

Small Group Counseling Title/Theme: Calculating Control/Self-Control

Grade Level(s): 3-5

Small Group Counseling Description: Students will learn many different strategies in order to better control their thoughts and actions while at school. These include paying attention, learning from mistakes, recognizing and ignoring distractions, using positive self-talk, breaking large tasks into smaller ones, and managing time.

Number of Sessions in Group: 6 + An Optional Follow Up Session

Session Titles/Materials:

Session # 1: Turn It On!

Materials needed:

[Small Group Counseling Guidelines](#)

[Calculating Control Calculator](#) worksheet for each student

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

Session # 2: Adding to My Mistakes (Large area needed for activity)

Materials needed:

[Small Group Counseling Guidelines](#)

[Adding to My Mistakes Addition Sheet](#) for each student

[Sample Grid for Game](#)

Nine sheets of paper

Tape

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

Session # 3: Subtracting Distractions

Materials needed:

[Small Group Counseling Guidelines](#)

[Subtracting Distractions Subtraction Sheet](#) for each student

Memory game (or a deck of playing cards used as a memory game)

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

Session # 4: Multiply Your Positive Self-Talk

Materials needed:

[Small Group Counseling Guidelines](#)

[Multiply Your Positive Self-Talk Multiplication Sheet](#) for each student

One washer tied to a 2 foot long string for each student

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

Session # 5: Divide and Conquer

Materials needed:

[Small Group Counseling Guidelines](#)

[Divide and Conquer Division Sheet](#) for each student

[Damien's Division Day Narrative](#) for each student

[Damien's Division Day/Divide and Conquer Plan Sheet](#) for each student

[Damien's Division Day/Divide and Conquer Blocks Sheet](#) for each student

Scissors & Glue

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: Equals a Better You!

Materials needed:

[Small Group Counseling Guidelines](#)

Students' worksheets from previous groups (calculator, addition, subtraction, multiplication, and division)

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

[Certificate of Completion](#)

Optional Follow-up Session Lesson Plan:

8 ½ x 11 paper and markers for each student

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

Missouri Comprehensive Guidance Standard:

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

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 write the self-control strategies that they learned on the number buttons of their calculator.

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

Other school personnel can help students remember to use their calculators.

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: 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.**

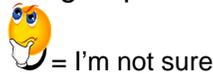
SMALL GROUP COUNSELING POST-GROUP FOLLOW UP WITH STUDENTS
Level: Elementary
Student Feedback Form

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

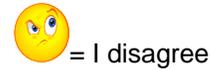
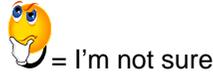
Name: _____ (optional) Date: _____

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

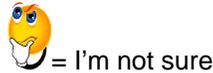
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



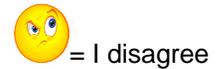
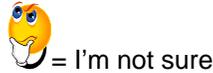
1. Overall, I enjoyed working in the group:



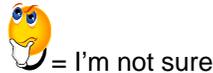
2. I enjoyed working with other students in the group



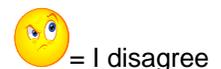
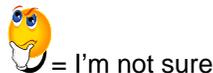
3. I enjoyed working with the counselor in the group.



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



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



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

POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

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

Level: Elementary/Middle School/High School

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

FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name: _____ (optional) Date: _____

Questions:

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

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

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

SESSION # 1

Small Group Counseling Title: Calculating Control

Session Title: Turn It On!

Session: 1 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will learn that there are many different strategies to help gain control of their thoughts and behaviors.

Missouri Comprehensive Guidance Standard:

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

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

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

[Small Group Counseling Guidelines](#)

[Calculating Control Calculator](#) worksheet for each student

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

SESSION # 1 Session Assessment

Students will work together to produce a group name. Observe students' interactions.

SESSION # 1 Session Preparation

Essential Questions: What can help me gain control of my thoughts and actions?

Engagement (Hook): Hold up a Calculator worksheet. Tell students that this calculator not only has answers to math problems, but also solutions for our behavior.

SESSION # 1 Procedures

| Session # 1 Professional School Counselor Procedures: | Session # 1 Student Involvement: |
|---|--|
| 1. Welcome members to the group called Calculating Control and explain the purpose of the group. Discuss the <u>Small Counseling Group Guidelines</u> with the group. Emphasize confidentiality and | 1. Students listen and ask questions if appropriate. Students review the guidelines by telling what each one looks like and sounds like. |

| Session # 1 Professional School Counselor Procedures: | Session # 1 Student Involvement: |
|--|---|
| <p>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</p> <ol style="list-style-type: none"> 2. Allow each student to hold the calculator and introduce him or herself. 3. Give the students their assignment-to work together to find a group name that they can agree on and write it on the construction paper. 4. Tell students the topics they will cover in this group: learning from mistakes, filtering out distractions, thinking positively, and developing a plan for doing well. Ask the students to sign the group name sheet if they agree to follow group rules and work on these topics. 5. Closure/Summary: Hand out the Calculating Control Calculator worksheet to students and tell them to put their name in the answer button. Tell students that the calculator gives us a reminder to add up our choices to make sure we are able to control ourselves. 6. Group assignment: Tell students to notice times when they might use their calculator to think before doing something. 7. 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. | <ol style="list-style-type: none"> 2. Students hold the calculator and say their name, grade, and what they want control over. 3. Students work together to agree on a name and write it on the construction paper. 4. Students listen and sign if they agree. 5. Closure/Summary: Students put their name in the answer button of the calculator. 6. Group assignment: Students are to be aware of times when they may need to work on controlling themselves. 7. Students commit to giving their parents/guardians the handout. |

SESSION # 1 Follow-Up Ideas & Activities

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.

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

Encourage Parents/Guardians/Teachers to reinforce students for thinking before they act.

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.**

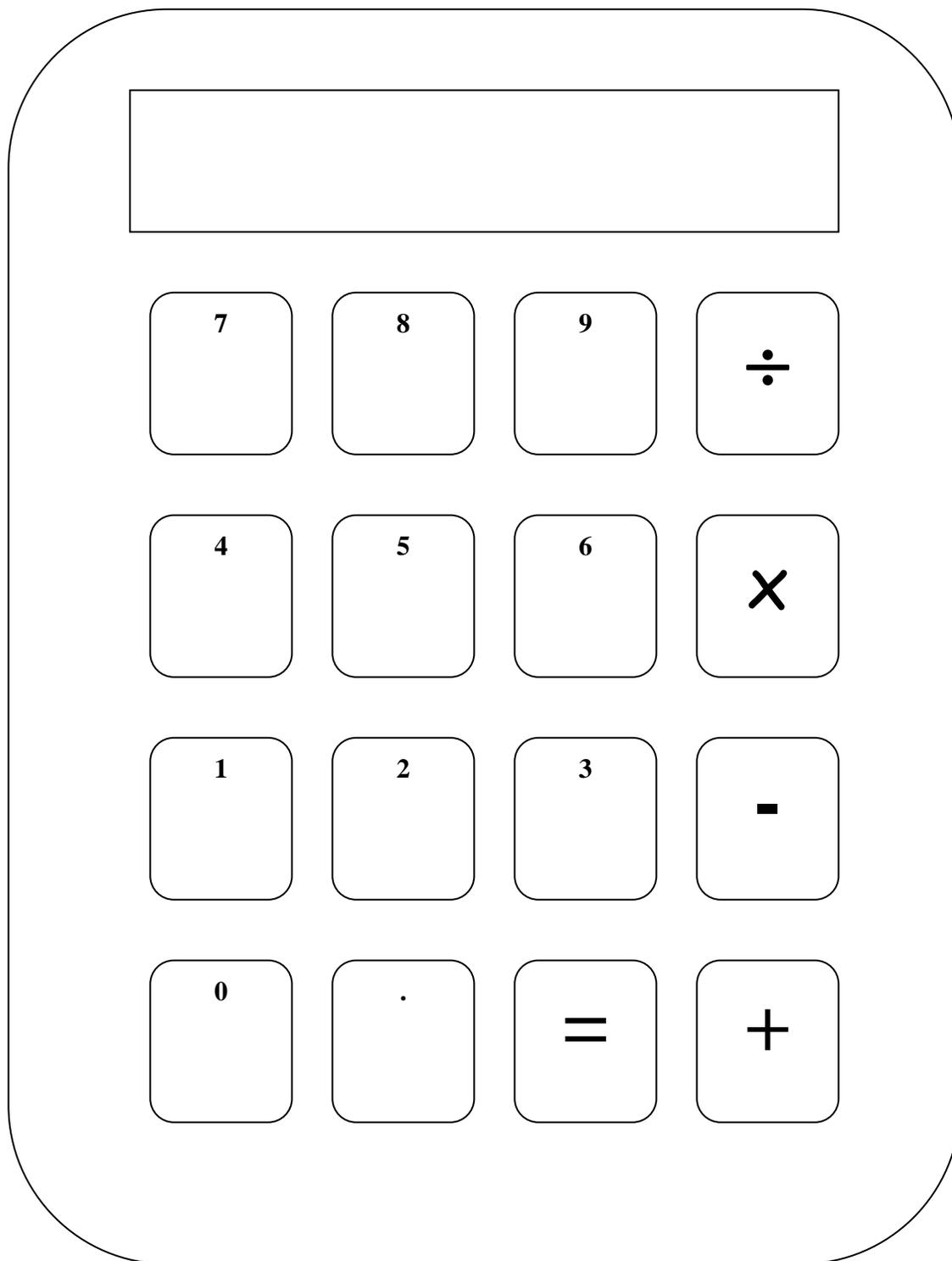
- 4. No PUT DOWNS allowed.**

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

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

Session #1

Calculating Control Calculator



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.

SESSION # 2

Small Group Counseling Title: Calculating Control

Session Title: Adding to My Mistakes

Session: 2 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will learn the importance of paying attention and how to learn from their mistakes.

Missouri Comprehensive Guidance Standard:

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

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

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

(This activity needs to take place in a large area)

[Small Group Counseling Guidelines](#)

[Adding to My Mistakes Addition Sheet](#) (one for each student)

[Sample Grid for Game](#)

Nine sheets of paper

Tape

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

SESSION # 2 Session Assessment

Students will play a game in which they are to determine the correct path to take. It is necessary for them to pay attention and learn from their mistakes in order to succeed.

SESSION # 2 Session Preparation

Essential Questions: How can mistakes help me succeed?

Engagement (Hook): Hold up [Adding to My Mistakes Addition Sheet](#). Ask students what this sign means on a calculator. Ask, “Have you ever gotten the wrong answer when adding? How did that happen? What did you have to do then?”

SESSION # 2 Procedures

| Session # 2 Professional School Counselor Procedures: | Session # 2 Student Involvement: |
|--|---|
| <ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines and Group Assignment from previous session. 2. Discuss making mistakes when adding. Say, “We have to be aware when we make a mistake and be able to learn from it. You will have the chance to pay attention and learn from your mistakes today.” 3. Explain the game. (Prior to group session tape nine sheets of paper on the floor in a grid. Have a preset pattern for the path from one end of the grid to the other. See Sample Grid). Say, “I have a pre-made plan for the path students are to take to get to the end. (The number of moves can be altered depending on the level of the students.) Students are to take turns guessing the path, by stepping on the squares. They cannot talk to each other. After each move, I will tell the student if he or she is correct. The other students must pay attention and remember the correct and incorrect paths to take.” 4. Facilitate the game and tell students after each move if they are correct or not. 5. Let students know when a student has successfully completed the path. Have all students show the way through the correct path. 6. Closure/Summary: Ask, “What mistakes did you make along the way? How did you learn from them? Could you learn from other people’s mistakes?” 7. Group assignment: Tell students to write what they learned on the back of their Adding to My Mistakes Addition Sheet. | <ol style="list-style-type: none"> 1. Students listen while Professional School Counselor (PSC) reads the guidelines and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week. 2. Students listen. 3. Students acknowledge an understanding of directions. 4. Students take turns trying to determine the path to take. Other students must pay attention and remember the mistakes of others. 5. Students follow the correct path once one student successfully completes the path. 6. Closure/Summary: Students answer questions. 7. Group assignment: Students complete assignment. |

| Session # 2 Professional School Counselor Procedures: | Session # 2 Student Involvement: |
|--|---|
| 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. | 8. Students commit to giving their parents/guardians the handout. |

SESSION # 2 Follow-Up Ideas & Activities

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.

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

Students are encouraged to share the notes they have written on the back of their [Adding to My Mistakes Addition Sheet](#) with Parents/Guardians and/or teachers.

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

SAMPLE GRID FOR GAME

| | | |
|---|-------|--|
| | START | |
| | ↓ | |
| ↓ | ← | |

FINISH

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.**

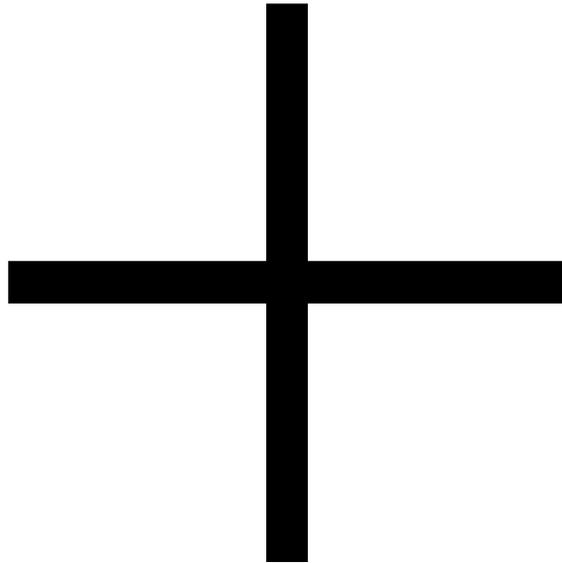
- 4. No PUT DOWNS allowed.**

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

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

Session #2

Adding to My Mistakes Addition Sheet



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.

SESSION # 3

Small Group Counseling Title: Calculating Control

Session Title: Subtracting Distractions

Session: 3 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will recognize distractions and how to ignore them.

Missouri Comprehensive Guidance Standard:

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

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

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

[Small Group Counseling Guidelines](#)

[Subtracting Distractions Subtraction Sheet](#) (One for counselor and each student)

Memory game (or a deck of playing cards used as a memory game)

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

SESSION # 3 Session Assessment

Students will play a game to recognize what distracts them. They will write down the strategies that work for them.

SESSION # 3 Session Preparation

Essential Questions: How can I ignore interesting distractions in order to succeed?

Engagement (Hook): Hold up Subtracting Distractions worksheet. Ask students what this sign means on a calculator. Ask, “What things would you subtract in a class in order to pay attention?”

SESSION # 3 Procedures

Session # 3 Professional School Counselor Procedures:

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

Session # 3 Student Involvement:

1. Students listen and ask questions/make comments about guidelines. Share individual successes and challenges while

| Session # 3 Professional School Counselor Procedures: | Session # 3 Student Involvement: |
|---|--|
| <ol style="list-style-type: none"> 2. Say, “Today, we are going to work on filtering out distractions while playing a game.” 3. Explain the Memory Game with students (or use playing cards to make matches of numbers.) Place cards face down on table. Students take turns picking up two cards and try to find matches. If they find one, they get a point. If they do not make a match, they put the cards back. 4. Ask students, “What kind of things might distract you from succeeding in this game? How will you subtract those distractions from your mind?” 5. Observe students playing the game. 6. Closure/Summary: Ask, “What kinds of things distracted you? Were they the things you expected to distract you? Were there any surprising distractions? How did you ignore them? Write your strategies on the back of the Subtracting Distractions Sheet.” 7. Group assignment: Say, “This week, notice the things that distracted you from completing a task and what you did to subtract them so we can discuss them in next week’s group meeting.” 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>completing Group Assignment throughout the past week.</p> <ol style="list-style-type: none"> 2. Students listen. 3. Students continue to listen. 4. Students respond. 5. Students play the game. 6. Closure/Summary: Students answer and write strategies on the back of the Subtracting Distractions Sheet. 7. Group assignment: Students notice times they were distracted and what helped them subtract their distractions. 8. Students commit to giving their parents/guardians the handout. |

SESSION # 3 Follow-Up Ideas & Activities

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.

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

Parents/Guardians and Teachers to praise students when they subtract distractions and complete a task.

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?

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.**

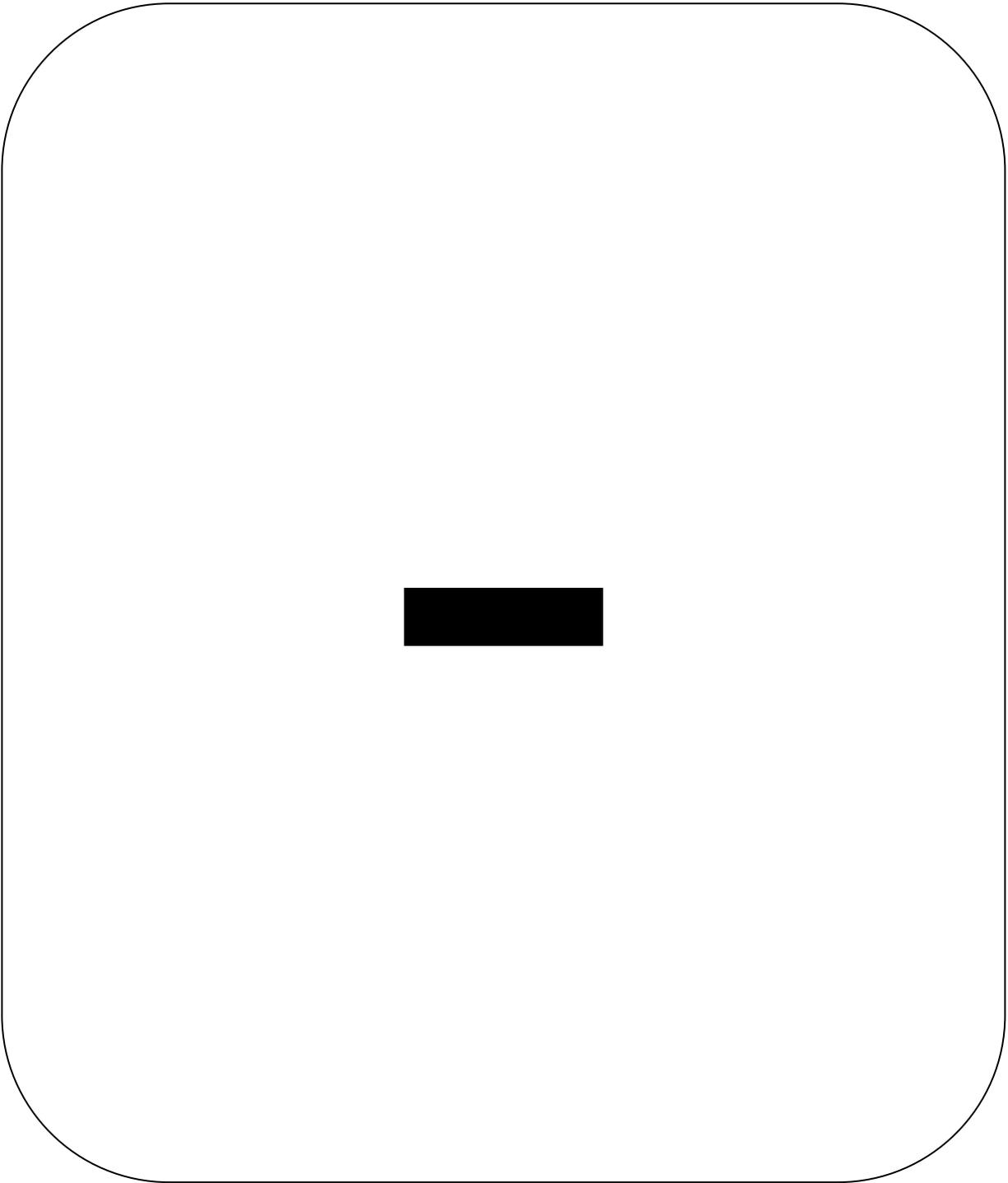
- 4. No PUT DOWNS allowed.**

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

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

Session #3

Subtracting Distractions Subtraction Sheet



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.

SESSION # 4

Small Group Counseling Title: Calculating Control

Session Title: Multiply Your Positive Self-Talk

Session: 4 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will learn that positive self-talk will help them maintain control of their thoughts and actions.

Missouri Comprehensive Guidance Standard:

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

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

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

[Small Group Counseling Guidelines](#)

[Multiply Your Positive Self-Talk Multiplication Sheet](#) for each student

One washer tied to a 2 foot long string for each student

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

SESSION # 4 Session Assessment

Students will write positive things about themselves on the back of their [Multiply Your Positive Self-Talk Multiplication Sheet](#).

SESSION # 4 Session Preparation

Essential Questions: How does talking to myself help me?

Engagement (Hook): Hold up [Multiply Your Positive Self-Talk Multiplication Sheet](#). Ask students what this sign means on a calculator. Ask one student to say 'I can' 5 times in 5 seconds. After he/she says it, ask students, "How did he/she do that?" Answer: Positive self-talk - He/she told him/herself he/she could!

SESSION # 4 Procedures

| Session # 4 Professional School Counselor Procedures: | Session # 4 Student Involvement: |
|--|--|
| <ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines and Group Assignment from previous session. 2. While students are working, ask, “What are some distractions you had to ignore in the past week?” 3. Explain that everyone talks to himself or herself everyday. They may tell themselves how to do something, tell themselves to calm down, tell themselves something they do well or need to do better. Is there anything else someone might say to themselves? 4. Hand each student a washer tied to a string about 2 feet long. Then tell the students to hold the string up, in front of them, with the washer dangling. Tell students to slowly tell the washer to move in different directions. 5. Ask students, “What did you think was going to happen? What did happen? Why did that happen?” 6. Say, “You have control over your thoughts, words, and actions based on what you tell yourselves. If you tell yourself you can do something, you will try harder. If you tell yourself you can’t do something, you will be more likely to give up. On the back of the Multiply Your Positive Self-Talk Multiplication Sheet write positive things to tell yourself while you are doing something difficult.” 7. Closure/Summary: Ask each student to say I can’ 5 times in 5 seconds. Then ask, “How did you do that? Did you use positive self-talk?” 8. Group assignment: Tell students to practice using the positive self-talk during the week. 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. | <ol style="list-style-type: none"> 1. Students listen and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week. 2. Students respond. 3. Students listen and respond. 4. Students follow directions. The washer should move in the direction the student wants it to. 5. Students respond. 6. Students write positive things they can tell themselves on the back of their Multiply Your Positive Self-Talk Multiplication Sheet. 7. Closure/Summary: Five times the students say “I can”. When asked how they did it, they respond by saying “because I told myself I could!” 8. Group assignment: Students use positive self-talk. 9. Students commit to giving their parents/guardians the handout. |

SESSION # 4 Follow-Up Activities

Encourage Parents/Guardians and Teachers to have students restate negative statements into positive self-talk.

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?

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.**

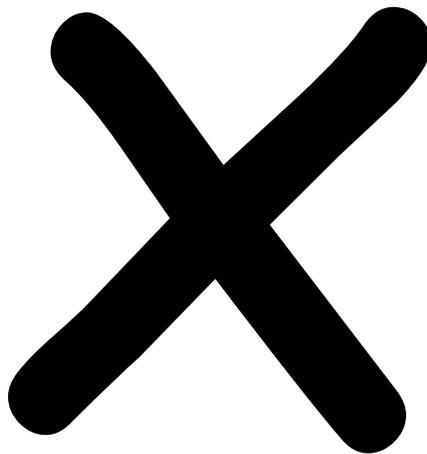
- 4. No PUT DOWNS allowed.**

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

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

Session #4

Multiply Your Positive Self-Talk Multiplication Sheet



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.

SESSION # 5

Small Group Counseling Title: Calculating Control

Session Title: Divide and Conquer

Session: 5 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will learn to divide large tasks into smaller ones. They will also learn to manage their time.

Missouri Comprehensive Guidance Standard:

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

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

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

[Small Group Counseling Guidelines](#)

[Divide and Conquer Division Sheet](#) for each student

[Damien's Division Day Narrative](#) for each student

[Damien's Division Day/Divide and Conquer Plan Sheet](#) for each student

[Damien's Division Day/Divide and Conquer Blocks Sheet](#) for each student

Scissors & Glue

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 Session Assessment

Students will write a plan to divide large tasks into smaller ones on the back of their [Divide and Conquer Division Sheet](#).

SESSION # 5 Session Preparation

Essential Questions: How can I get everything done when I have too much to do?

Engagement (Hook): Hold up [Divide and Conquer Division Sheet](#). Ask students what this sign means on a calculator. Say, "Have you ever had too many things to do and not enough time to do them? That happened to my friend Damien just last week. He needs you to help him so this doesn't happen again."

SESSION # 5 Procedures

| Session # 5 Professional School Counselor Procedures: | Session # 5 Student Involvement: |
|---|---|
| <ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines and Group Assignment from previous session. 2. Read Damien’s Division Day Narrative, and distribute a copy of all three Division Day sheets to each student. 3. Say, “You are to cut out the Divide and Conquer Blocks and glue them in the slots on the Divide and Conquer Plan Sheet.” 4. While students are working, remind them that they have to spread things out over several nights to “divide and conquer” the things Damien needs to get done. 5. Closure/Summary: Read the story again to make sure that students have put the blocks in an appropriate place. (Suggestion: a completed sample could be projected on a SmartBoard or displayed on a poster.) 6. Group assignment: Remind students to practice their divide and conquer strategies. 7. 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. | <ol style="list-style-type: none"> 1. Students listen and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week. 2. Students listen. 3. Students follow directions. 4. Students work on the plan sheet. 5. Closure/Summary: Students check their work. 6. Group assignment: Students practice dividing their tasks to conquer their work. 7. Students commit to giving their parents/guardians the handout. |

SESSION # 5 Follow-Up Ideas & Activities

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.

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

Teacher and Parent/Guardian are encouraged to help students use their planners/calendars to divide and conquer long-term assignments and/or responsibilities.

Summative Assessment:

Perceptual Data Collection:

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

Classroom Teacher Assessment:

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

Parent/Guardian Assessment:

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

Student Assessment:

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

Results Based Data Collection:

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

SESSION # 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?

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.**

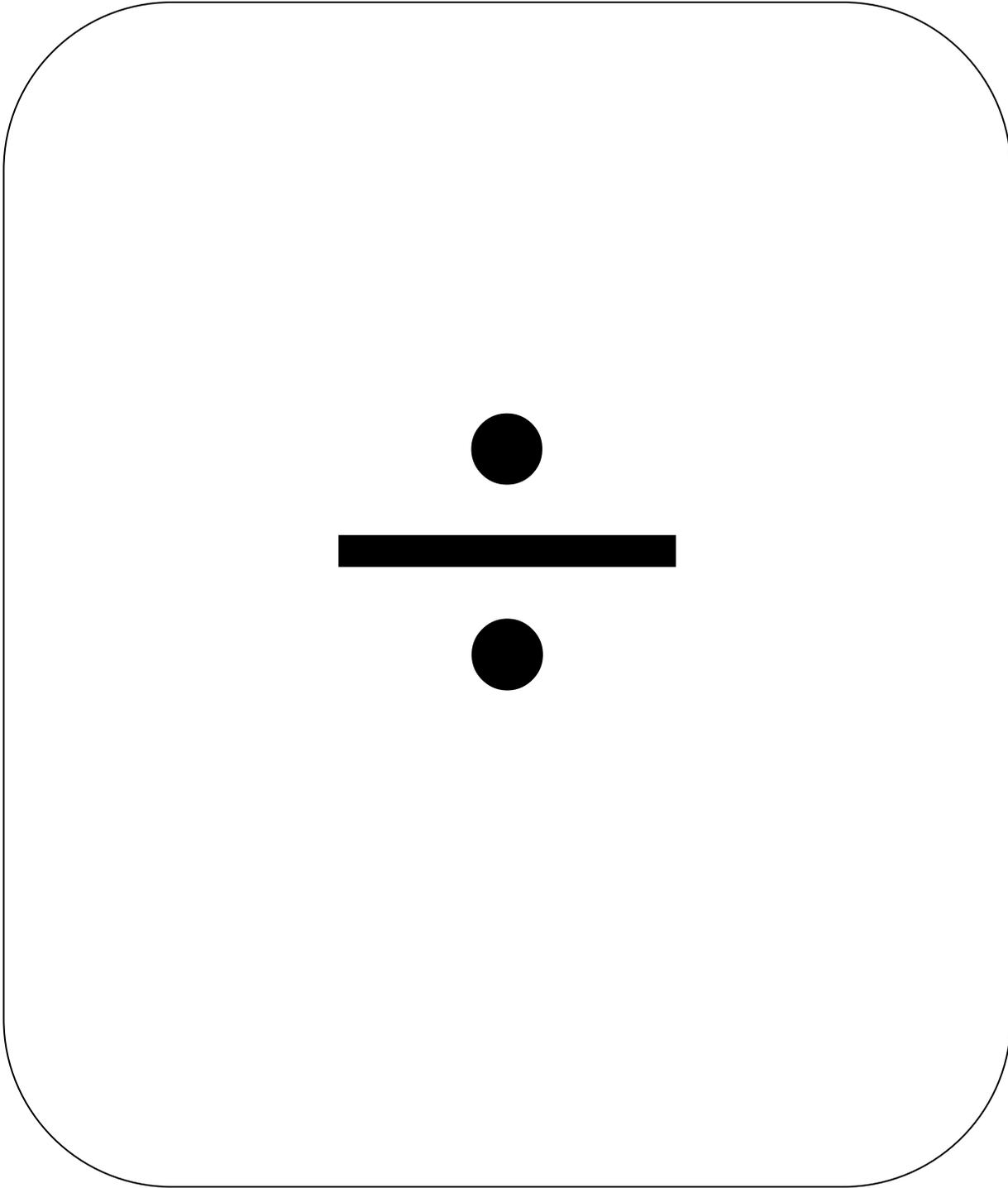
- 4. No PUT DOWNS allowed.**

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

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

Session #5

Divide and Conquer Division Sheet



Session #5

Damien's Division Day Narrative

Today was Monday and Damien didn't know how he was going to finish everything he had to do this week! He had a Boy Scout meeting tonight at 6:00, a soccer game Wednesday night at 5:00, a book report due on Thursday, a math test on Friday, and a piano recital on Saturday! Please help him finish everything this week!

Things to remember:

- Damien needs to practice the piano for ½ hour each day.
- He has to be in bed by 8:30 each night.
- His Boy Scout meeting and soccer game will last 1 hour each.
- It will take 2 ½ hours to read his book and 1 hour to write the report.
- Damien will need to study at least 3 nights for ½ hour each.
- He has to eat dinner every night!

Divide and Conquer Tip: Put in the scheduled items first!!!

Session #5

Damien's Division Day Divide and Conquer Plan

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|---------------|----------------|------------------|-----------------|---------------|
| 3:00-3:30 | | | | | |
| 3:30-4:00 | | | | | |
| 4:00-4:30 | | | | | |
| 4:30-5:00 | | | | | |
| 5:00-5:30 | | | | | |
| 5:30-6:00 | | | | | |
| 6:00-6:30 | | | | | |
| 6:30-7:00 | | | | | |
| 7:00-7:30 | | | | | |
| 7:30-8:00 | | | | | |
| 8:00-8:30 | | | | | |

Session #5

Damien's Division Day Divide and Conquer Blocks

| | | | | |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Practice piano | Practice piano | Practice piano | Practice piano | Practice piano |
| Read book | Read book | Read book | Read book | Read book |
| Write report | Write report | Study math | Study math | Study math |
| Eat dinner | Eat dinner | Eat dinner | Eat dinner | Eat dinner |
| Boy Scout meeting | Soccer game | | | |

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.

SESSION # 6

Small Group Counseling Title: Calculating Control

Session Title: Equals a Better You!

Session: 6 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will recall self-control strategies learned in the group.

Missouri Comprehensive Guidance Standard:

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

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

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

[Small Group Counseling Guidelines](#)

Display samples of sheets from previous group sessions: calculator, addition, subtraction, multiplication, and division

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

[Certificate of Completion](#)

[Student Feedback Form: Overall Effectiveness of Group](#) (attached to the Unit Plan)

SESSION # 6 Session Assessment

Students will share the self-control strategies that they learned during the group sessions.

SESSION # 6 Session Preparation

Essential Question: How will all the strategies I learned help me control myself?

Engagement (Hook): Counselor holds up a Calculator and asks students what it can do (math problems-add, subtract, multiply, and divide). Remind them that it can help us do much more than that.

SESSION # 6 Procedures

| Session # 6 Professional School Counselor Procedures: | Session # 6 Student Involvement: |
|---|---|
| <ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines and Group Assignment from previous session. 2. Display sample sheets from previous group sessions by posting them around the room, and review what they learned. 3. Instruct students to go to each of the displayed sheets, and write one strategy they found helpful or think they will use in the future. 4. Closure/Summary: Students share with the group why they identified particular strategies. 5. Group assignment: Instruct students to use their calculator strategies when they need better control of what they do. 6. 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. 7. If a follow-up session is planned, remind students that it will be held in 4-6 weeks. | <ol style="list-style-type: none"> 1. Students listen and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week. 2. Students follow along. 3. Students write favorite strategies on each of the sheets. 4. Closure/Summary: Students select their favorite strategy for each area to share with the group. 5. Group assignment: Students will use their calculator strategies when they need self-control. 6. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout. 7. Students will receive notification of follow-up session if one is scheduled. |

SESSION # 6 Follow-Up Activities

Follow up with classroom teachers and the students to see if students are practicing their self-control strategies, and provide additional strategies for students who may be having difficulty.

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?

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.**

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

*One awesome skill used by _____
was _____*



WAY TO GO!

Professional School Counselor

OPTIONAL FOLLOW-UP SESSION

Group Title: Calculating Control

Session Title: How Are You Doing?

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

Grade Level: 3-5

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:

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

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.

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: