

Small Group Counseling Title/Theme: Stop and Think/Self-Control

Grade Level(s): K-2

Small Group Counseling Description: Students will learn how to better control their thoughts and actions while at school. This unit will address good listening skills, staying on task, perseverance, accepting consequences, and when to ask for help.

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

Session Titles/Materials:

Session # 1: Whatchamacallit?

Materials needed:

Colored “ears”

Glasses with toilet paper rolls taped on the eyes

Crystal ball

1 pair of socks to wear over hands

[Stop Sign](#) worksheet

1 piece of construction paper

Markers

[Small Group Counseling Guidelines](#)

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

Session # 2: Say What?

Materials needed:

[Small Group Counseling Guidelines](#)

[Simon Says](#) Worksheet

[Listening Ear](#) Worksheet

Crayons, scissors

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

Session # 3: Focus Filters

Materials needed:

[Small Group Counseling Guidelines](#)

Glasses/sunglasses with toilet paper rolls attached to the eye pieces for a binocular effect

Memory game or cards

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

Session # 4: Fortune Tellers

Materials needed:

[Small Group Counseling Guidelines](#)

Fake crystal ball (wrap any ball in aluminum foil)

[Crystal Ball Situations](#) worksheet

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

Session # 5: Deal With It!

Materials needed:

[Small Group Counseling Guidelines](#)

1 book for each student

1 pair of socks for each student

1 piece of wrapped candy for each student

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: Count on Me!

Materials needed:

[Small Group Counseling Guidelines](#)

[Stop signs](#) that students had in session 1

[Stop Sign Cheat Sheet](#) with review answers

[Certificate of Completion](#)

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

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 of student achievement:

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

Students will complete 8 skills learned from group (on a stop sign).

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: 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:

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 # 1

Small Group Counseling Title: Stop and Think

Session Title: Whatchamacallit?

Session: 1 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Purpose: Students will work together to develop a group name. The counselor will observe the interaction and self-control of group members.

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)

Colored “ears”

Glasses with toilet paper rolls taped on the eyes

Crystal ball

1 pair of socks to wear over hands

[Stop Sign](#) worksheet

1 piece of construction paper

Markers

[Small Group Counseling Guidelines](#)

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

SESSION # 1 Assessment

Students will work together to produce a group name. Counselor will observe students’ interactions.

SESSION # 1 Preparation

Essential Questions: How can I gain control of myself when I feel out of control?

Engagement (Hook): Counselor will come to group wearing glasses with toilet paper rolls over the eyes, paper ears, holding a crystal ball, socks over hands, and carrying a stop sign. Explain to students that these materials will help them gain control of themselves. Allow them to make a few guesses as to how. Explain that they will be working with each of these in the next 6 weeks.

SESSION # 1 Procedures

Session # 1 Professional School Counselor Procedures:	Session # 1 Student Involvement:
1. Enter the group session wearing glasses with toilet paper rolls over the eyes, paper ears, holding a	1. Students notice the counselor looking “silly”. Students make guesses as to how

Session # 1 Professional School Counselor Procedures:	Session # 1 Student Involvement:
<p>crystal ball, socks over hands, and carrying a stop sign. Explain to students that these materials will help them gain control of themselves. Allow them to make a few guesses as to how. Explain that they will be working with each of these in the next 6 weeks.</p> <ol style="list-style-type: none"> 2. Welcome members to the group called Stop and Think and explains the purpose of the group. Counselor explains the Small Counseling Group Guidelines. 3. Allow each student to hold the stop sign and introduce himself or herself. 4. 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. 5. Tell students the topics that they will learn-listening, focusing, following rules and directions, and asking for help. Ask the students to sign the group name sheet if they agree to follow group rules and work on these topics. 6. Closure/Summary: Hand out a stop sign to each student and tell them to put their name in the center. Tell students that the stop sign gives us a reminder to stop what we are doing and think to make sure it is a good choice. 7. Group assignment: Tell students to notice times when they might use their stop sign to think before doing something. 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>the materials will help them gain control of themselves.</p> <ol style="list-style-type: none"> 2. Students listen and ask questions as appropriate. 3. Students hold the stop sign and say their name, grade, and what they want control over. 4. Students work together to agree on a name and write it on the construction paper. 5. Students listen and sign if they agree. 6. Closure/Summary: Students put their name in the middle of the stop sign. 7. Group assignment: Students are to be aware of times when they may need to work on controlling themselves. 8. 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](#)

Suggestions for Classroom Teachers & Parents/Guardians

1. Explain that students are to use their stop signs when they are starting to feel a loss of self-control.

2. If a student uses the stop sign strategies to help them maintain self-control, compliment their good choice.
3. If a student appears to be having difficulty with self-control, remind them to use their stop sign strategies.

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-Down’s are allowed.**

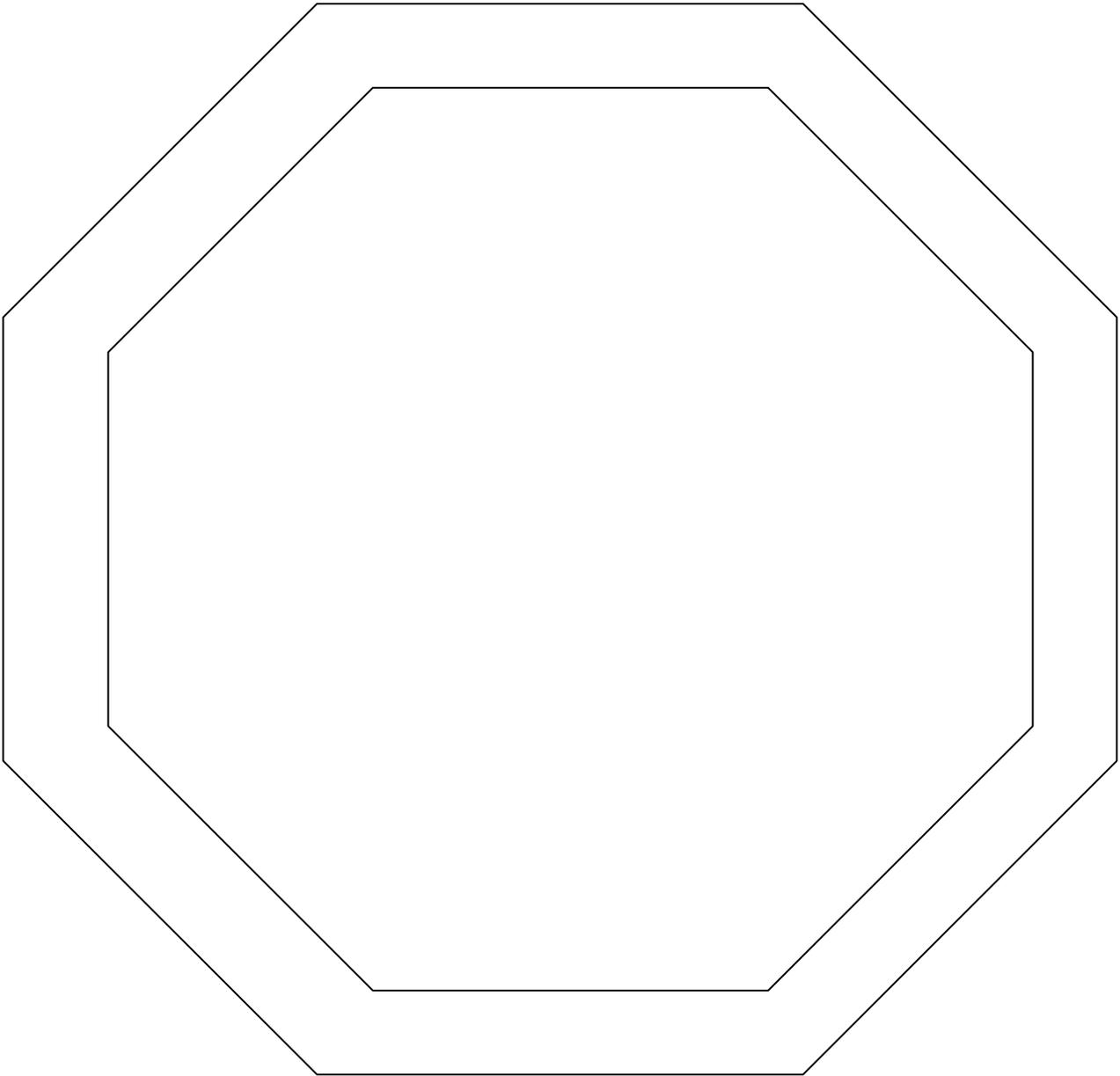
- 5. All participants will treat each other with respect.**

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

Session 1

Stop and Think

Stop Sign



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: Stop and Think	
Session Title: Say What?	Session: 2 of 6
Grade Level: K-2	Estimated time: 30 minutes
Small Group Counseling Purpose: Students will learn what a good listener “looks like”.	
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)

<p><i>Small Group Counseling Guidelines</i> <i>Simon Says</i> Worksheet <i>Listening Ear</i> Worksheet Crayons, scissors <i>Teacher/Parent/Guardian Small Group Session Follow-Up</i></p>

SESSION # 2 Session Assessment

Counselor will observe students’ ability to demonstrate good listening skills.
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SESSION # 2 Session Preparation

<p>Essential Questions: How do you know if someone is being a good listener?</p> <p>Engagement (Hook): Counselor plays Simon Says with the students (use <i>Simon Says</i> worksheet). There may need to be a brief description of how to play (when the group leader says, “Simon Says” students should perform the action; when the group leader gives a direction without saying, “Simon Says,” the action should not be performed. If someone performs an action when the group leader has not stated, “Simon Says,” that student is out.)</p>
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SESSION # 2 Procedures

Session # 2 Professional School Counselor Procedures:	Session # 2 Student Involvement:
1. Review <i>Small Group Counseling Guidelines</i> . 2. Hold up the stop sign and asks students to tell of times when they had to stop and think before doing something. (Remind them to raise their hands.)	1. Students listen. 2. Students raise their hands and share examples.

Session # 2 Professional School Counselor Procedures:	Session # 2 Student Involvement:
<p>3. Ask if students had to use their stop sign when playing Simon Says. “What were things Simon said to do? How do these help you and others learn?”</p> <p>4. Ask, “What were things that Simon did not say to do? How would these things stop learning?”</p> <p>5. Go over the game again, this time using the stop sign. After each statement, hold up the stop sign and show students that they need to hear what is said and decide if it should be done or not.</p> <p>6. Ask, “Why did you have to listen to follow directions? What would have happened if you were not listening?”</p> <p>7. Closure/Summary: Hand out a “Listening Ear” worksheet to remind them to listen with their ears. Tell students to color and cut out the ear while having discussion. “What other parts of the body do we listen with?” (Answer-your whole body!) “Why is listening important?”</p> <p>8. Group assignment: Tell students to notice times when they might use their stop sign to think before doing something.</p> <p>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.</p>	<p>3. Students give responses.</p> <p>4. Students give responses.</p> <p>5. Students listen and follow along.</p> <p>6. Students respond.</p> <p>7. Closure/Summary: Students respond while coloring and cutting “Listening Ear” worksheet.</p> <p>8. Group assignment: Students are to be aware of times when they may need to work on controlling themselves.</p> <p>9. Students commit to giving their parents/ guardians the handout.</p>

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](#)

Suggest to parents and teachers that they play “Simon Says” to reinforce good listening skills and self-control. Compliment students who are able to follow directions.

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?

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-Down’s are allowed.**

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

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

Session #2

Simon Says

Simon Says, eyes on the speaker.

Stick out your tongue.

Simon Says, hands in your lap.

Simon Says, sit still.

Talk out.

Turn your back to the speaker.

Simon Says, lips zipped.

Touch your neighbor's arm.

Tap your foot on the floor.

Simon Says, raise your hand.

Session #2

Listening Ear Worksheet



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: Stop and Think

Session Title: Focus Filters

Session: 3 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will have the opportunity to practice focusing while working on a task.

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](#)

Glasses/sunglasses with toilet paper rolls attached to the eye pieces for a binocular effect

Memory game or cards

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

SESSION # 3 Session Assessment

Counselor will observe students' ability to focus while playing the game.

SESSION # 3 Session Preparation

Essential Questions: How can you focus when there are so many distractions around you?

Engagement (Hook): Counselor comes to group wearing the toilet paper binocular glasses. They are passed around so every student can wear them and see what it looks like through them.

SESSION # 3 Procedures

Session # 3 Professional School Counselor Procedures:	Session # 3 Student Involvement:
1. Review <u>Small Group Counseling Guidelines</u> . 2. Come to group wearing the toilet paper binocular glasses. They are passed around so every student can wear them and see what it looks like through them.	1. Students listen. 2. Students try on the binocular glasses.

Session # 3 Professional School Counselor Procedures:	Session # 3 Student Involvement:
<p>3. Remind students that they learned about listening last time. Have students tell one way to be a good listener.</p> <p>4. Today, we are going to talk about focusing. Ask, “What can you see through the glasses? What can’t you see?”</p> <p>5. Say, “In order to do your best, you have to be able to know what to focus on and what not to focus on. What should you not pay attention to when you are in class?”</p> <p>6. Introduce Memory game (or a memory game made out of pairs of cards) and monitor students while playing the game.</p> <p>7. Closure/Summary: Ask, “What made it hard to find pairs? What helped you find pairs? What did you have to ignore to be successful?”</p> <p>8. Group assignment: Tell students to notice times when they have to ignore things in class to be able to learn.</p> <p>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.</p>	<p>3. Students raise their hands and share examples.</p> <p>4. Students give responses.</p> <p>5. Students give responses.</p> <p>6. Students listen to directions and play the game.</p> <p>7. Closure/Summary: Students respond.</p> <p>8. Group assignment: Students are to be aware of times when they may need to ignore something so they can learn.</p> <p>9. Students commit to giving their parents/ guardians the handout.</p>

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](#)

Suggest to parents and teacher(s) to provide opportunities for students to assemble puzzles in a group situation to practice focusing skills.

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.**
 - c. Counselor**
 - d. Student**

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

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

- 4. No “Put-Down’s are allowed.**

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

- 6. Group members will 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.

SESSION # 4

Small Group Counseling Title: Stop and Think

Session Title: Fortune Tellers

Session: 4 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will understand that their consequences are based on their 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](#)

Fake crystal ball (wrap any ball in aluminum foil)

[Crystal Ball Situations](#) worksheet

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

SESSION # 4 Session Assessment

Students indicate responses to questions by showing a smiley face or a frowning face.

SESSION # 4 Session Preparation

Essential Questions: How do my actions affect my future?

Engagement (Hook): Bring out a crystal ball and begins to make predictions based on how the students are acting. (Example: if a student is sitting quietly, say, “I predict that you will learn a lot today.”)

SESSION # 4 Procedures

Session # 4 Professional School Counselor Procedures:	Session # 4 Student Involvement:
1. Review Small Group Counseling Guidelines .	1. Students listen.
2. Bring out a crystal ball and begins to make predictions based on how the students are acting. (Example-if a student is sitting quietly, say, “I predict that you will learn a lot today.”)	2. Students observe counselor as predictions are made.

Session # 4 Professional School Counselor Procedures:	Session # 4 Student Involvement:
<p>3. Welcome students to the group and asks them about times when they had to ignore something to be able to learn.</p> <p>4. Say, “Today I told you that I could make predictions. Am I really able to see the future? How did I guess what might happen?”</p> <p>5. Say, “I made predictions based on your behavior. People make predictions about you based on how you act.”</p> <p>6. Continue by asking each student to share a school rule, and what would happen if the rule were not followed (besides just “getting in trouble”).</p> <p>7. Say, “Today, you get to be fortune tellers. You will show me a smiley face or frowning face depending on how someone is acting.” Hand out a piece of paper for each student. They are to draw a smiley face on one side and a frowning face on the other.</p> <p>8. Read situations from the Crystal Ball Situations worksheet and has students hold up their smiley face or frowning face. Ask what might happen based on the students’ behaviors.</p> <p>9. Closure/Summary: Ask, “How did you predict what would happen?”</p> <p>10. Group assignment: Tell students to predict what will happen based on their behavior in the classroom.</p> <p>11. 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>3. Students raise their hands and share examples.</p> <p>4. Students give responses.</p> <p>5. Students listen.</p> <p>6. Students share a school rule and what would happen if they did not follow it.</p> <p>7. Students listen to directions and draw the pictures.</p> <p>8. Students listen and hold up a smiley face or frowning face based on the situation. Students respond to questions.</p> <p>9. Closure/Summary: Students respond.</p> <p>10. Group assignment: Students are to predict the consequences of their behavior.</p> <p>11. Students commit to giving their parents/guardians the <i>Teacher/Parent/Guardian Session Follow-up</i> handout.</p>

SESSION # 4 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 and teacher(s) are encouraged to verbalize consequences for appropriate behavior displayed by child. For example: if the child is listening carefully to directions, the teacher might say, “I predict (name) will know what to do because he is listening quietly to the directions.”

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**
- 4. participate and share.**

- 5. No “Put-Down’s are allowed.**

- 6. All participants will treat each other with respect.**

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

Session #4

Crystal Ball Situations

1. Johnny was quietly sitting in the classroom, staring out the window and thinking about his baseball game while the teacher was talking. (Frowning face)
2. Margaret needed a crayon that she didn't have, so she raised her hand and asked if she could borrow one. (Smiley face)
3. Tomas was finished working on his work and found a book to read quietly. (Smiley face)
4. Jessica didn't know how to do her assignment, so she got out of her seat and started looking for a book to read instead. (Frowning face)
5. Camille heard her friend calling her name, but she ignored it and kept listening to the teacher. (Smiley face)
6. Luis did not think it was fair that another boy got ahead of him in line, so he pushed in front of him. (Frowning face)
7. Whitney wanted to spend extra time at recess, so he did not come in when the teacher blew the whistle. (Frowning face)
8. Conrad found a piece of paper on the ground and returned it to the owner. (Smiley face)
9. Sheila saw Marcus stick her tongue out at her, so she yelled, "Marcus stuck his tongue out at me!" during class. (Frowning face)
10. Matthew sat still in his seat, waiting for the teacher's instructions, even though other kids were talking and laughing. (Smiley face)

Other situations may be added if desired.

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: Stop and Think

Session Title: Deal With It!

Session: 5 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will practice persevering toward a goal or asking for help to succeed.

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](#)

1 book for each student

1 pair of socks for each student

1 piece of wrapped candy for each student

[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 Session Assessment

Students will open candy either by persevering or by asking for help.

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 Session Preparation

Essential Questions: How can I continue working even though I may fail? How can others help me reach a goal?

Engagement (Hook): Hand each student a book and ask him or her to turn the pages, one at a time. Hand a pair of socks to each student and have them put it on over their hands. Then ask the students to turn the pages, one at a time.

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. 2. Welcome students to the group and asks them what they were able to predict based on their behaviors. 3. Say, “Sometimes, things are easy for us, like being able to turn the pages of the book without anything on your hands. Other times, they are hard, like when you had socks on your hands and couldn’t turn the pages.” 4. Say, “There are two ways to succeed when things are difficult-you can either work hard to succeed or you can ask for help. When is a good time to work hard? When is a good time to ask for help?” 5. Model how to work hard (tell yourself you can do it, slow down, think about a different way to do it, etc.) Remind them that they need to practice patience and can learn from their mistakes. 	<ol style="list-style-type: none"> 1. Students listen. 2. Students raise their hands and share examples. 3. Students listen. 4. Students give responses. 5. Students practice.

Session # 5 Professional School Counselor Procedures:	Session # 5 Student Involvement:
<p>6. Continue by modeling how to ask for help (Make sure the person is available, say the person's name, say "please" and "thank you", etc.). Remind them that sometimes people are not able to help and we have to respect that.</p> <p>7. Closure/Summary: Trade a piece of candy for the books. Students need to have the socks on their hands. Tell students they must first try to work hard to get it open, and then if they can't get it open, they must ask for help.</p> <p>8. When students open the candy, say that they get rewarded when they work hard at tasks.</p> <p>9. Group assignment: Tell students to practice working hard and asking for help when needed.</p> <p>10. 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 from that follow the unit plan [students complete the student post-group perceptions form during the last session])</p>	<p>6. Students practice.</p> <p>7. Closure/Summary: Students try to open the candy with the socks on their hands. If they can't get it the first time, they will work hard. If they still can't get it open, they will ask for help. Students can eat the candy when they have completed the task.</p> <p>8. Students listen while enjoying their candy.</p> <p>9. Group assignment: Students are to practice working hard and asking for help when needed.</p> <p>10. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>

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*](#)

Parents and teachers are encouraged to compliment students when they exhibit perseverance, or when they appropriately ask for help to complete a difficult task.

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-Down’s are allowed.**
- 5. All participants will treat each other with respect.**
- 6. Group members will 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.

SESSION # 6

Small Group Counseling Title: Stop and Think

Session Title: Count on Me!

Session: 6 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will synthesize the information learned to have better control of their thoughts and actions at school.

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](#)

[Stop signs](#) that students had in session 1

[Stop Sign Cheat Sheet](#) with review answers

[Certificate of Completion](#)

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

SESSION # 6 Session Assessment

Students will fill out stop sign with self-control strategies learned from group.

SESSION # 6 Session Preparation

Essential Questions: How can I focus and learn at the same time?

Engagement (Hook): Come to group wearing glasses with toilet paper rolls over the eyes, paper ears, holding a crystal ball, socks over hands, and carrying a stop sign. Explain to students that they will describe how these materials helped them gain control of themselves.

SESSION # 6 Procedures

Session # 6 Professional School Counselor Procedures:

1. Review [Small Group Counseling Guidelines](#) with an emphasis on post-group confidentiality. Remind participants that even though the groups is over, other group members will trust them not to tell other people about what another person said or

Session # 6 Student Involvement:

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>did in the group. Remind students about your responsibility to protect their confidentiality, too.</p> <ol style="list-style-type: none"> 2. Collect Parent and Student Feedback Forms; make arrangements to get the forms from participants who did not bring them to the group. 3. Welcome students to the group and asks them to describe a time they had to work hard and had to ask for help. 4. Come to group wearing glasses with toilet paper rolls over the eyes, paper ears, holding a crystal ball, socks over hands, and carrying a stop sign. Explain to students that they will describe how these materials helped them gain control of themselves. "What have we learned?" As students respond, write responses on a board or paper. (Stop Sign Cheat Sheet is provided for, if needed.) 5. Hand back stop signs to students. Instruct students to write one thing they learned on each side of the stop sign. 6. Closure/Summary: Tell students that they have completed the Stop and Think group and reminds them to practice the skills they learned. Students complete the Student Feedback Form: Overall Effectiveness of Group. Give each student a Group Certificate of Completion for completing the group. 7. Group assignment: Tell students to practice the skills they learned. 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. 9. If a follow-up session is planned, remind students that it will be held in 4-6 weeks. 	<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 raise their hands and share examples. 4. Students respond. 5. Students write one thing they learned on each side of their stop sign. 6. Closure/Summary: Students complete the <i>Student Feedback Form: Overall Effectiveness of Group</i>. Students celebrate the closure of their group and accept completion certificates. 7. Group assignment: Students are to practice the skills they learned. 8. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout. 9. Students will receive notification of follow-up session if one is scheduled.

SESSION # 6 Follow-Up Ideas & 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.

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

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.**
 - e. Counselor**
 - f. Student**
- 2. One person speaks at a time.**
- 3. Everyone has an opportunity to participate and share.**
- 4. No “Put-Down’s are allowed.**
- 5. All participants will treat each other with respect.**
- 6. Group members will have the opportunity to develop other guidelines.**

Session #6

Stop Sign Cheat Sheet

Work together.

Talk nicely.

Follow rules.

Think about what you are doing.

Keep your eyes on the speaker.

Sit still.

Lips zipped.

Hands in your lap.

Raise your hand before talking.

Ignore bad behaviors.

Focus on your work.

Follow school rules.

Listen to your teacher.

Work hard.

Be polite.

Ask for help.

Have patience.



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: Stop and Think/Self-Control

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:

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: