

Small Group Counseling Title/Theme: Self Awareness

Grade Level(s): K-2

Small Group Counseling Description: This group will help students with strategies that can be used to help them maintain or improve their self awareness.

Number of Sessions in Group: 6 sessions plus optional follow-up session

Session Titles/Materials: (Note: *Handouts* and *Student Activity Pages* are included with each session)

Session # 1: Feeling Faces

Materials needed:

[Small Group Counseling Guidelines](#)

Manila folder

Pencils

[Who's Who?](#)

[Feeling Faces](#)

[Feeling Face Outlines](#)

Crayons

Popsicle sticks

Glue

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

Session # 2: Puzzling People: Looking at Our Strengths

Materials needed:

[Small Group Counseling Guidelines](#) (from Session #1)

[Puzzle Person Template](#) (Pages 1&2)

Crayons

Pencils

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

Session# 3: What bugs you?: Anger Management

Materials needed:

[Small Group Counseling Guidelines](#) (from Session #1)

[Things That "Bug" Me!](#)

[Ways To Handle My Anger](#)

Pencils

Crayons

Plastic bugs

Small jar

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

Session # 4: Be a STAR: Conflict Resolution

Materials needed:

[Small Group Counseling Guidelines](#) (from Session #1)

[Star Name Tag Patterns](#)

[Be a STAR](#) poster

[Role Play Cards](#)

Pencils

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

Session # 5: I'm a Good Friend: Getting Along with Others

Materials needed:

[Small Group Counseling Guidelines](#) (from Session #1)

Small brown or white paper bags

Puppet outline

Pencils

Crayons

Glue

Scissors

Scrap yarn

Construction paper

One sample paper bag puppet or small hand puppet

Chart paper

Marker

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

Unit Assessments

[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 # 6: Review and Wrap-Up Session

Materials needed:

[Small Group Counseling Guidelines](#) (from Session #1)

Pencil

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

[Certificate of Group Completion](#)

[Student Feedback Form: Overall Effectiveness of Group](#)

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

Materials Needed:

8 ½ x 11 paper for each participant

Crayons/markers/pencils

Alternative Procedure: Complete the [Follow-Up Feedback Form for Students](#) (attached to Optional Follow-up Session Plan). Discuss after completing.

Missouri Comprehensive Guidance Standard:

PS.1 – Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 – Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A Self Concept

PS.1.B Balancing life roles

PS.2.B Respect for self and others

American School Counselor Association National Standard (ASCA):**Personal/Social Development**

- A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.
- B: Students will make decisions, set goals, and take necessary action to achieve goals.

NOTE: The overall purpose of the MCGP small group counseling units and sessions is to give extra support to students who need help meeting specific Comprehensive Guidance Program Grade Level Expectations (GLEs). This small group counseling unit provides a "shell" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background knowledge and experiences of your students determines the depth and level of personal exploration required to make the sessions beneficial for your students.

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.

Students will take a survey during the final session that covers what they learned and how they feel about the group experience. They will also be given their folder with all their activities to take as a reminder of what they have done.

Perceptual Data Collection:

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

Classroom Teacher Assessment:

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

Parent/Guardian Assessment:

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

Student Assessment:

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

Results Based Data Collection:

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

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.

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

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

STUDENT _____ GRADE _____ TEACHER _____

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

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

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

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

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

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

TEACHER FEEDBACK FORM: OVERALL EFFECTIVENESS OF GROUP

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

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

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

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

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

What do you think?	5=High				1=Low
	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 to Professional School Counselor: Send this COVER LETTER and the Parent/Guardian Feedback Form home with students after Session 4.

SCHOOL LETTERHEAD
Comprehensive Guidance Program

Request for Feedback from Parents/Guardians

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear Parent/Guardian,

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

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Comments about your child's progress:

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

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

Sincerely,

Professional School Counselor

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

SMALL GROUP COUNSELING PARENT/GUARDIAN POST-GROUP PERCEPTIONS

Parent/Guardian Feedback Form: Overall Effectiveness of Group

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

Professional School Counselor: _____

Date: _____

Small Group Title: _____

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

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

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

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

Additional Comments:

Note to Professional School Counselor: *The Student Feedback Form measures the student's perceptions of the overall effectiveness of the group using the same questions as teachers' and parents answer on their feedback forms. Students complete during the last session. This form is most appropriate for use 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	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:

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

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

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

Name: _____ (optional) Date: _____

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

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



= I agree



= I'm not sure



= I disagree

1. Overall, I enjoyed working in the group:



= I agree



= I'm not sure



= I disagree

2. I enjoyed working with other students in the group



= I agree



= I'm not sure



= I disagree

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



= I agree



= I'm not sure



= I disagree

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



= I agree



= I'm not sure



= I disagree

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



= I agree



= I'm not sure



= I disagree

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

POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

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

Level: Elementary/Middle School/High School

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

FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name: _____ (optional) Date: _____

Questions:

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

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

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

Group Title: Self Awareness Group

Session Title: Feeling Faces

Session # 1 of 6

Grade Level: K-2

Estimated time: 30 min.

Small Group Counseling Session Purpose: Students in this group will learn how to identify their feelings by showing how they currently feel.

Missouri Comprehensive Guidance Standard:

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities
PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A. Self Concept
PS.1.B. Balancing life roles
PS.2.B. Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

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

Session #1 Materials

Manila folder
Pencils
[Small Group Counseling Guidelines](#) (use for all sessions)
[Who's Who?](#)
[Feeling Faces](#)
[Feeling Face Outlines](#)
Crayons
Popsicle sticks
Scissors
Glue
[Teacher/Parent/Guardian Small Group Session Follow-up](#)

Session #1 Assessment

At the end of the session each participant will:

- Have a manila folder with their name on it to keep their supplies in until the end of the group
- Know each person in the group's name
- Will have answered the question, "I think being in this group will be....."

Session #1 Preparation

Essential Questions: How do people develop a positive view of themselves?

Engagement (Hook): [Who's Who?](#) ice-breaker at the beginning.

Session #1 Procedures

Session #1 Professional School Counselor Procedures:	Session #1 Student Involvement:
<ol style="list-style-type: none"> 1. Welcome students and have them find a seat. Provide each student with a pencil and a manila folder asking them to put their names on the folder and telling them that this folder will be kept until the final group session to hold all their supplies and worksheets. 2. Hand out Who's Who? sheet and give students about 5 minutes to move around the room and find out who will fit in each box and learn other people's names. 3. Following the group introduction and/or "Hook," welcome students to the group. Discuss the Small Group Counseling Guidelines (attached) with the group. Emphasize confidentiality and when YOU (as the counselor) might have to break confidentiality. Add any guidelines the students want to add. See poster example of Small Group Counseling Guidelines. Display the poster to reference during each group session. 4. Hand out Feeling Faces sheet to each participant and discuss the faces. 5. Hand out Feeling Face Outline sheet. Have each participant make faces on their circles: happy, sad, mad, and scared. 6. When finished, have participants cut the faces and glue popsicle sticks to the back of each circle making a small stick puppet. 7. Closure/Summary: Have each participant share one feeling with the group and then have each answer "I think being in this group will be" <p>NOTE: All materials (Feeling Faces sheet, circle puppets, Who's Who? sheets) are put in the participants manila folder and filed until next group meeting.</p> <ol style="list-style-type: none"> 8. Group assignment: Have students watch people's faces through out the week and see if they can tell how a person is feeling. 	<ol style="list-style-type: none"> 1. Each student will receive a manila folder that they will write their name on and that will be used to keep all their materials until the last group meeting. 2. Students will take Who's Who? sheet and fill all the boxes by talking with the group members and having them write their name in the appropriate box. 3. Students review the guidelines by telling what each one looks and sounds like. 4. Participants will look at and discuss the Feeling Faces sheet. 5. Participants will draw faces on their four circles: happy, sad, scared, and mad. 6. Participants will cut and glue popsicle sticks on each face making it a small stick puppet. 7. Closure/Summary: Each participant will hold up one face and talk about when they feel that way. They will then answer "I think being in this group will be" 8. Group assignment: To watch people's faces through out the week and see if they can tell how a person is feeling.

Session #1 Professional School Counselor Procedures:	Session #1 Student Involvement:
9. Distribute & Explain Teacher/Parent/Guardian Session Follow-Up Suggestions . Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.	9. Students commit to giving their parents/guardians the Session Follow-up handout.

Session #1 Follow-Up Activities

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

ALL SESSIONS: POSTER

SMALL GROUP COUNSELING GUIDELINES

- 1. All participants observe confidentiality.**
 - a. Counselor**
 - b. Student**

- 2. One person speaks at a time.**

- 3. Everyone has an opportunity to participate and share.**

- 4. No PUT DOWNS allowed.**

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

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

Session 1

Who's Who?

Someone with brown eyes	Someone who likes pizza	Someone who likes the color purple	Someone wearing tennis shoes
Someone wearing blue	Someone who likes chocolate	Someone who likes cartoons	Someone who can jump rope

Who's Who?

Someone with brown eyes	Someone who likes pizza	Someone who likes the color purple	Someone wearing tennis shoes
Someone wearing blue	Someone who likes chocolate	Someone who likes cartoons	Someone who can jump rope

Session 1

Feeling Faces



Embarrassed



Happy



Scared



Mad



Confused



Lonely



Shocked



Furious



Sad



Disappointed



Excited



Mischievous



Hurt



Anxious



Disgusted



Guilty



Interested



Jealous



Proud



Innocent



Optimistic



Bashful



Frightened



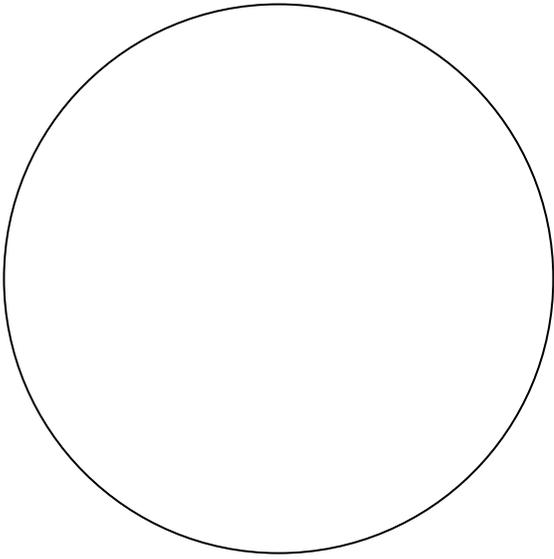
Determined



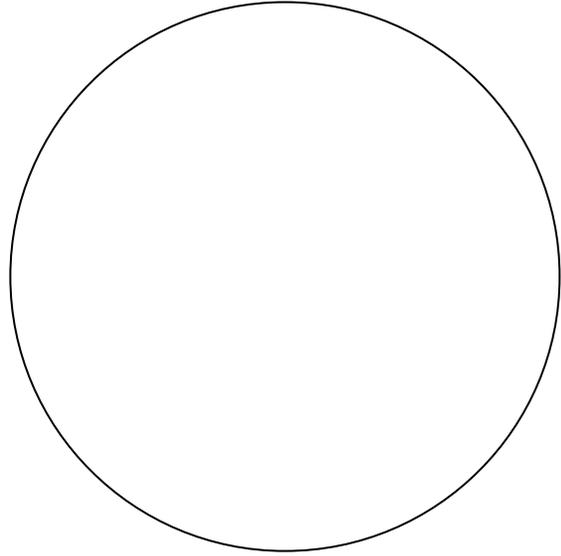
Puzzled

Session 1

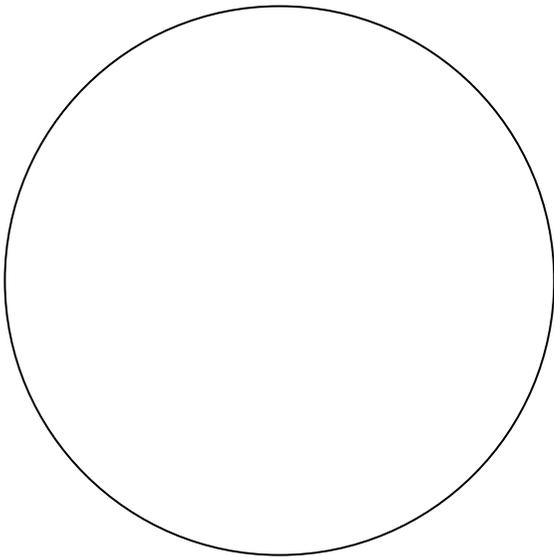
Feeling Face Outlines



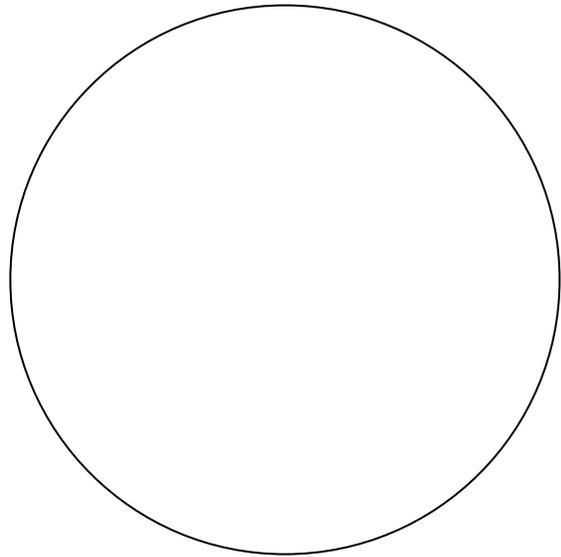
Happy



Sad



Scared



Mad

Handout to be used in each session

Teacher/Parent/Guardian Small Group Session Follow-up

The Professional School Counselor has the option of sending this form to teachers/parents/guardians after each group session to keep these individuals informed of student's progress in the group. Students may complete this form during the session.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

**Today we talked about the following information during our group:
Circle one or more items.**

Friendship	Study Skills	Attendance
Feelings	Behavior	School Performance
Family	Peer Relationships	Other _____

Group Assignment:

I will complete or practice the following at school and/home before our next session.

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at
_____ if you have further questions or concerns.

Group Title: Self Awareness

Session Title: Puzzling People: Looking at our strengths

Session # 2 of 6

Grade Level: K-2

Estimated time: 30 min.

Small Group Counseling Session Purpose: This session will help students with strategies that can be used to help them maintain or improve their self awareness and cooperation skills by looking at their strengths.

Missouri Comprehensive Guidance Standard:

PS.1 – Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 – Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A Self Concept

PS.1.B Balancing life roles

PS.2.B Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

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

Session #2 Materials

[Small Group Counseling Guidelines](#) (from Session #1)

[Puzzle Person Template](#) (Pages 1&2)

Crayons

Pencils

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

Session #2 Assessment

Each participant will have a puzzle person with at least four pictures of things they are good at.

Session #2 Preparation

Essential Questions: What are our strengths and how do we develop them?

Engagement (Hook): A mix of pre-cut [Puzzle Person Template](#)(1 & 2) pieces laying on the table (one for each student)

Session #2 Procedures

Session #2 Professional School Counselor Procedures

1. Welcome students to the group and hand out their folders from last time.

Session #2 Student Involvement:

1. Students receive their folders from last session.

Session #2 Professional School Counselor Procedures	Session #2 Student Involvement:
<p>2. Review Small Group Guidelines and group assignment from previous session.</p> <p>3. Ask each student to pick a puzzle person from the table. Ask them to put their names on the back and a face on the front of the puzzle person.</p> <p>4. Discuss strengths with the participants and have students tell about several things in which they are strong (athletics, academics, helping behaviors, etc.)</p> <p>5. Have participants draw pictures or write one strength on each arm and leg of the puzzle person (four in all). For example, I am a good listener.</p> <p>6. Closure/Summary: End with students sharing their puzzle pieces with the group and tell about their strengths. NOTE: All materials are put in the participants manila folder and filed until next group meeting.</p> <p>7. Group assignment: Ask participants to look for other strengths that they might not have thought of and practice some that they would like to have. For example, Mrs. Smith can sing very well.</p> <p>8. Distribute & Explain Teacher/Parent/Guardian Session Follow-Up Suggestions. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>2. Students listen while school counselor reads the Small Group Guidelines and ask questions/make comments about guidelines. Share individual successes and challenges while completing group assignment throughout the past week.</p> <p>3. Each student picks a puzzle person from the table and puts their name on the back. They then put a face on the front of their puzzle person.</p> <p>4. Students discuss strengths and share examples of their strengths with the group.</p> <p>5. Participants draw pictures of or write about four strengths – one on each leg and arm.</p> <p>6. Closure/Summary: Each student shares at least two strengths that they put on their puzzle person with the group.</p> <p>7. Group assignment: Students will discover other strengths that they did not think of during this session.</p> <p>8. Students commit to giving their parents/guardians the Session Follow-up handout.</p>

Session #2 Follow-Up Activities

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

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

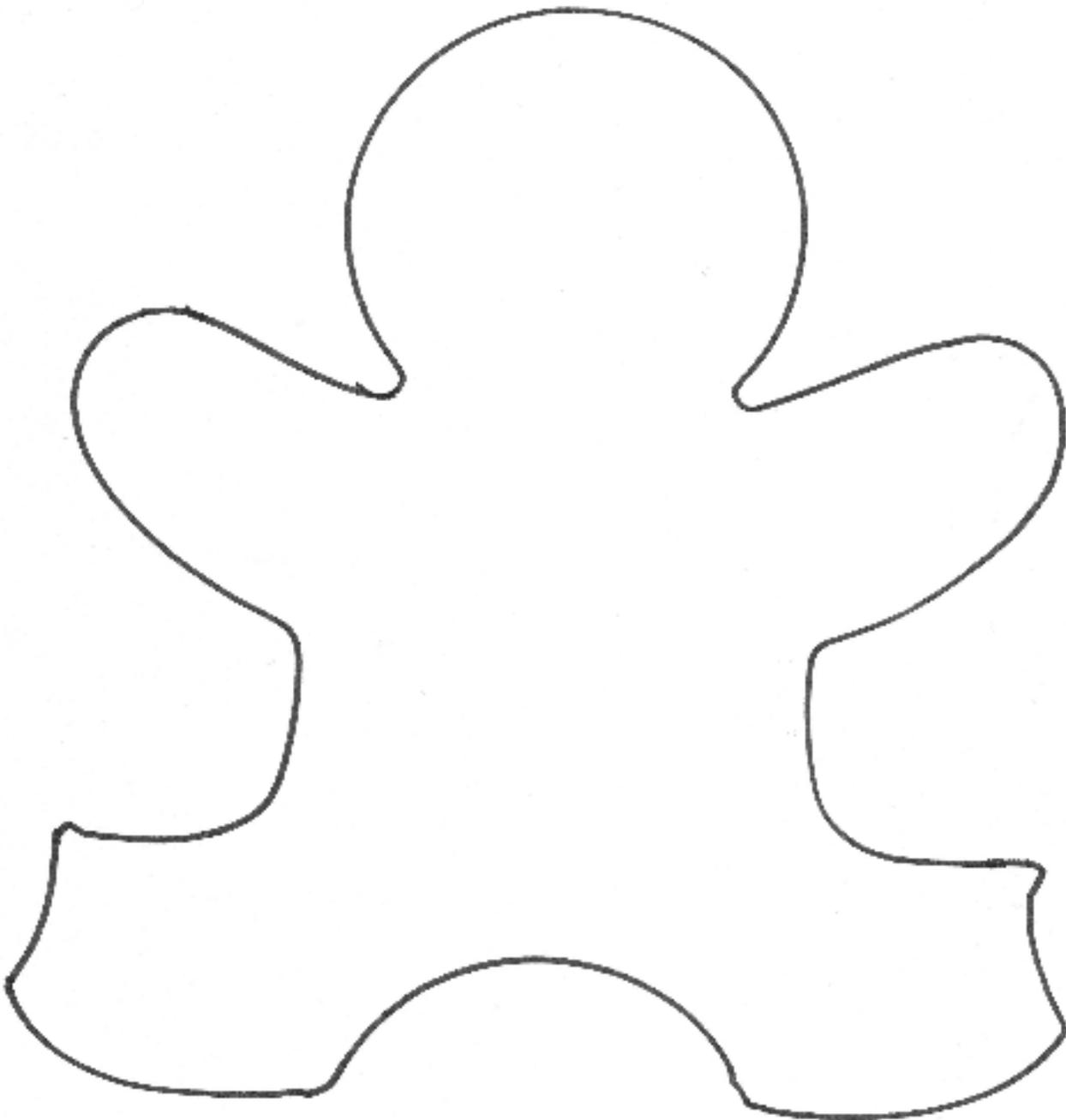
STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

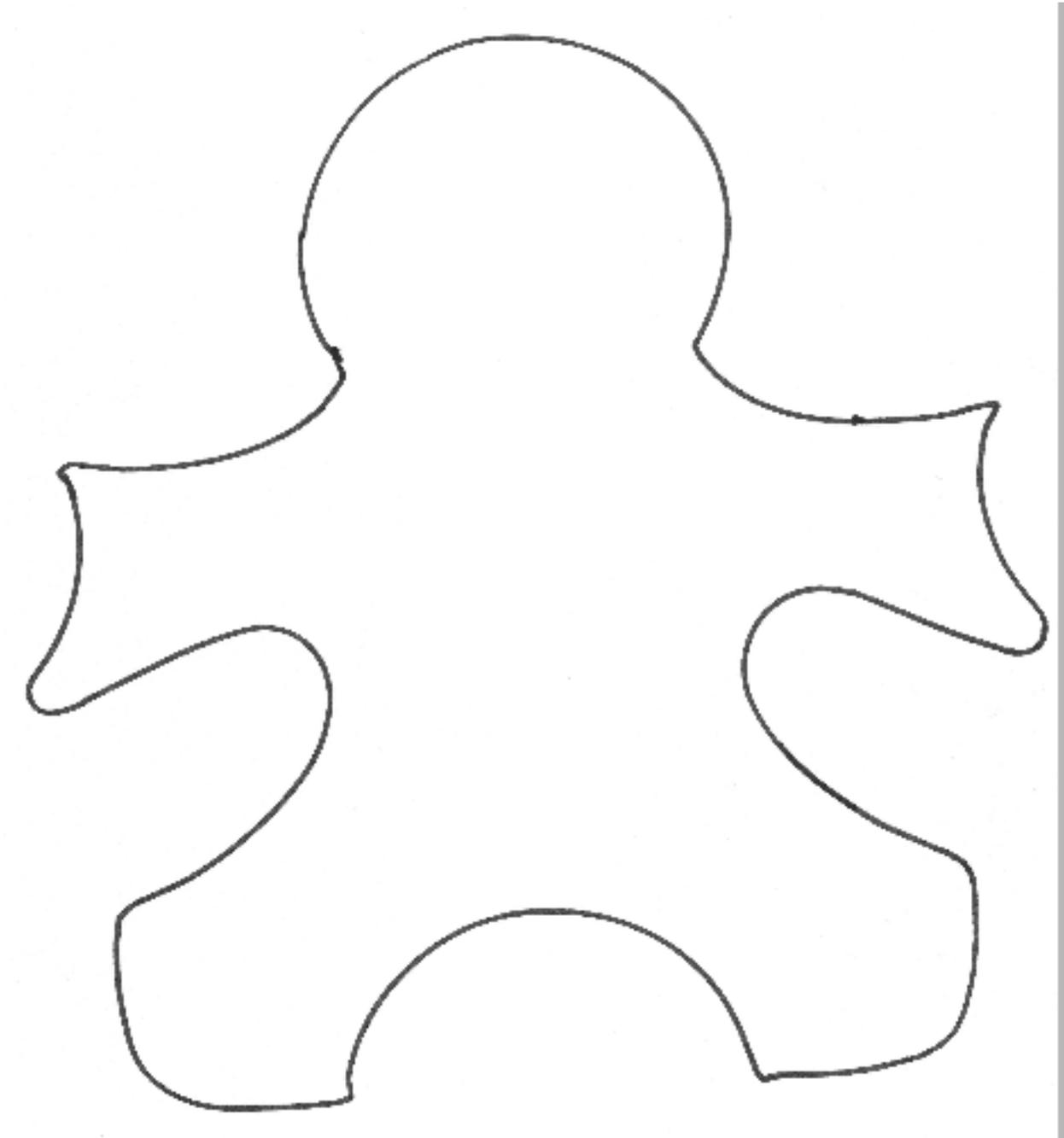
Session 2

Puzzle Person Template (Page 1)



Session 2

Puzzle Person Template (Page 2)



Handout to be used in each session

Teacher/Parent/Guardian Small Group Session Follow-up

The Professional School Counselor has the option of sending this form to teachers/parents/guardians after each group session to keep these individuals informed of student's progress in the group. Students may complete this form during the session.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

**Today we talked about the following information during our group:
Circle one or more items.**

Friendship	Study Skills	Attendance
Feelings	Behavior	School Performance
Family	Peer Relationships	Other _____

Group Assignment:

I will complete or practice the following at school and/home before our next session.

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at

_____ if you have further questions or concerns.

Group Title: Self Awareness

Session Title: What bugs you? – Anger Management **Session #** 3 of 6

Grade Level: K-2

Estimated time: 30 min.

Small Group Counseling Session Purpose: This session will help students with strategies that can help them deal with anger and therefore feel better about themselves.

Missouri Comprehensive Guidance Standard:

PS.1 – Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 – Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A Self Concept

PS.1.B Balancing life roles

PS.2.B Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

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

Session #3 Materials

[Small Group Counseling Guidelines](#) (from Session #1)

[Things That “Bug” Me!](#)

[Ways To Handle My Anger](#)

Pencils

Crayons

Plastic bugs

Small jar

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

Session #3 Assessment

Every student will have filled out the [Things that “Bug” Me!](#) sheet and know two ways to deal appropriately with anger.

Session #3 Preparation

Essential Questions: Is it okay to be angry? What can you do when you are angry?

Engagement (Hook): Plastic bugs setting on the table and a small jar containing more

Session #3 Procedures

Session #3 Professional School Counselor Procedures:

1. Review [Small Group Guidelines](#) and Group Assignment from previous session.

Session #3 Student Involvement:

1. Students listen while school counselor reads the [Small Group Guidelines](#) and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment

Session #3 Professional School Counselor Procedures:	Session #3 Student Involvement:
<ol style="list-style-type: none"> 2. Ask the students to pick up a bug and tell the group one thing that “bugs” them. 3. Hand out the Things That “Bug” Me! sheet and have students fill in one thing that they feel angry about on each bug. 4. Have participants share at least two items from their worksheet about what bugs them. 5. Lead discussion on ways to handle those things that bug them and hand out the Ways To Handle My Anger sheet (bug spray can). 6. Closure/Summary: Have students place all materials in the folders to be saved. 7. Group assignment: Have students try some of the strategies that were listed on their bug spray cans. 8. Distribute & Explain Teacher/Parent/Guardian Session Follow-Up Suggestions. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 	<p>throughout the past week.</p> <ol style="list-style-type: none"> 2. Each student picks up a bug and tells one thing that “bugs” them or they get angry about. 3. Students fill in one thing that they feel angry about on each bug. 4. Participants share at least two things that bug them. 5. Participants come up with things to do when they are angry and list them on the Ways To Handle My Anger sheet (bug spray can). 6. Closure/Summary: All materials are placed in the folders to be saved. 7. Group assignment: Students will try some of the things listed on their bug spray cans the next time they are angry. 8. Students commit to giving their parents/guardians the Session Follow-up handout.

Session #3 Follow-Up Activities

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

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

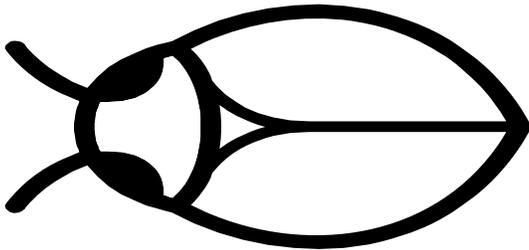
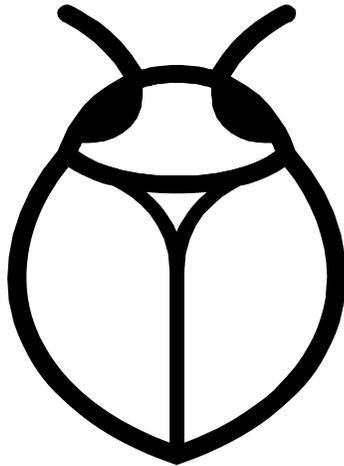
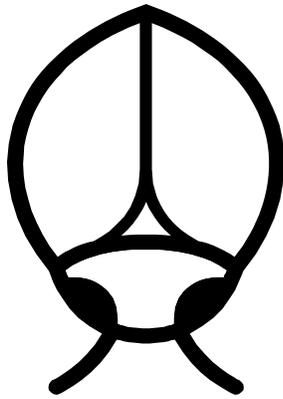
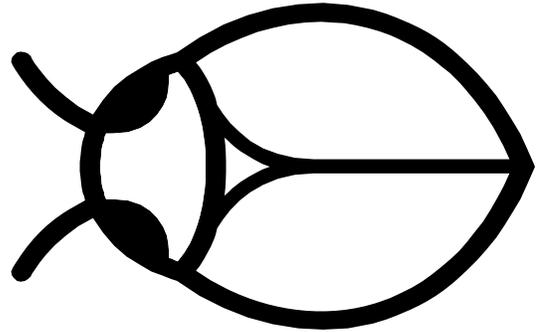
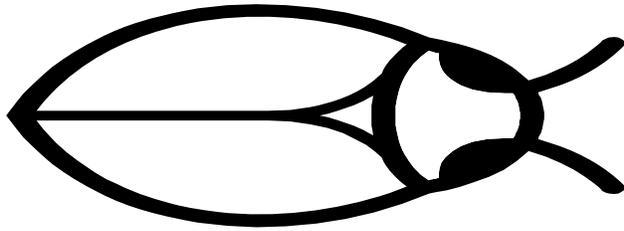
STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?

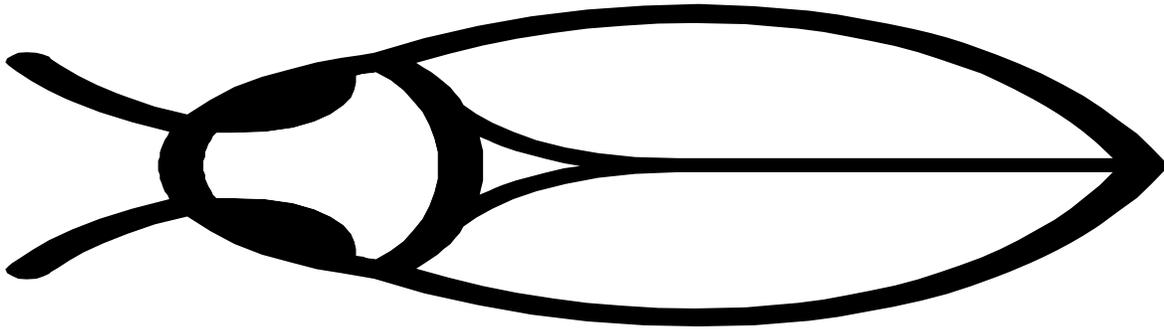
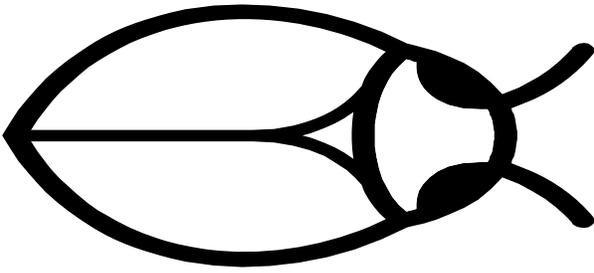
SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Session 3

Things That “Bug” Me!





Ways To Handle My Anger



Handout to be used in each session

Teacher/Parent/Guardian Small Group Session Follow-up

The Professional School Counselor has the option of sending this form to teachers/parents/guardians after each group session to keep these individuals informed of student's progress in the group. Students may complete this form during the session.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

**Today we talked about the following information during our group:
Circle one or more items.**

Friendship	Study Skills	Attendance
Feelings	Behavior	School Performance
Family	Peer Relationships	Other _____

Group Assignment:

I will complete or practice the following at school and/home before our next session.

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at
_____ if you have further questions or concerns.

Group Title: Self Awareness

Session Title: Be a STAR – Conflict Resolution **Session #** 4 of 6

Grade Level: K-2 **Estimated time:** 30 min.

Small Group Counseling Session Purpose: This session will help students with strategies that can be used to help them resolve personal conflicts.

Missouri Comprehensive Guidance Standard:

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2.B. Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

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

Session #4 Materials

[Small Group Counseling Guidelines](#) (from Session #1)

[Star Name Tag Patterns](#)

[Be a STAR](#) poster

[Role Play Cards](#)

Pencils

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

Session #4 Assessment

Each person will successfully act out a role play activity and give at least one example of how to appropriately solve a problem.

Session #4 Preparation

Essential Questions: How can we appropriately solve our problems so that everyone wins?

Engagement (Hook): Students enter and find their name on a star.

Session #4 Procedures

Session #4 Professional School Counselor Procedures:

1. Have star name tags for each participant waiting at their seat.

Session #4 Student Involvement:

1. Participants find the star name-tag with their name at their seat.

Session #4 Professional School Counselor Procedures:	Session #4 Student Involvement:
<p>2. Review Small Group Guidelines and Group Assignment from previous session.</p> <p>3. Hand out the Be a STAR poster to discuss ways to solve problems and conflict.</p> <p>4. Hand out Role Playing Cards to each student (and helps those who need it to read their card.) This can be done in pairs or threes if helpful.</p> <p>5. Have small groups/individuals act out their role-play and give one or two ways to handle the problem. Ask the big group for other suggestions.</p> <p>6. Closure/Summary: Review ways for people to handle problems and/or conflicts appropriately in school and have students give suggestions. NOTE: All materials are put in the participants manila folder and filed until next group meeting.</p> <p>7. Group assignment: Have participants try one or two of the suggested strategies throughout the week until the next session.</p> <p>8. Distribute & Explain Teacher/Parent/Guardian Session Follow-Up Suggestions. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>2. Students listen while school counselor reads the Small Group Guidelines and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.</p> <p>3. Students look over the Be a STAR poster and prepare to discuss.</p> <p>4. Students receive their Role Playing Cards and read through and prepare for their role. (Students can be paired or grouped in threes)</p> <p>5. With each role-play, group members tell one or two ways that the problem can be handled. Then they have the whole group give other suggestions.</p> <p>6. Closure/Summary: Participants give suggestions for solving problems/conflict in school using the STAR method.</p> <p>7. Group assignment: Participants try one or two of the problem solving strategies until the next session.</p> <p>8. Students commit to giving their parents/guardians the Session Follow-up handout.</p>

Session #4 Follow-Up Activities

The STAR problem solving method might be presented as part of a problem solving or conflict resolution unit in classroom guidance to all students so that this becomes common language through out the building.

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

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

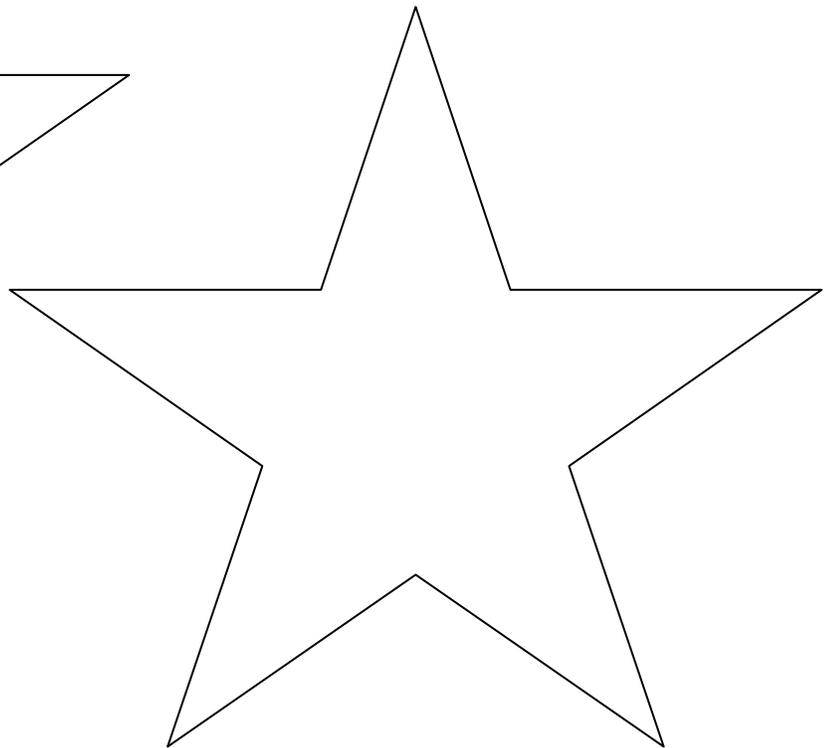
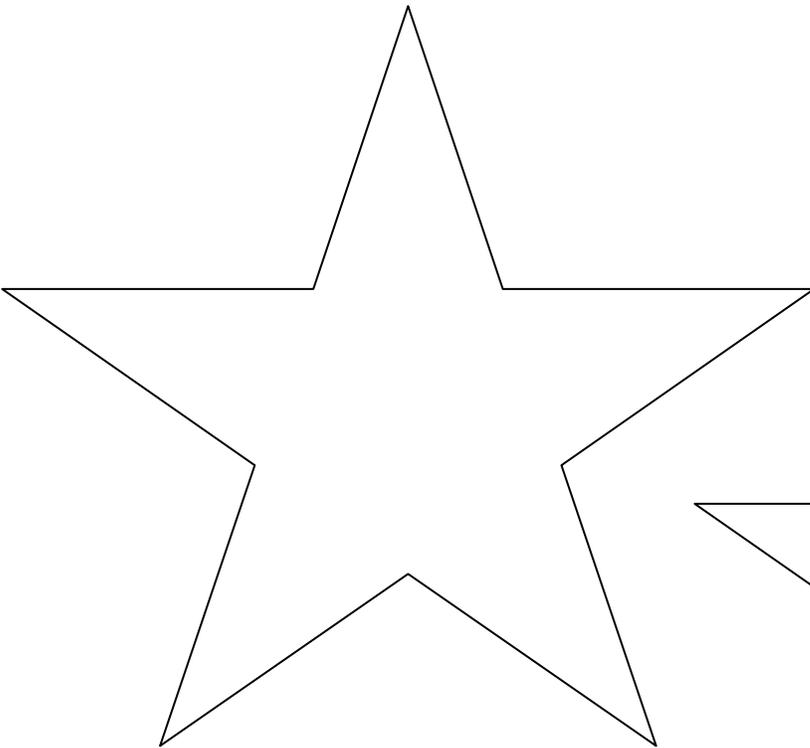
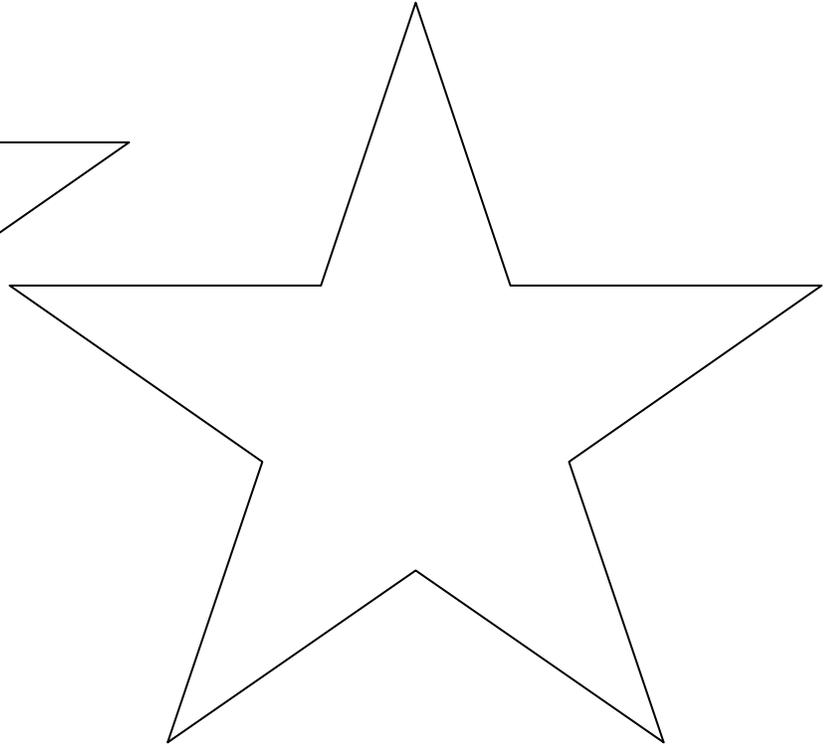
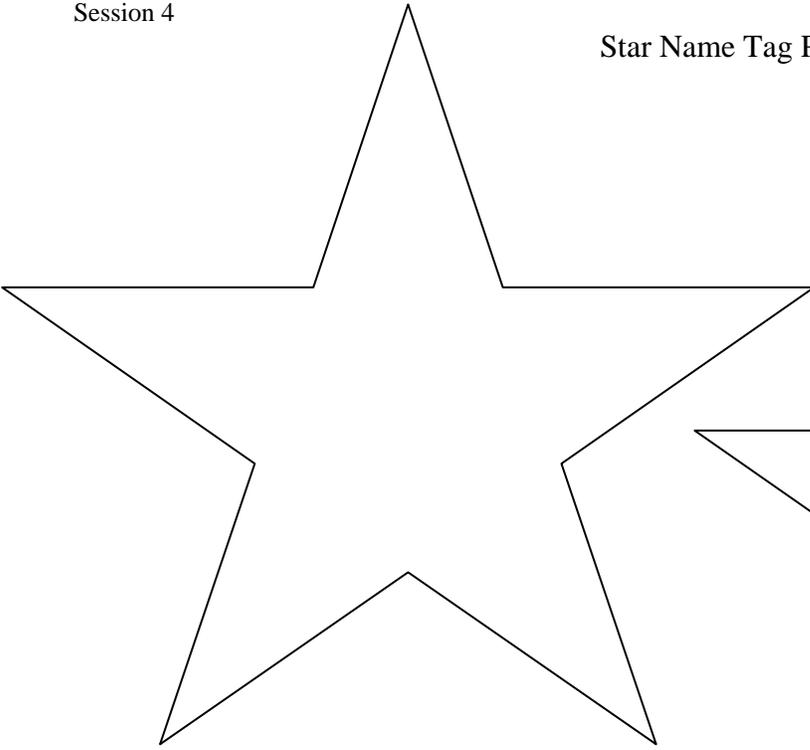
STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Session 4

Star Name Tag Patterns



Session 4

Be a STAR

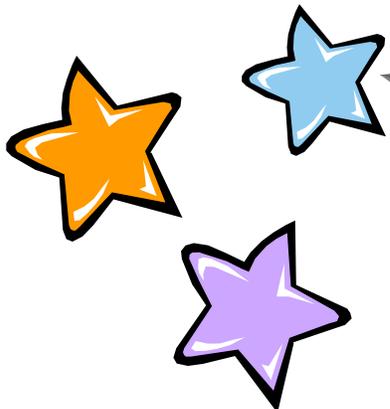


S top

T hink

A ct

R eview



Role Play Cards

(Copy and cut out. These can be glued to 3 x 5 cards. Have students discuss how they would handle each situation)

At recess, someone takes the ball from you as you are playing with someone else.	As you do your class work, the person next to you draws on your paper.	In line to go to the cafeteria, someone moves in front of you.
At the drinking fountain, someone cuts in front of you.	While walking down the hall, the person behind you walks on the back of your foot.	While working in a group, a member of the group won't share the crayons.
In the bathroom, you see someone throw paper towels in the toilet and stop it up.	On the bus, someone calls you names and demands your lunch (lunch money).	You wear your favorite pair of socks to school and several of your classmates make fun of them.

Handout to be used in each session

Teacher/Parent/Guardian Small Group Session Follow-up

The Professional School Counselor has the option of sending this form to teachers/parents/guardians after each group session to keep these individuals informed of student's progress in the group. Students may complete this form during the session.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

Today we talked about the following information during our group:

Circle one or more items.

Friendship	Study Skills	Attendance
Feelings	Behavior	School Performance
Family	Peer Relationships	Other _____

Group Assignment:

I will complete or practice the following at school and/home before our next session.

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at
_____ if you have further questions or concerns.

Group Title: Self Awareness

Session Title: I'm a Good Friend: Getting Along with Others **Session #** 5 of 6

Grade Level: K-2

Estimated time: 30 min.

Small Group Counseling Description: This session will help students with strategies that can be used to help them with their friendship skills to maintain or improve their self awareness.

Missouri Comprehensive Guidance Standard:

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2.B. Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

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

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

[Small Group Counseling Guidelines \(from Session #1\)](#)

Small brown or white paper bags

Puppet outline

Pencils

Crayons

Glue

Scissors

Scrap yarn

Construction paper

One sample paper bag puppet or small hand puppet

Chart paper

Marker

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

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 Assessment

Each student will make a paper bag “friend puppet” and be able to give two or three traits that make a good friend.

Session #5 Preparation

Essential Questions: What makes a good friend?

Engagement (Hook): Counselor has a puppet on his/her hand and is simulating talking with it about friendship when the participants enter the room.

Session #5 Procedures

Session #5 Professional School Counselor Procedures:	Session #5 Student Involvement:
<ol style="list-style-type: none"> 1. Talk about friendship with a puppet when the participants enter the room. 2. Review Small Group Guidelines and Group Assignment from previous session. 3. Ask participants how many of them have friends and do they know what makes a good friend? Write down (on the board or chart paper) traits from students on what makes a good friend. 4. Hand out paper bags to each person and ask them to create their “good friend” puppet. Have construction paper, yarn, glue, scissors, crayons and pencils available. 5. Have each participant try out their good friend puppet by having them tell one or two things that make a good friend. For instance, the puppet says, “A good friend is 	<ol style="list-style-type: none"> 1. Students observe the counselor talking with a puppet about friendship when they enter the room. 2. Students listen while school counselor reads the Small Group Guidelines and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week. 3. Participants discuss what makes a good friend. 4. Each participant gets a paper bag to make a good friend puppet. 5. Each participant tries out their puppet and has the puppet give one or two things that make a good friend. 6. Closure/Summary: Participants review the strategies and traits discussed and listed at the beginning of the session. Students acknowledge understanding that there will be one more session and decide how to complete their group (a small celebration, sharing information with their teacher, etc.). They let you and the group know if there is anything they want to discuss.

Session #5 Professional School Counselor Procedures:	Session #5 Student Involvement:
<p>7. Group assignment: Have participants try out several of the strategies that were discussed on being a good friend during the week.</p> <p>8. Distribute & Explain <i>Teacher/Parent/Guardian Session Follow-Up Suggestions</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing a cover letter explaining that the group will be ending after the next session and requesting feedback about the group. (See sample parent/guardian letter and post-group perception form that follow the unit plan [students complete the student post-group perceptions form during the last session])</p>	<p>7. Group assignment: Participants agree to try one or two of the good friend strategies discussed in the session during the following week.</p> <p>8. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>

Session #5 Follow-Up Activities

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Handout to be used in each session

Teacher/Parent/Guardian Small Group Session Follow-up

The Professional School Counselor has the option of sending this form to teachers/parents/guardians after each group session to keep these individuals informed of student's progress in the group. Students may complete this form during the session.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

**Today we talked about the following information during our group:
Circle one or more items.**

Friendship	Study Skills	Attendance
Feelings	Behavior	School Performance
Family	Peer Relationships	Other _____

Group Assignment:

I will complete or practice the following at school and/home before our next session.

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at
_____ if you have further questions or concerns.

Group Title: Self Awareness

Session Title: Review and Wrap Up Session **Session #** 6 of 6

Grade Level: K-2 **Estimated time:** 30 min.

Small Group Counseling Description: This group will help students with strategies that can be used to help them maintain or improve their self awareness.

Missouri Comprehensive Guidance Standard:

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2.B. Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

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

Session #6 Materials (include activity sheets and/ or supporting resources)

[Small Group Counseling Guidelines](#) (from Session #1)

Pencil

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

[Certificate of Group Completion](#)

[Student Feedback Form: Overall Effectiveness of Group](#)

Session #6 Assessment

Students will discuss and review what they have learned in the last 5 sessions. They will take the group evaluation.

Session #6 Preparation

Essential Questions: What did you learn from these sessions?

Engagement (Hook): Students get to keep their folders.

Session #6 Procedures

Session #6 Professional School Counselor Procedures:	Session #6 Student Involvement:
1. Review <u>Small Group Counseling Guidelines</u> 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	1. Students participate in review by telling what post-group confidentiality means for them.

Session #6 Professional School Counselor Procedures:	Session #6 Student Involvement:
<p>protect their confidentiality, too.</p> <ol style="list-style-type: none"> 2. Collect Parent Feedback Forms; make arrangements to get the forms from participants who did not bring them to the group. 3. Return the students' folders and ask them to look through and think about all the things that they have covered in the past 6 weeks. 4. Go over each session and have students discuss what they learned from the session and if they are using any of the strategies. 5. Have students discuss their group experience and ask if they have any questions. 6. If a follow-up session is planned, remind students that it will be held in 4-6 weeks. 7. Group Summary/Closure: Students complete the Student Feedback Form: Overall Effectiveness of Group. Give each student a Group Certificate of Completion for completing the group. Celebrate the closing of the group. 	<ol style="list-style-type: none"> 2. Students give you their forms; if they do not have them, they commit to the day they will bring them to you. 3. Students receive their manila folders and look through them. 4. Students discuss, session by session, what they learned and what strategies they are using now. 5. Students discuss their group experience and also ask any questions they have. 6. Students confirm that they have written the date for the Follow-up Session in their assignment books/planners. 7. Group Summary/Closure: Students complete the Student Feedback Form. The students celebrate the closure of their group and accept their certificates.

Session #6 Follow-Up Activities

[Teacher/Parent/Guardian Small Group Session Follow-up](#)
[Group Certificate of Completion](#)

Session #6 Counselor reflection notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Handout to be used in each session

Teacher/Parent/Guardian Small Group Session Follow-up

The Professional School Counselor has the option of sending this form to teachers/parents/guardians after each group session to keep these individuals informed of student's progress in the group. Students may complete this form during the session.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

**Today we talked about the following information during our group:
Circle one or more items.**

Friendship	Study Skills	Attendance
Feelings	Behavior	School Performance
Family	Peer Relationships	Other _____

Group Assignment:

I will complete or practice the following at school and/home before our next session.

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at
_____ if you have further questions or concerns.



Group Certificate of Completion



Student's Name

successfully completed the

“ _____ ” group on _____.

_____ shows self awareness by



WAY TO GO!

Professional School Counselor

Note to Professional School Counselor: *The Student Feedback Form measures the student's perceptions of the overall effectiveness of the group using the same questions as teachers' and parents answer on their feedback forms. Students complete during the last session. This form is most appropriate for use 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	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:

OPTIONAL FOLLOW-UP SESSION

Group Title: Self Awareness

Session Title: How Are You Doing?

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

Grade Level: K-2

Estimated time: 30-45 minutes

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

Missouri Comprehensive Guidance Standard:

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2.B. Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

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

OPTIONAL FOLLOW-UP SESSION

Materials (activity sheets and/ or supporting resources are attached)

8 ½ x 11 paper for each participant

Crayons/markers/pencils

Alternative Procedure: Complete the [Follow-Up Feedback Form for Students](#). Discuss after completing.

OPTIONAL FOLLOW-UP SESSION Formative Assessment

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

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

OPTIONAL FOLLOW-UP SESSION Preparation

Essential Questions: What does everyone have in common in this group?

Engagement (Hook): How are you different as a result of this group?

OPTIONAL FOLLOW-UP SESSION PROCEDURES

Professional School Counselor Procedures: Optional Follow-up Session

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

1. Welcome students back to the group. Remind them again about the [Small Group Counseling Guidelines](#) - 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.

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.

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: