents/Guardians (see attached)

Classroom/Home

- Watch for opportunities to acknowledge students' use of their new anger management skills.
- If a MAD does appear, remind the individual about the 4 steps to controlling their MAD and/or the safe and healthy ways to respond to their MAD.
- Ask individuals to explain how the words/pictures on their posters help them take control of their MAD.

Classroom

- Acknowledge the effort of the participants in the Anger Management Group by taking your class on a school trip to see the posters by their peers.
- Extend the strategy to the whole classroom by engaging all students in a discussion of anger and safe and healthy ways to take control of their MAD, since we all experience anger and frustration.

Counselor Follow-up: Call the parents or check with students to make sure the feedback forms are returned before the final session. Give the classroom teacher Pre-Post Assessments: The teacher completes the Pre-Post Group Perceptions of the overall effectiveness of the group and the Individual Student Behavior Rating Form after the group ends.

SESSION #4 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students' lives better as a result of this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION # 4: HAVE POWER OVER YOUR ANGER

3-5 Classroom Teacher/Parent/Guardian Follow-up Suggestions

Session Purpose: Students in this group learned to state anger management strategies that they can apply in order to control their anger.

Group Activity: The students create *I Have the Power Over My Anger* posters showing safe and healthy ways students manage their anger. Posters are on display in the hallway.

Group Assignment: Each student was given a packet containing parent/guardian post-group feedback forms to take home. Completed feedback forms are to be returned to the school counselor before (or during) the next session.

Classroom Follow-up: This is the next to the last session of the five-week sequence of sessions (The school counselor may hold a follow-up session 4-6 weeks after the last session). It is important that the adults in students' lives support and encourage the work begun in the group sessions. You are a powerful force in each individual's life. In order to continue taking control of their MAD, students who participated in the Anger Management group need support and encouragement from the adults in their lives. Help them help themselves with reminders and/or acknowledgement when they apply the skills in new situations. Students made posters showing the safe and healthy ways they use to control their MAD. The posters are on display in the school hallway. Strengthen students' skills by asking them to explain their posters to others.

Following are suggestions of ways you can help them continue to control their MAD:

Classroom/Home

- Watch for opportunities to acknowledge students' use of their new anger management skills.
- If a MAD does appear, remind the individual about the 4 steps to controlling their MAD and/or the safe and healthy ways to respond to their MAD.
- Ask students to explain their posters. How do the words/pictures on their posters help them take control of their MAD?

Classroom

- Acknowledge the effort of the participants in the Anger Management Group by taking your students on a school trip to see the posters created by their peers.
- Extend the strategy to the whole classroom by engaging all students in a discussion of anger and safe and healthy ways to take control of their MAD...since we all experience anger and frustration.

SESSION #5**Group Title:** Anger Management**Session Title:** Circle of Friends...Calm, Cool and Collected**Session #** 5 of 5**Grade Level:** 3-5**Estimated time:** 30 minutes

Small Group Counseling Session Purpose: Students will gain closure after practicing anger management skills in the group for five weeks. They will identify and discuss their feelings about the group, participate in a Friendship Circle to share with each other what they have learned from and about other people in the group, and celebrate their successes in the special way they selected during the last session.

Missouri Comprehensive Guidance Strand/Big Idea

Personal Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association National Standard (ASCA):

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION #5 Materials (include activity sheets and/ or supporting resources)*How Do You Think...Feeling?* (Picture of Happy Children)*Group Certificate of Completion*

Materials and items to celebrate the ending of the group (see Session 4)

*Session 5 Classroom Teacher/Parent/Guardian Follow-up Suggestions**Student Feedback Form: Overall Effectiveness of Group***SESSION #5 Formative Assessment/End-of-Group Perceptual Assessment****Session Assessment:**

Students will verbally identify the safe and healthy ways they will take control of their anger share their feelings about the group, share with each other what they have learned from and about other people in the group, and celebrate their successes.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of Sessions 4 & 5; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the *Teacher Pre-Post-Group Individual Student Behavior Rating Form* for each student before the group starts and after the group ends. Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.
- *Teacher Feedback Form: Overall Effectiveness of Group* (teacher completes at the end of the group).

Parent/Guardian Assessment:

- *Parent/Guardian Feedback Form: Overall Effectiveness of Group* (sent home with students in Session 4; collect completed forms from students during Session 5)

Student Assessment:

- *Student Feedback Form: Overall Effectiveness of Group* (students complete during Session 5)

Results Based Data Collection:

The counselor will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Placement section at the Missouri Department of Elementary and Secondary Education

SESSION #5 Preparation

Essential Questions: How does it feel to have self control? How do others feel being around someone who has self control?

Engagement (Hook): Show the picture of happy children (attached to this lesson). What makes people smile like this? Do they know a secret about being “calm, cool and collected? Our session today will give you some clues to use to stay “calm, cool, and collected..

SESSION #5 Procedures**Professional School Counselor Procedures: Session 5**

1. Review *Small Group Guidelines*; Emphasize post-group confidentiality. Remind participants that even though the group is over, other group members trust them not to tell other people about what another person said or did in the group. Remind students about your responsibility to protect their confidentiality, too.
2. Collect Parent and Student Feedback Forms; make arrangements to get the forms from participants who did not bring them to the group.
3. Last week students hung their posters in the hall. Ask them what they thought when they saw their posters hanging “in a public place. Encourage other comments/feelings about their posters—especially, their use of the posters as reminders to control their MAD.
4. Ask members to share a word or sentence that describes their feelings about being a member of this group.
5. Clues they can use (see Hook): Show the picture of happy children and ask students to share how they think the children are feeling. What do you think the words calm, cool and collected mean? Do you think these students feel “calm, cool and collected?”

Student Involvement: Session 5

1. Students participate in review by telling what post-group confidentiality means for them.
2. Students give you their forms; if they do not have them, they commit to the day they will bring them to you.
3. Each student tells about the thoughts and feelings he or she had when seeing the posters hanging in the hall(s)
4. Students share their words or sentences and discuss their feelings.
5. Students share their ideas and discuss the meaning of “calm, cool and collected.”

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
<p>6. We are going to celebrate our last session together today in a <i>Calm, Cool and Collected Circle</i>. That means we are going to practice friendship skills and self control in the circle. Ask students to put their chairs in a circle. One member sits in the <i>Calm, Cool and Collected Chair</i> (empty chair placed in the middle of the circle).</p> <p>7. Ask students to share something special they have learned about the student in the chair. They are to use words that can help keep the person in the chair calm, cool and collected.</p> <p>8. Group Summary/Closure: Students complete the <i>Student Feedback Form: Overall Effectiveness of Group</i>. Give each student a <i>Group Certificate of Completion</i> for completing the group. Celebrate the closing of the group (see session #4).</p> <p>9. Distribute & Explain <i>Classroom Teacher/Parent/Guardian Follow-Up Suggestions</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>10. If a follow-up session is planned, remind students that it will be held in 4-6 weeks.</p>	<p>6. Students move their chairs into a circle in preparation for sharing their ideas (e.g. in control, not mad, happy).</p> <p>7. The students take turns sharing special things about friends. The person in the middle says, “thank you” or other appropriate words back in a calm, cool and collected manner.</p> <p>8. Group Summary/Closure: Students complete the <i>Student Feedback Form</i>. The students celebrate the closure of their group and accept their certificates.</p> <p>9. Students commit to giving their parents/guardians the handout.</p> <p>10. Students confirm that they have written the date of the follow-up session in their assignment books/planners</p>

SESSION #5 Follow-Up Activities

Suggestions for Classroom Teachers & Parents/Guardians (see attached)

1. Ask students to show you the “Group Certificate” of Completion.
2. Invite them to tell about the most important thing they learned about controlling their MAD.
3. Help them create ways to remind themselves that they can control their anger.
4. If a MAD does creep up, remind them to be patient with themselves and remember that they can control their anger.

Counselor Follow-up:

Give the classroom teacher the post assessments for the group. The teacher completes the *Individual Student Behavior Rating Form* and the *Teacher Feedback Form: Overall Effectiveness of Group Form*.

Follow up with the classroom teachers and the students to see if students are practicing their anger management strategies and provide additional strategies for students who may be having difficulty remembering they can control their MAD.

SESSION #5 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students’ lives better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #5

How do you think these people are feeling?



Why do you think they feel this way?
Do you think they feel calm, cool and collected?



Have you ever felt like this?
When and why did you feel like this?

SESSION #5



Group Certificate of Completion

Student's Name

*has successfully completed the
"I Have Power Over My Anger" group on*

_____.

_____ *practices self-management by staying
CALM, COOL AND COLLECTED
when a mad sneaks up.*



WAY TO GO!

Professional School Counselor

ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION # 5: CLOSURE: CIRCLE OF FRIENDS...CALM, COOL AND COLLECTED

3-5 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

Session Purpose: Students in this group gained closure to the group after practicing anger management skills in the group for five weeks.

Group Activity: Students identified and discussed their feelings about the group, participated in a Calm, Cool and Collected Circle to share what they learned from and about other people in the group, and celebrated their successes. Each student received a *Certificate of Completion*.

Group Assignment: Students are encouraged to continue using safe and healthy ways to control their MAD. They made note of the date of the follow-up session (if a follow up group is scheduled).

Classroom/Home Follow-up: Your continued support and encouragement is critical as students apply their new skills to control their MAD. With gentle reminders and acknowledgement from others in their lives, students find it easier and easier to be the best they can be when it comes to anger management. The following are suggestions for immediate follow-up related to the last small counseling group session:

- Ask students to show you the certificate of completion.
- Invite them to tell about the most important thing they learned about controlling their MAD.
- Help them create ways to remind themselves that they CAN control their MAD.
- If a MAD does creep up, remind them to be patient with themselves and remember that they can control their MAD.

Follow-up Session Date (Optional) _____

Thank you for patiently supporting these individuals as they learn to take control of their anger. I believe our collaboration makes a difference in their lives.

Sincerely,

Professional School Counselor

OPTIONAL FOLLOW-UP SESSION**Group Title:** Anger Management**Session Title:** How Are You Doing?**Session:** Follow-up (4-6 weeks after last session)**Grade Level:** K-2**Estimated time:** 30-45 minutes

Small Group Counseling Follow-up Session Purpose: The Professional School Counselor (PSC) may facilitate at least one more group session 4-6 weeks after the group has ended. This session helps the PSC track students' persistence and success in applying new skills and making changes in their lives. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made during the group sessions.

Missouri Comprehensive Guidance Strand/Big Idea:

Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance Concept(s):

PS.3.A. Safe and Healthy Choices

PS.3.B. Personal Safety of Self and Others

PS.3.C. Coping Skills

American School Counselor Association National Standard (ASCA):

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

OPTIONAL FOLLOW-UP SESSION**Materials (activity sheets and/ or supporting resources are attached)**

8 ½ x 11 paper for each participant; crayons/markers/pencils

Alternative Procedure: Complete the *Follow-Up Feedback Form for Students*. Discuss after completing.**OPTIONAL FOLLOW-UP SESSION Formative Assessment**

This session does not require a formative assessment. It is a way for the PSC to measure students' perceptions of the group's effectiveness over time.

Alternative Procedure: Use the *Follow-Up Feedback Form for Students* as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

OPTIONAL FOLLOW-UP SESSION Preparation**Essential Questions:** What does everyone have in common in this group?**Engagement (Hook):** How are you different as a result of this group?

OPTIONAL FOLLOW-UP SESSION PROCEDURES***Professional School Counselor Procedures: Optional Follow-up Session***

Note for PSC: The group follow-up session will give participants a chance to celebrate each other's successes over time.

1. Welcome students back to the group. Remind them again about the *Small Group Counseling Guideline* - they still hold true!
2. Invite each student to tell one thing he or she remembers from the group meetings. "I remember _____."
3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4. Give the directions for the quadrants one at a time. Complete all quadrants. Invite students to share one quadrant at a time; discuss responses before going to the next quadrant.

1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.
3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.

4. Alternative Procedure: An option for gathering student feedback during the follow-up session is to use the *Follow-Up Feedback Form for Students*. Discuss with students after they have completed the form.

Student Involvement: Optional Follow-up Session

1. Students participate in the review of the guidelines by telling what they remember and by reminding each other of what the guidelines mean
2. Students contribute a concrete example of something they remember about the group.
3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. School counselor will acknowledge on-topic sharing
4. Alternative Procedure: Students complete the form and discuss their responses.

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

If students completed the (optional) *Follow Up Session Feedback Form*, use the responses to prepare a data summary and report of group's effectiveness.

OPTIONAL FOLLOW-UP SESSION Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students' lives better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

(OPTIONAL SESSION scheduled 4-6 weeks after group ends)

Level: Elementary/Middle School/High School

Note to Professional School Counselor: *The Follow-up Session Feedback Form for Students may be used in several ways, e.g., as an alternative "Procedure" for the post-group follow-up session, as a discussion guide, or (if post-group follow-up session is NOT scheduled) as a guide for interviewing individual students 4-6 weeks after the group ends. Adapt as appropriate for developmental level of students.*

FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name: _____ (optional) Date: _____

Questions:

1. What specific skills are you practicing now that the group is over?
2. What was the most useful thing you learned from the group?
3. What could you use more practice on?
4. How are things different for you now?
5. What Progress have you made toward the goals you set for yourself at the end of our group meetings?
6. How are you keeping yourself accountable?
7. What suggestions do you have for future groups?
8. Circle your overall experience in the group on a scale from 1 → 5 _____

1=Most positive activity in which I have participated for a long time
2=Gave me a lot of direction with my needs
3=I learned a lot about myself and am ready to make definite changes
4=I did not get as much as I had hoped out of the group
5=The group was a waste of my time
9. What specific "things" contributed to the ranking you gave your experience in the group?
10. What would have made it better?

Additional comments you would like to share with the school counselor: