

ANGER MANAGEMENT SMALL GROUP COUNSELING UNIT GRADES 9-12

Small Group Counseling Title/Theme: Anger Management

Grade Level(s): 9-12

Small Group Counseling Description:

The anger management group will provide students who are experiencing anger issues with safe and healthy strategies for dealing with frustrating situations.

Number of Sessions in Group: 5 + Optional Follow-up

Session Titles/Materials: (Note: Posters, Resource Pages & “*Handouts*” are attached to each session)

Session # 1: What is True About Anger?

Materials needed:

- Completed *Discipline/Office Referrals* form for each student (Pre-Group Resource Page)
 - Prior to Session 1, gather data about each participant’s anger-related discipline/office referrals, such as number of referrals since beginning of school year, classes and/or situations in which a safe or unhealthy response to anger is a pattern.
- Anger Management folder for each participant
- Small Group Counseling Guidelines*
- Pre-Group Anger Management Self–Assessment* form (Student Activity Page)
- Anger: Myth or Not* (Student Activity Page)
- Anger: Myth or Not: Answer Sheet—Myth Busters* (Student Activity Page)
- Tracking and Taming Anger: Part I* (Student Activity Page)
- Session 1 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*

Session # 2: What Trips Your Trigger?

Materials needed:

- Cues-to-Anger Buttons*—prepare prior to session (Resource Page)
- Anger Management folders including Session 1 Handouts:
 - Small Group Counseling Guidelines*
 - Pre-Group Anger Management Self–Assessment* form
 - Anger: Myth or Not* (Student Activity Page)
 - Anger: Myth or Not: Answer Sheet—Myth Busters* (Student Activity Page)
 - Discipline/Office Referrals* (Pre-Group Resource Page)
- Completed *Tracking and Taming My Anger: Part I* (student assignment from Session 1)
- Anger Management Cues* (Student Activity Page)
- Tracking and Taming My Anger: Part II* (Student Activity Page)
- Session 2 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*

Session# 3: What is Your Emotional Thermometer?

Materials needed:

Anger Management folders including Sessions 1 & 2 Handouts:

Small Group Counseling Guidelines

Anger Management Self–Assessment form

Anger: Myth or Not (Student Activity Page)

Anger: Myth or Not: Answer Sheet—Myth Busters (Student Activity Page)

Discipline/Office Referrals (Resource Page)

Tracking and Taming My Anger: Part I (group assignment from Session 1)

Anger Management Cues (Student Activity Page)

Completed *Tracking and Taming My Anger: Part II* (group assignment from Session 2)

Emotional Thermometer I (Student Activity Page)

Emotional Thermometer II (Student Activity Page)

Session # 4: What Is a Good Way To Be Mad?

Materials needed:

Anger Management folders including Session 1, 2 & 3 Handouts:

Small Group Counseling Guidelines

Pre-Group Anger Management Self–Assessment form

Anger: Myth or Not (Student Activity Page)

Anger: Myth or Not: Answer Sheet—Myth Busters (Student Activity Page)

Discipline/Office Referrals (Pre-Group Resource Page):

Tracking and Taming My Anger: Part I (group assignment for Session 1)

Anger Management Cues (Student Activity Page)

Tracking and Taming My Anger: Part II (group assignment for Session 2)

Emotional Thermometer I (Student Activity Page)

3” x 5’ index card for each participant (or small pieces of paper)

Emotional Thermometer II (Completed group assignment for Session 3)

Cool Responses/Cool Consequences (Student Activity Page)

Discipline/Office Referrals (Resource Page—completed for each student prior to Session 5)

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: How Do I Keep Cool?

Materials needed:

Completed individual *Discipline/Office Referral Forms* (Prior to Session 5, gather follow-up data about each participant’s anger-related discipline/office referrals since Session 1; *see Session 4 for form and directions*)

Anger Management folders including Session 1, 2, 3 and 4 Handouts:

Small Group Counseling Guidelines

Pre-Group Anger Management Self–Assessment form

Anger: Myth or Not (Student Activity Page)
Anger: Myth or Not: Answer Sheet—Myth Busters (Student Activity Page)
Discipline/Office Referrals (Pre-Group Resource Page)
Tracking and Taming My Anger: Part I (group assignment for Session 1)
Anger Management Cues (Student Activity Page)
Tracking and Taming My Anger: Part II (group assignment for Session 2)
Emotional Thermometer I (Student Activity Page)
Emotional Thermometer II (group assignment for Session 3)

Anger Management Self-Assessment (Student post-group assessment)
I Am In Charge Of Me! (Optional Post-Group Student Activity Page)
From Now On: Weekly Data Collection Tables: You Are In Charge Of You! (Optional Post-Group Student Activity Page)
Student Feedback Form: Overall Effectiveness of Group
Group Certificate of Completion

Optional Follow-up Session (to be held 4-6 weeks after last group session)

Materials needed:

8 ½” x 11” paper and markers for each student
 Alternative Procedure: *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)

X	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 Assessment (acceptable evidence):

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

Utilize the pre and post *Anger Management Self Assessment* as self reflection tool. Compare pre- and post-group discipline/office referrals to determine change in average weekly discipline/office referrals.

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 in 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.

Follow Up Ideas & Activities

Implemented by counselor, administrators, teachers, parents, community partnerships

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

Check with students periodically to determine their success in managing their anger.

Note: 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 continuously strive to 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: 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
	5	4	3	2	1
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: 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: 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 have 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				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: *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
	5	4	3	2	1	
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:

POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

(OPTIONAL SESSION scheduled 4-6 weeks after group ends)
Level: Elementary/Middle School/High School

Note: *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: What is True About Anger?

Session #1 of 5

Grade Level: 9-12

Estimated time: 30-45 minutes

Small Group Counseling Session Purpose: Students will get acquainted with group members, establish group guidelines and understand their own personal anger.

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

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

Materials needed:

Completed *Discipline/Office Referrals* form for each student (Pre-Group Resource Page)

Prior to Session 1, gather data about each participant's anger-related discipline/office referrals, such as number of referrals since beginning of school year, classes and/or situations in which a safe or unhealthy response to anger is a pattern.

Anger Management folder for each participant

Small Group Counseling Guidelines

Pre-Group Anger Management Self-Assessment form (Student Activity Page)

Anger: Myth or Not (Student Activity Page)

Anger: Myth or Not: Answer Sheet—Myth Busters (Student Activity Page)

Tracking and Taming Anger: Part I (Student Activity Page)

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

SESSION #1 Formative Assessment

Students self-assess, analyze, and discuss with the group members, their personal results of the *Pre-Group Anger Management Self-Assessment* and *Anger: Myth or Not*. Students develop personal anger management goals to accomplish by the end of the group sessions. PSC listens for students' anger management styles and beliefs about anger/personal responsibility for their responses to their feelings of anger.

SESSION #1 Preparation

Essential Questions: Who controls your anger?

Engagement (Hook): Tell about a time when you were angry and what happened as a consequence of your anger.

SESSION #1 Procedures

Professional School Counselor Procedures: Session 1

Prior to the start of this group, gather data regarding students' discipline/office referrals for the current school year; calculate (or have students calculate) individual weekly averages. This average will become a baseline for measuring one aspect of the effectiveness of the group: a reduction in the number of weekly discipline/office referrals. (Session #1 of the 6-8 Anger Management Group Unit includes a systematic procedure for tracking discipline/office referrals—you may want to incorporate parts of that unit into the 9-12 Unit)

1. After completing the “Hook,” welcome members and give a brief description of the group; emphasize anger as an emotion everyone experiences. Post the *Small Group Counseling Guidelines* and give each group member a printed copy to keep in his or her personal Anger Management folder (see #3 below). Ask for a volunteer to read the first guideline out loud; discuss its meaning.
2. Ask group members to add additional guidelines.
3. Give each student a folder labeled with his or her name. Explain that folders are for important papers related to the Anger Management group; ask students to write the name of the group on the folders and put their copies of the *Small Group Guidelines* inside.
4. Give each student an *Anger Management Self-Assessment* form. Instruct students to complete the form individually without discussion.
5. Distribute to students *Anger: Myth or Not* Student Activity Page; have students mark each statement “true” or “false.”

Student Involvement: Session 1

1. Students take turns reading guidelines aloud and contributing to a discussion of the meaning of each guideline and what each one looks like and sounds like?
2. Students give suggestions for additional guidelines.
3. Students write the name of the group on their folders and put their copies of the guidelines in folder.
4. Students complete the *Anger Management Self-Assessment* and put it inside their folders when completed.
5. Students complete the *Myth or Not* student activity page.

<i>Professional School Counselor Procedures: Session 1</i>	<i>Student Involvement: Session 1</i>
<p>6. Distribute the “myth-buster” answers to <i>Myth or Not</i>. Ask students to compare their answers to the “correct” answers. Lead a discussion about the answers.</p> <ul style="list-style-type: none"> • Which answers came as a surprise? • Which answers do participants think are “wrong?” • Which ones are “like them?” “Not “like them?” • What are the personal implications of the “myths” (false items) for members? <p>Lead into comments regarding the reason(s) they became members of the group (recommendation/self-referral). Provide examples of how the activities and support of the group members can help them have more control of their lives by being in control of their responses to anger.</p> <p>7. Have students review their anger self-assessment (#4 above). Ask for a volunteer to share results of his or her <i>Anger Management Self-Assessment</i>. Encourage all students to participate. During discussion emphasize the difference between “anger feelings” and “angry behavior”—anger feelings do not get us into trouble; angry behavior does</p> <p>8. Compare responses on their anger self-assessment to the situations they related during the “Hook.” Ask students to discuss the examples of when they were angry and their perception of how and if they could have controlled it.</p> <p>9. Discipline/Office referrals (See <i>Discipline/Office Referrals</i> Resource Page): Keep original and give each student a copy of the page with the number of his or her discipline/office referrals (total and weekly average for the year). Ask them to think back over their most recent referrals. When did they occur (e.g. a specific class, in the hallways, cafeteria)? What thoughts did they have about the situation and the referral? Whose “fault” was it? Could the situation have been avoided? (Note: <i>Listen to the students’ language when they talk about situations. Are there glimmers of accepting responsibility and/or acknowledgement of their ability to avoid disciplinary action?</i>) Ask students to add their comments to the form. Students will keep forms in their Anger Management Folders.</p>	<p>6. Students compare their answers with the “myth-buster” answers to the <i>Anger Management: Myth or Not</i>; they participate in discussion by making connections between their lives and the “myths.”</p> <p>7. After the volunteer shares, other students volunteer to share their responses. Students identify the difference between “angry feelings” and “angry behavior.”</p> <p>8. Students discuss their example of a time they were angry, their ideas of reasons they became angry and the circumstances of their anger. They identify times they “kept cool” and their ideas of being able to control their anger.</p> <p>9. Students engage in a conversation about their office referrals and circumstances surrounding the referrals AND their feelings/responses to circumstances that led to referral as well as their feelings about getting a discipline/office referral. They write their comments on their individual pages and place forms in their Anger Management folders.</p>

<i>Professional School Counselor Procedures: Session 1</i>	<i>Student Involvement: Session 1</i>
<p>Explain to students that one aspect of their success in the Anger Management Group will be a decrease in the weekly average of their discipline/office referrals. Tell them that you will be tracking their office referrals at various times throughout the duration of the group.</p>	
<p>10. Help students identify and develop anger management goals they want to set due to the results of their assessment and the discussion. Instruct students to write their personal anger management goals on the <i>Self-Assessment</i> Form and in their notebooks/planners AND to track their progress toward their goals throughout the next week.</p>	<p>10. Working in pairs, students develop personal goals to accomplish by the end of the group and write the goals on their <i>Self-Assessment</i> form AND in their notebooks/planners. They will keep track of their progress between now and the next group meeting.</p>
<p>11. Formative Assessment: Ask the students about their understanding of their feelings of anger. What circumstances bring up feelings of anger? What is the source of their anger (e.g., a person, a situation, a place)? What other feelings did the circumstance create (e.g., embarrassment, hurt, disappointment, rejection, fear). Comment that feelings of anger are not wrong but behaviors associated with anger may be unsafe or unhealthy OR safe and healthy. Emphasize the times students “kept cool” and gave a “cool response (see #8 above).”</p>	<p>11. Formative Assessment: Students join in a conversation about their anger. As trust is developed, conversation becomes more candid and students become comfortable sharing some of the deeper feelings behind their anger.</p>
<p>12. Group Assignment: Ask students to write down when they have feelings of anger throughout the week to review during the next session. Have them include the date, the source of their anger, what made them angry and their bodies’ response to feelings of anger (e.g. tight stomach). (See <i>Tracking and Taming Anger: Part I</i> (Student Activity Page). Remind them about tracking their progress toward their personal goals.</p>	<p>12. Students leave with the understanding of recording their feelings of anger on the <i>Tracking and Taming Anger: Part I</i> form (or another method of keeping a written record of their feelings of anger).</p>
<p>Collect Students’ folders.</p>	<p>Students put handouts from Session #1 in their folders and turn them in.</p>
<p>13. Distribute & Explain <i>Session 1 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>13. Students commit to giving their parents/ guardians the handout.</p>

SESSION #1 Follow-Up Activities

Remind students of next session.

Provide classroom teacher(s) of students in group a copy of the *Session 1 Classroom Teacher/Parent/Guardian Follow-Up Suggestions*. Encourage teachers to support students' efforts by asking them to share their new understanding of their anger and their personal anger management goals. Remind and assist them in writing down when they have feelings of anger.

When you see students between sessions, ask about and acknowledge their use of safe and healthy ways of responding to anger.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #1: RESOURCE PAGE

DISCIPLINE/OFFICE REFERRALS

Note: Complete the left column of this form before students begin prior to Session 1. Prior to Session #5, complete the right column. Tabulating the pre-/post-group office referrals provides one quantitative measure of the group's effectiveness in bringing about change in students' management of anger. Make copies of this form for students and keep the original for your files. Prior to Session 5, record individual student's average weekly referrals from Session 1 through the week after Session 4 on your copy; make a copy for each student.

Student's Name _____

Pre-Group DISCIPLINE/OFFICE REFERRALS

Discipline/office referrals for current year:
Dates _____ through _____
Number of Weeks (NW) _____
Total Number of Referrals (TNR) _____
Weekly Average: TNR/NW = _____
School Counselor Comments:

Student Comments (e.g. reasons for referrals):

Post-Group DISCIPLINE/OFFICE REFERRALS

Discipline/office referrals since group began:
Dates _____ through _____
Number of Weeks (NW) _____
Total Number of Referrals (TNR) _____
Weekly Average: TNR/NW = _____
Change in weekly average from beginning of group through Session 5 = _____
School Counselor Comments:

Student Comments about reasons for change/non-change (e.g., skills learned during group sessions, attitude]):

ALL SESSIONS: POSTER & STUDENT ACTIVITY PAGE

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 allowed.**

- 5. All participants treat each other with respect.**

- 6. Group members have the opportunity to develop other guidelines.**

SESSION 1: STUDENT ACTIVITY PAGE

Anger Management Self-Assessment

Session 1 (pre-assessment)

Name: _____ Date: _____

	1 Never	2 Sometimes	3 Frequently	4 Most Always	5 All the Time
I handle my anger well.					
I get in trouble because of my anger.					
I know what causes me to become angry.					
When I am angry, I keep my feelings inside.					
When I am angry, I lose total control.					
When I am angry, I talk about it.					
When I am angry, I "take it out" on someone else.					
When I get angry, it's usually someone else's fault.					

My goals for myself by the end of the group:

1. _____
2. _____
3. _____

SESSION #1: STUDENT ACTIVITY PAGE

Anger: Myth or Not?

Please mark the following statements—use “T” for true and “F” for false

- _____ 1. All anger is unhealthy and destructive.
- _____ 2. Angry people yell and scream a lot.
- _____ 3. It is okay to express anger in ways that hurt others.
- _____ 4. Nice people do not feel angry.
- _____ 5. It is a good idea to hit a pillow or something else soft if I am angry.
- _____ 6. My body does not really know when my mind believes that I am angry.
- _____ 7. People cannot help being angry; it is in their genes.
- _____ 8. People can be angry and others may not know it.
- _____ 9. When people get angry with others, the others have done something wrong.
- _____ 10. When people feel angry, someone else has caused them to feel that way.
- _____ 11. People cannot love someone and also get angry with him or her.
- _____ 12. People can control their tempers.

SESSION 1: STUDENT ACTIVITY PAGE

ANGER: MYTH OR NOT?
Answer Sheet: Myth-Busters

1. F
2. F
3. F
4. F
5. F
6. F
7. F
8. T
9. F
10. F
11. F
12. T

SESSION 1: OPTIONAL STUDENT ACTIVITY PAGE

Note: As homework for Session #1, students track the times they experience feelings of anger between Session #1 & Session #2. This form provides a systematic method for recording the information; students may want to devise their own method—a positive step toward engagement in the process.

TRACKING AND TAMING MY ANGER: PART I
A Record of My Anger

STUDENTS: Each day, think about situations in which you experienced feelings of anger. Keep a record of the source of your anger (e.g., a person, an event), what made you angry and how your body reacted. Write honestly about your experiences so that you can learn more about what you need to do to REALLY be in charge of you! Next week we will talk about your experiences.

Source of My Anger **What made me angry** **How my body reacted**

	⇒		⇒	
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Date of experience _____
Comments (e.g., What was going on in my life that affected my response?) _____

	⇒		⇒	
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Date of experience _____
Comments _____

	⇒		⇒	
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Date of experience _____
Comments _____

9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

ANGER MANAGEMENT SMALL COUNSELING GROUP

SESSION # 1: What is True About Anger?

Session Purpose: Students got acquainted with group members, established group guidelines and developed a new understanding of their own personal anger.

Group Activity: Students completed an *Anger Management Self Assessment*, an *Anger Management: Myth or Not* activity page and participated in a discussion of anger and anger management. The discussion emphasized the difference between angry feelings and angry behavior, including safe and healthy ways to respond to feelings of anger. They reviewed individual discipline/office referrals for the current year and developed personal anger management goals.

Group Assignment: Students are to write down when they have feelings of anger, situation when anger occurs and their responses to review during the next session.

Classroom/Home Follow-up: Help students incorporate learning by asking them to share their new understanding of their anger and the results of their *Anger Management Self Assessment*, the *Anger: Myth or Not* questionnaire and their personal anger management goals. Remind and assist them in writing down when they have feelings of anger to review in the next session. In addition, acknowledge their use of safe and healthy ways of responding to anger.

Group Title: Anger Management

Session Title: What Trips Your Trigger?

Session #2 of 5

Grade Level: 9-12

Estimated time: 30-45 minutes

Small Group Counseling Session Purpose:

Students will learn to identify variables in their environment that cause them to have angry feelings.

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

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

Materials needed:

Cues-to-Anger Buttons—prepare prior to session (Resource Page)

Anger Management folders including Session 1 Handouts:

Small Group Counseling Guidelines

Pre-Group Anger Management Self-Assessment form

Anger: Myth or Not (Student Activity Page)

Anger: Myth or Not: Answer Sheet—Myth Busters (Student Activity Page)

Discipline/Office Referrals (Pre-Group Resource Page)

Completed *Tracking and Taming My Anger: Part I* (student assignment from Session 1)

Anger Management Cues (Student Activity Page)

Tracking and Taming My Anger: Part II (Student Activity Page)

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

SESSION #2 Formative Assessment

Students demonstrate their ability to identify what triggers their anger and the cues that warn them of their angry feelings by completing the Student Activity Page *Anger Management Cues* and by responding verbally to the prompt: (regarding my anger and me) “*I learned I_____.*”

SESSION #2 Preparation

Essential Questions: What makes people angry and how do they know when they are angry?

Engagement (Hook): (*Prior to group session, make a copy and cut out “Cues-to-Anger Buttons” [Resource Page].*) Distribute cues-to-anger buttons. Students role play the reactions described on the buttons (rapid heartbeat, sweaty palms, tightness in the chest, unsteadiness, crying, clenched teeth and fists). Discuss what the person may be experiencing and what might have triggered the reaction.

SESSION #2 Procedures

<i>Professional School Counselor Procedures: Session 2</i>	<i>Student Involvement: Session 2</i>
<p>1. Following “Hook,” review <i>Small Group Guidelines</i> and Group Assignment from Session 1: students were to track/record when they had feelings of anger, the situations when anger occurred and their bodies’ responses to feelings of anger.</p> <p>2. Introduce Session 2 with Essential Question: “What makes people angry and how do they know when they are angry?”</p> <p>Explain that in this session they will learn more about “triggers” to their anger AND what they can do to respond in safer and healthier ways to the natural emotion of anger; to take control of their responses, rather than anger being in control of their responses.</p> <p>3. Distribute students’ Anger Management folders (Session 1). Ask for 2-3 volunteers to review what they learned during the last session. Ask members to review the personal goals they wrote on their <i>Anger Management Self-Assessments</i>. “On scale of 1-5 (5= high), SHOW-ME (with hands) how you did”.</p> <p>4. As a springboard to making a list of triggers, using their <i>Tracking and Taming Anger: Part I</i> (Session 1 Group Assignment), ask students to review their written records of the times they experienced feelings of anger during the past week. Brainstorm with students additional situations that trigger their anger and list on board or large sheet of paper. Comment that these situations are ones that may be from a person’s past and/or be long standing.</p> <p>5. Distribute the <i>Anger Management Cues</i> student activity page. Refer to the “Hook’s” <i>Cues to Anger Buttons</i>; tell students that their bodies give cues when “anger is approaching.” Ask students to refer to the written record of their anger over the past week, especially, their bodies’ reactions to feelings of anger. Ask for examples for each heading and ask students to write them on their anger cues activity page.</p> <p>6. Discuss with the students the different cues and help in their individual determination of their cues to angry feelings.</p>	<p>1. Students review the guidelines by telling what each guideline looks and sounds like. They (briefly) share their anger experiences since the last session, emphasizing responses and consequences.</p> <p>2. Students volunteer responses.</p> <p>3. Two or three volunteers will review what they learned during the last session. As a group, students “SHOW YOU” their progress toward goals. They review personal goals and voluntarily share their progress and challenges.</p> <p>4. Students tell and list situations that trigger their anger.</p> <p>5. Students write down examples and participate in discussion.</p> <p>6. Using the group list, students work together to determine their personal cues to angry feelings and add them to their individual lists.</p>

<i>Professional School Counselor Procedures: Session 2</i>	<i>Student Involvement: Session 2</i>
<p>7. Comment that a person’s knowledge of what triggers anger and his or her body’s cues that anger is approaching, can enable control of unsafe and/or unhealthy responses to feelings of anger. Encourage questions and comments from students.</p>	<p>7. Students will respond with questions or statements that indicate they better understand their feelings of anger (e.g., How do I stop my voice from shaking when I am angry? I can’t help it if I cry, can I?).</p>
<p>8. Explain the 4 actions they can take to gain power over their anger: 1. STOP—recognize anger sources, triggers and clues; 2. COOL-DOWN—develop an invisible “cool-down” signal (e.g., count to 10, put thumb and forefinger together) to gain power over anger; 3. THINK of a “Cool” response; 4. ACT on your “Cool Response”—do something positive; act in a safe and healthy way! (see Anger Management Units for grades 3-5 & 6-8 for additional information and ideas)</p>	<p>8. Students practice an invisible signal they can use to “Cool Down & Think.”</p>
<p>9. Help students revisit their personal goals and review what they learned during this session. Help students revise/refine their personal goals and decide on their actions for the coming week.</p>	<p>9. Students revisit/revise/refine goals and define actions for the coming week. They write their “new” goals and the specific actions they will take this week in 2 places—on their <i>Anger Management Assessment</i> forms and in their planners/notebooks--so they see their goals and can track their progress everyday. As time permits, students will share their plans.</p>
<p>10. Formative Assessment: Assess students’ current understanding of the triggers to their anger and the cues that warn them of their angry feelings by doing a “whip around.” Beginning on your right, ask students to complete the following sentence: “In regard to my feelings of anger, I learned I_____. Listen for an emergent understanding of anger and their personal role in taking control of their anger.</p>	<p>10. Students will restate the stem and complete the sentence, using “I _____” e.g. “In regard to my feelings of anger, I learned I have to ‘listen’ to the cues my body gives me so I can be in control of ME!”</p>
<p>Collect students’ Anger Management Folders.</p>	<p>Students put activity pages and other materials in their folders and hand them in.</p>
<p>11. Homework Assignment: Ask students to journal when they have feelings of anger, what triggers that feeling, the cues to their bodies’ feelings of anger, their actions in response to the cues and the consequences of their actions for next session. (The student activity page <i>Tracking and Taming My Anger: Part II</i> provides one way for students to journal their feelings of anger.) Remind students to review and monitor their progress toward meeting their personal goals (make sure their goals are written in a visible</p>	<p>11. Students commit to journaling dates, anger triggers, cues, responses and consequences. In addition, they agree to monitor their progress toward their personal goals.</p>

<p>Professional School Counselor Procedures: Session 2</p> <p>place, e.g., daily planners).</p> <p>12. Distribute & Explain <i>Session 2 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>Student Involvement: Session 2</p> <p>12. Students commit to giving their parents/guardians the handout.</p>
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SESSION #2 Follow-Up Activities

<p>Remind students of next session.</p> <p>Provide classroom teacher(s) of students in group a copy of the <i>Classroom Teacher/Parent/ Guardian Follow-Up Suggestions</i>. Encourage teachers to support students’ efforts by asking them to share their new understanding of their anger and their personal anger management goals. Remind and assist them in writing down when they have feelings of anger.</p> <p>When you see students, ask about and acknowledge their use of safe and healthy responses to anger; check in re their use of their “cool-down and think” signal.</p>

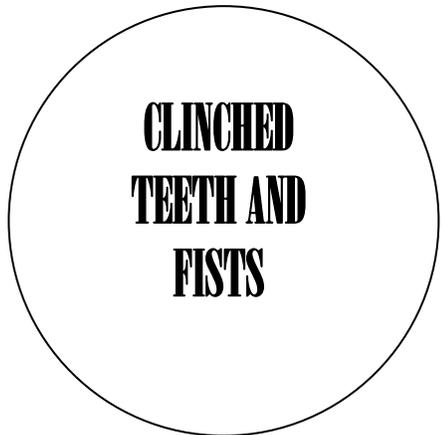
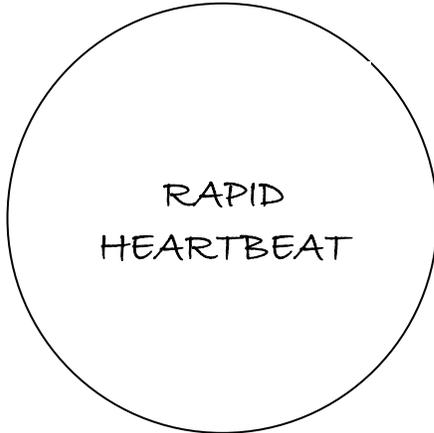
SESSION #2 Counselor reflection notes (completed after the session)

<p><i>STUDENT LEARNING: How will students’ lives be better as a result of what happened during this session?</i></p> <p><i>SELF EVALUATION: How did I do?</i></p> <p><i>IMPLEMENTATION PROCEDURES: How did the session work?</i></p>
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SESSION #2: "HOOK" RESOURCE PAGE

Note: The "Cues to Anger" buttons are a part of the "Hook" to engage students in Session 2. Prior to the group, copy this page and cut out the buttons; if there are more than 6 group participants, distribute buttons at random (or create additional buttons).

CUES TO ANGER BUTTONS



SESSION #2: STUDENT ACTIVITY PAGE

Anger Management Cues

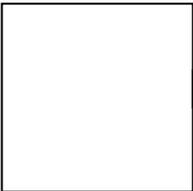
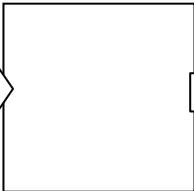
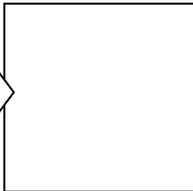
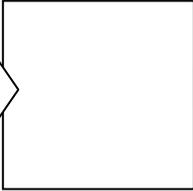
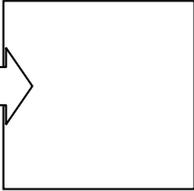
PHYSICAL CUES I feel it/others see it	BEHAVIORAL CUES I act it	EMOTIONAL CUES I feel it inside--in "my heart"	COGNITIVE CUES I think it
My stomach churns My neck turns red	I stomp my feet! I pout.	I feel hurt inside. I feel rejected	How could she??? That's NOT fair!! I'm stupid!

SESSION #2: STUDENT ACTIVITY PAGE

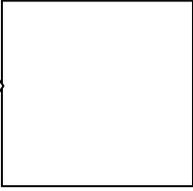
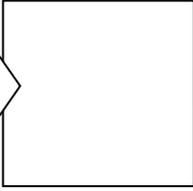
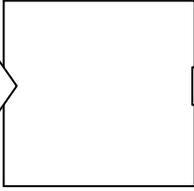
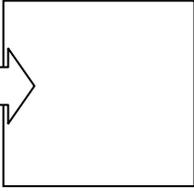
Note: As homework for Session #2, students track the times they experience feelings of anger between Session #2 & Session #3. This form provides a systematic method for recording the information; students may want to devise their own method—a positive step toward engagement in the process.

TRACKING AND TAMING MY ANGER: Part II
A Record of My Anger and Its Consequences

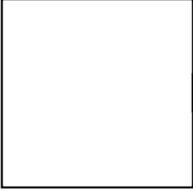
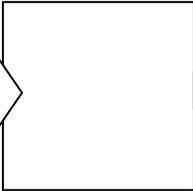
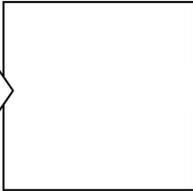
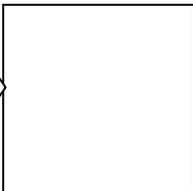
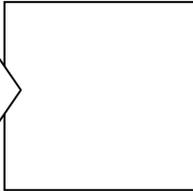
STUDENTS: Each day, think about situations in which you experienced feelings of anger. Keep a record of the situations, what made you angry in that situation, how you responded and the consequence of your response. Write honestly about your experiences so that you can learn more about what you need to do to REALLY be in charge of you! Next week we will talk about your experiences.

Source of My Anger	What made me angry	Cue—How my body told me I was angry.	My response	Consequence of my response
				

Date of experience _____
Comments (e.g., What was going on in my life that affected my response?) _____

				
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Date of experience _____
Comments _____

				
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Date of experience _____
Comments _____

9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

ANGER MANAGEMENT SMALL COUNSELING GROUP

SESSION # 2: What Trips My Trigger?

Session Purpose: Students will learn to identify variables in their environment that cause them to have angry feelings.

Group Activity: Reviewed and revised (as necessary) the personal goals they established in Session #1; discussed situations that trigger their anger and their personal cues to when “anger is approaching. Students completed an *Anger Management Cues* activity sheet

Group Assignment: Students agreed to keep a record of their anger. They will journal the dates/situations of angry feelings; the anger triggers and the cues their bodies give them that “an anger” is approaching.”

Classroom/Home Follow-up: The knowledge of what triggers our anger and our bodies’ cues that anger is approaching, can enable control of unsafe and/or unhealthy responses to feelings of anger. We want students to know that anger is normal; HOWEVER, their response to anger can be unhealthy and/or unsafe. You may help students by reminding and encouraging them to **honestly** journal dates/situations of their feelings of anger, their personal anger triggers and their bodies’ cues when “anger is approaching.” In addition, please acknowledge their use of safe and healthy ways of responding to anger.

Group Title: Anger Management

Session Title: What is Your Emotional Thermometer?

Session #3 of 5

Grade Level: 9-12

Estimated time: 30-45 minutes

Small Group Counseling Session Purpose: Students will have a clear understanding of different degrees of their personal anger.

Missouri Comprehensive Guidance Standard:

CG2: Interacting with Others in Ways that Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

A. Quality Relationships

C. Coping Skills

SESSION #3 Materials (include activity sheets and/ or supporting resources)

Materials needed:

Anger Management folders including Sessions 1 & 2 Handouts:

Small Group Counseling Guidelines

Anger Management Self-Assessment form

Anger: Myth or Not (Student Activity Page)

Anger: Myth or Not: Answer Sheet—Myth Busters (Student Activity Page)

Discipline/Office Referrals (Resource Page)

Tracking and Taming My Anger: Part I (group assignment from Session 1)

Anger Management Cues (Student Activity Page)

Completed *Tracking and Taming My Anger: Part II* (group assignment from Session 2)

Emotional Thermometer I (Student Activity Page)

Emotional Thermometer II (Student Activity Page)

SESSION #3 Formative Assessment

Students demonstrate their understanding of their personal anger by: rating the degree of their personal anger; relating the degree of their personal anger to “trigger” situations; and

SESSION #3 Preparation

Essential Questions: How mad can a person get?

Engagement (Hook): Share about a time when you observed someone who exhibited anger that was out of control.

SESSION #3 Procedures

<i>Professional School Counselor Procedures: Session 3</i>	<i>Student Involvement: Session 3</i>
<p>Distribute students' anger management folders.</p> <ol style="list-style-type: none">1. Following "Hook," review <i>Small Group Guidelines</i> and group assignment from Session 2: students kept a journal and recorded dates of angry feelings, especially, anger triggers, cues, responses and consequences. In addition, they monitored their progress toward their personal goals.2. Have students share their journal (<i>Tracking and Taming My Anger: Part I</i>) from last week <p>Introduce Session 3 by telling students that this session furthers their understanding of anger and adds to their "I Am In Charge of Me" tool-kit. The activities teach them to "take the temperature" of their anger in order to understand that the degree of one's anger varies depending upon the situation—AND—that anyone can learn to respond to anger in safe and healthy ways no matter what the situation.</p> <ol style="list-style-type: none">3. Ask the Essential Question (see preparation) "How mad can a person get?" Distribute the Student Activity Page <i>Emotional Thermometer I</i>. Instruct students to record the highest degree of anger they experienced during the past week including the trigger and consequence(s) of that situation.4. Lead a conversation with students about the situations that seemed to cause them to be the angriest.5. Introduce the <i>Anger Management Styles</i> Poster (give students a copy of the poster to reference and keep in their folders). Explain that understanding the 3 styles of anger management will help them understand the varying degrees of anger experienced in different situations. Ask students to think about times anger attempted to take their personal power away from them. (NOTE: the poster is from the grades 6-8 Anger Management Unit—see that Unit for other materials that may be useful to you.)	<ol style="list-style-type: none">1. Students review the guidelines by telling what each one looks and sounds like. They participate in a brief discussion of their personal successes and challenges re: group assignment.2. Students share personal observations of their feelings of anger.3. Students record on their <i>Emotional Thermometers</i> the highest degree of anger experienced and the trigger/consequence(s) of their feelings of anger.4. Students talk about the situations that most frequently triggered the highest degree of their anger and the patterns of their feelings of anger (e.g., different reactions to similar situations/triggers).5. Students identify the anger management style they use most frequently.

Professional School Counselor Procedures: Session 3

6. **Formative Assessment:** On the *Emotional Thermometer I*, students add the degree of personal anger they experienced in the each of the situations they tracked last week. Reflect on students' understanding of the relationship between their degree of anger and their body's reaction to anger.

7. Guide students in revisiting their personal goals and reviewing what they learned during this session. Help students revise/refine their personal goals and decide on their actions for the coming week.

8. **Group Assignment:** Distribute copies of the Student Activity Page *Emotional Thermometer II*. Explain to students how to use the activity page to journal/record the degree of their anger each day during the coming week.

Inform students that next week is the next to the last regular meeting of the group (if a follow-up session is planned tell them the date). Encourage students to let you and other members of the group know if there is an anger-related issue/topic they want the group to addresses (you may want to provide a way for students to "submit" a topic in writing).

9. **Group Summary/Closure:** Close this session by asking students to do an "I learned whip-around" (a quick go around the circle with each student responding to a sentence stem(s)). Ask each student to respond to the stems "In regard to expressing my anger, I learned I use the _____ style most. In the future I respond _____ by _____." Listen for each student's understanding of his or her style of responding to feelings of anger.

Student Involvement: Session 3

6. Students review what they have written down as angry situations and register them on the thermometer. During the discussion, students respond with questions or statements indicating they better understand their own degrees of anger and their body's reactions.

7. Discuss personal goals in relation to patterns of anger (e.g. did goals help them think about/consider safer and healthier ways of responding?)

Students revisit/revise/refine goals and define actions for the coming week. They write their "new" goals and the specific actions they will take this week in 2 places—on their *Anger Management Assessment* forms and in their planners/notebooks--so they see their goals and can track their progress everyday. As time permits, students will share their plans.

8. Students commit to journaling/recording the degree of their anger on their *Emotional Thermometer II* each day during the week.

9. Students restate the stems and complete the sentence, using "I ____." e.g. In regard to expressing my anger, I learned I use the passive-aggressive style most. In the future I respond assertively by helping others understand MY anger by telling (respectfully) another person how I am feeling and why. **I can let my anger be known instead of holding it in!"**

<p>Professional School Counselor Procedures: Session 3</p> <p>10. Distribute & Explain <i>Session 3 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>Student Involvement: Session 3</p> <p>10. Students commit to giving their parents/ guardians the handout.</p>
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SESSION #3 Follow-Up Activities

Remind students of next session.

Provide classroom teacher(s) of students in group a copy of the *Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. Encourage teachers to support students' efforts by asking them to share their new understanding of their anger and their personal anger management goals. Remind and assist them in writing down when they have feelings of anger.

When you see students between sessions, ask about and acknowledge their use of safe and healthy ways of responding to anger and their progress toward their personal goals.

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

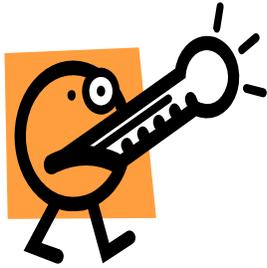
STUDENT LEARNING: How will students' lives be better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #3: STUDENT ACTIVITY PAGE

EMOTIONAL THERMOMETER I



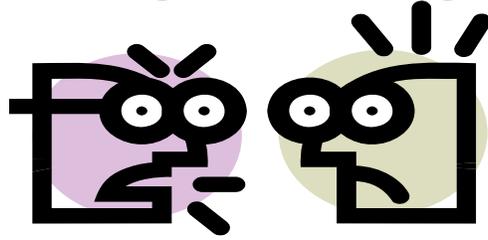
Record the highest degree of anger that you reached over the past week. *Zero (0)* represents no feeling of anger and *ten (10)* represents the loss of control while feeling angry. Be honest with yourself as you take the “temperature” of your anger. Add the trigger and the consequences after recording the highest degree of your anger.

Trigger	Highest Degree of Anger <i>10 = LOSS OF CONTROL</i>	Consequence(s)
	10	
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
	0	

0 = No Feelings of Anger

SESSION 3: POSTER & STUDENT HANDOUT

What is your Anger Management Style?



Aggressive people:

- Intentionally attack, take advantage of, humiliate, scream and hurt.
- Believe that others are not as important as they are.

Example:

“Get them before they get you.”

Passive people:

- Are easily taken advantage of.
- Act as if others are more important than they are.

Example:

“I don’t want to disappoint anybody.”

“I need your total approval.”

Assertive people:

- Talk openly about their feelings and communicate wants and needs.
- Are willing to listen to and consider wants and needs of others.

Example:

“I really need to tell you how I feel about this.”

“How do you feel about this?”

SESSION #3: STUDENT ACTIVITY PAGE

EMOTIONAL THERMOMETER II



During this week, please record the highest degree of anger that you reach for each day. *Zero (0)* represents no feeling of anger and *ten (10)* represents the loss of control while feeling angry. Be honest with yourself as you record the extreme “temperatures” of your anger.

M T W TH F S S

10 = LOSS OF CONTROL

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
0						

0 = No Feelings Of Anger

Explanatory Comments (e.g., situation, trigger, cues or comparison of situations vs. reactions):

9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

ANGER MANAGEMENT SMALL COUNSELING GROUP

SESSION # 3: What is Your Emotional Thermometer?

Session Purpose: Students will have a clear understanding of different degrees of their personal anger.

Group Activity: Students identified the anger management style they use most frequently; reviewed their progress toward their personal goals and completed an *Emotional Thermometer* Student Activity Page which enabled them to rate the degree of their anger in various situations. They learned about 3 anger management styles: Assertive, Aggressive and Passive-Aggressive.

Group Assignment: Students were instructed to journal the degree of their anger during the week, to take action and monitor their progress toward their personal goals.

Classroom/Home Follow-up: Help students as they continue to incorporate group learning by assisting them as they journal their levels of anger during the week and helping them identify the anger management styles they use (emphasize the “Assertive Style”^{*}). In addition, acknowledge and encourage their use of safe and healthy ways of responding to anger.

**Assertive Style*

Openly talk about feelings and communicate wants and needs.

Listen to and consider wants and needs of others.

Example:

“I really need to tell you how I feel about this.”

“How do you feel about this?”

Note: The group will meet for two more sessions. If there is anything you want the group to discuss prior to the end, please let me know.

Group Title: Anger Management

Session Title: Are There Good Ways To Be Angry?

Session #4 of 5

Grade Level: 9-12

Estimated time: 30-45 minutes

Small Group Counseling Session Purpose: Students will learn techniques and skills that will promote safe and healthy behavior when 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

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

Materials needed:

Anger Management folders including Session 1, 2 & 3 Handouts:

Small Group Counseling Guidelines

Pre-Group Anger Management Self-Assessment form

Anger: Myth or Not (Student Activity Page)

Anger: Myth or Not: Answer Sheet—Myth Busters (Student Activity Page)

Discipline/Office Referrals (Pre-Group Resource Page):

Tracking and Taming My Anger: Part I (group assignment for Session 1)

Anger Management Cues (Student Activity Page)

Tracking and Taming My Anger: Part II (group assignment for Session 2)

Emotional Thermometer I (Student Activity Page)

3” x 5’ index cards (or small pieces of paper)

Emotional Thermometer II (Completed group assignment for Session 3)

Cool Responses/Cool Consequences (Student Activity Page)

Discipline/Office Referrals (Resource Page—completed for each student prior to Session 5)

Unit Assessments (*Reminder: the assessment documents are attached to the Unit Plan*)

- *Teacher Pre-Post-Group Individual Student Behavior Rating Form*
- *Teacher Feedback Form: Overall Effectiveness of Group*

Prior to Session 4, prepare Unit Assessment Packets for group members to take home to their parents/guardians, include:

- *Request for Feedback from Parents/Guardians* (Cover Letter)
- *Parent/Guardian Feedback Form: Overall Effectiveness of Group*
- *Session 4 Classroom Teacher/Parent/Guardian Follow-up Suggestions*

SESSION #4 Formative Assessment

Students demonstrate their ability to exhibit safe and healthy behavior when angry by responding to a role-play situation using learned techniques (e.g. “I-Messages,” positive self-talk, personal time outs, problem solving and/or relaxation).

SESSION #4 Preparation

Essential Questions: What is a safe and healthy way to behave when angry?

Engagement (Hook): Pre-arrange with a student to role play a situation where he or she displays anger in an unhealthy and unsafe (aggressive) way (e.g. come into group and slam books on table and shouting at you about hating this school and everything about it). After enactment, students generate ideas how they would have handled the situation in a healthier and safer (assertive) way.

SESSION #4 Procedures

Professional School Counselor Procedures: Session 4

1. Following “Hook,” review *Small Group Guidelines* and group assignment from Session 3: students kept a journal and recorded the degree of their anger (*Emotional Thermometer II*). Ask group members to review progress toward their personal goals on a scale of 1-5 (5= high).
2. Remind students that this is the next to the last regularly scheduled group meeting (if a follow-up session is planned, remind them of the date). Ask students if there is “unfinished business” they want/need to discuss. List and/or ask students to list the issues/topics/questions on the board or a poster-sized paper. As appropriate, plan time to talk about issues—this session or next.
3. Give students their Anger Management folders. Ask for 2-3 volunteers to review what they learned during the last session (e.g. anger management style, monitoring degree of their anger in various situations)
4. Introduce Session 4 with the “Essential Question: *What is a safe and healthy way to react when angry?*” Review the 4 Steps to gaining power over their anger (see Session #2) and the Assertive Anger Management Style (Session #3):

4 Steps to Taking Control of Anger

- STOP—recognize anger sources, triggers and clues;
- COOL-DOWN—develop an invisible “cool-down” signal (e.g., count to 10, put thumb and forefinger together);

Student Involvement: Session 4

1. Students will listen while school counselor reads the *Small Group Guidelines* and have an opportunity to ask questions/make comments about guidelines. Students reflect their journal entries, review personal goals and, with their hands, indicate progress toward their goals.
2. Students will identify “unfinished business” they may have.
3. Two or three volunteers will tell what they learned during the last session; group members participate in a conversation about their learning and how the ideas helped them become more “In-Charge” of their lives.
4. Students engage in a conversation with the other group members by giving their ideas of how to behave assertively when someone is angry. Students offer any other safe and healthy ideas that they use (or might use) to deal assertively with their own anger.

Professional School Counselor Procedures: Session 4

- THINK of a “Cool” response;
- ACT on your “Cool Response”—do something positive; act in a safe and healthy way!

Assertive Anger Management Style

- Openly talk about feelings and communicate wants and needs.
- Listen to and consider wants and needs of others.

Example:

“I really need to tell you how I feel about this.”

“How do you feel about this?”

Refer to the “Hook” role play; present the idea of exhibiting safe and healthy behavior when one is angry; ask students for examples of “Cool Responses” and “Cool Consequences.”

5. Talk about “I” messages, positive self-talk, personal time outs, problem solving and relaxation techniques as “Cool Responses” to anger. Ask students to practice with each other the “I” messages (When you _____, I feel _____ because _____).

6. **Formative Assessment:** Check students’ understanding of behaving assertively when they are angry. On 3”x5” index cards (or small pieces of paper), have students write one of their “high degree” anger triggers (situations in which their anger is hardest to control). Gather cards and randomly re-distribute to group members (make sure no one gets his or her own card). Students read “trigger” and role-play a safe and healthy assertive response. Follow-up role-plays with a conversation about safe and healthy assertive behavior.

7. Help students revisit their personal goals and review what they learned during this session. Help students revise/refine their personal goals and decide on their actions for the coming week.

Student Involvement: Session 4

5. Students practice “I” messages, for example:

“When you don’t keep your word about going somewhere with me, I feel let down because I look forward to our adventures together!”

6. Student role-plays showcase a better understanding of how to act assertively when angry. During the follow-up conversation, students respond with questions or statements that further demonstrate their understanding of acting assertively.

7. Students revisit/revise/refine goals and define actions for the coming week. They write their “new” goals and the specific actions they will take this week in 2 places—on their *Anger Management Assessment* forms and in their planners/notebooks--so they see their goals and can track their progress everyday. As time permits, students will share their plans.

Professional School Counselor Procedures: Session 4

8. **Group Assignment:** Distribute the Session 4: Student Activity Page *Cool Responses/Cool Consequences*. Review the column headings and ask students to practice “Cool Responses” when they encounter situations that may cause them to feel angry. Have students record successes experienced when utilizing these behaviors in the “Cool Consequences” column.

9. Tell students that since next week is the last regular meeting of the group, the session will include a celebration of their successes. Help group members decide how they want to celebrate the completion of their group.

10. **If a follow up session is scheduled**, tell students that the group will meet again in 4-6 weeks to do a check-up and find out how they are doing on their own—what their successes and challenges have been.

11. **Parents’/Guardians’ Assessment of Unit:** Explain the importance of getting feedback from their parents/guardians about the group. **Give the students the assessment packet (see Materials Section for this Session).**

Tell students to return completed forms to you next week (students complete the *Student Feedback Form: Overall Effectiveness of Group* during Session 5).

12. **Group Summary/Closure:** Close this session by asking students to do an “I learned whip-around” (a quick go around the circle with each student responding to a sentence stem). Ask each student to respond to the stem “In regard to expressing my anger assertively, I learned I_____.” Listen for each student’s understanding of his or her personal role in assertively responding to feelings of anger

Classroom Teacher/Parent/ Guardian Follow-Up Suggestions. (Parent/guardian copy was included in assessment packet) Provide a copy to classroom teacher(s) of students in group.

Student Involvement: Session 4

8. Students review the assignment and commit to detailing the situation(s) which made them feel angry, the technique(s) that they utilized to cope and the consequences of their “Cool Responses.”

9. The students decide how they want to complete their group (a small celebration, sharing information with their teacher, etc.).

10. **If a follow-up session is scheduled**, students write date for Follow-up Session in their assignment books/planners.

11. Students commit to taking assessment packets home to their parents/guardians and returning completed forms the following week.

12. Students will restate the stem and complete the sentence, using “I _____” e.g. “In regard to expressing my anger assertively, I learned I have to keep reminding myself to ‘cool-down & think.’ **I can be in control of MY response!**”

SESSION #4 Follow-Up Activities

Remind students of next session.

Prior to Session 5, gather data regarding discipline/office referrals since group began (see Resource Page *Discipline/Office Referrals* attached to Session #1 and Session #4). The pre- to post-group difference in average number of referrals is one measure of the group's effectiveness.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION 4: STUDENT ACTIVITY PAGE

COOL RESPONSES/COOL CONSEQUENCES

Safe & Healthy Assertive Responses = Safe & Healthy Respectful Consequences

A Record of My Assertive Response to Anger and the Consequences

STUDENTS: Ready to try an experiment? As your bodies tell you, “anger approaches”...STOP! Cool! Think! AND THEN--Act Cool (assertively)! See what happens. Keep a record of the situations, what made you angry in that situation, the cues your body gave you, your response and the consequence of your response. Write honestly about your experiences so that you can learn more about what you need to do to be in charge of you! Next week we will talk about your successes.

Source of My Anger	What made me angry	Cue—How my body told me I was angry.	My Cool Assertive Response	Cool Consequence of my response

Date of experience _____

Comments (e.g., other life events that influenced my response—fight with friend, no sleep...or...)

--	--	--	--	--

Date of experience _____

Comments _____

--	--	--	--	--

Date of experience _____

Comments _____

SESSION #4 & #5: RESOURCE PAGE

DISCIPLINE/OFFICE REFERRALS

Note: This is a duplicate of the form you used before students began their small group sessions. Prior to Session #5, add information about discipline/office referrals since group began. The pre-/post-group (anonymous) individual and aggregated group office referrals provide one quantitative measure of the group's effectiveness. Provide individual members with a copy of his or her updated information during Session #5.

Student Name _____

Pre-Group DISCIPLINE/OFFICE REFERRALS

Discipline/office referrals for current year:

Dates _____ through _____

Number of Weeks (NW) _____

Total Number of Referrals (TNR) _____

Weekly Average: TNR/NW = _____

School Counselor Comments:

Student Comments (e.g. reasons for referrals):

Post-Group DISCIPLINE/OFFICE REFERRALS

Discipline/office referrals since group began:

Dates _____ through _____

Number of Weeks (NW) _____

Total Number of Referrals (TNR) _____

Weekly Average: TNR/NW = _____

Change in weekly average from beginning of group through Session 5 = _____

School Counselor Comments:

Student Comments about reasons for change/non-change (e.g., skills learned during group sessions, attitude]:

9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

ANGER MANAGEMENT SMALL COUNSELING GROUP

SESSION # 4: Are There Good Ways to Be Angry?

Session Purpose: Students will learn techniques and skills that will promote appropriate behavior when angry.

Group Activities: Students:

- ▶ Reviewed the 4 Steps to Taking Control of Anger and the Assertive Anger Management Style:
4 Steps:
 - STOP—recognize anger sources, triggers and clues;
 - COOL-DOWN—develop an invisible “cool-down” signal (e.g., count to 10, put thumb and forefinger together);
 - THINK of a “Cool” response;
 - ACT on your “Cool Response”—do something positive; act in a safe and healthy way!

Assertive Anger Management Style

- Openly talk about feelings and communicate wants and needs.
- Listen to and consider wants and needs of others.

Example:

“I really need to tell you how I feel about this.”

“How do you feel about this?”

- ▶ Reviewed assertive techniques for responding to anger and practiced three-part “I-Messages”
When you _____, I feel _____ because _____.
- ▶ Showcased their understanding of how to act assertively when angry by responding to a “real-life” situation.
- ▶ Refined personal goals and defined actions for the coming week

Group Assignment: Students are to detail the situation(s) which make them feel angry, the technique(s) that they utilized to cope and the consequences of their “Cool Responses.”

Classroom/Home Follow-up: You can help by assisting students in detailing a situation that made them feel angry and the techniques they utilize to cope. The Student Activity Page *Cool Responses/Cool Consequences* provides direction for their work. In addition, encourage students to review their progress toward their personal goals and acknowledge their use of safe and healthy (assertive) ways of responding to anger.

Group Title: Anger Management

Session Title: Can I Stay Cool?

Session #5 of 5

Grade Level: 9-12

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students verbalize examples of the success of new anger management skills.

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

SESSION #5 Materials (include activity sheets and/ or supporting resources)

Materials needed:

Completed individual *Discipline/Office Referral Forms* (Prior to Session 5, gather follow-up data about each participant's anger-related discipline/office referrals since Session 1; *see Session 4 for form and directions*)

Anger Management folders including Session 1, 2, 3 and 4 Handouts:

Small Group Counseling Guidelines

Pre-Group Anger Management Self-Assessment form

Anger: Myth or Not (Student Activity Page)

Anger: Myth or Not: Answer Sheet—Myth Busters (Student Activity Page)

Discipline/Office Referrals (Pre-Group Resource Page)

Tracking and Taming My Anger: Part I (group assignment for Session 1)

Anger Management Cues (Student Activity Page)

Tracking and Taming My Anger: Part II (group assignment for Session 2)

Emotional Thermometer I (Student Activity Page)

Emotional Thermometer II (group assignment for Session 3)

Celebration “materials” (see Session 4)

Anger Management Self-Assessment (Student post-group assessment)

I Am In Charge Of Me! (Optional Post-Group Student Activity Page)

From Now On: Weekly Data Collection Tables: You Are In Charge Of You! (Optional Post-Group Student Activity Page)

Student Feedback Form: Overall Effectiveness of Group (attached to Unit Plan)

Group Certificate of Completion

SESSION #5 Formative Assessment/End-of-Group Perceptual Assessment

Session Assessment

Students demonstrate their ability to use the group information to maximize their use of safe and healthy assertive behavior when being angry by verbalizing their successes to the group. During this session, students’ reflections on their learning, progress toward goals and pre/post group responses to feelings of anger will indicate a sense of personal responsibility and control over their responses to feelings of anger. The changes in their pre-to post-group discipline office referrals and *Anger Management Self-Assessment* indicate change in a positive direction.

Perceptual Assessment

Pre-Post Test: The teacher will complete the *Pre-Post Group Perceptions Student Behavior Rating Form* before and after the completion of the group.

Post-Feedback: *Perceptual Feedback Forms* will be given to the student.

Counselor will collect *Parent/Guardian Feedback Form* given in session 4.

SESSION #5 Preparation

Essential Questions: How does an individual stay cool during a heated situation?

Engagement (Hook): Prior to the group session, pre-arrange with a group member to set up a role play in which you will angrily tell the group member that he or she is kicked out of the group because it had been reported he/she broke confidentiality. The group member will respond assertively.

SESSION #5 Procedures

Professional School Counselor Procedures: Session 5

Prior to the start of this session, gather data regarding students’ discipline/office referrals since the group began (See Session 4—Discipline/Office Referrals Resource Page).

1. Following the “Hook” and a brief discussion of the scenario, review *Small Group Guidelines* with an emphasis on post-group confidentiality. Remind participants that even though the group is over, other group members will 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 Feedback packets; make arrangements to get the forms from participants who did not bring them to the group.
3. Give students their Anger Management folders. Ask for 2-3 volunteers to review what they learned during the last session. Ask group members to review the personal goals they wrote on their *Anger Management Self-Assessments*. On scale of 1-5 (5= high), SHOW-ME how you did.

Student Involvement: Session 5

1. Students relate the confidentiality rule of the *Small Group Guidelines* to the “Hook” scenario and the difficulty they might have maintaining confidentiality. Students will make a commitment to the trust others have in them and to maintaining confidentiality.
2. Students give you the packets; those who do not have the completed packets will commit to the day they will bring them to you.
3. Two or three volunteers will review what they learned during the last session. Each student reviews personal goals and indicates how he or she did in working toward the goals.

Professional School Counselor Procedures: Session 5

4. Post-Group *Discipline/Office Referral* form: Distribute individual post-group office referral information to each student. Talk with students about their successes and ask them to review their pre-/post-group office referrals and summarize changes and reasoning behind changes. Ask them to complete the Student Comment section regarding their changes. Collect the completed forms to use as you assess the students' perceptions of the group's effectiveness.

5. Give each student the post-group *Anger Management Self-Assessment*. Instruct students to complete the form individually without discussion. After completion, students work in pairs to compare their pre/post results (pre-group results "should" be in their Anger Management folders).

6. Use students' observations of pre/post ways of managing anger to lead into the development of "from now on" goals. Students continue working in pairs to develop goals. Encourage students to write their goals as statements in the present-tense, e.g., "I use my "stop and cool" signal when I feel an anger coming on" or "When my geometry teacher 'calls me out' for talking, I say 'Oops, my bad' and get back to work." Provide opportunity for students to share one of their "from now on" goals.

Note: Two (2) Student Activity Pages are included as optional resources to help students maintain positive changes beyond the last session. If you are not holding a follow-up session, you may want to use them as a means to help students self-monitor their continued progress.

I AM IN CHARGE OF ME! (Student Activity Page)

Weekly Data Collection Tables (Student Activity Page)

7. Distribute the *Student Feedback Form*; after completion, celebrate their successes and present students with certificates.

Student Involvement: Session 5

4. Students talk about any discipline referrals and reflect upon the decrease in discipline referrals, the assertive techniques they used that worked and summarize changes and reasoning behind changes. They return forms to you.

5. Students complete the post-group *Anger Management Self-Assessment* form. After completion, they compare results of the pre-group self-assessment and the post-group self-assessment with a partner. Each pair identifies one observation the pair made and shares the observation with the group.

6. Students review and self-assess their progress toward personal goals. Working with a partner, they establish "from now on" goals—written in the present tense—whom they are—rather than whom they "will" be. Students choose one "from-now-on" goal to share with group members.

7. Students complete the *Student Feedback Form*, celebrate their successes and accept their certificates.

<p>Professional School Counselor Procedures: Session 5</p> <p>8. Group Summary/Closure: Ask members of the group to share the most valuable tool they learned during the group experience. Tell students that their Anger Management folders are theirs to keep; encourage them to review the handouts and assignments frequently so that they continue to “Act Cool” especially when it is the most difficult.</p> <p>9. Remind about Confidentiality and date of Follow-up Session (if a follow-up session is scheduled).</p> <p>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>Student Involvement: Session 5</p> <p>8. Students will share their most valuable tool to add closure to the group. Students commit to continued use of techniques that will defuse their anger and eliminate discipline referrals.</p> <p>9. If a follow-up session is scheduled, students will confirm they have written the date of the Follow-up Session in their planners.</p> <p>10. Students commit to giving their parents/guardians the handout.</p>
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SESSION #5 Follow-Up Activities

Students who need further assistance, follow-up with individual counseling and/or referrals.

Compile data collected into tables/graphs for comparison and assessment of the effectiveness of the group. (See P_{RO}B_E materials in the Missouri Comprehensive Guidance Program Manual or contact the Guidance Section of the Department of Elementary and Secondary Education (DESE).

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

STUDENT LEARNING: How will students’ lives be 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: STUDENT ACTIVITY PAGE

Anger Management Self-Assessment

Session 5 (post-group assessment)

Name: _____ Date: _____

	1 Never	2 Sometimes	3 Frequently	4 Most Always	5 All the Time
I handle my anger well.					
I get in trouble because of my anger.					
I know what causes me to become angry.					
When I am angry, I keep my feelings inside.					
When I am angry, I lose total control.					
When I am angry, I talk about it.					
When I am angry, I "take it out" on someone else.					
When I get angry, it's usually someone else's fault.					

My goals for myself "from-now-on" (after the group—on my own):

1. _____
2. _____
4. _____

OPTIONAL POST-GROUP STUDENT ACTIVITY PAGE

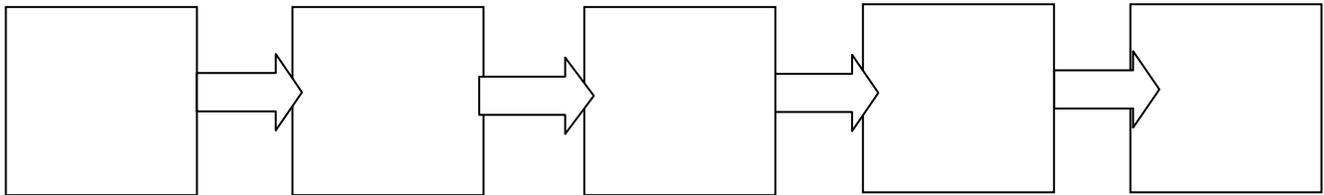
I AM IN CHARGE OF ME!
A Record of My Assertive Expression of Anger

TO: The person in-charge of you—YOU
FROM: _____, Your Professional School Counselor
RE: Keep “Coolin’ & Thinkin’”

You are in charge—keep it that way! This chart is a way for you to write about your continued progress. Each day, think about managing your anger in assertive ways! I know it will be easy some in some situations—and really hard in others. Write about both experiences so that you can learn more about what you need to do to be in charge of you—and to enjoy the “Cool Consequences” of your “Cool Responses!” Let me know how you are growing! (Need more copies of this page? Let me know.)

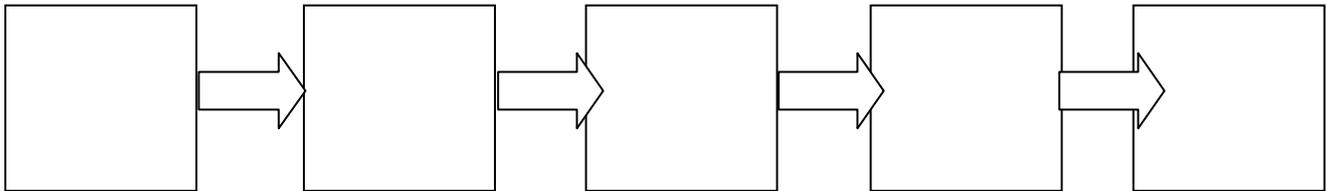
Source of My Anger	Trigger	Clue	My Cool Response	Cool Consequence
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Date of experience _____



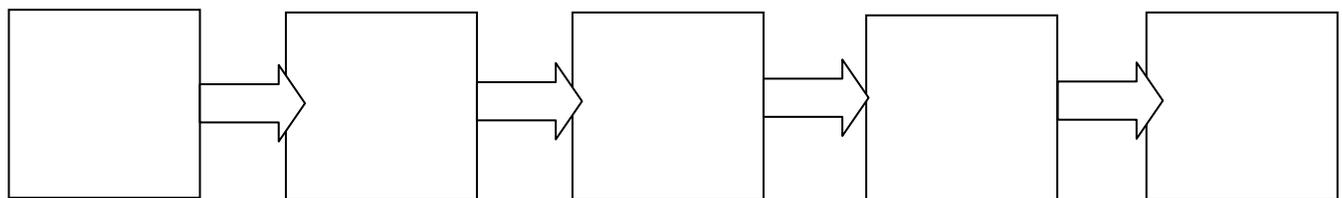
Comments (e.g., What was going on in my life that affected my response?) _____

Date of experience _____



Comments _____

Date of experience _____



Comments _____

OPTIONAL POST-GROUP STUDENT ACTIVITY PAGE

FROM NOW ON: WEEKLY DATA COLLECTION TABLES

YOU ARE IN CHARGE OF YOU!

TO: The person in-charge of you—YOU

FROM: _____, Your Professional School Counselor

RE: Keep “Coolin’ & Thinkin’”

You are in charge—keep it that way! During the group sessions, you used data collection tables to chart your discipline/office referrals—now you will use them in another way! Decide on a visual symbol that will remind you of how hard you are working to be In Charge of YOU (e.g., a star or a “V” for Victory). For each class period you “Stop & Think” and act on a “Cool Response,” draw the symbol in the space—work toward a symbol in every space each week! I am looking forward to seeing “full tables” in the coming weeks! GO FOR IT—BE IN CHARGE—OF YOU!!!.

FORWARD PROGRESS: WEEK 1						
CLASS PERIODS/BLOCKS		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

FORWARD PROGRESS: WEEK 2						
CLASS PERIODS/BLOCKS		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

FORWARD PROGRESS: WEEK 3						
CLASS PERIODS/BLOCKS		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

FORWARD PROGRESS: WEEK 4						
CLASS PERIODS/BLOCKS		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

SESSION #5



Group Certificate of Completion



Student's Name

*Successfully completed the
Anger Management group on _____.*

*_____ practices self-management by staying
CALM, COOL AND COLLECTED
When anger sneaks up.*



WAY TO GO!

Professional School Counselor

9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS**ANGER MANAGEMENT SMALL COUNSELING GROUP****SESSION # 5: Can I Stay Cool?**

NOTE: Session 5 was the last regular weekly session of the Anger Management Counseling Group. A follow-up session will be held on the following date:

As always, your school's Professional School Counselor(s) is/are available for consultation/conferencing at any time. Please contact me if I can help you help students attain productive and positive self-management in their lives.

Now...about this session...

Session Purpose: Students had an opportunity to compare their pre-group thoughts and actions with their post-group thoughts and actions about anger. They demonstrated their growth by verbalizing the success of their new anger management skills.

Group Activity: Students reviewed progress toward personal goals; they reviewed and reflected upon the change in discipline referrals and the techniques they used that worked; they completed the post-group *Anger Management Self-Assessment* form and compared the results with the pre-group self-assessment. They established "from now on" goals—to help maintain their forward progress in taking control of their responses to anger. As closure, each participant shared the most valuable tool he or she gained as a result of the group experience.

Group Assignment: Students will continue to use safe and healthy assertive techniques that will defuse their response to anger and eliminate discipline referrals.

Classroom/Home Follow-up: Help students as they work to continue their use of safe and healthy assertive techniques that will **defuse** their response to anger and eliminate discipline referrals. Acknowledge and encourage their use of safe and healthy ways of responding to anger. Support from the adults in their lives is important now that the group has ended. If a safe or unhealthy response to anger creeps up...encourage them to take it in stride and as cue that they need to review the work of the group—remind them about the material in their Anger Management folders.

OPTIONAL FOLLOW-UP SESSION: 9-12 ANGER MANAGEMENT UNIT

Group Title: Anger Management

Session Title: How Are You Doing?

Session: Follow-up (4-6 weeks after last session)

Grade Level: 9-12

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.

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: